

## § 15497.5. Local Control and Accountability Plan and Annual Update Template.

### Introduction:

The Woodland Joint Unified School District (WJUSD) serves students (10,055) in the Woodland city limits as well as the surrounding areas throughout Yolo County. Over the past 10 years, WJUSD has begun to transition from a rural district to a more urban district, with the challenges and opportunities consistent with urban districts throughout the state. As our school district evolves, district staff is responding by building systems of support for students, parents, and staff in response to stakeholder feedback. During the months of February through May 2015, our district engaged 60+ stakeholders in a series of five Strategic Planning meetings that resulted in the development and adoption of our Strategic Plan. Reflecting the collective Priorities, Principles, and Practices identified by the internal and external stakeholders, the Strategic Plan will serve as a compass to guide decisions and areas of focus across our organization.

The Strategic Plan and the process used in its development informed the WJUSD Local Control Accountability Plan (LCAP). The Mission, Priorities, Principles, and Practices identified through the Strategic Planning process, follow:

**The mission of Woodland Joint Unified School District is to prepare and empower all students for a future of endless possibilities.**

### Priorities

- All students will be grade level proficient in literacy, numeracy and 21<sup>st</sup> Century skills.
- Every student will graduate high school and be competitively college and career ready through a choice of pathways.
- All students will be engaged and experience a safe, respectful and caring environment.

### Principles

- ❖ We believe students benefit from highly challenging instruction with early supports to form a strong foundation for learning.
- ❖ We believe our students need to be provided real world experiences, technology and tools.
- ❖ We believe all students have the right to be academically and socially successful, and it is our job to provide them opportunities to realize that success.
- ❖ We believe students need to use their strengths, talents and interests to be successful.
- ❖ We believe parent, family and community engagement provides the foundation for student success.
- ❖ We believe the learning environment extends from home to school and requires respectful relationships among everyone involved.

### Practices

- ✓ We will provide students the supports and opportunities they need to excel academically, socially, emotionally and physically.
- ✓ We will work with families and the community to develop, implement and support effective partnerships that improve student attendance, academic achievement and social success.
- ✓ We will provide effective, relevant professional development opportunities in collaboration with staff that support student learning needs and close achievement gaps.
- ✓ We will provide fiscal resources and accountability to ensure all students receive equitable access to instructional materials, technology, facilities and highly qualified staff.

*To drive the work of the Strategic Plan, stakeholders made the following **collective commitments**:*

### Students

- ✓ Engage in individualized support through school groups, school staff and student peers.

- ✓ Help to promote student-teacher relationships.
- ✓ Set a foundation for effective student engagement.
- ✓ Create connections to value individual students' skills through peer tutoring and assistance.
- ✓ Promote student engagement through extra-curricular activities.

### **Parents**

- ✓ Communicate parent needs to the school district.
- ✓ Identify a parent liaison for each school site.
- ✓ Create a district-wide PTA organization.
- ✓ Participate in school workshops, events and enrichment opportunities.

### **Classified Staff**

- ✓ Provide students and staff with a safe, respectful and caring environment.
- ✓ Engage in professional development to support our learning communities.
- ✓ Develop and foster an environment where all feel safe, heard, and valued.
- ✓ Support and foster individual student learning to ensure students graduate from high school and are college and career ready.
- ✓ Support student exploration to find their passion.

### **Certificated Staff**

- ✓ Commit to ongoing professional development and refining our practices to continually improve student success.
- ✓ Commit to safeguarding time for collaboration with colleagues.
- ✓ Commit to actively engaging all families to support student success.
- ✓ Commit, across all levels, to promote college and career readiness through appropriate placement, instruction and interventions.
- ✓ Commit to providing a safe, respectful and positive school environment.

### **School Administrators**

- ✓ Use the strategic plan to guide site decision making, policies and allocation of resources.
- ✓ Allocate resources to create safe and engaging school environments.
- ✓ Communicate the strategic plan priorities, principles and practices.
- ✓ Work with teachers, human resources, and educational services to ensure that professional development does not disrupt the school day.
- ✓ Build partnerships with families and the community to support the strategic plan.

### **District Administrators**

- ✓ Develop systems and support programs to meet the priorities of the strategic plan.
- ✓ Determine the focus for data collection to effectively analyze and monitor progress of student groups toward attaining overall goals.
- ✓ Collect feedback from various groups to identify needs and make changes to systems and services delivered based on that information.
- ✓ Coordinate and collaborate with community partners and other service providers to identify and implement ways to increase and maintain parent and community engagement.

### **Community Partners**

- ✓ Support a safe, fun, vibrant, engaging, caring and respectful environment that increases all forms of social strengths and abilities.
- ✓ Provide training and experiential opportunities for youth, community members and school district staff.

- ✓ Provide youth workforce programs, internships and employment opportunities.
- ✓ Provide students with gang intervention support and develop youth and police force relationships.
- ✓ Increase college credit opportunities for high school students.
- ✓ Increase youth and family participation in city programs such as Commit to Fit.
- ✓ Coordinate faith-based organizations to promote youth engagement.

In addition to the Strategic Planning process, our district sought input from stakeholders through meetings held at school sites and the district office, facilitated the use of a web-based survey, and received input from School Board members. Over 300 participants were involved in one or more of these engagement activities, driving the actions and services identified in our district's LCAP.

### **Prioritizing Actions Based on Community Comments**

On the web-based survey, respondents were asked to rate the importance of the actions identified to address the three goals. ***College and Career Planning and Guidance*** had the most support, with 74.2% of respondents rating it as Very Important. Additionally, from comments collected through meetings and on the web-based survey, Career Path support and College Guidance had the most references (27) of all themes emerging from the analysis of comments.

Of the actions identified under Goal 1, ***Multi-tiered System of Supports*** had the most support among respondents, with 59.5% rating it as Very Important. Comments were also reported across a wide range of groups in the areas of Early Intervention in the Primary Grades (5), Making Existing Supports more Effective (2), and Supporting Students with Social-Emotional Needs (6).

Of the actions identified under Goal 3, ***Positive Behavior Intervention and Support*** had the most support, with 73% of respondents rating it as Very Important. From comments, discipline and school safety emerged as a common theme, with 18 references.

Not identified as an action when the web-based survey was developed, but receiving many references in the staff forum and parent meetings and in the comments on the web-based survey is ***Teacher Retention and Pay***, with 18 references.

The work completed through stakeholder engagement sessions, including the Strategic Planning process, has culminated in the identification of strategies and supports our district will fund to close opportunity and achievement gaps among students who are Foster Youth, Low Income, and/or English Learners. Our staff is ready to serve all our students in our district to ensure they are ready for post-secondary success in College and Careers.

**LEA: Woodland Joint Unified School District      Contact (Name, Title, Email, Phone Number): Dr. Maria Armstrong, Superintendent      LCAP Year: July 1, 2015- June 30, 2018**

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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. The LCAP and Annual Update Template must be completed by all LEAs each year.*

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

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

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

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

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

***State Priorities***

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

**A. Conditions of Learning:**

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

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

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

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

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

**B. Pupil Outcomes:**

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

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

**C. Engagement:**

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

**Pupil engagement:** school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5) **School climate:** pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

**Section 1: Stakeholder Engagement**

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

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

**Guiding Questions:**

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

<b>Involvement Process</b>	<b>Impact on LCAP</b>
<p>Consultation with Stakeholders</p> <p>Between February 4, 2015 and May 26, 2015, our district engaged in the Strategic Planning process and stakeholder meetings were held throughout the school district at various sites and at the district office. The Strategic Planning process included 60 participants from various stakeholder groups, including 6-12 grade students, parents, community partners, certificated staff, classified staff, and site and district administrators. Groups involved in the meetings include the following, though the specifics varied from meeting to meeting:</p> <ul style="list-style-type: none"> <li>• School staff members - principal, faculty (including Special Education staff), Leadership Team, classified staff;</li> <li>• Parent forums, including meetings to which all parents were invited. 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;</li> <li>• Students at the elementary, middle, and high school levels.</li> <li>• District-level Consultations. Meetings were held at the district level between February 4, 2015 and May 26, 2015. These meetings included the following (some groups met more than once):</li> </ul>	<p>Impact on Local Control and Accountability Plan (LCAP):</p> <p>Based on comments and suggestions that were received during the Strategic Planning process and stakeholder meetings, our LCAP goals were revised from six (6) to three (3), allowing for a more focused plan of services and actions. However, additional stakeholder meetings indicated that six goals with specific focus would be more beneficial. 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>The DRAFT LCAP plan Actions and Services was presented for review and comment to the Local Control and Accountability (LCAP) Community Stakeholder Committee. During the Strategic Planning process, committee members provided commitments regarding the needs of the student groups that they represent and how the DRAFT LCAP plan Actions and Services might be revised. These comments were collected and organized by priority areas. The Superintendent will respond in writing by June 18, 2015. The final</p>

<ul style="list-style-type: none"> <li>• District departments and standing committees – K-12 Curriculum and Instruction (including district office staff all site principals and Foster Youth representation), Teacher Action Teams, Career Technical Education, Educational Services</li> <li>• Administrative team – which included Foster Youth representation</li> <li>• Employee bargaining units – Woodland Education Association, California School Employees Association (CSEA) chapter representatives: WEA &amp; CSEA self-selected unit representation of 5 members each of the 60 participants.</li> <li>• 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</li> <li>• A survey was posted on the district Webpage in order to allow comments from any member of the public, May 18, 2015-May 27, 2015.</li> <li>• School Board of Education meeting reports.</li> </ul>	<p>draft will be submitted to the Board of Trustees for adoption in conjunction with the district’s budget on June 18.</p>
<p><b>Annual Update:</b>            Consultation with Stakeholders:            Between May 18 and May 26, 2015, meetings of stakeholder were held throughout the school district at various sites and at the district office. The groups involved in the meetings include the following, though the specifics varied from meeting to meeting:</p> <ul style="list-style-type: none"> <li>• School staff members - principal, faculty (including Special Education staff), Leadership Team, classified staff;</li> <li>• Parent forums, including meetings to which all parents were invited. 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;</li> <li>• District-level Consultations. Meetings were held at the district level between May 18, 2015 and May 26, 2015. These meetings included the following (some groups met more than once):</li> <li>• District departments and standing committees – K-12 Curriculum and Instruction (including district office staff all site principals and Foster Youth representation), Teacher Action Teams, Career Technical Education, Educational Services</li> <li>• Administrative team – which included Foster Youth representation</li> <li>• Employee bargaining units – Woodland Education Association, California School Employees Association (CSEA) chapter representatives</li> <li>• Parent advisory groups – District English Learner Advisory Committee, Gifted and Talented Education (GATE) and Special Education program participants, parents of</li> </ul>	<p><b>Annual Update:</b>            Impact on Annual Update of Local Control and Accountability Plan (LCAP):            Based on comments and suggestions that were received the Strategic Planning process, our LCAP goals were crafted by Strategic Planning participants: Students, Parents, Classified and Certificated Staff, Community Partners, and Site and District Administrators. The goals were revised from six (6) to three (3), allowing for a more focused plan of services and actions. 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>The DRAFT Annual Update LCAP plan Actions and Services was presented for review and comment to the Local Control and Accountability (LCAP) Community Stakeholder Committee. Committee members provided commitments regarding the needs of the student groups that they represent and how the DRAFT LCAP plan Actions and Services might be revised. These comments were collected and organized by goal areas. The Superintendent will respond in writing by June 20, 2014. The final draft will be submitted to the Board of Trustees for adoption in conjunction with the district’s budget.</p> <ul style="list-style-type: none"> <li>• See Changes in the annual update for revisions to goal names and renumbering.</li> </ul>

<p>low income students (LI), School Site Councils (SSC), parents of foster youth, Budget Advisory Committee which includes community members.</p> <ul style="list-style-type: none"> <li>• A survey was posted on the district Webpage in order to allow comments from any member of the public, May 18, 2015-May 27, 2015.</li> <li>• School Board of Education meeting reports.</li> <li>• To ensure transparency and stakeholder input, WJUSD held School Site Council meetings prior to submitting the LCAP to the Yolo County Office of Education to address significant changes in the LCAP to reflect planning expenditures of the LCAP allocation.</li> </ul>	
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**Section 2: Goals, Actions, Expenditures, and Progress Indicators**

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

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

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

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups, as applicable (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.

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

**Goal:** Describe the goal:

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

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



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

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

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

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

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

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

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

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

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

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

**Guiding Questions:**

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual 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 unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

LCAP Year 1: 2015-16

GOAL 1:	All students will be grade level proficient in literacy, numeracy and 21 <sup>st</sup> Century skills.	Related State and/or Local Priorities:  1 <u>x</u> 2 <u>x</u> 3 <u>  </u> 4 <u>x</u> 5 <u>  </u> 6 <u>  </u> 7 <u>x</u> 8 <u>x</u>  COE only: 9 <u>  </u> 10 <u>  </u>  Local: Specify <u>  </u> <u>Board Goal 1</u>

Identified Need:	<p><b>Literacy: Need Grade level proficiency in literacy by 3rd grade:</b></p> <ul style="list-style-type: none"> <li>a. 2014-15 will establish a baseline for standards-based performance on SBAC ELA.</li> <li>b. On a timed oral reading assessment (DIBELS), more than 14% of 3rd graders in WJUSD are below standard in the literacy skills of reading rate and comprehension. At the 6th grade level, 16% of students are not meeting the grade level standard for all three measures of oral reading: rate, accuracy, and comprehension. Of individual measures, comprehension is the weakest area, with 39% of students not meeting the standard.</li> <li>c. On a writing assessment (WRITE Program), the average score at 3rd grade is below standard (2.3 out of 4 points). The average score for 6th grade is below standard (2.5 out of 4 points).</li> <li>d. On English Language Arts Unit Assessments, 57% of 3rd graders are not meeting grade level standards. 49% of 6th graders are not meeting grade level standards. At the 9th grade level, 61% of students are not meeting grade level standards. These percentages are the average performance across Units 1 - 4.</li> <li>e. On the ELA Performance Assessments given at 3rd - 6th grade, the percentage of students meeting standard is 51%.</li> <li>f. Teacher training is needed on the use of CA-S texts and materials.</li> <li>g. All students who are eligible need to take the Unit Assessments.</li> </ul>
	<p><b>Numeracy: Students need to be ready for Math 1 in 9th grade.</b></p> <ul style="list-style-type: none"> <li>a. 2014-15 will establish a baseline for standards-based performance on SBAC Math.</li> <li>b. 2014-15 was the first year of the new math adoption for K-8. At the K-6 level, the district did not collect math assessment data. In the 2015-16 school year, the district will implement math assessments at the K-6 level.</li> <li>c. On the Math Unit Assessments given at the secondary level, 25% met standards at 7th grade, 27% met standard at 8th grade, and 16% met standard at in Math 1. These percentages are the average performance across the first four unit assessments.</li> <li>d. Secondary teachers and administrators will need training in the math pilot materials.</li> <li>e. Some K-8 teachers and administrators will need training in the new K-8 math adoption.</li> </ul>

Goal Applies to:	Schools: All Schools Applicable Pupil Subgroups: All Students
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**LCAP Year 1: 2015-16**

Expected Annual Measurable Outcomes:	<p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>a. Establish baseline percentage of students at the Meets and Exceeds Standard level on SBAC ELA.</li> <li>b. DIBELS Reading Passage Assessment: 90% of 3rd and 6th graders will meet standard in reading accuracy, rate, and comprehension.</li> <li>c. WRITE Assessment: Increase the average writing score to 3 (meets standard) out of 4 points.</li> <li>d. Unit Assessments: The number of students meeting standard will increase by 10%. 53% of 3rd, 63% of 6th graders, and 49% of 9th graders will meet standard in English Language Arts.</li> <li>e. Performance Assessment: Increase the number of students meeting standard on the ELA or Math Performance Assessment at grades 3 - 8 and 11 by 10% compared to the prior year.</li> <li>f. District and schools will meet or exceed academic performance index (API) targets when they are established.</li> <li>g. 100% of the secondary teachers will be trained in the use of the new CA-S aligned novels, short stories, poems, informational text and resources.</li> <li>h. Implementation of Unit Assessments: 100% of eligible students will take the unit assessments for their grade level/subject area.</li> <li>i. Williams Compliance:             <ul style="list-style-type: none"> <li>a. Maintain 100% compliance for instructional materials</li> <li>b. Maintain percentage of High Quality Teachers to eliminate teacher mis-assignments.</li> </ul> </li> </ul> <p><b>Numeracy</b></p> <ul style="list-style-type: none"> <li>a. Establish baseline percentage of students at the Meets and Exceeds Standard level on SBAC Math.</li> <li>b. The district will identify and implement math assessments for the K-6 level.</li> <li>c. Math Unit Assessments: the number of students meeting standard will increase by 10%.</li> <li>d. 100% of the teachers participating in the pilot for 9-12 and administrators will be trained in the CA-S aligned pilot math materials.</li> <li>e. 100% of the K-8 teachers and administrators will be trained in the use of CA-S math instructional materials.</li> </ul> <p><b>21<sup>st</sup> Century Skills</b></p> <ul style="list-style-type: none"> <li>a. The number of technology devices used in intervention programs at the secondary school level will increase by 50%.</li> <li>b. 100% of all teachers will participate in at least one professional development opportunity to enhance baseline technology skills training.</li> <li>c. All schools will increase resources and/or lessons to support California standards which support technology skills to the technology resource library.</li> </ul>		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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<p>G1. Develop a systematic approach for California Standards Implementation and a Data Analysis Model for Progress Monitoring through the use of a database system for culling the data from the SBAC, Formative Assessments in IlluminateEd, Performance Tasks, Unit Assessments, and student progress reports for a comprehensive analysis.</p>	<p>All schools</p>	<p><u>  </u>ALL ----- OR: <u>  </u>Low Income pupils <u>  </u>English Learners <u>  </u>Foster Youth <u>  </u>Re-designated fluent English proficient <u>  </u>Other Subgroups:(Specify) <u>      </u>SED</p>	<p>G1. \$0</p>
<p>Professional Development: Mathematics</p> <p>a. Training and follow-up support, including in-class coaching and model lessons, will be provided for TK-8 math teachers, with a focus on the newly adopted curricula.</p>	<p>Elementary &amp; Middle School</p>	<p><u>  </u>ALL ----- OR: <u>  </u>Low Income pupils <u>  </u>English Learners <u>  </u>Foster Youth <u>  </u>Re-designated fluent English proficient <u>  </u>Other Subgroups:(Specify) <u>      </u>SED</p>	<p>G1a. \$77,425 1xxx, 3xxx (S/C) \$50,000 5xxx (Title II)</p>
<p>b. 9th-12th grade teachers will receive training on CA-S aligned pilot and supplemental math materials (<b>One time expenditure</b>).</p>	<p>High school</p>	<p><u>  </u>ALL ----- OR: <u>  </u>Low Income pupils <u>  </u>English Learners <u>  </u>Foster Youth <u>  </u>Re-designated fluent English proficient <u>  </u>Other Subgroups:(Specify) <u>      </u>SED</p>	<p>G1b.\$10,080 1xxx,3xxx (S/C)</p>
<p>c. Training and support will be provided for 9-12 math teachers to assist in the implementation of the adopted CA-S aligned instructional materials.</p>	<p>High School</p>	<p><u>  </u>ALL ----- OR: <u>  </u>Low Income pupils <u>  </u>English Learners <u>  </u>Foster Youth <u>  </u>Re-designated fluent English proficient <u>  </u>Other Subgroups:(Specify) <u>      </u>SED</p>	<p>G1c. \$20,160 1xxx, 3xxx (S/C)</p>
<p>d. Continued resources will be provided to secondary schools to finalize and implement Unit Study Guides for Math, and to ensure teachers can effectively develop and implement daily lessons.</p>	<p>Secondary</p>	<p><u>  </u>ALL ----- OR: <u>  </u>Low Income pupils <u>  </u>English Learners <u>  </u>Foster Youth <u>  </u>Re-designated fluent English proficient <u>  </u>Other Subgroups:(Specify) <u>      </u>SED</p>	<p>G1d.\$45,160 1xxx, 3xxx, 4xxx (S/C)</p>

<p>e. Resources will be provided for the maintenance and implementation of the TK-8 math instructional program.</p>	<p>Elementary &amp; Middle school</p>	<p><u>  </u> ALL ----- OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Re-designated fluent English proficient <u>  </u> Other Subgroups:(Specify) <u>      </u> SED</p>	<p>G1e. \$30,000 4xxx (S/C)</p>
<p>Professional Development: English Language Arts</p>			
<p>f. Training will be provided to support TK-6 teachers in the effective integration of newly purchased CA-S aligned novels, short stories, poems, informational text and resources as well as the implementation of ELA Unit Study Guides to ensure teachers can effectively develop and implement daily lessons that include complex text teaching and learning skills.</p>	<p>Elementary</p>	<p><u>  </u> ALL ----- OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Re-designated fluent English proficient <u>  </u> Other Subgroups:(Specify) <u>      </u> SED</p>	<p>G1f.\$168,000 1xxx, 3xxx,5xxx (S/C)</p>
<p>g. Every pupil in the school district has sufficient access to the standards/aligned instructional materials. Systems in place for monitoring access to standards via master schedule, classroom observations, SBAC results and Quarterly Reports of Materials Sufficiency.</p>	<p>All schools</p>	<p><u>  </u> ALL ----- OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Re-designated fluent English proficient <u>  </u> Other Subgroups:(Specify) <u>      </u></p>	<p>G1.g.\$0</p>
<p>h. Training will be provided through the Area 3 Writing Project, in partnership with local universities (CSUS/UCD), to support 7-12 ELA teachers in the effective integration of newly purchased CA-S aligned novels, short stories, poems, informational text and resources as well as the implementation of ELA Unit Study Guides to ensure teachers can effectively develop and implement daily lessons that include complex text teaching and learning skills.</p>	<p>Secondary</p>	<p><u>  </u> ALL ----- OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Re-designated fluent English proficient <u>  </u> Other Subgroups:(Specify) <u>      </u> SED</p>	<p>G1h. \$115,080 1xxx, 3xxx, 5xxx (S/C)</p>
<p>i. Resources &amp; training will be provided to elementary and secondary schools to support the use of Close Reading in classrooms.</p>	<p>All schools Except District Office</p>	<p><u>  </u> ALL ----- OR: <u>  </u> Low Income pupils <u>  </u> English Learners</p>	<p>G1i.\$117,600 1xxx,3xxx,5xxx (S/C)</p>

<p>Professional Development: Content Areas</p> <p>j. Continued training and support will be provided to 7th-12th grade History, Science and VAPA teachers on the integration of the CA-S and CA-NGSS into daily instruction. The primary training and support will be provided through the subject matter projects in partnership with local universities.</p>	<p>Secondary</p>	<p><input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups:(Specify) _____ SED</p> <p>__ALL</p> <p>-----</p> <p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups:(Specify) _____ SED</p>	<p>G1j. \$139,710  1xxx,3xxx,5xxx  (S/C)</p>
<p>Action Teams: Grades TK-6</p> <p>k. Continued resources will be provided to support Action Teams with the implementation of the ELA Unit Study Guides (USGs). At least one Elementary USG per grade level will be revised to address science/social studies. Elementary grade level teams will finalize and implement the 6 Unit Study Guides. Research and provide resources especially for the TK-2 grades in the area of literacy.</p>	<p>Elementary</p>	<p>__ALL</p> <p>-----</p> <p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups:(Specify) _____ SED</p>	<p>G1k-1l.  \$43,200  1xxx,3xxx,5xxx  (Title I &amp; II)</p>
<p>l. Continued development, refinement and implementation support will be provided for effective use of district common assessments, including interim and end of unit assessments in ELA/Math, as part of the Illuminate data management system.</p>	<p>All Schools</p>	<p>__ALL</p> <p>-----</p> <p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups:(Specify) _____ SED</p>	
<p>m. Refinement of the CA-S aligned elementary report cards will continue to be supported. A new Spanish Language Arts report card will be implemented for students in dual immersion classrooms.</p>	<p>Elementary</p>	<p>__ALL</p> <p>-----</p> <p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups:(Specify) _____ SED</p>	<p>G1m-1n.  1xxx,3xxx  \$56,025  (Title II)</p>
<p>Action Teams: Grades 7-12</p> <p>n. Continued resources will be provided to support Action Teams with the implementation of the ELA and Math Unit Study Guides (USGs).</p>	<p>All schools</p>	<p>__ALL</p> <p>-----</p> <p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p>	

<p>o. Continued development, refinement and implementation support will be provided for effective use of district common assessments, including interim and end of unit assessments in ELA/Math, as part of the Illuminate data management system.</p> <p>Teacher Support</p> <p>p. Continue to provide direct support to site teachers in the training and implementation of the CA-S and 21st Century skills by providing funding for 8.0 FTE TOSA.</p> <p>q. Continue to support new teachers in an accredited Teacher Induction Program.</p> <p>r. Increase Recruitment and Retention of Highly Qualified Teachers.</p>	<p>All schools</p> <p>All schools Except District Office</p> <p>All schools Except District Office</p> <p>All schools Except District Office</p>	<p><input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> R-designated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) _____ SED</p> <p>___ALL</p> <p>-----</p> <p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups:(Specify) _____ SED</p> <p>___ALL</p> <p>-----</p> <p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups:(Specify) _____ SED</p> <p>___ALL</p> <p>-----</p> <p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups:(Specify) _____ SED</p> <p>___ALL</p> <p>-----</p> <p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups:(Specify) _____ SED</p>	<p>G1o.\$0</p> <p>G1p.\$600,000 1xxx,3xxx (S/C)</p> <p>G1q.\$300,000 1xxx,3xxx,5xxx (S/C)</p> <p>G1r. \$500,000 1xxx,3xxx (S/C)</p>
<p>Instructional Technology</p> <p>s. Technology infrastructure and effective use of devices (1:1)will be supported through professional development and support to include the following:</p> <ol style="list-style-type: none"> <li>1. update of laptops for classroom instructional support</li> <li>2. purchase of digital projectors and classroom mounting (One time)</li> </ol>	<p>All Schools Except District Office</p>	<p>___ ALL</p> <p>-----</p> <p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups:(Specify) _____ SED</p>	<p>G1s.1-3 4xxx \$1,566,000 (S/C)</p>



<p>3. purchase of Chrome-Books and laptops for use in assessment and elementary &amp; secondary intervention and math curriculum pilot</p> <p>t. Continue district-wide professional development for integrating technology via teacher workshops, individual coaching and collaboration time; including 1:1 distribution of devices support for teachers.</p> <p>u. Internet at home access support (1:1).</p>	<p>All Schools Except District Office</p> <p>All Schools Except District Office</p>	<p>__ALL ----- OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Re-designated fluent English proficient <u>X</u> Other Subgroups:(Specify) <u>SED</u></p> <p>__ALL ----- OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Re-designated fluent English proficient <u>X</u> Other Subgroups:(Specify) <u>SED</u></p>	<p>G1t. xxx,3xxx \$104,000 (S/C)</p> <p>G1u. \$152,000 5xxx (S/C)</p>
<p>Site-based Professional Development</p> <p>v. Provide training and coaching for site administrators to lead collaborative development, implementation and monitoring of site-based plans focused on developing school-wide instructional capacity and improving student support systems.</p> <p>w. Provide training for school leadership teams (principals and teacher leaders) to lead implementation of site-based school supports such as instructional planning, assessment of student learning and targeting student interventions.</p> <p>x. Provide school sites professional development based on staff and student needs through models such as lesson study that promote staff collaboration and collective improvement of practices.</p>	<p>All Schools Except District Office</p> <p>All Schools Except District Office</p> <p>All Schools Except District Office</p> <p>All Schools</p>	<p>__ALL ----- OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Re-designated fluent English proficient <u>X</u> Other Subgroups:(Specify) <u>SED</u></p> <p>__ALL ----- OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Re-designated fluent English proficient <u>X</u> Other Subgroups:(Specify) <u>SED</u></p> <p>__ALL ----- OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Re-designated fluent English proficient <u>X</u> Other Subgroups:(Specify) <u>SED</u></p>	<p>G1v-y. 1xxx,3xxx,5xxx \$320,000 (S/C)</p>

<p>y. Provide school sites professional development based on staff needs on effective methods for analyzing student work and assessment data as foundations for multi-tiered support systems, RtI<sup>2</sup> and common core transition.</p>	<p>Except District Office</p>	<p>__ALL ----- OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Re-designated fluent English proficient <u>X</u> Other Subgroups:(Specify) _____ SED</p>	
<p>z. Provide Career Technical opportunities for secondary students through the Regional Occupational Program (ROP).</p>	<p>Secondary</p>	<p>__ALL ----- OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Re-designated fluent English proficient <u>X</u> Other Subgroups:(Specify) _____ SED</p>	<p>G1z. 1xxx-6xxx \$579,000 (S&amp;C)</p>

**LCAP Year 2: 2016-17**

<p>Expected Annual Measurable Outcomes:</p>	<p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>a. Increase the percentage of students at the Meets and Exceeds Standard level on SBAC ELA by 10%.</li> <li>b. DIBELS Reading Passage Assessment: 95% of 3rd and 6th graders will meet standard in reading accuracy, rate, and comprehension.</li> <li>c. WRITE Assessment: Maintain the average writing score at 3 (meets standard) out of 4 points</li> <li>d. Unit Assessments: The number of students meeting standard will increase by 10%. 63% of 3rd, 73% of 6th graders, and 59% of 9th graders will meet standard in English Language Arts.</li> <li>e. Performance Assessment: Increase the number of students meeting standard on the ELA or Math. Performance Assessment at grades 3 - 8 and 11 by 10% compared to the prior year.</li> <li>f. District and schools will meet or exceed academic performance index (API) targets when they are established.</li> <li>g. Implementation of Unit Assessments: 100% of eligible students will take the unit assessments for their grade level/subject area.</li> <li>h. Williams Compliance:             <ul style="list-style-type: none"> <li>a. Maintain 100% compliance for instructional materials</li> <li>b. Maintain percentage of High Quality Teachers to eliminate teacher mis-assignments.</li> </ul> </li> </ul> <p><b>Numeracy</b></p> <ul style="list-style-type: none"> <li>a. Increase the percentage of students at the Meets and Exceeds Standard level on SBAC Math by 10%.</li> <li>b. Math Unit Assessments: the number of students meeting standard will increase by 10%.</li> <li>c. 100% of the teachers participating in the pilot for 9-12 and administrators will be trained in the CA-S aligned pilot math materials.</li> <li>d. 100% of the K-8 teachers and administrators will be trained in the use of CA-S math instructional materials.</li> </ul> <p><b>21<sup>st</sup> Century Skills</b></p> <ul style="list-style-type: none"> <li>a. The number of technology devices used in literacy and numeracy will increase by 20% compared to the prior year.</li> <li>b. 100% of all teachers will participate in at least one professional development opportunity to enhance baseline technology skills</li> </ul>
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- training.
- c. All schools will add at least 20 resources and/or lessons to support California standards which support technology skills to the technology resource library.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>G1. Develop a systematic approach for California Standards Implementation and Data Analysis Model for Progress Monitoring through the use of a database system for culling the data from the SBAC, Formative Assessments in IlluminateEd, Performance Tasks, Unit Assessments, and student progress reports for a comprehensive analysis.</p>	<p>Elementary &amp; Middle Schools</p>	<p><u>  </u> ALL ----- OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Re-designated fluent English proficient <u>  </u> Other Subgroups:(Specify) <u>          </u> SED</p>	<p>G1.\$0</p>
<p>Professional Development: Mathematics</p> <p>a. Continue in-class coaching and model lessons, will be provided for TK-8 math teachers, with a focus on the newly adopted curricula.</p>	<p>High School</p>	<p><u>  </u> ALL ----- OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Re-designated fluent English proficient <u>  </u> Other Subgroups:(Specify) <u>          </u> SED</p>	<p>G1a. \$77,425 1xxx,3xxx (S/C) \$50,000 5xxx (Title II)</p>
<p>b. Training and support will continue for 9-12 math teachers to assist in the implementation of the adopted CA-S aligned instructional materials.</p>	<p>Secondary</p>	<p><u>  </u> ALL ----- OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Re-designated fluent English proficient <u>  </u> Other Subgroups:(Specify) <u>          </u> SED</p>	<p>G1b. \$20,160 1xxx, 3xxx (S/C)</p>
<p>c. Continued resources will be provided to secondary schools to finalize and implement Unit Study Guides for Math, and to ensure teachers can effectively</p>	<p>All Schools Except District Office</p>	<p><u>  </u> ALL ----- OR: <u>  </u> Low Income pupils <u>  </u> English Learners</p>	<p>G1c. \$65,320 1xxx,3xxx (S/C)</p>

<p>develop and implement daily lessons (to support adoption of CA-S).</p> <p>d. Resources will be provided for the maintenance and implementation of the TK-12 math instructional program.</p> <p>Professional Development: English Language Arts</p> <p>e. Training will be provided to support TK-6 teachers in the effective integration of newly purchased CA-S aligned novels, short stories, poems, informational text and resources as well as the implementation of ELA Unit Study Guides to ensure teachers can effectively develop and implement daily lessons that include complex text teaching and learning skills.</p> <p>f. Every pupil in the school district has sufficient access to the standards/aligned instructional materials. Systems in place for monitoring access to standards via master schedule, classroom observations, SBAC results and Quarterly Reports of Materials Sufficiency.</p> <p>g. Training will be provided through the Area 3 Writing Project, in partnership with local universities (CSUS/UCD), to support 7-12 ELA teachers in the effective integration of newly purchased CA-S aligned novels, short stories, poems, informational text and resources as well as the implementation of ELA Unit Study Guides to ensure teachers can effectively develop and implement daily lessons that include complex text teaching and learning skills.</p>	Elementary	<p><input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SED</u></p> <p><u>__ALL</u></p> <p>-----</p> <p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SED</u></p>	<p>G1d. \$30,000 4xxx (S/C)</p>
	All schools Except District Office	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR: <u>__</u> Low Income pupils <u>__</u> English Learners  <u>__</u> Foster Youth <u>__</u> Re-designated fluent English proficient <u>__</u> Other Subgroups:(Specify) _____</p>	<p>G1e. \$168,000 1xxx,3xxx.5xxx (S/C)</p>
	Secondary	<p><u>__ALL</u></p> <p>-----</p> <p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SED</u></p>	<p>G1f. \$0</p>
	All schools Except District Office	<p><u>__ALL</u></p> <p>-----</p> <p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SED</u></p>	<p>G1g. \$ 115,080 1xxx,3xxx,5xxx (S/C)</p>
Secondary	<p><u>__ALL</u></p> <p>-----</p> <p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p>	<p>G1h. \$117,600 1xxx,3xxx,5xxx (S/C)</p>	

<p>h. Resources &amp; training will be provided to elementary and secondary schools to support the use of Close Reading in classrooms.</p>	<p>All Schools</p>	<p><input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SED</u></p>	<p>G1i \$1,000,000 4xxx LCFF base</p>
<p>i. English language arts &amp; literacy/English Language Development Adoption(s), K-12</p>	<p>Elementary</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>G1j. \$139,710 1xxx,3xxx,5xxx (S/C)</p>
<p>Professional Development: Content Areas</p> <p>j. Continued training and support will be provided to 7th-12th grade History, Science and VAPA teachers on the integration of the CA-S and CA-NGSS into daily instruction. The primary training and support will be provided through the subject matter projects in partnership with local universities.</p>	<p>All Schools</p>	<p><input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input checked="" type="checkbox"/> <input type="checkbox"/> Other Subgroups:(Specify) <u>SED</u></p>	<p>G1k-1l. \$43,200 1xxx,3xxx,5xxx (Title I &amp; II)</p>
<p>Action Teams: Grades TK-6</p> <p>k. Continued resources will be provided to support Action Teams with the implementation of the ELA Unit Study Guides (USGs). At least one Elementary USG per grade level will be revised to address science/social studies. Elementary grade level teams will finalize and implement the 6 Unit Study Guides. Research and provide resources especially for the TK-2 grades in the area of literacy.</p>	<p>Elementary</p>	<p><input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SED</u></p>	<p>G1m-1n. \$56,025 1xxx,3xxx (Title II)</p>
<p>l. Continued development, refinement and implementation support will be provided for effective use of district common assessments, including interim and end of unit assessments in ELA/Math, as part of the Illuminate data management system.</p>	<p>Elementary</p>	<p><input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SED</u></p>	<p>G1m-1n. \$56,025 1xxx,3xxx (Title II)</p>
<p>m. Refinement of the CA-S aligned elementary report cards and Spanish Language Arts report cards will continue to be supported.</p>	<p>Elementary</p>	<p><input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SED</u></p>	<p>G1m-1n. \$56,025 1xxx,3xxx (Title II)</p>

<p>Action Teams: Grades 7-12</p> <p>n. Continued resources will be provided to support Action Teams with the implementation of the ELA and Math Unit Study Guides (USGs).</p>	<p>Secondary</p>	<p><u>  </u>ALL</p> <p>-----</p> <p>OR: <u>  </u>Low Income pupils <u>  </u>English Learners  <u>  </u>Foster Youth <u>  </u>Re-designated fluent English proficient <u>  </u>  Other Subgroups:(Specify) <u>          </u>SED</p>	
<p>o. Continued development, refinement and implementation support will be provided for effective use of district common assessments, including interim and end of unit assessments in ELA/Math, as part of the Illuminate data management system.</p>	<p>All schools</p>	<p><u>  </u>ALL</p> <p>-----</p> <p>OR: <u>  </u>Low Income pupils <u>  </u>English Learners  <u>  </u>Foster Youth <u>  </u>Re-designated fluent English proficient <u>  </u>  Other Subgroups:(Specify) <u>          </u>SED</p>	<p>G1o \$0</p>
<p>Teacher Support</p> <p>p. Continue to provide direct support to site teachers in the training and implementation of the CA-S and 21st Century skills by providing funding for 8.0 FTE TOSA.</p>	<p>All schools  Except  District  Office</p>	<p><u>  </u>ALL</p> <p>-----</p> <p>OR: <u>  </u>Low Income pupils <u>  </u>English Learners  <u>  </u>Foster Youth <u>  </u>Re-designated fluent English proficient <u>  </u>  Other Subgroups:(Specify) <u>          </u>SED</p>	<p>G1p. \$600,000  1xxx,3xxx  (S/C)</p>
<p>q. Continue to support new teachers in an accredited Teacher Induction Program.</p>	<p>All schools  Except  District  Office</p>	<p><u>  </u>ALL</p> <p>-----</p> <p>OR: <u>  </u>Low Income pupils <u>  </u>English Learners  <u>  </u>Foster Youth <u>  </u>Re-designated fluent English proficient <u>  </u>  Other Subgroups:(Specify) <u>          </u>SED</p>	<p>G1q.\$315,000  1xxx,3xxx.5xxx  (S/C)</p>
<p>r. Increase Recruitment and Retention of Highly Qualified Teachers.</p>	<p>All Schools  Except  District  Office</p>	<p><u>  </u>ALL</p> <p>-----</p> <p>OR: <u>  </u>Low Income pupils <u>  </u>English Learners  <u>  </u>Foster Youth <u>  </u>Re-designated fluent English proficient <u>  </u>  Other Subgroups:(Specify) <u>          </u>SED</p>	<p>G1r.\$500,000  1xxx,3xxx  (S/C)</p>

<p>Instructional Technology</p> <p>s. Technology infrastructure and effective use of devices (1:1) will be supported through professional development and support to include the following:</p> <ol style="list-style-type: none"> <li>1. update of laptops for classroom instructional support</li> <li>2. purchase of Chrome-Books/devices for grade level 1:1 deployment.</li> </ol> <p>t. Continue district-wide professional development for integrating technology via teacher workshops, individual coaching support for teachers including technology training will be provided for all technology round table members in a train the trainers model.</p> <p>u. Internet at home access to support 1:1 distribution.</p>	<p>All Schools Except District Office</p> <p>All Schools Except District Office</p> <p>All Schools Except District Office</p>	<p><u>  </u>ALL</p> <p>-----</p> <p>OR: <u>  </u>Low Income pupils <u>  </u>English Learners <u>  </u>Foster Youth <u>  </u>Re-designated fluent English proficient <u>  </u></p> <p>Other Subgroups:(Specify) <u>                    </u> SED <u>                    </u></p> <p><u>  </u>ALL</p> <p>-----</p> <p>OR: <u>  </u>Low Income pupils <u>  </u>English Learners <u>  </u>Foster Youth <u>  </u>Re-designated fluent English proficient <u>  </u></p> <p>Other Subgroups:(Specify) <u>                    </u> SED <u>                    </u></p> <p><u>  </u>ALL</p> <p>-----</p> <p>OR: <u>  </u>Low Income pupils <u>  </u>English Learners <u>  </u>Foster Youth <u>  </u>Re-designated fluent English proficient <u>  </u></p> <p>Other Subgroups:(Specify) <u>                    </u> SED <u>                    </u></p>	<p>G1s.1-2 \$1,460,000 4xxx (S/C)</p> <p>G1t. \$104,000 1xxx,3xxx (S/C)</p> <p>G1u. \$152,000 5xxx (S/C)</p>
<p>Site-based Professional Development</p> <p>v. Provide training and coaching for site administrators to lead collaborative development, implementation and monitoring of site-based plans focused on developing school-wide instructional capacity and improving student support systems.</p> <p>w. Provide training for school leadership teams (principals and teacher leaders) to lead implementation of site-based school supports such as instructional planning, assessment of student learning and targeting student interventions.</p>	<p>All Schools Except District Office</p> <p>All Schools Except District Office</p> <p>All Schools</p>	<p><u>  </u>ALL</p> <p>-----</p> <p>OR: <u>  </u>Low Income pupils <u>  </u>English Learners <u>  </u>Foster Youth <u>  </u>Re-designated fluent English proficient <u>  </u></p> <p>Other Subgroups:(Specify) <u>                    </u> SED <u>                    </u></p> <p><u>  </u>ALL</p> <p>-----</p> <p>OR: <u>  </u>Low Income pupils <u>  </u>English Learners <u>  </u>Foster Youth <u>  </u>Re-designated fluent English proficient <u>  </u></p> <p>Other Subgroups:(Specify) <u>                    </u> SED <u>                    </u></p> <p><u>  </u>ALL</p>	<p>G1v-y. 1xxx,3xxx,5xxx \$320,000 (S/C)</p>

<p>x. Provide school sites professional development based on staff and student needs through models such as lesson study that promote staff collaboration and collective improvement of practices.</p>	<p>Except District Office</p>	<p>-----                  OR: <u>X</u> Low Income pupils <u>X</u> English Learners  <u>X</u> Foster Youth <u>X</u> Re-designated fluent English proficient <u>X</u>                  Other Subgroups:(Specify) _____ SED</p>	
<p>y. Provide school sites professional development based on staff needs on effective methods for analyzing student work and assessment data as foundations for multi-tiered support systems, RtI and common core transition.</p>	<p>All Schools                  Except District Office</p>	<p>__ALL                  -----                  OR: <u>X</u> Low Income pupils <u>X</u> English Learners  <u>X</u> Foster Youth <u>X</u> Re-designated fluent English proficient <u>X</u>                  Other Subgroups:(Specify) _____ SED</p>	
<p>z. Provide Career Technical opportunities for secondary students through the Regional Occupational Program (ROP).</p>	<p>Secondary</p>	<p>__ALL                  -----                  OR: <u>X</u> Low Income pupils <u>X</u> English Learners  <u>X</u> Foster Youth <u>X</u> Re-designated fluent English proficient <u>X</u>                  Other Subgroups:(Specify) _____ SED</p>	<p>G1z. 1xxx-6xxx                  \$579,000                  (S&amp;C)</p>

**LCAP Year 3: 2017-18**

	<p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>a. Increase the percentage of students at the Meets and Exceeds Standard level on SBAC ELA by 10%.</li> <li>b. DIBELS Reading Passage Assessment: 95% of 3rd and 6th graders will meet standard in reading accuracy, rate, and comprehension.</li> <li>c. WRITE Assessment: Increase the average writing score to 3.3 (meets standard) out of 4 points.</li> <li>d. Unit Assessments: The number of students meeting standard will increase by 10%. 73% of 3rd, 83% of 6th graders, and 69% of 9th graders will meet standard in English Language Arts.</li> <li>e. Performance Assessment: Increase the number of students meeting standard on the ELA or Math Performance Assessment at grades 3 - 8 and 11 by 10% compared to the prior year.</li> <li>f. District and schools will meet or exceed academic performance index (API) targets when they are established.</li> <li>g. 100% of the secondary teachers will be trained in the use of the new CA-S aligned novels, short stories, poems, informational text and resources.</li> <li>h. Implementation of Unit Assessments: 100% of eligible students will take the unit assessments for their grade level/subject area.</li> <li>i. Williams Compliance:                         <ul style="list-style-type: none"> <li>a. Maintain 100% compliance for instructional materials</li> <li>b. Maintain percentage of High Quality Teachers to eliminate teacher mis-assignments.</li> </ul> </li> </ul> <p><b>Numeracy</b></p> <ul style="list-style-type: none"> <li>a. Increase the percentage of students at the Meets and Exceeds Standard level on SBAC Math by 10%.</li> </ul>
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Expected Annual Measurable Outcomes:



- b. Math Unit Assessments: the number of students meeting standard will increase by 10%.
- c. 100% of the K-8 teachers and administrators will be trained in the use of CA-S math instructional materials.

**21<sup>st</sup> Century Skills**

- a. The number of technology devices used in literacy and numeracy programs will increase by 20%.
- b. 100% of all teachers will participate in at least one professional development opportunity to enhance baseline technology skills training.
- c. All schools will add resources and/or lessons to support California standards which support technology skills to the technology resource library.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>G1. Develop a systematic approach for California Standards Implementation and Data Analysis Model for Progress Monitoring through the use of a database system for culling the data from the SBAC, Formative Assessments in IlluminateEd, Performance Tasks, Unit Assessments, and student progress reports for a comprehensive analysis.</p>	<p>Elementary &amp; Middle school</p>	<p><u>  </u>ALL ----- OR: <u>  </u>Low Income pupils <u>  </u>English Learners <u>  </u>Foster Youth <u>  </u>Re-designated fluent English proficient <u>  </u> Other Subgroups:(Specify) <u>                  </u>SED</p>	<p>G1. \$0</p>
<p>Professional Development: Mathematics</p> <p>a. Training and follow-up support, including in-class coaching and model lessons will be provided for TK-8 math teachers, with a focus on the newly adopted curricula.</p>	<p>High School</p>	<p><u>  </u>ALL ----- OR: <u>  </u>Low Income pupils <u>  </u>English Learners <u>  </u>Foster Youth <u>  </u>Re-designated fluent English proficient <u>  </u> Other Subgroups:(Specify) <u>                  </u>SED</p>	<p>G1a. \$77,425 1xxx,3xxx (S/C) \$50,000 5xxx (Title II)</p>
<p>b. Training and support will continue for 9-12 math teachers to assist in the implementation of the adopted CA-S aligned instructional materials.</p>	<p>Secondary</p>	<p><u>  </u>ALL ----- OR: <u>  </u>Low Income pupils <u>  </u>English Learners <u>  </u>Foster Youth <u>  </u>Re-designated fluent English proficient <u>  </u> Other Subgroups:(Specify) <u>                  </u>SED</p>	<p>G1b. \$20,160 1xxx, 3xxx (S/C)</p>
<p>c. Continued resources will be provided to secondary schools to finalize and implement Unit Study Guides for</p>	<p>Secondary</p>	<p><u>  </u>ALL -----</p>	<p>G1c. \$65,320 1xxx,3xxx,5xxx</p>

<p>Math, and to ensure teachers can effectively develop and implement daily lessons (to support adoption of CA-S).</p> <p>d. Resources will be provided for the maintenance and implementation of the TK-12 math instructional program.</p>	<p>Elementary</p>	<p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input checked="" type="checkbox"/>                  Other Subgroups:(Specify) _____ SED</p> <p>__ALL</p>	<p>(S/C)</p> <p>G1d. \$30,000 4xxx</p>
<p>Professional Development: English Language Arts</p>		<p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input checked="" type="checkbox"/>                  Other Subgroups:(Specify) _____ SED</p>	<p>(S/C)</p>
<p>e. Training will be provided to support TK-6 teachers in the effective integration of newly purchased CA-S aligned novels, short stories, poems, informational text and resources as well as the implementation of ELA Unit Study Guides to ensure teachers can effectively develop and implement daily lessons that include complex text teaching and learning skills.</p>	<p>All schools Except District Office</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR: ___ Low Income pupils ___ English Learners                  ___ Foster Youth ___ Re-designated fluent English proficient ___                  Other Subgroups:(Specify) _____</p>	<p>G1e. \$168,000 1xxx,3xxx,5xxx (S/C)</p>
<p>f. Every pupil in the school district has sufficient access to the standards/aligned instructional materials. Systems in place for monitoring access to standards via master schedule, classroom observations, SBAC results and Quarterly Reports of Materials Sufficiency.</p>	<p>Secondary</p>	<p>__ALL</p> <p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input checked="" type="checkbox"/>                  Other Subgroups:(Specify) _____ SED</p>	<p>G1f \$0</p>
<p>g. Training will be provided through the Area 3 Writing Project, in partnership with local universities (CSUS/UCD), to support 7-12 ELA teachers in the effective integration of newly purchased CA-S aligned novels, short stories, poems, informational text and resources as well as the implementation of ELA Unit Study Guides to ensure teachers can effectively develop and implement daily lessons that include complex text teaching and learning skills.</p>	<p>Elementary &amp; secondary</p>	<p>__ALL</p> <p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input checked="" type="checkbox"/>                  Other Subgroups:(Specify) _____ SED</p>	<p>G1g. \$115,080 1xxx,3xxx,5xxx (S/C)</p>
	<p>Secondary</p>	<p>__ALL</p>	

<p>h. Resources and training will be provided to elementary and secondary schools to support the use of Close Reading in classrooms.</p>		<p>-----  OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input checked="" type="checkbox"/>  Other Subgroups:(Specify) _____ SED</p>	<p>G1h.\$117,600  1xxx,3xxx,5xxx  (S/C)</p>
<p>Professional Development: Content Areas</p> <p>i. Continued training and support will be provided to 7th-12th grade History, Science and VAPA teachers on the integration of the CA-S and CA-NGSS into daily instruction. The primary training and support will be provided through the subject matter projects in partnership with local universities.</p>	<p>Elementary</p>	<p>__ALL</p> <p>-----  OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input checked="" type="checkbox"/>  Other Subgroups:(Specify) _____ SED</p>	<p>G1i.  \$139,710  1xxx,3xxx,5xxx  (S/C)</p>
<p>Action Teams: Grades TK-6</p> <p>j. Continued resources will be provided to support Action Teams with the implementation of the ELA Unit Study Guides (USGs). At least one Elementary USG per grade level will be revised to address science/social studies. Elementary grade level teams will finalize and implement the 6 Unit Study Guides. Research and provide resources especially for the TK-2 grades in the area of literacy.</p>	<p>All Schools</p>	<p>__ALL</p> <p>-----  OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input checked="" type="checkbox"/>  Other Subgroups:(Specify) _____ SED</p>	<p>G1j-11.  \$43,200  1xxx,3xxx,5xxx  (Title I &amp; II)</p>
<p>k. Continued development, refinement and implementation support will be provided for effective use of district common assessments, including interim and end of unit assessments in ELA/Math, as part of the Illuminate data management system.</p>	<p>Elementary</p>	<p>__ALL</p> <p>-----  OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input checked="" type="checkbox"/>  Other Subgroups:(Specify) _____ SED</p>	

<p>l. Refinement of the CA-S aligned elementary report cards and Spanish Language Arts report card will continue to be supported.</p>	<p>Secondary</p>	<p><u>  </u>ALL</p> <p>-----</p> <p>OR: <u>  </u>Low Income pupils <u>  </u>English Learners  <u>  </u>Foster Youth <u>  </u>Re-designated fluent English proficient <u>  </u>  <u>  </u>Other Subgroups:(Specify) _____ SED _____</p>	
<p>Action Teams: Grades 7-12</p> <p>m. Continued resources will be provided to support Action Teams with the implementation of the ELA and Math Unit Study Guides (USGs).</p>	<p>Secondary</p>	<p><u>  </u>ALL</p> <p>-----</p> <p>OR: <u>  </u>Low Income pupils <u>  </u>English Learners  <u>  </u>Foster Youth <u>  </u>Re-designated fluent English proficient <u>  </u>  Other Subgroups:(Specify) _____ SED _____</p>	<p>G1m-1n. \$56,025  1xxx,3xxx  (Title II)</p>
<p>n. Continued development, refinement and implementation support will be provided for effective use of district common assessments, including interim and end of unit assessments in ELA/Math, as part of the Illuminate data management system.</p>	<p>Secondary</p>	<p><u>  </u>ALL</p> <p>-----</p> <p>OR: <u>  </u>Low Income pupils <u>  </u>English Learners  <u>  </u>Foster Youth <u>  </u>Re-designated fluent English proficient <u>  </u>  Other Subgroups:(Specify) _____ SED _____</p>	
<p>Teacher Support</p> <p>o. Continue to provide direct support to site teachers in the training and implementation of the CA-S and 21st Century skills by providing funding for 8.0 FTE TOSA.</p>	<p>All Schools  Except  District  Office</p>	<p><u>  </u>ALL</p> <p>-----</p> <p>OR: <u>  </u>Low Income pupils <u>  </u>English Learners  <u>  </u>Foster Youth <u>  </u>Re-designated fluent English proficient <u>  </u>  Other Subgroups:(Specify) _____ SED _____</p>	<p>G1o.  \$600,000  1xxx,3xxx  (S/C)</p>
<p>p. Continue to support new teachers in an accredited Teacher Induction Program.</p>	<p>All Schools  Except  District  Office</p>	<p><u>  </u>ALL</p> <p>-----</p> <p>OR: <u>  </u>Low Income pupils <u>  </u>English Learners  <u>  </u>Foster Youth <u>  </u>Re-designated fluent English proficient <u>  </u>  Other Subgroups:(Specify) _____ SED _____</p>	<p>G1p.\$330,750  1xxx,3xxx,5xxx  (S/C)</p>

<p>q. Increase Recruitment and Retention of Highly Qualified Teachers.</p>	<p>All Schools Except District Office</p>	<p><u>  </u>ALL ----- OR: <u>  </u>Low Income pupils <u>  </u>English Learners <u>  </u>Foster Youth <u>  </u>Re-designated fluent English proficient <u>  </u> Other Subgroups:(Specify) <u>                    </u> SED</p>	<p>G1q. \$500,000 1xxx,3xxx (S/C)</p>
<p>Instructional Technology</p>			
<p>r. Technology infrastructure and effective use of devices will be supported through professional development and support to include the following: 1. Update of laptops for classroom instructional support 2. Purchase of Chrome-Books/devices for grade level 1:1 deployment.</p>	<p>All Schools Except District Office</p>	<p><u>  </u>ALL ----- OR: <u>  </u>Low Income pupils <u>  </u>English Learners <u>  </u>Foster Youth <u>  </u>Re-designated fluent English proficient <u>  </u> Other Subgroups:(Specify) <u>                    </u> SED</p>	<p>G1r.1-2 \$1,520,000 4xxx (S/C)</p>
<p>s. Continue district-wide professional development for integrating technology via teacher workshops, individual coaching support for teachers including technology training will be provided for all technology round table members in a train the trainers model.</p>	<p>All Schools Except District Office</p>	<p><u>  </u>ALL ----- OR: <u>  </u>Low Income pupils <u>  </u>English Learners <u>  </u>Foster Youth <u>  </u>Re-designated fluent English proficient <u>  </u> Other Subgroups:(Specify) <u>                    </u> SED</p>	<p>G1s. \$104,000 1xxx,3xxx (S/C)</p>
<p>t. Internet at home access to support 1:1 distribution.</p>	<p>All Schools Except District Office</p>	<p><u>  </u>ALL ----- OR: <u>  </u>Low Income pupils <u>  </u>English Learners <u>  </u>Foster Youth <u>  </u>Re-designated fluent English proficient <u>  </u> Other Subgroups:(Specify) <u>                    </u> SED</p>	<p>G1t. \$152,000 5xxx (S/C)</p>
<p>Site-based Professional Development</p>			
<p>u. Provide training and coaching for site administrators to lead collaborative development, implementation and monitoring of site-based plans focused on developing school wide instructional capacity and improving student support systems.</p>	<p>All Schools Except District Office</p>	<p><u>  </u>ALL ----- OR: <u>  </u>Low Income pupils <u>  </u>English Learners <u>  </u>Foster Youth <u>  </u>Re-designated fluent English proficient <u>  </u> Other Subgroups:(Specify) <u>                    </u> SED</p>	<p>G1u-x. 1xxx,3xxx,5xxx \$320,000 (S/C)</p>

<p>v. Provide training for school leadership teams (principals and teacher leaders) to lead implementation of site-based school supports such as instructional planning, assessment of student learning and targeting student interventions.</p>	<p>All Schools Except District Office</p>	<p><u>  </u>ALL ----- OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Re-designated fluent English proficient <u>  </u> Other Subgroups:(Specify) _____ SED</p>	
<p>w. Provide school sites professional development based on staff and student needs through models such as lesson study that promote staff collaboration and collective improvement of practices.</p>	<p>All Schools Except District Office</p>	<p><u>  </u>ALL ----- OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Re-designated fluent English proficient <u>  </u> Other Subgroups:(Specify) _____ SED</p>	
<p>x. Provide school sites professional development based on staff needs on effective methods for analyzing student work and assessment data as foundations for multi-tiered support systems, RtI<sup>2</sup> and common core transition.</p>	<p>All Schools Except District Office</p>	<p><u>  </u>ALL ----- OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Re-designated fluent English proficient <u>  </u> Other Subgroups:(Specify) _____ SED</p>	
<p>y. Provide Career Technical opportunities for secondary students through the Regional Occupational Program (ROP).</p>	<p>Secondary</p>	<p><u>  </u>ALL ----- OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Re-designated fluent English proficient <u>  </u> Other Subgroups:(Specify) _____ SED</p>	<p>G1y. \$579,000 1xxx-6xxx (S&amp;C)</p>

**LCAP Year 1: 2015-16**

<p>GOAL 2:</p>	<p>Every student will graduate high school and be competitively college and career ready through a choice of pathways.</p> <hr/> <hr/> <hr/>	<p>Related State and/or Local Priorities:</p> <p>1_ 2_ 3_ 4_ <u>x</u> 5x_ 6_ 7_ <u>x</u> 8_ <u>x</u></p> <p>COE only: 9_ 10_</p> <p>Local: Specify <u>  </u>Board Goal 1</p>
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<p>Identified Need:</p>	<p><b>Reduce Credit Deficiency:</b></p> <p>a. At mid-year, more than 10% of all 9th—12th graders were deficient in credits, with the majority of credit deficient students at 10th grade (21% are credit deficient).</p> <p><b>Increase Advanced Placement Enrollment:</b></p>
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	<p>a. In 2013-14, the percentage of tests with scores of 3+ was 51%. In Advanced Placement courses, passage rates by subject area vary widely, with English, History and Social Sciences, and Sciences having the lowest passage rates. In terms of enrollment in AP courses, students who are Hispanic or Latino are more likely to be enrolled in AP Spanish Language and AP Spanish Literature, and less likely to be enrolled in AP Biology or AP Physics.</p> <p><b>Increase College and Career Readiness:</b></p> <p>a. 2014-15 will establish a baseline for EAP Readiness rate in ELA and Math</p> <p>b. Of the students who graduate from high school, 56% graduate without meeting A-G requirements. Of the students who enroll in the CSU system, more than 43% are placed in remedial English Language Arts and more than 49% are placed in remedial math. Most students do not have access to an online portfolio system.</p> <p>c. The 2013-14 cohort graduation rate for Pioneer High is 94.9% and for Woodland High is 90.1%. The 2013-14 cohort graduation rate in WJUSD for English Learners is 14 percentage points lower (74%) than that of All Students (88.9%). The 2013-14 cohort dropout rate for Pioneer High is 3.1% and for Woodland High is 8.6%. The 2013-14 cohort dropout rate in WJUSD is 8%. The cohort dropout rate for African American students (25%) and for American Indian students (11%) is higher than the rate for all students. The cohort dropout rate for English Learners (13.7%), Migrant students (13.6%), Special Education students (25.8%), and Socioeconomically Disadvantaged students (10.9%) is higher than the rate for all students.</p> <p>d. Ethnic studies is not offered or required for graduation</p> <p><b>Increase participation in Career Technical Education:</b></p> <p>a. In 2013-14, the percentage of 12th grade CTE concentrators who met the proficient or advanced level on the California High School Exit Exam (CAHSEE) for English Language Arts was 49.7%. In 2013-14, the percentage of 12th grade CTE concentrators who met the proficient or advanced level on the CAHSEE for Math was 49.5%.</p> <p>b. In 2013-14, the percentage for CTE participants from underrepresented gender groups who were enrolled in a program sequence that leads to employment in nontraditional fields was 39%.</p>				
Goal Applies to:	<table border="1"> <tr> <td data-bbox="365 906 793 941">Schools:</td> <td data-bbox="793 906 2016 941">All Schools</td> </tr> <tr> <td data-bbox="365 941 793 974">Applicable Pupil Subgroups:</td> <td data-bbox="793 941 2016 974">All Students</td> </tr> </table>	Schools:	All Schools	Applicable Pupil Subgroups:	All Students
Schools:	All Schools				
Applicable Pupil Subgroups:	All Students				
<b>LCAP Year 1: 2015-16</b>					
Expected Annual Measurable Outcomes:	<p><b>Credit Deficiency:</b></p> <p>a. 93% of 9<sup>th</sup> grade students will be considered on track to graduate at the end of the Fall semester and maintain such status through the Spring semester – results will be reviewed by disaggregated student groups by ethnicity, language, foster youth status, students with disabilities, and income.</p> <p><b>Advanced Placement</b></p> <p>a. Advanced Placement: 61% of tests given will receive a passing score of 3+ or higher. Increase AP enrollment for students who are socio-economically disadvantaged or Hispanic.</p> <p><b>College and Career Ready:</b></p> <p>a. Establish a baseline for EAP ELA readiness rate and EAP math readiness rate.</p> <p>b. 88% of 10<sup>th</sup> grade students will be considered on track to graduate at the end of the Fall semester and maintain such status through the Spring semester. 60% of students on each high school campus will register in the CaliforniaColleges.edu system. 60% of high school students will be on-track to meet UC/CSU eligibility requirements.</p>				

- c. Increase the cohort graduation rate at each comprehensive high school for all students and each targeted subgroup, by 2%.
- d. Decrease the cohort dropout rate for all students and specifically, English Learners (by 2%), Migrant Education students (by 2%), Special Education students (by 5%), and Socioeconomically Disadvantaged students (by 2%).
- e. Maintain the middle school dropout rate.
- f. Increase the knowledge of the historical contributions of our ethnically diverse community by exploring and developing an Ethnic Studies, A-G course required for graduation.

**Career Technical Education**

- a. Increase the percentage of students who meet the proficient level on CAHSEE by 10%.
- b. Increase the percentage of students from underrepresented gender groups who are enrolled in a program sequence that leads to employment in nontraditional fields by 10%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>G2. STEM and Other Pathways</p> <p>a. Resources will be provided to support implementation of the C-STEM curriculum pilot of 8 teachers representing 6 schools. In addition, up to sixty high school students will participate in the Semi-Foundation High Tech U. And the Project Lead the Way pilot will continue to be implemented at Woodland High School to expand as a fully developed pathway to increase students participation.</p> <p>b. Resources will be provided to support the exploration and implementation of new and innovative pathways, including those that allow students to earn college credits while in high school such as dual enrollment.</p> <p>c. Expand music pathway with the creation of Mariachi strings.</p>	Elementary & secondary	<p><u>  </u> ALL</p> <p>-----</p> <p>OR: <u>  </u> Low Income pupils <u>  </u> English Learners  <u>  </u> Foster Youth <u>  </u> Re-designated fluent English proficient <u>  </u>                      Other Subgroups:(Specify) <u>                    </u> SED</p>	<p>G2a. \$33,555                      1xxx,3xxx,4xxx                      (S/C)</p>
	Secondary	<p><u>  </u> ALL</p> <p>-----</p> <p>OR: <u>  </u> Low Income pupils <u>  </u> English Learners  <u>  </u> Foster Youth <u>  </u> Re-designated fluent English proficient <u>  </u>                      Other Subgroups:(Specify) <u>                    </u> SED</p>	<p>G2b. \$25,000                      1xxx,3xxx                      (S/C)</p>
	Secondary	<p><u>  </u> ALL</p> <p>-----</p> <p>OR: <u>  </u> Low Income pupils <u>  </u> English Learners  <u>  </u> Foster Youth <u>  </u> Re-designated fluent English proficient <u>  </u>                      Other Subgroups:(Specify) <u>                    </u> SED</p>	<p>G2c. \$54,000                      4xxx                      (Base)</p>



<p>Advanced Placement (AP) Expansion</p> <p>d. Continue support for comprehensive high schools to implement strategies such as AP Rush, counselor presentations, letters of invitation to students, and parent nights to increase the awareness of the opportunity and value of taking AP courses.</p>	High schools	<p><u>  </u>ALL</p> <p>-----</p> <p>OR: <u>  </u> Low Income pupils <u>  </u> English Learners  <u>  </u> Foster Youth <u>  </u> Re-designated fluent English proficient <u>  </u>  Other Subgroups:(Specify) <u>          </u> SED</p>	<p>G2d. \$67,450  1xxx,3xxx,4xxx  (S/C)</p>
<p>College and Career Planning and Guidance</p> <p>e. Select and purchase a digital portfolio system for graduation and post-secondary planning and tracking of student progress toward completion of A-G requirements, career readiness, and the collection of important work completed by students.</p> <p>f. Provide counselors and assistant principals of each middle and high school district centralized training and site-based support to design and implement Integrated Student Support plans focused on ensuring all students have a pathway to college/career, receive progress monitoring and are engaged in effective support systems to graduate high school competitively college and career ready.</p> <p>g. Continue to provide resources for expanded implementation of Achievement Via Individualized Determination (AVID) to support the achievement of students in the targeted groups, and implement effective strategies school-wide, preparing all students for college and career.</p> <p>h. Continue to provide resources for expanded implementation of PUENTE to support the achievement of students in the targeted groups.</p>	<p>High schools</p>        <p>Secondary</p>        <p>Secondary</p>                 <p>High School</p>	<p><u>  </u>ALL</p> <p>-----</p> <p>OR: <u>  </u> Low Income pupils <u>  </u> English Learners  <u>  </u> Foster Youth <u>  </u> Re-designated fluent English proficient <u>  </u>  Other Subgroups:(Specify) <u>          </u> SED</p>        <p><u>  </u>ALL</p> <p>-----</p> <p>OR: <u>  </u> Low Income pupils <u>  </u> English Learners  <u>  </u> Foster Youth <u>  </u> Re-designated fluent English proficient <u>  </u>  Other Subgroups:(Specify) <u>          </u> SED</p>        <p><u>  </u>ALL</p> <p>-----</p> <p>OR: <u>  </u> Low Income pupils <u>  </u> English Learners  <u>  </u> Foster Youth <u>  </u> Re-designated fluent English proficient <u>  </u>  Other Subgroups:(Specify) <u>          </u> SED</p>	<p>G2e. \$10,000  4xxx,5xxx  (S/C)</p>        <p>G2f. \$48,000  1xxx,3xxx,5xxx  (S/C)</p>        <p>G2g. \$46,575  1xxx,3xxx,5xxx  (S/C)  \$120,000  1xxx,3xxx  (Base)</p>        <p>G2h. \$49,000  1xxx,3xxx,5xxx  (S/C)</p>

<p>i. Continue to provide resources for Learning Centers at comprehensive high schools to provide support to students via small group and individual support and tutoring by learning center staff, including UC Davis undergrad and graduate students.</p>	<p>High schools</p>	<p><u>  </u>ALL ----- OR: <u>  </u>Low Income pupils <u>  </u>English Learners <u>  </u>Foster Youth <u>  </u>Re-designated fluent English proficient <u>  </u> Other Subgroups:(Specify) _____ SED</p>	<p>G2i. 100,000 1xxx,3xxx,4xxx (S/C)</p>
<p>j. Time and resources will be provided to develop an A-G Ethnic Studies Course.</p>	<p>High Schools</p>	<p><u>  </u>ALL ----- OR: <u>  </u>Low Income pupils <u>  </u>English Learners <u>  </u>Foster Youth <u>  </u>Re-designated fluent English proficient <u>  </u>Other Subgroups:(Specify) _____</p>	<p>G2j. \$2,430 1xxx,3xxx (S/C)</p>
<p>k. In partnership with the UC president’s office an Online “Transcript Evaluation Service” will be implemented to improve access to college. WJUSD will receive sponsorship for services from UC Berkeley during the two year pilot (2015-2016 and 2016-2017).</p>	<p>High schools</p>	<p><u>  </u>ALL ----- OR: <u>  </u>Low Income pupils <u>  </u>English Learners <u>  </u>Foster Youth <u>  </u>Re-designated fluent English proficient <u>  </u> Other Subgroups:(Specify) _____ SED</p>	<p>G2k. \$0</p>

**LCAP Year 2: 2016-17**

<p>Expected Annual Measurable Outcomes:</p>	<p><b>Credit Deficiency:</b></p> <p>a. 95% of 9<sup>th</sup> grade students will be considered on track to graduate at the end of the Fall semester and maintain such status through the Spring semester – results will be reviewed by disaggregated student groups by ethnicity, language, foster youth status, students with disabilities, and income.</p> <p><b>Advanced Placement</b></p> <p>a. Advanced Placement: 71% of tests given will receive a passing score of 3+ or higher. Increase AP enrollment for students who are socio-economically disadvantaged or Hispanic.</p> <p><b>College and Career Ready:</b></p> <p>a. Increase the percentage of students ready for college-level work (SBAC ELA and Math EAP) by 10%</p> <p>b. 90% of 10<sup>th</sup> grade students will be considered on track to graduate at the end of the Fall semester and maintain such status through the Spring semester. 70% of students on each high school campus will register in the CaliforniaColleges.edu system. 70% of high school students will be on-track to meet UC/CSU eligibility requirements.</p> <p>c. Increase the cohort graduation rate at each comprehensive high school for all students and each targeted subgroup, by 2%.</p> <p>d. Decrease the cohort dropout rate for all students and specifically, English Learners (by 2%), Migrant Education students (by 2%), Special Education students (by 5%), and Socioeconomically Disadvantaged students (by 2%).</p> <p>e. Maintain the middle school dropout rate .</p> <p>f. Pilot an Ethnic studies course in high schools.</p>
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		<p>g. Board Policy and Administrative Regulations reflect an Ethnic Studies course requirement for graduation.</p> <p><b>Career Technical Education</b></p> <p>a. Increase the percentage of students who meet the proficient level on CAHSEE by 10%.</p> <p>b. Increase the percentage of students from underrepresented gender groups who are enrolled in a program sequence that leads to employment in nontraditional fields by 10%.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>G2. Stem and Other Pathways</p> <p>a. Resources will continue to be provided to support implementation of the C-STEM curriculum pilot of 8 teachers representing 6 schools. In addition, up to sixty high school students will participate in the Semi-Foundation High Tech U. And the Project Lead the Way pilot will continue to be implemented at Woodland High School to expand as a fully developed pathway to increase students participation.</p> <p>b. Resources will be provided to support the implementation of new and innovative pathways, including those that allow students to earn college credits while in high school such as dual enrollment.</p> <p>c. Maintain Mariachi strings program.</p>	<p>Elementary &amp; secondary</p> <p>Secondary</p> <p>Secondary</p>	<p><u>  </u>ALL</p> <p>-----</p> <p>OR: <u>  </u>Low Income pupils <u>  </u>English Learners</p> <p><u>  </u>Foster Youth <u>  </u>Re-designated fluent English proficient <u>  </u></p> <p>Other Subgroups:(Specify) <u>                  </u> SED <u>                  </u></p> <p><u>  </u>ALL</p> <p>-----</p> <p>OR: <u>  </u>Low Income pupils <u>  </u>English Learners</p> <p><u>  </u>Foster Youth <u>  </u>Re-designated fluent English proficient <u>  </u></p> <p>Other Subgroups:(Specify) <u>                  </u> SED <u>                  </u></p> <p><u>  </u>ALL</p> <p>-----</p> <p>OR: <u>  </u>Low Income pupils <u>  </u>English Learners</p> <p><u>  </u>Foster Youth <u>  </u>Re-designated fluent English proficient <u>  </u></p> <p>Other Subgroups:(Specify) <u>                  </u> SED <u>                  </u></p>	<p>G2a. \$33,555 1xxx,3xxx,4xxx (S/C)</p> <p>G2b. \$25,000 1xxx,3xxx (S/C)</p> <p>G2c. \$100,000 1xxx,3xxx,4xxx (Base)</p>
<p>Advanced Placement (AP) Expansion</p> <p>d. Continue support for comprehensive high schools to implement strategies such as AP Rush, counselor presentations, letters of invitation to students, and parent nights to increase the awareness of the opportunity and value of taking AP courses.</p>	<p>High Schools</p>	<p><u>  </u>ALL</p> <p>-----</p> <p>OR: <u>  </u>Low Income pupils <u>  </u>English Learners</p> <p><u>  </u>Foster Youth <u>  </u>Re-designated fluent English proficient <u>  </u></p> <p>Other Subgroups:(Specify) <u>                  </u> SED <u>                  </u></p>	<p>G2d. \$67,450 1xxx,3xxx,4xxx (S/C)</p>

<p>College and Career Planning and Guidance</p> <p>e. Continue to fund the implementation of the digital portfolio system for graduation and post-secondary planning and tracking of student progress toward completion of A-G requirements, career readiness, and the collection of important work completed by students.</p> <p>f. Support counselors and assistant principals of each middle and high school in site-based implementation of Integrated Student Support plans focused on ensuring all students have a pathway to college/career, receive progress monitoring and are engaged in effective support systems to graduate high school competitively college and career ready.</p> <p>g. Continue to provide resources for expanded implementation of Achievement Via Individualized Determination (AVID) to support the achievement of students in the targeted groups, and implement effective strategies school-wide, preparing all students for college and career.</p> <p>h. Continue to provide resources for expanded implementation of PUENTE to support the achievement of students in the targeted groups.</p> <p>i. Continue to provide resources for Learning Centers at comprehensive high schools to provide support to students via small group and individual support and tutoring by learning center staff, including UC Davis undergrad and graduate students.</p>	<p>High schools</p> <p>Secondary</p> <p>Secondary</p> <p>High schools</p> <p>High schools</p>	<p>___ALL ----- OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Re-designated fluent English proficient <u>X</u> Other Subgroups:(Specify) _____ SED</p> <p>___ALL ----- OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Re-designated fluent English proficient <u>X</u> Other Subgroups:(Specify) _____ SED</p> <p>___ALL ----- OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Re-designated fluent English proficient <u>X</u> Other Subgroups:(Specify) _____ SED</p> <p>___ALL ----- OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Re-designated fluent English proficient <u>X</u> Other Subgroups:(Specify) _____ SED</p> <p>___ALL ----- OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Re-designated fluent English proficient <u>X</u> Other Subgroups:(Specify) _____ SED</p>	<p>G2e. \$10,000 5xxx (S/C)</p> <p>G2f. \$48,000 1xxx,3xxx (S/C)</p> <p>G2g.\$ \$46,575 1xxx,3xxx,5xxx (S/C) \$120,000 1xxx,3xxx (Base)</p> <p>G2h.\$49,000 1xxx,3xxx,5xxx (S/C)</p> <p>G2i. \$100,000 1xxx,3xxx,4xxx (S/C)</p>
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<p>j. Select and Pilot an Ethnic Studies textbook.</p>	<p>High schools</p>	<p><u>  </u> ALL ----- OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Re-designated fluent English proficient <u>  </u> Other Subgroups:(Specify) _____ SED</p>	<p>G2j. \$2,430 1xxx,3xxx (S/C)</p>
<p>k. In partnership with the UC president’s office an online “Transcript Evaluation Service” will be implemented to improve access to college. WJUSD will receive sponsorship for services from UC Berkeley during the two year pilot (2015-2016 and 2016-2017).</p>	<p>High schools</p>	<p><u>  </u> ALL ----- OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Re-designated fluent English proficient <u>  </u> <u>  </u> Other Subgroups:(Specify) _____ SED</p>	<p>G2k. \$0</p>

**LCAP Year 3: 2017-18**

<p>Expected Annual Measurable Outcomes:</p>	<p><b>Credit Deficiency:</b></p> <p>a. 97% of 9<sup>th</sup> grade students will be considered on track to graduate at the end of the Fall semester and maintain such status through the Spring semester – results will be reviewed by disaggregated student groups by ethnicity, language, foster youth status, students with disabilities, and income.</p> <p><b>Advanced Placement</b></p> <p>a. Advanced Placement: 81% of tests given will receive a passing score of 3+ or higher. Increase AP enrollment for students who are socio-economically disadvantaged or Hispanic.</p> <p><b>College and Career Ready:</b></p> <p>a. Increase the percentage of students ready for college-level work (SBAC ELA and Math EAP) by 10%.</p> <p>b. 95% of 10<sup>th</sup> grade students will be considered on track to graduate at the end of the Fall semester and maintain such status through the Spring semester. 80% of students on each high school campus will register in the CaliforniaColleges.edu system. 80% of high school students will be on-track to meet UC/CSU eligibility requirements.</p> <p>c. Increase the cohort graduation rate at each comprehensive high school for all students and each targeted subgroup, by 2%.</p> <p>d. Decrease the cohort dropout rate for all students and specifically, English Learners (by 2%), Migrant Education students (by 2%), Special Education students (by 5%), and Socioeconomically Disadvantaged students (by 2%).</p> <p>e. Maintain the middle school dropout rate.</p> <p>f. Ethnic Studies in now a graduation requirement for incoming 9<sup>th</sup> graders.</p>
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	<p><b>Career Technical Education</b></p> <p>a. Increase the percentage of students who meet the proficient level on CAHSEE by 10%.</p> <p>b. Increase the percentage of students from underrepresented gender groups who are enrolled in a program sequence that leads to employment in nontraditional fields by 10%.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
G2. Stem and Other Pathways			
a. Resources will continue to be provided to support implementation of the C-STEM curriculum implementation by additional teachers and schools. In addition, up to sixty high school students will participate in the Semi-Foundation High Tech U. We will also explore ways to increase opportunities similar to High Tech U on a local level. And the Project Lead the Way pilot will continue to be implemented at Woodland High School to expand as a fully developed pathway to increase students participation.	Elementary & Secondary	<p>___ALL</p> <p>-----</p> <p>OR: <u>X</u> Low Income pupils <u>X</u> English Learners</p> <p><u>X</u> Foster Youth <u>X</u> Re-designated fluent English proficient <u>X</u></p> <p>Other Subgroups:(Specify) _____ SED _____</p>	G2a. \$33,555 1xxx,3xxx,4xxx (S/C)
b. Resources will continue to be provided to support the exploration and implementation of new and innovative pathways, including those that allow students to earn college credits while in high school such as dual enrollment.	Secondary	<p>___ALL</p> <p>-----</p> <p>OR: <u>X</u> Low Income pupils <u>X</u> English Learners</p> <p><u>X</u> Foster Youth <u>X</u> Re-designated fluent English proficient <u>X</u></p> <p>Other Subgroups:(Specify) _____ SED _____</p>	G2b. \$25,000 1xxx,3xxx (S/C)
c. Maintain Mariachi program	Elementary & secondary	<p>___ALL</p> <p>-----</p> <p>OR: <u>X</u> Low Income pupils <u>X</u> English Learners</p> <p><u>X</u> Foster Youth <u>X</u> Re-designated fluent English proficient <u>X</u></p> <p>Other Subgroups:(Specify) _____ SED _____</p>	G2c. \$100,000 1xxx,3xxx,4xxx (Base)

<p>Advanced Placement (AP)Expansion</p> <p>d. Continue support for comprehensive high schools to implement strategies such as AP Rush, counselor presentations, letters of invitation to students, and parent nights to increase the awareness of the opportunity and value of taking AP courses. (Disproportionality)</p>	<p>High schools</p>	<p>___ALL ----- OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Re-designated fluent English proficient <u>X</u> Other Subgroups:(Specify) _____ SED _____</p>	<p>G2d. \$67,450 1xxx,3xxx,4xxx (S/C)</p>
<p>College and Career Planning and Guidance</p> <p>e. Continue to fund the implementation of a digital portfolio system for graduation and post-secondary planning and tracking of student progress toward completion of A-G requirements, career readiness, and the collection of important work completed by students.</p> <p>f. Continue to provide counselors and assistant principals of each middle and high school support to implement Integrated Student Support plans focused on ensuring all students have a pathway to college/career, receive progress monitoring and are engaged in effective support systems to graduate high school competitively college and career ready.</p> <p>g. Continue to provide resources for expanded implementation of Achievement Via Individual Determination (AVID) to support the achievement of students in the targeted groups, and implement effective strategies school-wide preparing all students for college and career.</p> <p>h. Continue to provide resources for expanded implementation of PUENTE to support the achievement of students in the targeted groups.</p>	<p>High school</p> <p>Secondary</p> <p>Secondary</p> <p>High Schools</p>	<p>___ALL ----- OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Re-designated fluent English proficient <u>X</u> Other Subgroups:(Specify) _____ SED _____</p> <p>___ALL ----- OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Re-designated fluent English proficient <u>X</u> Other Subgroups:(Specify) _____ SED _____</p> <p>___ALL ----- OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Re-designated fluent English proficient <u>X</u> Other Subgroups:(Specify) _____ SED _____</p> <p>___ALL ----- OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Re-designated fluent English proficient <u>X</u> Other Subgroups:(Specify) _____ SED _____</p>	<p>G2e. \$10,000 5xxx (S/C)</p> <p>G2f. \$48,000 1xxx,3xxx (S/C)</p> <p>G2g. \$46,575 1xxx,3xxx,5xxx (S/C) \$120,000 1xxx,3xxx (Base)</p> <p>G2h. \$49,000 1xxx,3xxx,5xxx (S/C)</p>

<p>i. Continue to provide resources for Learning Centers at comprehensive high schools to provide support to students via small group and individual support and tutoring by learning center staff, including UC Davis undergrad and graduate students.</p>	<p>High Schools</p>	<p>___ALL ----- OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Re-designated fluent English proficient <u>X</u> Other Subgroups:(Specify) _____ SED _____</p>	<p>G2i. \$100,000 1xxx,3xxx,4xxx (S/C)</p>
<p>j. Ethnic Studies course is offered in high school and required for graduation.</p>	<p>High Schools</p>	<p>___ALL ----- OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Re-designated fluent English proficient <u>X</u> Other Subgroups:(Specify) _____ SED _____</p>	<p>G2j. \$2,500 1xxx,3xxx (S/C)</p>
<p>k. In partnership with UC president’s office an online “Transcript Evaluation Service” will be implemented to improve access to college \$1.25 per student (first year of cost for district).</p>	<p>High schools</p>	<p>___ALL ----- OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Re-designated fluent English proficient <u>X</u> Other Subgroups:(Specify) _____ SED _____</p>	<p>G2k.\$555,000 4xxx (Base/Lottery)</p>

LCAP Year 1: 2015-16

<p>GOAL 3:</p>	<p>All students will be engaged and experience a safe, respectful and caring environment.</p> <hr/> <hr/> <hr/>	<p>Related State and/or Local Priorities:</p> <p>1__x_ 2__ 3__ 4__ 5__x_ 6__x_ 7__ 8__</p> <p>COE only: 9__ 10__</p> <p>Local: Specify _____</p>
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<p>Identified Need:</p>	<p><b>Increase Attendance:</b></p> <p>a. The 2013-14 Truancy Rate for WJUSD (calculated by CDE) was 49.6%. Truancy is defined as the number of students absent at least 3 days or for more than 30 minutes 3 times during the school year.</p> <p>b. 24% of enrolled students have more than 5 days of absence during the first five months of school, with 34% of absences being unexcused.</p> <p><b>Encourage Fitness and Wellness:</b></p>
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	<ul style="list-style-type: none"> <li>a. In 2013-14, 30% of 5th graders met the Healthy Fitness Zone in all 6 standards; 34% of 7th graders met the Healthy Fitness Zone in all 6 standards; and 30% of 9th graders met the Healthy Fitness Zone in all 6 standards.</li> <li>b. The Healthy Kids Survey has not been administered in several years. Need to establish baseline.</li> <li>c. Ensure that facilities are healthy, safe, and in good repair using the Facility Inspection Tool (FIT).</li> </ul>
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Goal Applies to:	Schools: All Schools	Applicable Pupil Subgroups: All Students
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**LCAP Year 1: 2015-16**

Expected Annual Measurable Outcomes:	<p>Attendance:</p> <ul style="list-style-type: none"> <li>a. Maintain attendance rate.</li> <li>b. Decrease the number of students who are chronically absent.</li> </ul> <p>Fitness and Wellness</p> <ul style="list-style-type: none"> <li>a. Increase the number of students meeting the Healthy Fitness Zone in all 6 standards by 10% for all grade levels tested.</li> <li>b. Establish a baseline for the student sense of safety and school connectedness, using the Healthy Kids Survey given in 2014-15.</li> <li>c. Ensure that facilities are healthy, safe, and in good repair using the Facility Inspection Tool (FIT).</li> </ul>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
G3. Foster Youth Supports			
a. Continue to fund a “Foster Children and Youth Program Manager/District Parent Liaison” position, mileage, and cell phone cost.	Elementary & secondary	<p>__ALL</p> <p>-----</p> <p>OR: <u>X</u> Low Income pupils <u>X</u> English Learners  <u>X</u> Foster Youth <u>X</u> Re-designated fluent English proficient  <u>X</u> Other Subgroups:(Specify) _____ SED</p>	G3a. \$76,000 1xxx,3xxx (S/C)
b. Direct support to Foster Youth, including tutoring, transportation, school supplies, and emergency assistance.	Elementary & secondary	<p>__ALL</p> <p>-----</p> <p>OR: <u>X</u> Low Income pupils <u>X</u> English Learners  <u>X</u> Foster Youth <u>X</u> Re-designated fluent English proficient  <u>X</u> Other Subgroups:(Specify) _____ SED</p>	G3b. \$10,000 4xxx (S/C)

<p>c. Provide on-going professional development for classified staff members including campus security members, paraprofessionals (behavior support), and office staff in the areas of welcoming campus environment, campus safety, security, attendance, mandated reporting, CPI, and CPR/first aid and parental workshops focused on related topics. In addition, Classified, Certificated and Administrative staff collaboratively understand the impact and need for creating a Safe and Welcoming environment with caring adults in a system conducive to positive interactions. An environment of mutual respect justifies the need for classified and unrepresentative groups to collaboratively develop “Metrics” that will measure the positive impacts on students and their families, during the 2015-2016 school year.</p>	<p>Elementary &amp; Secondary</p>	<p><u>  </u>ALL ----- OR: <u>  </u>Low Income pupils <u>  </u>English Learners <u>  </u>Foster Youth <u>  </u>Re-designated fluent English proficient <u>  </u>Other Subgroups:(Specify)_____ SED</p>	<p>G3c. \$274,000 1xxx,3xxx,5xxx (S/C)</p>
<p>d. Continue piloting of the Gang Resistance Education and Training (GREAT) curriculum at the fourth grade in support of early intervention.</p>	<p>Elementary</p>	<p><u>  </u>ALL ----- OR: <u>  </u>Low Income pupils <u>  </u>English Learners <u>  </u>Foster Youth <u>  </u>Re-designated fluent English proficient <u>  </u>Other Subgroups:(Specify)_____ SED</p>	<p>G3d. \$0</p>
<p>e. Refine the implementation of daily physical education curriculum.</p>	<p>Secondary</p>	<p><u>  </u>ALL ----- OR: <u>  </u>Low Income pupils <u>  </u>English Learners <u>  </u>Foster Youth <u>  </u>Re-designated fluent English proficient <u>  </u>Other Subgroups:(Specify)_____ SED</p>	<p>G3e. \$10,000 1xxx,3xxx (S&amp;C)</p>
<p>f. Provide support for collaboration time.</p>	<p>Secondary</p>	<p><u>  </u>ALL ----- OR: <u>  </u>Low Income pupils <u>  </u>English Learners <u>  </u>Foster Youth <u>  </u>Re-designated fluent English proficient <u>  </u>Other Subgroups:(Specify)_____ SED</p>	<p>G3f. \$15,000 1xxx,3xxx (S/C)</p>

LCAP Year 2: 2016-17

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|--------------------------------------|---|
| Expected Annual Measurable Outcomes: | <p>Attendance:</p> <ul style="list-style-type: none"> <li>a. Maintain attendance rate.</li> <li>b. Decrease the number of students who are chronically absent.</li> </ul> <p>Fitness and Wellness</p> <ul style="list-style-type: none"> <li>a. Increase the number of students meeting the Healthy Fitness Zone in all 6 standards by 10% for all grade levels tested.</li> <li>b. Increase student sense of safety and school connectedness, using the Healthy Kids Survey.</li> <li>c. Ensure that facilities are healthy, safe, and in good repair using the Facility Inspection Tool (FIT).</li> </ul> |
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
G3. Foster Youth Supports			
a. Continue to fund a “Foster Children and Youth Program Manager/District Parent Liaison” position.	Elementary & secondary	<p><u>  </u>ALL</p> <p>-----</p> <p>OR: <u>  </u>Low Income pupils <u>  </u>English Learners  <u>  </u>Foster Youth <u>  </u>Re-designated fluent English proficient  <u>  </u>Other Subgroups:(Specify) _____ SED</p>	G3a. \$76,000 1xxx,3xxx (S/C)
b. Direct support to Foster Youth, including tutoring, transportation, school supplies, and emergency assistance.	Elementary & secondary	<p><u>  </u>ALL</p> <p>-----</p> <p>OR: <u>  </u>Low Income pupils <u>  </u>English Learners  <u>  </u>Foster Youth <u>  </u>Re-designated fluent English proficient  <u>  </u>Other Subgroups:(Specify) _____ SED</p>	G3b. \$10,000 4xxx (S/C)
c. Provide on-going professional development for classified staff members including campus security members, paraprofessionals, and office staff in the areas of welcoming campus environment, campus safety, security, attendance, mandated reporting, CPI, and CPR/first aid (Reduced on-going costs with teams in place) and parental workshops focused on related topics. In addition, Classified, Certificated and Administrative staff collaboratively understand the	Elementary & secondary	<p><u>  </u>ALL</p> <p>-----</p> <p>OR: <u>  </u>Low Income pupils <u>  </u>English Learners  <u>  </u>Foster Youth <u>  </u>Re-designated fluent English proficient  <u>  </u>Other Subgroups:(Specify) _____ SED</p>	G3c. \$243,000 1xxx,3xxx,5xxx (S/C)

<p>impact and need for creating a Safe and Welcoming environment with caring adults in a system conducive to positive interactions. An environment of mutual respect justifies the need for classified and unrepresentative groups to collaboratively measure the positive impacts on students and their families, during the 2015-2016 school year.</p> <p>d. Continue piloting of the Gang Resistance Education and Training (GREAT) curriculum at the fourth grade in support of early intervention.</p> <p>e. Refine the implementation of daily physical education curriculum.</p>	<p>Elementary</p> <p>Elementary</p>	<p>___ALL</p> <p>-----</p> <p>OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Re-designated fluent English proficient <u>X</u> Other Subgroups:(Specify) _____ SED _____</p> <p>___ALL</p> <p>-----</p> <p>OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Re-designated fluent English proficient <u>X</u> Other Subgroups:(Specify) _____ SED _____</p>	<p>G3d. \$0</p> <p>G3e.\$10,000 1xxx,3xxx (S/C)</p>
<p>f. Continue to provide support for collaboration time.</p>	<p>Secondary</p>	<p>___ALL</p> <p>-----</p> <p>---</p> <p>OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Re-designated fluent English proficient <u>X</u> Other Subgroups:(Specify) _____ SED _____</p>	<p>G3f.\$15,000 1xxx,3xxx (S/C)</p>

LCAP Year 3: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p>Attendance:</p> <ul style="list-style-type: none"> <li>a. Maintain attendance rate.</li> <li>b. Decrease the number of students who are chronically absent.</li> </ul> <p>Fitness and Wellness</p>
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	<ul style="list-style-type: none"> <li>a. Increase the number of students meeting the Healthy Fitness Zone in all 6 standards by 10% for all grade levels tested.</li> <li>b. Increase student sense of safety and school connectedness, using the Healthy Kids Survey.</li> <li>c. Ensure that facilities are healthy, safe, and in good repair using the Facility Inspection Tool (FIT).</li> </ul>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>G3. Foster Youth Supports.</p> <ul style="list-style-type: none"> <li>a. Continue to fund a “Foster Children and Youth Program Manager/District Parent Liaison” position</li>   <li>b. Direct support to Foster Youth, including tutoring, transportation, school supplies, and emergency assistance.</li> </ul>	<p>Elementary &amp; secondary</p> <p>Elementary &amp; secondary</p>	<p>__ALL</p> <p>-----</p> <p>OR: <u>X</u> Low Income pupils <u>X</u> English Learners  <u>X</u> Foster Youth <u>X</u> Re-designated fluent English proficient <u>X</u>  Other Subgroups:(Specify) _____ SED _____</p> <p>__ALL</p> <p>-----</p> <p>OR: <u>X</u> Low Income pupils <u>X</u> English Learners  <u>X</u> Foster Youth <u>X</u> Re-designated fluent English proficient <u>X</u>  Other Subgroups:(Specify) _____ SED _____</p>	<p>G3a. \$76,000  1xxx,3xxx  (S/C)</p> <p>G3b. \$10,000  4xxx  (S/C)</p>
<ul style="list-style-type: none"> <li>c. Provide on-going professional development for classified staff members including campus security members, paraprofessionals (behavior support), and office staff in the areas of welcoming campus environment, campus safety, security, attendance, mandated reporting, CPI, and CPR/first aid (Reduced on-going costs with teams in place) and parental workshops focused on related topics. In addition, Classified, Certificated and Administrative staff collaboratively understand the impact and need for creating a Safe and Welcoming environment with caring adults in a system conducive to positive interactions. An environment of mutual respect justifies the need for classified and unrepresentative groups to collaboratively measure the positive impacts on students and their families, during the 2015-2016 school year.</li> </ul>	<p>Elementary &amp; secondary</p>	<p>__ALL</p> <p>-----</p> <p>OR: <u>X</u> Low Income pupils <u>X</u> English Learners  <u>X</u> Foster Youth <u>X</u> Re-designated fluent English proficient <u>X</u>  Other Subgroups:(Specify) _____ SED _____</p> <p>__ALL</p>	<p>G3c. \$243,000  1xxx,3xxx,5xxx  (S/C)</p>

<p>d. Continue implementation of the Gang Resistance Education and Training (GREAT) curriculum at the fourth grade in support of early intervention.</p>	<p>Elementary</p>	<p>-----                  OR: <u>X</u> Low Income pupils <u>X</u> English Learners  <u>X</u> Foster Youth <u>X</u> Re-designated fluent English proficient <u>X</u>                  Other Subgroups:(Specify) _____ SED _____                    ___ALL</p>	<p>G3d. \$0</p>
<p>e. Continue the implementation of the daily physical education curriculum.</p>	<p>Elementary</p>	<p>-----                  OR: <u>X</u> Low Income pupils <u>X</u> English Learners  <u>X</u> Foster Youth <u>X</u> Re-designated fluent English proficient <u>X</u>                  Other Subgroups:(Specify) _____ SED _____                    ___ALL</p>	<p>G3e. \$0</p>
<p>f. Continue support for collaboration time</p>	<p>Secondary</p>	<p>-----                  OR: <u>X</u> Low Income pupils <u>X</u> English Learners  <u>X</u> Foster Youth <u>X</u> Re-designated fluent English proficient <u>X</u>                  Other Subgroups:(Specify) _____ SED _____</p>	<p>G3f.\$15,000                  1xxx,3xxx                  (S/C)</p>

**LCAP Year 1: 2015-16**

<p>GOAL 4:</p>	<p>Increase parents'/guardians' participation in their children's education.</p>	<p>Related State and/or Local Priorities:                    1__ 2__ 3_<u>x</u> 4__ 5__ 6__ 7__ 8__                    COE only: 9__ 10__                    Local: Specify _____</p>
	<p> </p>	
	<p> </p>	
	<p> </p>	

<p>Identified Need:</p>	<p><b>Increased Parent Participation:</b>                  a. During the Math Nights presented at each site in 2014-15, a total of 669 parents attended at the elementary level, 30 parents at the middle school level, and 15 parents at the high school level. Additionally, 51 parents attended a Drug Awareness presentation and 56 attended a presentation on Bullying.</p>
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<p>Goal Applies to:</p>	<p>Schools:                  Applicable Pupil Subgroups:</p>	<p>All Schools                  All Students</p>
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**LCAP Year 1: 2015-16**

<p>Expected Annual Measurable Outcomes:</p>	<p><b>Parent Participation:</b>                  a. Establish a calendar of parent/guardian/family workshops to establish a baseline for parent participation and workshop requests.                  b. Increase the number of parents attending parent informational nights at each level by 10% from prior year.</p>
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c. Parents/families provide input/comments to LCAP for Year 2.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
G4. Develop and support implementation of site-based plans to increase student attendance.	Elementary & secondary	<p>___ALL</p> <p>-----</p> <p>OR: <u>X</u> Low Income pupils <u>X</u> English Learners  <u>X</u> Foster Youth <u>X</u> Re-designated fluent English proficient <u>X</u>                      Other Subgroups:(Specify) _____ SED _____</p>	
a. Establish a Parent University model that provides workshops and training for parents. Workshops are focused on academic, behavioral, social, emotional, and physical/health student supports.	Elementary & secondary	<p>___ALL</p> <p>-----</p> <p>OR: <u>X</u> Low Income pupils <u>X</u> English Learners  <u>X</u> Foster Youth <u>X</u> Re-designated fluent English proficient <u>X</u>                      Other Subgroups:(Specify) _____ SED _____</p>	G4a. \$25,000 1xxx,3xxx (S/C)
b. Pilot a parent communication system at the elementary level to include student academic progress, school attendance and behavior using technology and scheduled progress monitoring updates.	Elementary & secondary	<p>___ALL</p> <p>-----</p> <p>OR: <u>X</u> Low Income pupils <u>X</u> English Learners  <u>X</u> Foster Youth <u>X</u> Re-designated fluent English proficient <u>X</u>                      Other Subgroups:(Specify) _____ SED _____</p>	G4b-c. \$60,000 1xxx,3xxx,4xxx, 5xxx (S/C)
c. Implement district-wide system/s that ensures parents are engaged and informed of student expectations, engagement opportunities and parental supports at key points in the TK-12 experience including entry into Kindergarten, transition to middle school, entry into high school and transition from high school to college/career.	Elementary & secondary	<p>___ALL</p> <p>-----</p> <p>OR: <u>X</u> Low Income pupils <u>X</u> English Learners  <u>X</u> Foster Youth <u>X</u> Re-designated fluent English proficient <u>X</u>                      Other Subgroups:(Specify) _____ SED _____</p>	
d. Establish parent advisory groups reflective of the diversity at school sites/district. Including, but not limited to SSC, PTA, DLAC, ELAC. athletic boosters, career technical education, etc. to ensure LCAP is shared and feedback is taken for possible changes in goals, actions and/or funding.	Elementary & secondary	<p>___ALL</p> <p>-----</p> <p>OR: <u>X</u> Low Income pupils <u>X</u> English Learners  <u>X</u> Foster Youth <u>X</u> Re-designated fluent English proficient <u>X</u>                      Other Subgroups:(Specify) _____ SED _____</p>	G4d. \$0
		<p>___ALL</p> <p>-----</p> <p>OR: <u>X</u> Low Income pupils <u>X</u> English Learners  <u>X</u> Foster Youth <u>X</u> Re-designated fluent English proficient <u>X</u>                      Other Subgroups:(Specify) _____ SED _____</p>	

<p>e. Establish a committee of parents and staff to research and design a coherent physical fitness and wellness program.</p>	<p>Secondary</p>	<p>-----                  OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input checked="" type="checkbox"/>                  Other Subgroups:(Specify) _____ SED _____</p>	<p>G4e. \$4000                  1xxx,3xxx,4xxx                  (S/C)</p>
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**LCAP Year 2: 2016-17**

<p>Expected Annual Measurable Outcomes:</p>	<p><b>Parent Participation:</b></p> <p>a. Establish a calendar of parent/guardian/family workshops to establish a baseline for parent participation and workshop requests.                  b. Increase the number of parents attending parent informational nights at each level by 10% from prior year.                  c. Parents/families provide input/comments to LCAP for Year 2.</p>
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<p align="center"><b>Actions/Services</b></p>	<p align="center"><b>Scope of Service</b></p>	<p align="center"><b>Pupils to be served within identified scope of service</b></p>	<p align="center"><b>Budgeted Expenditures</b></p>
<p>G4. Continue to support implementation of site-based plans to increase student attendance.</p> <p>a. Using the Parent University model, update workshops and training for parents focused on academic, behavioral, social, emotional and physical student supports.</p>	<p>Elementary and secondary</p>	<p>___ALL                  -----                  OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input checked="" type="checkbox"/>                  Other Subgroups:(Specify) _____ SED _____</p>	<p>G4a. \$25,000                  1xxx,3xxx                  (S/C)</p>
<p>b. Continue parent communication system at the elementary level to include student academic progress, school attendance and behavior using technology and scheduled progress monitoring updates</p>	<p>Elementary and secondary</p>	<p>___ALL                  -----                  OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input checked="" type="checkbox"/>                  Other Subgroups:(Specify) _____ SED _____</p>	<p>G4b-c. \$45,000                  1xxx,3xxx,4xxx                  (S/C)</p>
<p>c. Continue to support district-wide system/s that ensures parents are engaged and informed of student expectations, engagement opportunities and parental supports at key points in the TK-12 experience including entry into Kindergarten, transition to middle school, entry into high school and transition from high school to college/career.</p>	<p>Elementary &amp; secondary</p>	<p>___ALL                  -----                  OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input checked="" type="checkbox"/>                  Other Subgroups:(Specify) _____ SED _____</p>	<p>G4d. \$0</p>
		<p>___ALL</p>	



<p>d. Establish parent advisory groups reflective of the diversity at school sites/district. Including, but not limited to SSC, PTA, DLAC, athletic boosters, career technical education, etc. to ensure LCAP is shared and feedback is taken for possible changes in goals, actions and/or funding.</p>	<p>Elementary &amp; secondary</p>	<p>-----                  OR: <u> X </u> Low Income pupils <u> X </u> English Learners  <u> X </u> Foster Youth <u> X </u> Re-designated fluent English proficient <u> X </u>                  Other Subgroups:(Specify) _____ SED _____</p>	
<p>e. Maintain a committee of parents and staff who will refine a coherent physical education and wellness program.</p>	<p>Secondary</p>	<p>____ALL                  -----                  OR: <u> X </u> Low Income pupils <u> X </u> English Learners  <u> X </u> Foster Youth <u> X </u> Re-designated fluent English proficient <u> X </u>                  Other Subgroups:(Specify) _____ SED _____</p>	<p>G4e. \$4000                  1xxx,3xxx,4xxx                  (S/C)</p>

**LCAP Year 3: 2017-18**

	<p><b>Parent Participation:</b></p> <p>Expected Annual Measurable Outcomes:</p> <ul style="list-style-type: none"> <li>a. Establish a calendar of parent/guardian/family workshops to establish a baseline for parent participation and workshop requests.</li> <li>b. Increase the number of parents attending parent informational nights at each level by 10% from prior year.</li> <li>c. Parents/families provide input/comments to LCAP for Year 2.</li> </ul>	
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>G4. Continue to support implementation of site-based plans to increase student attendance.</p> <ul style="list-style-type: none"> <li>a. Using the Parent University model, update workshops and training for parents focused on academic, behavioral, social, emotional and physical student supports.</li> <li>b. Support the communication system at the elementary level to include student academic progress, school</li> </ul>	<p>Elementary</p> <p>Elementary &amp; secondary</p>	<p>____ALL                  -----                  OR: <u> X </u> Low Income pupils <u> X </u> English Learners  <u> X </u> Foster Youth <u> X </u> Re-designated fluent English proficient <u> X </u>                  _Other Subgroups:(Specify) _____ SED _____</p> <p>____ALL                  -----</p>	<p>G4a. \$25,000                  1xxx,3xxx                  (S/C)</p> <p>G4b-c. \$45,000                  1xxx,3xxx,4xxx</p>

<p>attendance and behavior using technology and scheduled progress monitoring updates.</p> <p>c. Continue to support district-wide system/s that ensures parents are engaged and informed of student expectations, engagement opportunities and parental supports at key points in the TK-12 experience including entry into Kindergarten, transition to middle school, entry into high school, and transition from high school to college/career.</p> <p>d. Establish parent advisory groups reflective of the diversity at school sites/district. Including, but not limited to SSC, PTA, DLAC, athletic boosters, career technical education, etc. to ensure LCAP is shared and feedback is taken for possible changes in goals, actions and/or funding.</p> <p>e. Maintain a committee of parents and staff charged with refining a coherent physical education and wellness program.</p>	<p>Elementary</p> <p>Elementary &amp; secondary</p> <p>Elementary &amp; Secondary</p>	<p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input checked="" type="checkbox"/>                  Other Subgroups:(Specify) _____ SED _____</p> <p>___ALL</p> <p>-----</p> <p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input checked="" type="checkbox"/>                  Other Subgroups:(Specify) _____ SED _____</p> <p>___ALL</p> <p>-----</p> <p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input checked="" type="checkbox"/>                  Other Subgroups:(Specify) _____ SED _____</p> <p>___ALL</p> <p>-----</p> <p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input checked="" type="checkbox"/>                  Other Subgroups:(Specify) _____ SED _____</p>	<p>(S/C)</p> <p>G4d. \$0</p> <p>G4e. \$4000 1xxx,3xxx,4xxx (S/C)</p>
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LCAP Year 1: 2015-16

<p>GOAL 5:</p>	<p>Eliminate disproportionality.</p> <hr/> <hr/> <hr/>	<p>Related State and/or Local Priorities:</p> <p>1__ 2__ 3__ 4_x 5__ 6_x 7__ 8_x</p> <p>COE only: 9__ 10__</p> <p>Local: Specify <u>Board Goal 1</u></p>
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<p>Identified Need:</p>	<p><b>Reduction in Suspensions and Expulsions:</b></p> <p>a. The 2013-14 WJUSD suspension rate (calculated by CDE) was 6.7%, which is a decline from previous years (8.6% in 2011-12 and 2012-13). However, the % of total suspension days assigned to African American and Special Education students is disproportionate when compared to Asian and White students. In total suspensions for 2013-14, Socioeconomically Disadvantaged students account for 89% (1266 out of 1435 incidents) of the</p>
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- total in school and out of school suspensions. In total suspensions in 2013-14 for Defiance (48900K), Socioeconomically Disadvantaged students account for 90% (477 of 529 incidents) of the total in school and out of school suspensions. Need to continue decreasing the suspension rate and to increase proportionality in suspensions—fewer suspensions for African American, Socioeconomically Disadvantaged, and Special Education students.
- b. The 2013-14 WJUSD expulsion rate (calculated by CDE) was 0%, with 2 students expelled.

**Promote Cultural Proficiency:**

- a. Ethnic Studies is not offered or required for high school graduation.

Goal Applies to:	Schools:	All Schools
	Applicable Pupil Subgroups:	All Students
<b>LCAP Year 1: 2015-16</b>		
Expected Annual Measurable Outcomes:	Suspensions and Expulsions	<p>a. Reduce the suspension rate by 10%. Ensure that the number of suspensions per subgroup is proportionate to the population.</p> <p>b. Maintain an expulsion rate of 0%.</p>
	Cultural Proficiency	<p>a. Increase the knowledge of the historical contributions of our ethnically diverse community by exploring and developing an Ethnic Studies, A-G course required for graduation.</p>

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
G5. Positive Behavior Intervention and Supports			
a. Provide funding and follow up support for each of our school sites to implement Positive Behavior Interventions and Supports (PBIS) strategies. Continue the Building Effective Schools Together (BEST) program and assess its effectiveness. Research classroom conflict management practices and classroom meetings.	Elementary & secondary	<p>___ALL</p> <p>-----</p> <p>OR: <u>X</u> Low Income pupils <u>X</u> English Learners</p> <p><u>X</u> Foster Youth <u>X</u> Re-designated fluent English proficient <u>X</u></p> <p>Other Subgroups:(Specify)_____ SED _____</p>	G5a. \$20,250 1xxx,3xxx,5xxx (S/C)
b. Explore professional development for all district staff on student behavior support services, which may include Trauma-Informed Systems, Cultural Proficiency, and Restorative Practices.	Elementary & secondary	<p>___ALL</p> <p>-----</p> <p>OR: <u>X</u> Low Income pupils <u>X</u> English Learners</p> <p><u>X</u> Foster Youth <u>X</u> Re-designated fluent English proficient <u>X</u></p> <p>Other Subgroups:(Specify)_____ SED _____</p>	G5b. \$95,625 (S&C)
c. Provide individual and group counseling for drug/alcohol related behaviors. Enter agreement to provide counseling	High Schools	<p>___ALL</p> <p>-----</p>	G5c. \$90,000 1xxx,3xxx

<p>services to focus on a reduction of out of school suspension days. Explore Mental Health services for the social/emotional support of students.</p> <p>d. Continue to fund four, K-8 school counselors to provide social/emotional support to students in group and individual settings as well as facilitate parent meetings and staff training.</p>	<p>Elementary</p>	<p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input checked="" type="checkbox"/>                  Other Subgroups:(Specify) _____ SED _____</p> <p>___ALL</p> <p>-----</p> <p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input checked="" type="checkbox"/>                  Other Subgroups:(Specify) _____ SED _____</p>	<p>(S/C)</p> <p>G5d. \$357,000                  1xxx,3xxx                  (S/C)</p>
<p>Access to Technology</p> <p>e. Internet at home access support (1:1).</p>	<p>Elementary &amp; secondary</p>	<p>___ALL</p> <p>-----</p> <p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input checked="" type="checkbox"/>                  Other Subgroups:(Specify) _____ SED _____</p>	<p>G5e.\$0</p>
<p>Multi-tiered System of Student Support</p>			
<p>f. Provide 15 FTE for RTI<sup>2</sup> and SST implementation to provide and coordinate interventions for students.</p>	<p>Elementary &amp; Secondary</p>	<p>___ALL</p> <p>-----</p> <p>OR:<input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) ___SED</p>	<p>G5f.                  \$1,125,000                  1xxx,3xxx                  (S/C)</p>
<p>g. Provide training and support to focus on the implementation of co-teaching courses designed to provide access to students of Special Education, Foster Youth, English Learners and Low Income.</p>	<p>Elementary &amp; secondary</p>	<p>___ALL</p> <p>-----</p> <p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth ___Re-designated fluent English proficient <input checked="" type="checkbox"/>                  Other Subgroups:(Specify) _____ SED _____</p>	<p>G5g. \$42,754                  1xxx,3xxx                  (S/C) \$23,535                  5xxx                  (Title II)</p>
<p>h. Provide enrichment activities to support the achievement of targeted student groups participating in the Gifted and Talented Education (GATE) program.</p>	<p>Elementary &amp; secondary</p>	<p>___ALL</p> <p>-----</p> <p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input checked="" type="checkbox"/>                  Other Subgroups:(Specify) _____ GATE _____</p>	<p>G5h.\$15,000                  1xxx,3xxx,4xxx                  (S/C)</p>
<p>i. Continue to provide resources for Learning Centers at each comprehensive high school to provide support to students via small group and individual support and</p>	<p>Elementary</p>	<p>___ALL</p> <p>-----</p> <p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p>	<p>G5i. \$0                  (S/C)</p>

<p>tutoring by learning center staff, including UC Davis undergrad and graduate students.</p> <p>j. Site allocations for interventions with a focus on unduplicated pupils.</p> <p>k. Purchase intervention and supplemental materials and provide training for RtI<sup>2</sup> Pilots at secondary schools in ELA, Math, Social Science and Biology.</p> <p>l. Purchase intervention and supplemental materials and provide training for RtI<sup>2</sup> Pilots at elementary schools in ELA, Math, Social Science and Biology.</p>	<p>All Schools Except District Office</p> <p>Secondary</p> <p>Elementary</p>	<p><u>X</u> Foster Youth <u>X</u> Re-designated fluent English proficient <u>X</u> Other Subgroups:(Specify) _____ SED</p> <p>____ALL</p> <p>-----</p> <p>OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Re-designated fluent English proficient <u>X</u> Other Subgroups:(Specify) _____ SED</p> <p>____ALL</p> <p>-----</p> <p>OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Re-designated fluent English proficient <u>X</u> Other Subgroups:(Specify) _____ SED</p> <p>____ALL</p> <p>-----</p> <p>OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Re-designated fluent English proficient <u>X</u> Other Subgroups:(Specify) _____ SED</p>	<p>G5j. \$500,491 1xxx,3xxx (S/C)</p> <p>G5k. \$120,000 1xxx,3xxx,4xxx (S/C)</p> <p>G5l. \$100,000 4xxx,1xxx,3xxx (S/C)</p>
<p>Cultural Proficiency</p> <p>m. Expand Music Pathway with creation of Mariachi Strings.</p> <p>n. Time and resources will be provided to develop an “A-G” Ethnic Studies course.</p>	<p>High School</p> <p>High Schools</p>	<p>____ALL</p> <p>-----</p> <p>OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Re-designated fluent English proficient <u>X</u> Other Subgroups:(Specify) _____ SED</p> <p>____ALL</p> <p>-----</p> <p>OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Re-designated fluent English proficient <u>X</u> Other Subgroups:(Specify) _____ SED</p>	<p>G5m. \$20,000 1xxx-4xxx (Base)</p> <p>G5n. \$20,000 1xxx-4xxx (Base)</p>

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	<p>Suspensions and Expulsions</p> <p>a. Reduce the suspension rate by 10%. Ensure that the number of suspensions per subgroup is proportionate to the population.</p> <p>b. Maintain an expulsion rate of 0%.</p> <p>Cultural Proficiency</p> <p>a. Increase the knowledge of the historical contributions of our ethnically diverse community by piloting an Ethnic Studies course in our high schools.</p> <p>b. Board Policy and Administrative Regulations reflect the addition of “Ethnic Studies” as a graduation requirement.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<b>G5. Positive Behavior Intervention and Supports</b>			
a. Continue funding and follow up support for each of our school sites to implement Positive Behavior Interventions and Supports (PBIS) strategies. Continue the Building Effective Schools Together (BEST) program and assess its effectiveness. Research classroom conflict management practices including class meetings.	Elementary & secondary	<p><u>  </u> ALL</p> <p>-----</p> <p>OR: <u>  </u> Low Income pupils <u>  </u> English Learners  <u>  </u> Foster Youth <u>  </u> Re-designated fluent English proficient <u>  </u> Other                      Subgroups:(Specify) <u>      </u> SED</p>	G5a. \$20,250 1xxx,3xxx,5xxx (S/C)
b. Implement professional development for key TK-12 staff on student behavior support services, which may include Trauma-Informed Systems, Cultural Proficiency, and Restorative Practices.	All Schools Except District Office	<p><u>  </u> ALL</p> <p>-----</p> <p>OR: <u>  </u> Low Income pupils <u>  </u> English Learners  <u>  </u> Foster Youth <u>  </u> Re-designated fluent English proficient <u>  </u> Other                      Subgroups:(Specify) <u>      </u> SED</p>	G5b. \$95,625 1xxx-5xxx (S&C)
c. Provide individual and group counseling for drug/alcohol related behaviors. Enter agreement to provide counseling services to focus on a reduction of out of school suspension days. Explore Mental Health services for the social/emotional support of students.	High schools	<p><u>  </u> ALL</p> <p>-----</p> <p>OR: <u>  </u> Low Income pupils <u>  </u> English Learners  <u>  </u> Foster Youth <u>  </u> Re-designated fluent English proficient <u>  </u> Other                      Subgroups:(Specify) <u>      </u> SED</p>	G5c. \$90,000 1xxx,3xxx (S/C)
d. Continue to fund four, TK-8 school counselors to provide social/emotional support to students in group and individual settings as well as facilitate parent meetings and staff training.	Elementary & Middle Schools	<p><u>  </u> ALL</p> <p>-----</p> <p>OR: <u>  </u> Low Income pupils <u>  </u> English Learners  <u>  </u> Foster Youth <u>  </u> Re-designated fluent English proficient <u>  </u> Other                      Subgroups:(Specify) <u>      </u> SED</p>	G5d. \$357,000 1xxx,3xxx (S/C)

<p>Access to Technology e. Internet at home access support (1:1).</p>	<p>All Schools</p>	<p><u>  </u>ALL ----- OR: <u>  </u>Low Income pupils <u>  </u>English Learners <u>  </u>Foster Youth <u>  </u>Re-designated fluent English proficient <u>  </u>Other Subgroups:(Specify) <u>      </u>SED</p>	<p>G5e. \$10,000 5xxx (Base)</p>
<p>Multi-tiered System of Student Support</p> <p>f. Provide 15 FTE for RTI<sup>2</sup> implementation to provide and coordinate interventions for students.</p> <p>g. Provide training and support to focus on the implementation of a co-teaching plan designed to improve first best instruction in classes that are co-taught by general education and special education staff members.</p> <p>h. Provide enrichment activities to support the achievement of targeted student groups participating in the Gifted and Talented Education (GATE) program.</p>	<p>Elementary &amp; Secondary</p> <p>Secondary</p> <p>Elementary &amp; Secondary</p>	<p><u>  </u>ALL ----- OR: <u>  </u>Low Income pupils <u>  </u>English Learners <u>  </u>Foster Youth <u>  </u>Re-designated fluent English proficient <u>  </u>Other Subgroups:(Specify) <u>      </u>SED</p> <p><u>  </u>ALL ----- OR: <u>  </u>Low Income pupils <u>  </u>English Learners <u>  </u>Foster Youth <u>  </u>Re-designated fluent English proficient <u>  </u>Other Subgroups:(Specify) <u>      </u>SED</p> <p><u>  </u>ALL ----- OR: <u>  </u>Low Income pupils <u>  </u>English Learners <u>  </u>Foster Youth <u>  </u>Re-designated fluent English proficient <u>  </u>Other Subgroups:(Specify) <u>      </u>SED</p>	<p>G5f. \$1,125,000 1xxx,3xxx (S/C)</p> <p>G5g. \$42,754 1xxx,3xxx (S/C) \$23,535 5xxx (Title II)</p> <p>G5h.\$15,000 4xxx (S/C)</p>

<p>i. Continue to provide resources for Learning Centers at each comprehensive high school to provide support to students via small group and individual support and tutoring by learning center staff, including UC Davis undergraduate and graduate students.</p>	<p>High Schools</p>	<p><u>  </u>ALL ----- OR: <u>  </u>Low Income pupils <u>  </u>English Learners <u>  </u>Foster Youth <u>  </u>Re-designated fluent English proficient <u>  </u>Other Subgroups:(Specify) <u>      </u>SED</p>	<p>G5i.\$0</p>
<p>j. Site allocations for interventions with a focus on unduplicated pupils.</p>	<p>Elementary &amp; secondary</p>	<p><u>  </u>ALL ----- OR: <u>  </u>Low Income pupils <u>  </u>English Learners <u>  </u>Foster Youth <u>  </u>Re-designated fluent English proficient <u>  </u>Other Subgroups:(Specify) <u>      </u>SED</p>	<p>G5j. \$455,491 1xxx,3xxx,4xxx (S/C)</p>
<p>k. Purchase intervention and supplemental materials and provide training for RtI<sup>2</sup> Pilots at secondary schools in ELA, Math, Social Science and Biology.</p>	<p>Secondary</p>	<p><u>  </u>ALL ----- OR: <u>  </u>Low Income pupils <u>  </u>English Learners <u>  </u>Foster Youth <u>  </u>Re-designated fluent English proficient <u>  </u>Other Subgroups:(Specify) <u>      </u>SED</p>	<p>G5k. \$100,000 1xxx,3xxx,4xxx (S/C)</p>
<p>l. Purchase intervention and supplemental materials and provide training for RtI<sup>2</sup> Pilots at elementary schools in ELA, Math, Social Science and Biology.</p>	<p>Elementary</p>	<p><u>  </u>ALL ----- OR: <u>  </u>Low Income pupils <u>  </u>English Learners <u>  </u>Foster Youth <u>  </u>Re-designated fluent English proficient <u>  </u>Other Subgroups:(Specify) <u>      </u>SED</p>	<p>G5l. \$120,000 1xxx,3xxx,4xxx (S/C)</p>
<p>Cultural Proficiency m. Maintain Mariachi Strings program.</p>	<p>High School</p>	<p><u>  </u>ALL ----- OR: <u>  </u>Low Income pupils <u>  </u>English Learners <u>  </u>Foster Youth <u>  </u>Re-designated fluent English proficient <u>  </u>Other Subgroups:(Specify) <u>      </u>SED</p>	<p>G5m. \$10,000 1xxx-4xxx (Base)</p>
<p>n. Select and pilot textbooks for Ethnic Studies course at each high school.</p>	<p>High School</p>	<p><u>  </u>ALL ----- OR: <u>  </u>Low Income pupils <u>  </u>English Learners <u>  </u>Foster Youth <u>  </u>Re-designated fluent English proficient <u>  </u>Other Subgroups:(Specify) <u>      </u>SED</p>	<p>G5n. \$10,000 4xxx (Base)</p>

LCAP Year 3: 2017-18



<p>Expected Annual Measurable Outcomes:</p>	<p>Suspensions and Expulsions</p> <ul style="list-style-type: none"> <li>a. Reduce the suspension rate to 4 %. Ensure that the number of suspensions per subgroup is proportionate to the population.</li> <li>b. Maintain an expulsion rate of 0%.</li> </ul> <p>Cultural Proficiency</p> <ul style="list-style-type: none"> <li>a. Ethnic Studies (A-G) course is offered and required for graduation.</li> <li>b. Board Policy and Administrative Regulations reflect Ethnic Studies as a graduation requirement.</li> </ul>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<b>G5. Positive Behavior Intervention and Supports</b>			
a. Continue funding and follow up support for each of our school sites to implement Positive Behavior Interventions and Supports (PBIS) strategies. Continue the Building Effective Schools Together (BEST) program and assess its effectiveness. Research classroom conflict management practices, including class meetings.	Elementary & secondary	<p>___ALL</p> <p>-----</p> <p>OR: <u>X</u> Low Income pupils <u>X</u> English Learners  <u>X</u> Foster Youth <u>X</u> Re-designated fluent English proficient <u>X</u> Other                      Subgroups:(Specify) _____ SED</p>	G5a. \$20,250 1xxx,3xxx (S/C)
b. Continue to implement professional development for key TK-12 staff on student behavior support services, which may include Trauma-Informed Systems, Cultural Proficiency, and Restorative Practices.	Elementary & Secondary	<p>___ALL</p> <p>-----</p> <p>OR: <u>X</u> Low Income pupils <u>X</u> English Learners  <u>X</u> Foster Youth <u>X</u> Re-designated fluent English proficient <u>X</u> Other                      Subgroups:(Specify) _____ SED</p>	G5b. \$95,625 1xxx-5xxx (S&C)
c. Continue individual and group counseling for drug/alcohol related behaviors. Enter agreement to provide counseling services to focus on a reduction of out of school suspension days. Identify Mental Health services for the social/emotional support of students.	Secondary	<p>___ALL</p> <p>-----</p> <p>OR: <u>X</u> Low Income pupils <u>X</u> English Learners  <u>X</u> Foster Youth <u>X</u> Re-designated fluent English proficient <u>X</u> Other                      Subgroups:(Specify) _____ SED</p>	G5c. \$90,000 1xxx,3xxx (S/C)
d. Continue to fund four, TK-8 school counselors to provide social/emotional support to students in group and individual settings as well as facilitate parent meetings and staff training.	Elementary & Middle schools	<p>___ALL</p> <p>-----</p> <p>OR: <u>X</u> Low Income pupils <u>X</u> English Learners  <u>X</u> Foster Youth <u>X</u> Re-designated fluent English proficient <u>X</u> Other                      Subgroups:(Specify) _____ SED</p>	G5d. \$357,000 1xxx,3xxx (S/C)

<p>Access to Technology e. Internet at home access support (1:1).</p>	<p>Elementary &amp; Secondary</p>	<p><u>  </u>ALL ----- OR: <u>  </u>Low Income pupils <u>  </u>English Learners <u>  </u>Foster Youth <u>  </u>Re-designated fluent English proficient <u>  </u>Other Subgroups:(Specify) <u>      </u>SED</p>	<p>G5e.\$0</p>
<p>Multi-tiered System of Student Support</p> <p>f. Provide 15 FTE for RTI<sup>2</sup> implementation to provide and coordinate interventions for students.</p> <p>g. Provide training and support to focus on the implementation of a co-teaching plan designed to improve first best instruction in classes that are co-taught by general education and special education staff members.</p> <p>h. Provide enrichment activities to support the achievement of targeted student groups participating in the Gifted and Talented Education (GATE) program.</p> <p>i. Continue to provide resources for Learning Centers at each comprehensive high school to provide support to students via small group and individual support and tutoring by learning center staff, including UC Davis undergraduate and graduate students.</p>	<p>All Schools</p> <p>Secondary</p> <p>All Schools Except District Office</p> <p>High schools</p> <p>Elementary &amp; secondary</p>	<p><u>  </u>ALL ----- OR: <u>  </u>Low Income pupils <u>  </u>English Learners <u>  </u>Foster Youth <u>  </u>Re-designated fluent English proficient <u>  </u>Other Subgroups:(Specify) <u>      </u>SED</p> <p><u>  </u>ALL ----- OR: <u>  </u>Low Income pupils <u>  </u>English Learners <u>  </u>Foster Youth <u>  </u>Re designated fluent English proficient <u>  </u>Other Subgroups:(Specify) <u>      </u>SED</p> <p><u>  </u>ALL ----- OR: <u>  </u>Low Income pupils <u>  </u>English Learners <u>  </u>Foster Youth <u>  </u>Re-designated fluent English proficient <u>  </u>Other Subgroups:(Specify) <u>      </u>GATE</p> <p><u>  </u>ALL ----- OR: <u>  </u>Low Income pupils <u>  </u>English Learners <u>  </u>Foster Youth <u>  </u>Re-designated fluent English proficient <u>  </u>Other Subgroups:(Specify) <u>      </u>SED</p> <p><u>  </u>ALL -----</p>	<p>G5f. \$1,125,000 1xxx,3xxx (S/C)</p> <p>G5g. \$42,754 1xxx,3xxx (S/C) \$23,535 5xxx (Title II)</p> <p>G5h.\$15,000 1xxx,3xxx,4xxx (S/C)</p> <p>G5i.\$0</p> <p>G5j. \$455,491</p>

<p>j. Site allocations for interventions with a focus on unduplicated pupils.</p> <p>k. Purchase intervention and supplemental materials and provide training for RtI<sup>2</sup> Pilots at secondary schools in ELA, Math, Social Science and Biology.</p> <p>l. Purchase intervention and supplemental materials and provide training for RtI<sup>2</sup> Pilots at elementary schools in ELA, Math, Social Science and Biology.</p>	<p>Secondary</p> <p>Elementary</p>	<p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input checked="" type="checkbox"/> Other                      Subgroups:(Specify) _____ SED</p> <p>_____ ALL</p> <p>-----</p> <p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input checked="" type="checkbox"/> Other                      Subgroups:(Specify) _____ SED</p> <p>_____ ALL</p> <p>-----</p> <p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input checked="" type="checkbox"/> Other                      Subgroups:(Specify) _____ SED</p>	<p>1xxx,3xxx,5xxx, (S/C)</p> <p>G5k. \$100,000 1xxx,3xxx,4xxx, 5xxx (S/C)</p> <p>G5l. \$120,000 1xxx,3xxx,4xxx, 5xxx (S/C)</p>
<p>Cultural Proficiency</p> <p>m. Maintain Mariachi Strings program.</p> <p>n. Ethnic Studies course is offered at all WJUSD high schools using the adopted A-G Ethnic Studies course description and textbook/software.</p>	<p>Elementary &amp; secondary</p> <p>High Schools</p>	<p>_____ ALL</p> <p>-----</p> <p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input checked="" type="checkbox"/> Other                      Subgroups:(Specify) _____ SED</p> <p>_____ ALL</p> <p>-----</p> <p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input checked="" type="checkbox"/> Other                      Subgroups:(Specify) _____ SED</p>	<p>G5m. \$10,000 1xxx-4xxx (Base)</p> <p>G5n. \$10,000 1xxx-4xxx (Base)</p>
<p><b>LCAP Year 1: 2015-16</b></p>			

<p>GOAL 6:</p>	<p>Improve the English proficiency and academic achievement of English Learners.</p> <hr/> <hr/>	<p>Related State and/or Local Priorities:</p> <p>1_ <input checked="" type="checkbox"/> 2_ <input checked="" type="checkbox"/> 3_ <input checked="" type="checkbox"/> 4_ <input checked="" type="checkbox"/> 5_ <input type="checkbox"/> 6_ <input type="checkbox"/> 7_ <input checked="" type="checkbox"/> 8_ <input checked="" type="checkbox"/></p> <p>COE only: 9_ <input type="checkbox"/> 10_ <input type="checkbox"/></p>
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		Local: Specify <u>Board Goal 1</u>
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Identified Need:	In 2013-14, the percentage of English Learners attaining the English Proficient Level on CELDT (AMAO 2) was 22.9% for students in the less than 5 years cohort, and 51.4% for students in the 5 years or more cohort.	
Goal Applies to:	Schools:	All Schools
	Applicable Pupil Subgroups:	All Students

LCAP Year 1: 2015-16	
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>a. Maintain the increased District Reclassification rate for English Learners at 11% compared to the prior year.</li> <li>b. Increase the number of students meeting AMAO 2 by 5% compared to the prior year</li> <li>c. Maintain 100% English Learner access to CCSS and ELD standards for purposes of gaining academic content knowledge and English language proficiency.</li> </ul>

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
G6			
a. Training and support will be provided to support K-12 implementation of the new California English Language Development Standards.	Elementary & Secondary	<p><u>  </u>ALL</p> <p>-----</p> <p>OR: <u>  </u>Low Income pupils <u>  </u>English Learners  <u>  </u>Foster Youth <u>  </u>Re-designated fluent English proficient <u>  </u>            Other Subgroups:(Specify) <u>  </u>SED</p>	G6a. \$69,216 1xxx,3xxx,5xxx (S/C)
b. Continue to fund 12 FTE EL Specialist positions to serve all K-12 district schools, and one district EL TOSA to support the school-based EL Specialists.	Elementary & Secondary	<p><u>  </u>ALL</p> <p>-----</p> <p>OR: <u>  </u>Low Income pupils <u>  </u>English Learners  <u>  </u>Foster Youth <u>  </u>Re-designated fluent English proficient  <u>  </u>Other Subgroups:(Specify) <u>  </u>SED</p>	G6 b-c & g. \$843, 613 1xxx,3xxx (S/C) \$75,000 1xxx,3xxx (Title III)
c. Continue to have EL Specialists engage in the following:  1. Provide support to sites with data analysis to monitor EL progress and determine appropriate placement, interventions, case management and targeted ELD instruction.	All Schools Except District Office	<p><u>  </u>ALL</p> <p>-----</p> <p>OR: <u>  </u>Low Income pupils <u>  </u>English Learners  <u>  </u>Foster Youth <u>  </u>Re-designated fluent English proficient <u>  </u>            Other Subgroups:(Specify) <u>  </u>SED</p>	

<p>2. Provide support for leveled ELD instruction to target proficiency levels at elementary school sites.</p> <p>d. Provide training for EL specialists on coaching and support of EL instructional strategies.</p>	<p>All Schools</p>	<p><u>  </u>ALL</p> <p>-----</p> <p>OR: <u>  </u>Low Income pupils <u>  </u>English Learners  <u>  </u>Foster Youth <u>  </u>Re-designated fluent English proficient <u>  </u>  Other Subgroups:(Specify) <u>  </u>SED</p>	<p>G6d. \$70,000  1xxx,3xxx,5xxx  (Title III)</p>
<p>e. Provide follow-up support for pre-school, special education teachers and support staff (psychologists, speech therapists, etc.) on EL proficiency levels, CELDT, and alternative assessments.</p>	<p>All Schools  Except District Office</p>	<p><u>  </u>ALL</p> <p>-----</p> <p>OR: <u>  </u>Low Income pupils <u>  </u>English Learners  <u>  </u>Foster Youth <u>  </u>Re-designated fluent English proficient <u>  </u>Other  Subgroups:(Specify) <u>  </u>SED</p>	<p>G6e. \$4,000  1xxx,3xxx  (S/C)</p>
<p>f. Provide follow-up support for special education staff on the administration of the English Learner Alternative Assessments (CALPS).</p>	<p>Elementary</p>	<p><u>  </u>ALL</p> <p>-----</p> <p>OR: <u>  </u>Low Income pupils <u>  </u>English Learners  <u>  </u>Foster Youth <u>  </u>Re-designated fluent English proficient <u>  </u>Other  Subgroups:(Specify) <u>  </u>SED</p>	<p>G6f. \$2,000  1xxx,3xxx  (S/C)</p>
<p>g. Provide follow-up support for EL specialists on implications of language and learning disabilities (assessment characteristics, special ed. law, reclassification, etc.).</p>	<p>All Schools except the district office</p>	<p><u>  </u>ALL</p> <p>-----</p> <p>OR: <u>  </u>Low Income pupils <u>  </u>English Learners  <u>  </u>Foster Youth <u>  </u>Re-designated fluent English proficient <u>  </u>Other  Subgroups:(Specify) <u>  </u>SED</p>	<p>G6g. \$0</p>
<p>h. Continue to fund two secondary school sections focused on improving language proficiency levels through targeted ELD instruction.</p>	<p>All Schools  Except District Office</p>	<p><u>  </u>ALL</p> <p>-----</p> <p>OR: <u>  </u>Low Income pupils <u>  </u>English Learners  <u>  </u> Foster Youth <u>  </u> Re-designated fluent English proficient  <u>  </u> Other Subgroups:(Specify) <u>  </u> SED</p>	<p>G6h.\$75,000  1xxx,3xxx  (S/C)</p>
		<p><u>  </u>ALL</p>	<p>G6i. \$24,300</p>

<p>i. Provide training and support for elementary GLAD training refreshers.</p>	<p>Secondary</p>	<p>-----  OR: <u>X</u> Low Income pupils <u>X</u> English Learners  <u>X</u> Foster Youth <u>X</u> Re-designated fluent English proficient <u>X</u>  Other Subgroups:(Specify) <u>SED</u></p>	<p>1xxx,3xxx,5xxx  (Title III)</p>
<p>j. Continue to support English Learners and Low Income students by providing additional support and funds to each site. Site funds are used to provide activities such as: Intervention support, Professional development, Parent education nights, Title I support teachers, Extra Duty pay for collaboration, Strategic classes in secondary, conferences for staff, technology, etc.</p>	<p>Elementary</p>	<p><u>ALL</u>  -----  OR: <u>X</u> Low Income pupils <u>X</u> English Learners  <u>X</u> Foster Youth <u>X</u> Re-designated fluent English proficient <u>X</u>  Other Subgroups:(Specify) <u>SED</u></p>	<p>G6j. \$1,662,684  1xxx,3xxx,4xxx,5xxx  (S&amp;C)</p>
<p>k. Continue to support supplemental programs for English Learner pupils to make progress toward English proficiency as measured by the CELDT for Reclassification.</p>	<p>All sites except the district office</p>	<p><u>ALL</u>  -----  OR: <u>X</u> Low Income pupils <u>X</u> English Learners  <u>X</u> Foster Youth <u>X</u> Re-designated fluent English proficient <u>  </u>  <u>  </u>Other Subgroups:(Specify) <u>SED</u></p>	<p>G6k.\$300,000  1xxx-5xxx  (S&amp;C)</p>
<p>l. Develop a process to prevent English learners from becoming Long Term English Learners (LTELs)</p>	<p>All sites except the district office</p>	<p><u>ALL</u>  -----  OR: <u>X</u> Low Income pupils <u>X</u> English Learners  <u>X</u> Foster Youth <u>X</u> Re-designated fluent English proficient <u>  </u>  <u>  </u>Other Subgroups:(Specify) <u>SED</u></p>	<p>G6l 1&amp;2  1 \$49,528  2. \$400,000  1xxx-5xxx  (S/C)</p>
<p>1 Contract with an outside expert to assist in the development of a plan to address the needs of Long Term English Language Learners (LTELs). (years 1 &amp; 2 only)</p>	<p>All sites except the district office</p>	<p><u>ALL</u>  -----  OR: <u>X</u> Low Income pupils <u>X</u> English Learners  <u>X</u> Foster Youth <u>X</u> Re-designated fluent English proficient <u>  </u>  <u>  </u>Other Subgroups:(Specify) <u>SED</u></p>	
<p>2 Implement the 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</p>	<p>All sites except the district office</p>	<p><u>ALL</u>  -----  OR: <u>X</u> Low Income pupils <u>X</u> English Learners  <u>X</u> Foster Youth <u>X</u> Re-designated fluent English proficient <u>  </u>  <u>  </u>Other Subgroups:(Specify) <u>SED</u></p>	

<p>program at the secondary schools; and monitoring of the performance of re-designated English Learners.</p>			
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**LCAP Year 2: 2016-17**

	<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> <li>a. Maintain the District Reclassification rate for English Learners at 11% compared to prior year.</li> <li>b. Increase the number of students meeting AMAO 2 by 5% compared to prior year.</li> <li>c. Maintain 100% English Learner access to CCSS and ELD standards for purposes of gaining academic content knowledge and English language proficiency</li> </ul>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>G6</p> <p>a. Training and support will be provided to support K-12 implementation of the new California English Language Development Standards.</p> <p>b. Continue to fund 12 FTE EL Specialist positions to serve all K-12 district schools, and one district EL TOSA to support site-based EL Specialists.</p> <p>c. Continue to have EL Specialists engage in the following:</p> <ol style="list-style-type: none"> <li>1. Provide support to sites with data analysis to monitor EL progress and determine appropriate placement, interventions, case management and targeted ELD instruction.</li> <li>2. Provide support for leveled ELD instruction to target proficiency levels at elementary school sites.</li> </ol> <p>d. Provide training for EL specialists on coaching and support of EL instructional strategies.</p>	Elementary & Secondary	<p><u>  </u>ALL</p> <p>-----</p> <p>OR: <u>  </u>Low Income pupils <u>  </u>English Learners  <u>  </u>Foster Youth <u>  </u>Re-designated fluent English proficient <u>  </u>            Other Subgroups:(Specify)_____SED_____</p>	<p>G6a. \$69,216            1xxx,3xxx,5xxx            (S/C)</p>
	Elementary & secondary	<p><u>  </u>ALL</p> <p>-----</p> <p>OR: <u>  </u>Low Income pupils <u>  </u>English Learners  <u>  </u>Foster Youth <u>  </u>Re-designated fluent English proficient <u>  </u>            Other Subgroups:(Specify)_____SED_____</p>	<p>G6b.-c. &amp; g.            \$885,794            1xxx,3xxx            (S/C)            \$75,000            1xxx,3xxx            (Title III)</p>
	All Schools except the district office	<p><u>  </u>ALL</p> <p>-----</p> <p>OR: <u>  </u>Low Income pupils <u>  </u>English Learners  <u>  </u>Foster Youth <u>  </u>Re-designated fluent English proficient <u>  </u>            Other Subgroups:(Specify)_____SED_____</p>	
	All Schools	<p><u>  </u>ALL</p> <p>-----</p> <p>OR: <u>  </u>Low Income pupils <u>  </u>English Learners  <u>  </u>Foster Youth <u>  </u>Re-designated fluent English proficient <u>  </u>            Other Subgroups:(Specify)_____SED_____</p>	<p>G6d. \$70,000            1xxx,3xxx,5xxx            (Title III)</p>



<p>e. Provide follow-up support for pre-school, special education teachers and support staff (psychologists, speech therapists, etc.) on EL proficiency levels, CELDT, and alternative assessments.</p>	<p>Elementary</p>	<p><u>  </u>ALL  OR: <u>  </u>X Low Income pupils <u>  </u>X English Learners  <u>  </u>X Foster Youth <u>  </u>X Re-designated fluent English proficient <u>  </u>X  Other Subgroups:(Specify) <u>  </u>SED</p>	<p>G6e. \$4,000  1xxx,3xxx  (S/C)</p>
<p>f. Provide follow-up support for special education staff on the administration of the English Learner Alternative Assessments (CALPS).</p>	<p>All Schools except the district office</p>	<p><u>  </u>ALL  OR: <u>  </u>X Low Income pupils <u>  </u>X English Learners  <u>  </u>X Foster Youth <u>  </u>X Re-designated fluent English proficient <u>  </u>X  Other Subgroups:(Specify) <u>  </u>SED</p>	<p>G6f. \$2,000  1xxx,3xxx  (S/C)</p>
<p>g. Provide follow-up support for EL specialists on implications of language and learning disabilities (assessment characteristics, special ed. law, reclassification, etc.)</p>	<p>All Schools except the district office</p>	<p><u>  </u>ALL  -----  OR: <u>  </u>Low Income pupils <u>  </u>X English Learners  <u>  </u>Foster Youth <u>  </u>Re-designated fluent English proficient <u>  </u>Other  Subgroups:(Specify) <u>  </u>SED</p>	<p>G6g. \$0</p>
<p>h. Continue to fund two secondary school sections focused on improving language proficiency levels through targeted ELD instruction.</p>	<p>Secondary</p>	<p><u>  </u>ALL  -----  OR: <u>  </u>X Low Income pupils <u>  </u>X English Learners  <u>  </u>X Foster Youth <u>  </u>X Re-designated fluent English proficient <u>  </u>X  Other Subgroups:(Specify) <u>  </u>SED</p>	<p>G6h.\$75,000  1xxx,3xxx  (S/C)</p>
<p>i. Provide training and support for elementary GLAD training refreshers.</p>	<p>Elementary</p>	<p><u>  </u>ALL  -----  OR: <u>  </u>Low Income pupils <u>  </u>X English Learners  <u>  </u>Foster Youth <u>  </u>Re-designated fluent English proficient <u>  </u>Other  Subgroups:(Specify) <u>  </u>SED</p>	<p>G6i. \$24,300  1xxx,3xxx,5xxx  (Title III)</p>
<p>j. Continue to support English Learners and Low Income students by providing additional support and funds to each site. Site funds are used to provide activities such as: Intervention support, Professional development, Parent</p>	<p>Elementary &amp; Secondary</p>	<p><u>  </u>ALL  -----  OR: <u>  </u>X Low Income pupils <u>  </u>X English Learners</p>	<p>G6j.\$1,662,684  1xxx,3xxx,4xxx  (S&amp;C)</p>

<p>education nights, Title I support teachers, Extra Duty pay for collaboration, Strategic classes in secondary, conferences for staff, technology, etc.</p> <p>k. Continue to support supplemental programs for English Learner pupils to make progress toward English proficiency as measured by the CELDT for Reclassification.</p> <p>l. Develop a process to prevent English learners from becoming Long Term English Learners (LTELs)</p> <p>1 Contract with an outside expert to assist in the development of a plan to address the needs of Long Term English Language Learners (LTELs). (years 1 &amp; 2 only)</p> <p>2 Implement the 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 monitoring of the performance of re-designated English Learners</p>	<p>Elementary &amp; Secondary</p>           <p>All sites except the district office</p>   <p>All sites except the district office</p>	<p><u>X</u> Foster Youth <u>X</u> Re-designated fluent English proficient <u>X</u> Other Subgroups:(Specify) _____ SED</p>  <p>__ALL</p> <p>-----</p> <p>OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Re-designated fluent English proficient <u>X</u> Other Subgroups:(Specify) _____ SED</p>  <p>__ALL</p> <p>-----</p> <p>OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Re-designated fluent English proficient ____ Other Subgroups:(Specify) _____ SED</p>  <p>__ALL</p> <p>-----</p> <p>OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Re-designated fluent English proficient ____ Other Subgroups:(Specify) _____ SED</p>	<p>G6k. \$700,000 1xxx-5xxx (S&amp;C)</p>       <p>G6l 1&amp;2 1 \$25,000 2. \$100,000 1xxx-5xxx (S/C)</p>
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LCAP Year 3: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p>a. Maintain the District Reclassification rate for English Learners at 11% compared to prior year.</p> <p>b. Increase the number of students meeting AMAO 2 by 5% compared to prior year.</p> <p>c. Maintain 100% English Learner access to CCSS and ELD standards for purposes of gaining academic content knowledge and English language proficiency</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>G6. a. Training and support will be provided to support K-12 implementation of the new California English Language Development Standards.</p>	<p>Elementary &amp; secondary</p>	<p><u>  </u>ALL ----- OR: <u>  </u>Low Income pupils <u>  </u>English Learners <u>  </u>Foster Youth <u>  </u>Re-designated fluent English proficient <u>  </u> Other Subgroups:(Specify) <u>                    </u> SED <u>                    </u></p>	<p>G6a. \$69,216 1xxx,3xxx,5xxx (S/C)</p>
<p>b.Continue to fund 12 FTE EL Specialist positions to serve all K-12 district schools, and one district EL TOSA to support site-based EL Specialists.</p>	<p>Elementary &amp; secondary</p>	<p><u>  </u>ALL ----- OR: <u>  </u>Low Income pupils <u>  </u>English Learners <u>  </u>Foster Youth <u>  </u>Re-designated fluent English proficient <u>  </u> Other Subgroups:(Specify) <u>                    </u> SED <u>                    </u></p>	<p>G6b-c.&amp; g. \$930,084 1xxx,3xxx (S/C) \$75,000 1xxx,3xxx (Title III)</p>
<p>c. Continue to have EL Specialists engage in the following: 1. Provide support to sites with data analysis to monitor EL progress and determine appropriate placement, interventions, case management and targeted ELD instruction. 2. Provide support for leveled ELD instruction to target proficiency levels at elementary school sites.</p>	<p>All Schools Except district office</p>	<p><u>  </u>ALL ----- OR: <u>  </u>Low Income pupils <u>  </u>English Learners <u>  </u>Foster Youth <u>  </u>Re-designated fluent English proficient <u>  </u>Other Subgroups:(Specify) <u>                    </u> SED <u>                    </u></p>	
<p>d. Provide training for EL specialists on coaching and support of EL instructional strategies</p>	<p>All Schools</p>	<p><u>  </u>ALL ----- OR: <u>  </u>Low Income pupils <u>  </u>English Learners <u>  </u>Foster Youth <u>  </u>Re-designated fluent English proficient <u>  </u>Other Subgroups:(Specify) <u>                    </u> SED <u>                    </u></p>	<p>G6d. \$70,000 1xxx,3xxx,5xxx (Title III)</p>
<p>e. Provide follow-up support for pre-school, special education teachers and support staff (psychologists, speech therapists, etc.) on EL proficiency levels, CELDT, and alternative assessments.</p>	<p>Elementary</p>	<p><u>  </u>ALL ----- OR: <u>  </u>Low Income pupils <u>  </u>English Learners</p>	<p>G6e. \$4,000 1xxx,3xxx (S/C)</p>

<p>f. Provide follow-up support for special education staff on the administration of the English Learner Alternative Assessments (CALPS).</p>	<p>All Schools Except district office</p>	<p><u>  </u> Foster Youth <u>  </u> Re-designated fluent English proficient <u>  </u> Other Subgroups:(Specify) <u>          </u> SED</p> <p><u>  </u> ALL</p> <p>-----</p> <p>OR: <u>  </u> Low Income pupils <u>  X</u> English Learners <u>  </u> Foster Youth <u>  </u> Re-designated fluent English proficient <u>  </u> Other Subgroups:(Specify) <u>          </u> SED</p>	<p>G6f. \$2,000 1xxx,3xxx (S/C)</p>
<p>g. Provide follow-up support for EL specialists on implications of language and learning disabilities (assessment characteristics, special ed. law, reclassification, etc.)</p>	<p>All Schools Except district office</p>	<p><u>  </u> ALL</p> <p>-----</p> <p>OR: <u>  </u> Low Income pupils <u>  X</u> English Learners <u>  </u> Foster Youth <u>  </u> Re-designated fluent English proficient <u>  </u> Other Subgroups:(Specify) <u>          </u> SED</p>	<p>G6g. \$0</p>
<p>h. Continue to fund two secondary school sections focused on improving language proficiency levels through targeted ELD instruction.</p>	<p>Secondary</p>	<p><u>  </u> ALL</p> <p>-----</p> <p>OR: <u>  X</u> Low Income pupils <u>  X</u> English Learners <u>  X</u> Foster Youth <u>  X</u> Re-designated fluent English proficient <u>  X</u> Other Subgroups:(Specify) <u>          </u> SED</p>	<p>G6h. \$75,000 1xxx,3xxx (S/C)</p>
<p>i. Provide training and support for elementary GLAD training refreshers.</p>	<p>Elementary</p>	<p><u>  </u> ALL</p> <p>-----</p> <p>OR: <u>  X</u> Low Income pupils <u>  X</u> English Learners <u>  X</u> Foster Youth <u>  X</u> Re-designated fluent English proficient <u>  X</u> Other Subgroups:(Specify) <u>          </u> SED</p>	<p>G6i. \$24,300 1xxx,3xxx,5xxx (Title III)</p>
<p>j. Continue to support English Learners and Low Income students by providing additional support and funds to each site. Site funds are used to provide activities such as: Intervention support, Professional development, Parent education nights, Title I support teachers, Extra Duty pay for collaboration, Strategic classes in secondary, conferences for staff, technology, etc.</p>	<p>Elementary &amp; Secondary</p>	<p><u>  </u> ALL</p> <p>-----</p> <p>OR: <u>  X</u> Low Income pupils <u>  X</u> English Learners <u>  X</u> Foster Youth <u>  X</u> Re-designated fluent English proficient <u>  X</u> Other Subgroups:(Specify) <u>          </u> SED</p>	<p>G6j. \$1,662,684 1xxx,3xxx,4xxx (S&amp;C)</p>
	<p>Elementary &amp; Secondary</p>	<p><u>  </u> ALL</p> <p>-----</p>	<p>G6k. \$700,000 (S&amp;C)</p>

<p>k. Continue to support supplemental programs for English Learner pupils to make progress toward English proficiency as measured by the CELDT for Reclassification.</p> <p>1. Develop a process to prevent English learners from becoming Long Term English Learners (LTELs)</p> <p>1 Implement the 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 monitoring of the performance of re-designated English Learners</p>	<p>All sites except the district office</p>	<p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input checked="" type="checkbox"/>                  Other Subgroups:(Specify) _____ SED _____</p> <p>____ALL                  -----</p> <p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input checked="" type="checkbox"/>                  Other Subgroups:(Specify) _____ SED _____</p>	<p>G61 1                  2. \$100,000                  1xxx-5xxx                  (S/C)</p>
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**Annual Update**

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

**Guiding Questions:**

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

<p>Original GOAL from prior year LCAP:</p>	<p><b>Goal 1: Ensure that students master the CA Standards (CA-S) &amp; Next Generation Science Standards (CA-NGSS) and are college and career ready.</b></p>			<p>Related State and/or Local Priorities:            1 <u>X</u> 2 <u>X</u> 3__ 4<u>X</u> 5 <u>X</u> 6__ 7 <u>X</u>            8__            COE only: 9__ 10__            Local : Specify __ Board Goals 1 &amp; 2__</p>
<p>Goal Applies to:</p>	<p>Schools:</p>	<p>All</p>		
<p>Expected Annual Measurable Outcomes:</p>	<p>Applicable Pupil Subgroups:</p>	<p>All students</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>a. Unit Study Guides (USG) will be developed and implemented in schools during 2014-15 year.</p> <p>b. 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.</p> <p>c. School/classroom program Implementation data will indicate increasing implementation of Common Core State Standards (CCSS), California English Language Development Standards and the Next Generation Science Standards (CA-NGSS) from the 2013-14 baseline.</p> <p>d. 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.</p> <p>e. Student performance targets, monitored by target-group in math/numeracy and English language arts/literacy on 2014-15</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>1.1 Students received 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>a. K-6 elementary grade level teams completed a total of 6 Unit Study Guides for each grade level. Secondary (7th-12th) grade Math and English teachers developed Unit Study Guides for the entire 2014-2015 school year.</p> <p>b. Calibration and evaluation of Unit Study Guides have not begun.</p> <p>c. Implementation of CCSS data includes end of ELA and math unit assessments, teacher reflection of unit implementation during Grade Level Action Teams meetings, daily lesson plans and CCSS aligned report cards.</p> <p>d. The current metric is a lag measure and data will be available in August, 2015.</p>		

	<p>district-wide common end of unit assessments that are aligned to the Common Core State Standards (CCSS) will establish baselines for future academic progress expectations.</p> <p>f. District and schools will meet or exceed Academic Performance Index (API) targets when they are established.</p> <p>1.2 The percentage of students demonstrating college and career readiness (A-G 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 materials will be addressed by adopting new mathematics materials for 9-12 grades.</p> <p>1.6 Provide beginning teacher support (BTSA)</p>		<p>e. The end of Unit Study Guide assessments have established baseline data (as one of multiple measures) future academic growth. Elementary grade level site teams analyze results using the end of unit assessments in ELA and Math during Academic Conferences each trimester. Secondary department teams revise Unit Study Guides based on end of unit assessments each trimester.</p> <p>f. The current metric is a lag measure and data is not available at this time. The API reporting system is in transition.</p> <p>1.2 The current metric is a lag measure and data is not available at this time.</p> <p>1.3 Data will be available in June, 2015.</p> <p>1.4 Currently 99.9% of teachers are highly qualified.</p> <p>1.5 Secondary CCSS Math adoption timeline has been established and pilot process will take place in 2015-2016.</p> <p>1.6 The district served 62 teachers in the BTSA program. Of the 31 Year 2 teachers, 100% are eligible to complete the program, pending final project (professional growth teacher presentation) submission.</p>
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**LCAP Year: 2014-15**

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

<p>Continue to implement the district's 3-Year Common Core Implementation Plan:</p> <p>a. Year 1 Common Core State Standards (CCSS) Implementation</p>	<p>\$1,974,800 Common Core State Allocation (CCSA)</p>	<p>a. Year 1 Common Core State Standards (CCSS) Implementation</p> <ul style="list-style-type: none"> <li>• All K-8th teachers and students received new CCSS math instructional materials. High School 9th-12th grade math teachers received CCSS aligned supplemental math materials.</li> <li>• The district purchased CCSS aligned novels, short stories, poems, information text and resources to support the ELA Unit Study Guides. Each K-12 grade level team used a text complexity rubric to select materials.</li> <li>• Grade Level Action teams (7 teachers representatives per school site) collaborated and developed ELA Unit Study Guides that were distributed to school sites for grade level planning and lesson development. Grade Level Action Teams met a total of 5 days to develop Unit Study Guides.</li> <li>• Secondary schools have developed drafts of Unit Study Guides for English and Math.</li> <li>• Calibration and evaluation of Unit Study Guides will begin in 2015-2016 school year. Unit Study Guides were distributed as drafts to school sites. Teachers collaborated and developed daily lessons during the Wednesday Collaboration Days and after school. After each unit was taught, teachers collaborated, reflected, and made revisions as time allowed.</li> <li>• Secondary 7th-12th grade teachers History, Science and VAPA teachers have received CCSS training and collaborated during Wednesday Collaboration Days on how to integrated common core standards into daily instruction.</li> <li>• K-8<sup>th</sup> grade teachers have all received 3 days of training on the new CCSS math adoption.</li> <li>• Training on the new California English Language Development Standards will take place in 2015-2016 and be integrated into the ELA Unit Study Guides.</li> <li>• School and classroom implementation data include: end of unit assessment for ELA/Math and CCSS aligned elementary report cards. Teachers are making adjustments and revisions to lessons and local unit</li> </ul>	<p>\$1,128,702 (CCSA)</p> <p>\$210,373 (CCSA)</p> <p>\$25,467 (CCSA)</p> <p>\$37,249 (CCSA)</p> <p>\$31,621 (CCSA)</p> <p>\$18,000 (CCSA)</p> <p>\$2,708 (CCSA)</p> <p>\$14,495 (CCSA)</p>
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<p>b. English language arts &amp; literacy/English Language Development Adoption(s), K-12</p>		<p>assessments to further increase alignment to common core.</p> <ul style="list-style-type: none"> <li>In addition, end of unit assessments have been developed through Illuminate and the district has established local baselines.</li> </ul> <p>b. English language arts &amp; literacy/English Language Development Adoption(s), K-12</p> <ul style="list-style-type: none"> <li>The district will adopt ELA or ELD CCSS curriculum in 2016-2017.</li> <li>English 3-D curriculum was purchased to support ELD courses at the high schools.</li> <li>Supplemental materials were purchased to support curriculum.</li> </ul>	
<p>Scope of service:</p>	<p>LEA-Wide</p>	<p>Scope of service:</p>	<p>LEA-Wide</p>
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Provide a range of programs designed to help ALL students develop their interests and abilities in 21st Century Skills and graduate college and career ready:</p> <p>a. PUENTE Program – open to all students with a focus on Latino and low socio-economic youth</p> <p>b. STEM Education Programs – open to all</p>	<p>\$66,600 (S&amp;C)</p> <p>\$53,000 (S&amp;C)</p>	<p>a. A Puente Program has been established at an additional high school. One section of English 9 Puente will be offered during the 2015-2016.</p> <p>b. The district is participating in a regional CSTEM pilot. A total of 8 teachers representing 6 of the district's schools are piloting CSTEM curriculum. Thirty high school students have been recruited to participate in the Semi-Foundation High Tech U. In addition, Project Lead the Way is currently being piloted at Woodland High School as a 4 year pathway.</p>	<p>\$10,410 (S&amp;C)</p> <p>\$9,717 (S&amp;C)</p>

<p>c. Expand AVID to elementary schools – open to all</p>	<p>\$62,500 (S&amp;C)</p>	<p>c. The AVID program was not expanded to the elementary level.</p>	<p>\$85,186 (S&amp;C)</p>
<p>d. Increase access to technology – open to all</p>	<p>\$85,000 (S&amp;C)</p>	<p>d. The district has made progress in increase 1:1 access to technology.</p>	<p>\$220,831 (CCSA)</p>
<p>i. Beginning teacher support (BTSA)</p>	<p>\$300,000 (S&amp;C)</p>	<p>e. A total of 643 classroom teachers received updates to laptops for classroom instructional support.                  f. A total of 75 digital projectors were purchased and mounted at both middle schools.                  g. A total of 400 Chrome-Books, and 36 laptops were purchased for middle &amp; high school student use, including carts                  h. District-wide professional development integrating technology consisted of six 5-hour workshops on Google Apps for Education (GAPE), Digital Storytelling, and Info-graphics with 73 teachers and three 2-hour workshops on School Loop training with 41 participants                  i. At multiple school sites, there were a total of ten 1-hour workshops on e-beams, School Loop, and Google Apps for Education (GAPE) with 165 teachers.                  j. Individual coaching support was offered and provided to 25 teachers in 48 1-hour sessions on Google Apps for Education (GAPE), Chrome-Books, digital storytelling, and keyboarding.</p>	<p>\$8,690 (CCSA)</p>
		<p>k. An MOU with Yolo-Solano BTSA, Mentor Stipends, Sub Costs for Observation, and Teacher Extra Duty have been established.</p> <p>Additional Actual Services not originally projected:</p> <p>l. Summer School programs for students advancing or recovering credits at secondary level.                  m. Regional Occupational Programs to supplement the core curriculum for College and Career Readiness.</p>	<p>\$270,566 (S&amp;C) <b>k.</b>                  \$110,000 (GF) <b>l</b>\$579,000 (S&amp;C) <b>m.</b></p>

Scope of service:	School-Wide	Scope of service:	LEA-Wide
<u> X </u> ALL		<u> X </u> ALL	
OR: ___Low Income pupils ___English Learners ___Foster Youth ___Re-designated fluent English proficient ___Other Subgroups:(Specify)_____		OR: ___Low Income pupils ___English Learners ___Foster Youth ___Re-designated fluent English proficient ___Other Subgroups:(Specify)_____	

<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<ul style="list-style-type: none"> <li>• Revise and clarify goal one. <b>15-18 Goal 1 will be: All students will be grade level proficient in literacy, numeracy, and 21<sup>st</sup> Century skills.</b></li> <li>• Establish baselines and collected multiple performance measures earlier (lead metrics), including impact of personnel. For example, first semester data regarding student credit completion rates by specific student groups will be analyzed at principal and counselor meetings.</li> <li>• Develop a data analysis model that includes multiple points of progress monitoring.</li> <li>• Develop a systematic approach to ensure all students are achieving or making progress toward goal one.</li> <li>• Develop an instructional delivery model for elementary that addresses science/social studies (instructional model, instructional day, curriculum, etc.)</li> <li>• The district will adopt ELA or ELD CCSS curriculum in 2016-2017 (continued from 2015-2016)</li> <li>• Professional Development in Mathematics to include TK through 12 grades</li> <li>• Professional Development in ELA to include TK through 12 grades</li> <li>• Professional Development in Content Areas</li> <li>• Action Teams</li> <li>• Teacher support and retention</li> <li>• Instructional Technology, internet from home</li> <li>• Site based professional development</li> <li>• Summer school programs</li> <li>• Regional Occupational Programs.</li> </ul> <p>Actions and Services moved to <b>15-18 Goal 2: Every Student will graduate high school and be competitively college and career ready through a choice of pathways.</b></p> <ul style="list-style-type: none"> <li>• PUENTE</li> <li>• AVID</li> <li>• C-STEM</li> </ul>
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Original GOAL from prior year LCAP:	<b>Goal 2: Eliminate disproportionalities in the engagement of students in school programs and activities.</b>	Related State and/or Local Priorities: 1__ 2_ <u>X</u> 3__ 4_ <u>X</u> 5_ <u>X</u> 6_ <u>X</u> 7_ <u>X</u> 8__ COE only: 9__ 10__ Local : Specify <u>Board Goal 1</u>
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Goal Applies to:	Schools: All Applicable Pupil Subgroups:	Subgroups: Black or African American; Hispanic/ Latino; Low Income/ Socio- Economic Disadvantage; English Learners; Students with Disabilities; Foster Youth																																														
<p>Expected Annual Measurable Outcomes:</p>	<p>2.1 The percentage of total days 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 subgroup students that qualify for Gifted and Talented Education (GATE) will increase by 5% per year, from the 2013-14 baseline, until proportionality among student groups 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. The data set in our Actual Annual Outcomes demonstrates the over qualification of identifying Special Education students. We need to review our identification processes to decrease the over and perhaps the under-representation of targeted students in special education.</p>	<p>2.1 Secondary schools decreased suspensions by 39.6% total days of student suspension Elementary schools decreased suspensions by 43.7% total days of student suspension</p> <p>2.2 Disproportionality in GATE Identification was reduced for Low Income students and for Latino students. GATE Identification(GI) Increased/Decreased by Student Sub-Groups in the Following Ways:</p> <table border="1"> <thead> <tr> <th>Gate</th> <th>13-14</th> <th>14-15</th> <th>%age change</th> </tr> </thead> <tbody> <tr> <td>Total GI</td> <td>1477</td> <td>1599</td> <td>8.26%</td> </tr> <tr> <td>Low Income GI</td> <td>751</td> <td>846</td> <td>12.65%</td> </tr> <tr> <td>English Learners GI</td> <td>98</td> <td>94</td> <td>-4.08%</td> </tr> <tr> <td>RFEP GI</td> <td></td> <td>422</td> <td>499</td> <td>18.25%</td> </tr> <tr> <td>Foster Youth GI</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Latina/o GI</td> <td>800</td> <td>892</td> <td>11.50%</td> </tr> <tr> <td>American Indian GI</td> <td>12</td> <td>12</td> <td>0.00%</td> </tr> <tr> <td>African American GI</td> <td>9</td> <td>10</td> <td>11.11%</td> </tr> <tr> <td>Native/Hawaiian/Pac. Isl. GI</td> <td></td> <td>6</td> <td>0.00%</td> </tr> <tr> <td>Multiple/not stated GI</td> <td>26</td> <td>28</td> <td>7.69%</td> </tr> </tbody> </table> <p>2.3</p> <p><b>Asian:</b> Overall Referred 1.06% / Overall Population 5.22% Overall Qualified 0.7% / Overall Population 5.22%</p> <p><b>White:</b> Overall Referred 47.34% / Overall Population 23.77% Overall Qualified 45% / Overall Population 23.77%</p> <p><b>Hispanic/Latino:</b> Referred 58.38% / Overall Population 67.13% Overall Qualified 65.79% / Overall Population 67.13%</p> <p><b>African American:</b> Overall Referred 3.72% / Overall Population 1.35%</p>	Gate	13-14	14-15	%age change	Total GI	1477	1599	8.26%	Low Income GI	751	846	12.65%	English Learners GI	98	94	-4.08%	RFEP GI		422	499	18.25%	Foster Youth GI					Latina/o GI	800	892	11.50%	American Indian GI	12	12	0.00%	African American GI	9	10	11.11%	Native/Hawaiian/Pac. Isl. GI		6	0.00%	Multiple/not stated GI	26	28	7.69%
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Multiple/not stated GI	26	28	7.69%																																													

2.4 The percentage of students from currently underrepresented subgroups (Hispanic, African-American, Low Income, and 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.

Overall Qualified 4% / Overall Population 1.35%  
**Native American:**  
 Overall Referred 3.19% / Overall Population .38%  
 Overall Qualified 2.8% / Overall Population .38%  
**Multiple Races:**  
 Overall Referred 5.58% / Overall Population 1.38%  
 Overall Qualified 6.58% / Overall Population 1.38%  
**Foster Youth:**  
 Overall Referred 1.60% / Overall Population  
 Overall Qualified 2.1% / Overall Population  
**EL:**  
 Overall Referred 23.40% / Overall Population  
 Overall Qualified 23% / Overall Population

2.4 Disproportionality in Advanced Placement enrollment was reduced most significantly for Low Income (free/reduced) students, and only slightly for Latino students. The enrollment data of students from underrepresented subgroups for the 2014-2015 school year in comparison with the 2013-2014 school year is as follows:

AP enrollment	2013-14	2014-15	
Free/reduced	54%	60%	
Hispanic or Latino	57%	59%	
Black or African American	1%		1%
White	27%	28%	
American Indian or Alaskan Native	1%	1%	
Other Pacific Islander	0.2%	0.2%	
Asian	14%	11%	
English Only	46%	43%	
LEP	3%	3%	
RFEP	46%	48%	
IFEP	5%	5%	

The pass rate of students enrolled in AP courses is a lag measure. Data will be available in August, 2015.

2.5 The current metric is a lag measure and data will be available in October, 2015.

2.5 The percentage of graduating students who are from currently underrepresented subgroups (Hispanic, African-American, Low Income, and English Learners) will increase by 3% per year, from 2013-14 baseline, until parity is reached.			
<b>LCAP Year 2: 2014-15</b>			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Reduce disproportionality in Gifted and Talented Education (GATE)</p> <p>Expand services and implement a program to reduce disproportionality in Gifted and Talented Education (GATE)</p>	\$40,000 Base	<p>The criteria and process for identifying students eligible to participate in the Gifted and Talented Education (GATE) program has been updated to remove barriers for student identification. Disproportionality was reduced for Low Income and Latino students.</p> <p>Examples of changes made include:</p> <ul style="list-style-type: none"> <li>• No longer requiring student eligibility forms to be signed by parents prior to allowing students to participate in GATE program activities.</li> <li>• No longer requiring student eligibility forms to be signed by teachers prior to allowing students to participate in GATE program activities.</li> <li>▪ Drop the Provisional Status category.</li> <li>• Goal to have a more representative GATE population.</li> </ul>	No cost
Scope of service:	LEA-wide	Scope of service:	LEA-wide
<p><u>  </u> ALL</p> <p>OR:</p> <p><u>  </u> X Low Income pupils <u>  </u> X English Learners</p> <p><u>  </u> X Foster Youth <u>  </u> Re-designated fluent English proficient</p> <p><u>  </u> X Other Subgroups:(Specify) <u>  </u> African American</p>		<p><u>  </u> ALL</p> <p>OR:</p> <p><u>  </u> X Low Income pupils <u>  </u> X English Learners</p> <p><u>  </u> X Foster Youth <u>  </u> Re-designated fluent English proficient <u>  </u> X</p> <p>Other Subgroups:(Specify) <u>  </u> African American</p>	

<p>Implement Student Study Team (SST) and Response to Intervention (RtI) processes to meet the needs of struggling students.</p> <ul style="list-style-type: none"> <li>• Develop and implement a new SST process. (1 year only)</li> <li>• Contract with an outside expert to provide counsel in the development of the new SST process and the Response to Intervention RtI) plan.</li> <li>• Develop and implement a full set of RtI options and services, including support options for students.</li> </ul> <p>Provide intervention teacher to support at each elementary school.</p> <p>Provide .5 FTE Intervention Specialist support to each secondary school.</p>	<p>\$105,000 (S&amp;C)</p> <p>\$740,000 (S&amp;C)</p> <p>\$185,000 (S&amp;C)</p>	<ul style="list-style-type: none"> <li>• Our district has contracted with an outside consultant to support the development and implementation of a district-wide SST process. Administrative staff has met with the consultant several times throughout the year to develop this process for implementation during the 2015-2016 school year.</li> <li>• Eight elementary schools received 1.0 FTE each &amp; two elementary schools received .5 FTE in support of the implementation of the RTI process. Each Secondary school received 0.5 FTE in support of the implementation of the RTI process.</li> <li>• Response to Intervention specialists (12.5 FTE) have been involved at the site level in the development and implementation of actions to intervene on behalf of students in need of academic support.</li> <li>• Site level interventions were implemented</li> </ul>	<p>\$183,634 (S&amp;C)</p> <p>\$868,930 (S&amp;C)</p> <p>\$299,935 (S&amp;C)</p>
<p>Scope of service: LEA-wide</p>		<p>Scope of service: LEA-wide</p>	
<p><u>  </u> ALL</p>		<p><u>  </u> ALL</p>	
<p>OR:</p> <p><u>  </u> X Low Income pupils <u>  </u> X English Learners</p> <p><u>  </u> Foster Youth <u>  </u> Re-designated fluent English proficient</p> <p><u>  </u> Other Subgroups:(Specify)<u>  </u></p>		<p>OR:</p> <p><u>  </u> X Low Income pupils <u>  </u> X English Learners</p> <p><u>  </u> X Foster Youth <u>  </u> Re-designated fluent English proficient <u>  </u> X</p> <p>Other Subgroups:(Specify) <u>  </u> African American</p>	
<p>Reduce disproportionality in Advanced Placement Courses</p> <ul style="list-style-type: none"> <li>• Review and revise AP course placement policies and provide professional development to counselors.</li> </ul>	<p>\$65,000 (S&amp;C)</p>	<ul style="list-style-type: none"> <li>• Each comprehensive high school has implemented strategies such as AP Rush, counselor presentations, letters of invitation to students, and parent nights to</li> </ul>	<p>\$67,450 (S&amp;C)</p>

<ul style="list-style-type: none"> <li>Provide support to AP students to increase the rate of successful completion of courses.</li> </ul> <p>Target group – English Learners, Latino, low socio-economic youth</p>		<p>increase the awareness of the opportunity and value of taking AP courses. Disproportionality was reduced for Latino students.</p> <ul style="list-style-type: none"> <li>Learning Center staff at each comprehensive high school provide support to students in AP courses via small group and individual support and tutoring by UC Davis undergrad and graduate students.</li> <li>Secondary schools have expanded implementation of systems such as Achievement Via Individualized Determination (AVID) and PUENTE to support the achievement of students in the targeted groups.</li> </ul>	<p>\$9,249 (GF)</p>
<p>Scope of service:</p>	<p>LEA-wide</p>	<p>Scope of service:</p>	<p>LEA-wide</p>
<p><u>  </u> ALL</p>		<p><u>  </u> ALL</p>	
<p>OR:  <u>  </u> X Low Income pupils <u>  </u> X English Learners  <u>  </u> Foster Youth <u>  </u> Re-designated fluent English proficient  <u>  </u> Other Subgroups:(Specify) <u>  </u></p>		<p>OR:  <u>  </u> X Low Income pupils <u>  </u> X English Learners  <u>  </u> X Foster Youth <u>  </u> Re-designated fluent English proficient <u>  </u>  Other Subgroups:(Specify) <u>  </u> African American</p>	
<p>Expand/Improve Student Progress Monitoring Systems</p> <ul style="list-style-type: none"> <li>Purchase a digital portfolio system, and provide accompanying professional development, in order to develop graduation plans and monitor student progress toward graduation.</li> </ul>	<p>\$32,280 (S&amp;C)</p>	<ul style="list-style-type: none"> <li>Presentations by three (3) different organizations were made to counseling staff regarding the use of a digital portfolio system for graduation and post-secondary planning and tracking of student progress toward completion of A-G requirements, career readiness, and the collection important work completed by students.</li> <li>Counselors analyzed the programs based on their strengths and weaknesses.</li> <li>Members of our team of counselors piloted the Californiacolleges.edu program.</li> <li>A final decision regarding which system to use has been postponed as our school district is exploring a career counseling curriculum that is part of a Dual-Enrollment pilot and includes an on-line portfolio as part of the curriculum purchase.</li> <li>HS Technology Intervention <i>Read 180</i></li> <li>Technology Interventions HS: Edgenuity</li> </ul>	<p>\$0</p> <p>\$0</p> <p>\$0</p> <p>\$112,634 (CCSA)</p> <p>\$20,554 (S&amp;C)</p>



Scope of service:	LEA-wide	Scope of service:	LEA-wide
<u>  </u> ALL		<u>  </u> ALL	
OR: <u>  </u> X Low Income pupils <u>  </u> X English Learners <u>  </u> X Foster Youth <u>  </u> Re-designated fluent English proficient <u>  </u> X Other Subgroups:(Specify) <u>  </u> African American		OR: <u>  </u> X Low Income pupils <u>  </u> X English Learners <u>  </u> X Foster Youth <u>  </u> Re-designated fluent English proficient <u>  </u> X Other Subgroups:(Specify) <u>  </u> African American	

<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<ul style="list-style-type: none"> <li>Revise and clarify goal two. <b>15-18 Goal 2: Every student will graduate high school and be competitively college and career ready through a choice of pathways.</b></li> <li>Specify clearly the student groups identified to benefit from targeted action and services. One reason for the need to be specific is that not all student groups are disproportionate in achievement, access to rigorous courses, and referrals for services through Special Education.</li> </ul> <p><b>Actions and Services: 15-18 Goal 5: Eliminate Disproportionality.</b></p> <ul style="list-style-type: none"> <li>Response to Intervention and Instruction (RTI<sup>2</sup>) and the implementation of a district-wide SST process will continue to be an area of focus for the 2015-2016 school year. We will identify the process and lead metrics to assist with the district's efforts to combat disproportionality among student groups.</li> <li>A training and roll out plan for implementation of the RTI<sup>2</sup> process needs to be developed and address how the SST process fits</li> <li>Consider further revisions to GATE identification process to ensure proportional identification of students for program</li> </ul>
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Original GOAL from prior year LCAP:	<b>Goal 3: Improve the English proficiency and academic achievement of English learners.</b>	Related State and/or Local Priorities: 1__ 2_X 3__ 4_X 5__ 6__ 7_X 8__ COE only: 9__ 10__ Local : Specify <u>Board Goal 2</u>
Goal Applies to:	Schools: All Applicable Pupil Subgroups: English Learners	
Expected Annual Measurable Outcomes:	3.1 The percentage of English Learners (ELs) making annual progress in learning English will increase.  a. 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.	Actual Annual Measurable Outcomes:
		3.1 The percentage of English Learners (ELs) making annual progress in learning English will increase.  a. The 2013-2014 (AMAO 1) baseline was 59.8%. The 2014-2015 (AMAO 1) data has not been released.

	<p>b. Percent of ELs attaining English proficiency (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>b. The 2013-2014 (AMAO 1) less than five years was 22.9% and more than five years at 51.4%. The 2014-2015 (AMAO 2) data has not been released.</p> <p>3.2 The 2014-2015 baseline of identified LTELs is 5.1% (145 students) out of a total 2,794 English Learners currently enrolled districtwide. Students were identified using the state’s established LTEL definition and criteria.</p>
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**LCAP Year: 2014-15**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>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 14.5 FTEx\$74,000.00) <b>a-c.</b></p>	<p>\$1,073,000 (S&amp;C)</p>	<p>a. EL Specialist positions were increased from ½ time positions to full time positions for 9 elementary schools, 2 middle schools, and 3 high schools. A total of 12 FTE positions have been filled.</p>	<p>\$823,038 (S&amp;C) <b>a-c.</b></p>
<p>Implement a program to increase the percentage of English Learners (ELs) making annual progress in English <b>d.</b></p>		<p>b. EL Specialists support sites with data analysis to monitor EL progress and determine appropriate placement, interventions, case management and targeted ELD instruction.</p> <p>c. Elementary EL Specialists support leveled ELD instruction to target proficiency levels at elementary school sites.</p>	<p>\$260 (S&amp;C) <b>d.</b></p>
<p>Provide professional development related to Special Education/English Learners, instructional implications, and program implementation (\$20,069) Supplemental/Concentration (2 days X 80 people X \$135 sub) <b>e.</b></p>	<p>\$21,600 (S&amp;C)</p>	<p>d. Pre-school, special education teachers and support staff (psychologists, speech therapists, etc.) received training on EL proficiency levels, CELDT, and alternative assessments.</p>	<p>\$36,344 (S&amp;C) <b>e.</b></p>
<p>Contract with an outside expert to support Special Education /English Learner Development. <b>f.</b></p>	<p>\$5,000 (S&amp;C)</p>	<p>e. Special Education Staff have been trained on the administration of the English Learner Alternative Assessments (CALPS). EL Specialists have received training on the new ELD standards.</p>	

<p>Ensure that no more than two English language development (ELD) levels to be included in any dedicated English Language Development group (at the secondary level this may require adding English Language Development (ELD) sections to master schedule. (5 sections X \$15,000 each) <b>h.</b></p>	<p>\$75,000 (S&amp;C)</p>	<p>f. EL Specialists attended a Special Ed &amp; English Learners training at YCOE on implication of language and learning disabilities (assessment characteristics, special ed. law, reclassification, etc.).</p>	<p>\$5,000 (S&amp;C) <b>f.</b></p>
<p>Increase the number of teachers who have received Guided Language Acquisition Design (GLAD) professional development. <b>i.</b></p>	<p>\$187,500 (S&amp;C)</p>	<p>g. Additional sections were offered to secondary schools to reduce the number of language proficiency levels to target ELD instruction. Two additional sections were added.</p>	<p>\$75,000 (S&amp;C) <b>g.</b></p>
<p>Develop a process to prevent English learners from becoming Long Term English Learners (LTELs)</p>		<p>h. Elementary GLAD training refreshers were offered.</p>	<p>\$187,500 (S&amp;C) <b>h.</b></p>
<p>1 Contract with an outside expert to assist in the development of a plan to address the needs of Long Term English Language Learners (LTELs) <b>j.</b></p>	<p>\$49,528 (S&amp;C)</p>	<p>i. Develop a process to prevent English learners from becoming Long Term English Learners (LTELs) including contract with outside expert is postponed for the 2015-2016 school year.</p>	<p>\$0</p>
<p>2 Implement the 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 monitoring of the performance of re-designated English Learners. <b>k</b></p>	<p>\$100,000 (S&amp;C)</p>	<p>j. Postponed until the 2015-2016 school year.</p>	<p>\$0</p>

Scope of service: LEA-wide		Scope of service: LEA-wide	
__ALL		__ALL	
OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth __Re-designated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth __Re-designated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<ul style="list-style-type: none"> <li>• Revise and clarify goal three to reflect the change of <b>Goal 3 is now Goal 6 for ongoing LCAP years.</b></li> <li>• <b>15-18 Goal 3: All students will be engaged and experience a safe, respectful and caring environment.</b></li> <li>• <b>15-18 Goal 6:Improve the English proficiency and academic achievement of English Learners.</b></li> <li>• Provide training on how integrate new ELD standards into the curriculum and daily instruction.</li> <li>• Develop a process to prevent English learners from becoming Long Term English Learners (LTELs)</li> </ul>		

Original GOAL from prior year LCAP:	<b>Goal 4: Improve student physical fitness and wellness.</b>		Related State and/or Local Priorities: 1__ 2 <input checked="" type="checkbox"/> 3__ 4 <input checked="" type="checkbox"/> 5__ 6 <input checked="" type="checkbox"/> 7__ 8 <input checked="" type="checkbox"/> COE only: 9__ 10__ Local : Specify <u>Board Goal 3</u>
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All students	
Expected Annual Measurable Outcomes:	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.	Actual Annual Measurable Outcomes:	4.1 The 2013-2014 baseline in the Healthy Fitness Zone on the CA Fitness test is 30% for 5 <sup>th</sup> grade, 34.3% for 7 <sup>th</sup> grade, and 30.1% for 9 <sup>th</sup> grade. The 2014-2015 data is not available at this time.
<b>LCAP Year: 2014-15</b>			
Planned Actions/Services		Actual Actions/Services	

		Budgeted Expenditures		Estimated Actual Annual Expenditures
Implement a daily physical fitness/wellness curriculum. a. Update wellness policy and develop Unit Study Guides related to wellness and physical fitness.  b. Provide elementary teachers and counselors with professional development related to physical fitness and wellness curriculum. Contract with consultant for professional development.  c. Provide secondary Physical Education/Health teachers with professional development related to wellness and physical fitness curriculum (20 teachers X 3 days X \$135/sub)		a. \$100,000 (S&C)  b. \$83,000 (S&C)  c. \$8,100 (S&C)	a. A new fitness and wellness curriculum will be explored next school year 15-16 <ul style="list-style-type: none"> <li>o Elementary PE instructional schedules have been collected to ensure required PE instructional minutes are met</li> <li>o Secondary master schedules, student PE placements and transcripts are reviewed to ensure required minutes and graduation PE credits are met</li> <li>o Elementary sites have begun doing inventory of PE equipment</li> </ul> b. & c. Staff development for physical fitness and wellness will take place next year	\$0  \$0  \$0  \$0
Scope of service:	LEA-wide		Scope of service:	LEA-wide
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Revise and clarify goal four. Improve Physical Fitness and Wellness has been integrated into 15-18 Goal 3. 15-18 Goal 4 will be Increase parents'/guardians' participation in their children's education Actions and Services for 15-18 Goal 3: All students will be engaged and experience a safe, respectful and caring environment <ul style="list-style-type: none"> <li>• Establish a wellness committee to create a plan and articulate specific needs.</li> </ul>		

Original GOAL from prior year LCAP:	<b>Goal 5: Develop/maintain a culture and a climate in all district schools that are safe and promote active student engagement.</b>	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify <u>Board Goal: 1</u>
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All students	

<p>Expected Annual Measurable Outcomes:</p>	<p>5.1 School climate will be improved at all district schools.</p> <ul style="list-style-type: none"> <li>a. School climate baselines, as measured by 2014-15 school climate surveys, will be established.</li> <li>b. Student attendance rates will increase by .5% from the 2013-14 baseline attendance rates until the rate reaches 97%</li> <li>c. Chronic absence rates will decrease by .5% from the 2013-14 baseline until the rate reaches 1%.</li> <li>d. Middle and high school dropout rates will decrease by 1% from the 2013-14 baseline until they are at 0%.</li> <li>e. For suspension rates, see Goal 2.</li> <li>f. Maintain or reduce expulsion rate to 0.1% or less.</li> </ul> <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, as needed</p> <p>5.4 Any findings in the Facility Inspection Tool (FIT) report will be addressed</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>5.1 School climate will be improved at all district schools.</p> <ul style="list-style-type: none"> <li>a. The California Healthy Kids Survey will be included (Grades 5, 7, &amp; 9)</li> <li>b. The district absent to 95.04% 94.86% .18% decrease of In The Classroom Attendance Rate</li> <li>c. Students who miss 10% or 18 days of the school year are considered chronically absent students</li> </ul> <p>WJUSD increase in the percentage for chronically absent students from 12% in 2013 to 16% in 2014, as of 2/27/15</p> <p>2013/14 data - whole school year 2014/15 data - 8/20/15 to 2/27/15 All full</p> <ul style="list-style-type: none"> <li>d. This metric is a lag measure and data will not be available to share in this report.</li> <li>e. See Goal 2</li> <li>f. Expulsion rate was reduced.</li> </ul> <p>5.2 The use a district-wide anti-bullying curriculum was postponed during the 2014-2015 school year.</p> <p>5.3 Comprehensive school safety plans at 100% of district schools were reviewed and updated to be compliant with current State requirements. Our district hired an outside consultant to assist with this process.</p> <p>5.4 All findings have been addressed.</p>
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LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>All schools will promote/maintain a positive school culture and climate through the implementation of programs such as Positive Behavior Interventions &amp; Supports, including Building Effective Schools Together (BEST), and conflict resolution <b>(a)</b>.</p> <p>Creating a culture and climate for a safe and welcoming environment for student and parent engagement <b>(b)</b>.</p> <p>Provide professional development to classified staff <b>(c)</b>.</p>	<p>\$50,000 (LCFF Base)</p> <p>\$320,000</p>	<p>a. Each of our school sites has implemented programs to promote and maintain a positive school culture and climate. Actions and Services that have been delivered include consulting services to support the implementation of Positive Behavior Interventions and Supports (PBIS) strategies. Additionally, all secondary school administrators attended training in Restorative Practices resulting in pilot programs operating on three out of five campuses. Further training will be offered during the 2015-2016 school year to support deeper implementation.</p> <p>b. Classified, Certificated and Administrative staff collaboratively understand the impact and need for creating a Safe and Welcoming environment with caring adults in a system conducive to positive interactions. An environment of mutual respect justifies the need for a 1% salary increase for classified and unrepresentative groups to collaboratively develop “Metrics” that will measure the positive impacts on students and their families, during the 2015-2016 school year.</p> <p>c. Professional development to raise awareness of Trauma-Informed care is planned for classified staff, including, teachers, counselors, and administrators prior to the end of the 2014-2015 school year.</p> <p>d. Site teams received training in CPR, the use of standing EpiPens, and the use of defibrillators.</p> <p>e. The four (4) K-8 school counselors who were hired provided social/emotional support to students in group and individual</p>	<p>\$8,734 <b>(a)</b> (S&amp;C)</p> <p>\$230,000 (S&amp;C) <b>b.</b></p> <p>\$95,625 (S&amp;C) <b>c.</b></p> <p>\$1,300 (S&amp;C) <b>d.</b></p> <p>\$340,000</p>

<p>Hire 4 FTE Counselors for K-8 to provide counseling related to conflict resolution, social skills and anger management.(e)</p> <p>Implement an anti-bullying curriculum and professional development, K-12 (f.)</p> <p>Provide staff with cultural proficiency professional development (g.)</p> <p>Contract with CommuniCare to provide counseling and conflict resolution services K-12.(h.)</p>	<p>(S&amp;C)</p> <p>\$100,000 (S&amp;C)</p> <p>\$75,000 (S&amp;C)</p> <p>45,000 (S&amp;C)</p>	<p>settings. Additionally, they have assisted sites with parent meetings and training of staff.</p> <p>f. While professional development was provided to classified staff members including campus security members, paraprofessionals, and office staff, our district was able to accomplish this without impact on the supplemental/concentration budget. Professional development included: Campus Safety Training – Campus Security Data Entry/Security – Office Staff CPI Refresher - Paras, SDC Teachers Attendance Training - Attendance Clerks Mandated Reporting Training - Paras Blood borne Pathogen Training - Paras CPR / First Aid – Paras</p> <p>g. Postponed during the 2014-2015 school year.</p> <p>h. Contract with outside expert to provide social/emotional support to students (CommuniCare) 1 day per High School .5 day per Middle School &amp; Alternative Ed.</p>	<p>(S&amp;C) e</p> <p>\$0 f.</p> <p>\$0 g.</p> <p>\$64,850 (S&amp;C) h.</p>
<p>Scope of service: School-wide</p>		<p>Scope of service: LEA-wide</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify) _____</p>		<p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Looking forward to the 2015-2016 school year, the District anticipates making the following changes to the actions, services, and expenditures.</p>		



	<p>Revise and clarify goal five. 15-18 Goal 5: Eliminate Disproportionality 15-18 Goal 3: All students will be engaged and experience a safe, respectful and caring environment actions an services:                  Actions and Services for 15-18 Goal 5:</p> <ul style="list-style-type: none"> <li>• Define restorative practices professional development plan for teams at sites. This will be differentiated based on the need of the site team as some sites have not received any training, while others have received varied amounts of training.</li> <li>• Determine if the Building Effective Schools Together (BEST) program is sufficient for elementary schools.</li> <li>• Consider offering training for class meetings at the elementary level.</li> <li>• The plan for professional development in the area of Cultural Proficiency needs to be developed.</li> <li>• Our district needs to develop a model for implementation of behavioral RTI<sup>2</sup>.</li> </ul> <p>Actions and Services for 15-18 Goal 3:</p> <ul style="list-style-type: none"> <li>• Our district with pilot the GREAT curriculum at the fourth grade in support of truancy prevention and to promote early intervention for elementary school students.</li> </ul>
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Original GOAL from prior year LCAP:	<b>Goal 6: Increase parents'/guardians' engagement with their children's education</b>		Related State and/or Local Priorities: 1_ 2_ 3_x 4_ 5_ 6_ 7_ 8_ COE only: 9_ 10_ Local : Specify <u>Board Goal: 1</u>
Goal Applies to:	Schools: All		
	Applicable Pupil Subgroups:	All students	
Expected Annual Measurable Outcomes:	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.  6.2 The district will establish a baseline for parents/guardians, from currently underrepresented subgroups, who are engaged in actively supporting their children's education at home.  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.	Actual Annual Measurable Outcomes:	6.1 There is currently no baseline data available. A system to monitor and collect data and parent involvement will be developed.  6.2 There is currently no baseline data available. A system to monitor and collect data and parent involvement will be developed.  6.3 There is currently no baseline data available. A system to monitor and collect data and parent involvement will be developed.

LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Increase parent engagement in parent education activities.</p> <p>1 Establish a Parent University program <b>(a)</b>.</p>	<p>A \$30,000 (S&amp;C)</p>	<p>a Parent University calendar is in development for 2015-2016 school year.</p> <p>1 Parent Math Night workshops were held at all elementary schools (10 workshops). A total of 669 parents attended.</p> <p>2 Parent Math Night workshops were held at middle school (2 workshops) and high schools (one workshop). A total of 30 middle school and 15 high school parents attended.</p> <p>3 Two districtwide parent workshops on Bullying and Drugs have been held. A total of 56 parents attended.</p>	<p>\$28,815 (CCSA) <b>a 1-3.</b></p>
<p>Increase parent engagement in actively supporting their children’s education <b>(b)</b>.</p> <p>1 Implement Kindergarten Parent Academies <b>(b)</b>.</p> <p>2 Parent participation to actively support their children's education in mathematics, and understanding the signs and solutions to deal with Bullying and Drugs increased by approximately 85% from 2013-2014.</p>	<p>B \$25,000 (S&amp;C)</p>	<p>b</p> <p>1. Development of Kindergarten Parent Academies is in process for the 2015-2016 school year.</p> <p>2, The following districtwide workshops were offered to parents:</p> <p><i>“Oh the places you will go...” (1 workshop, 13 parents)</i></p> <p><i>“What is Autism?” ( 1 workshop, 16 parents)</i></p> <p><i>“Understanding Effective Discipline Series” (3 workshops, 32 parents)</i></p> <p><i>“Effective Behavior Strategies for preschoolers with Autistic-like Behavior” (1 workshop, 9 parents attended)</i></p> <p><i>“Fine Motor and Pre-writing for Preschool” (1 workshop, 20 parents attended)</i></p>	<p>\$983 (CCSA) <b>b1.</b></p> <p>\$3,000 <b>b2</b> (S&amp;C)</p>

<p><b>Continue to implement ELAC (c)</b></p> <p><b>Hire 1 FTE program manager to provide outreach contact / support to foster youth and families.</b></p> <p><b>3 Hire 1 FTE Parent University and Foster Youth Program Manager to coordinate the Parent University and coordinate outreach to foster youth (d).</b></p>	<p>C \$0</p> <p>D . \$74,000 S&amp;C</p>	<p><i>“Books and Circle Time” (1 workshop, 18 parents attended)</i></p> <p>c The school board has adopted a resolution to maintain ELACs at all school sites.</p> <p>ELAC agenda, minutes, sign-in sheets were collected monthly and reviewed by the EL Services Department. ELAC, PTA, and SSC meeting scheduled were collected by the district.</p> <p>DELAC, BAC, Key Communicators, Strategic Planning Representatives are established district level parent committees.</p> <p>d Foster Children and Youth Program Manager/District Parent Liaison” position has been created and filled.</p> <p>Additional Actual Services not originally projected: Hired an expert consultant for district-wide safety evaluation for schools and specialty workshops with parents. All school sites were provided Vulnerability Assessments on aspects related to safety.</p>	<p><b>\$0 c</b></p> <p>\$53,000 (S&amp;C) <b>d</b></p> <p>\$147,000 (S&amp;C) <b>a.</b></p>
<p>Scope of service: School-wide</p>		<p>Scope of service: School-wide</p>	
<p><u> X </u> ALL</p>		<p><u> X </u> ALL</p>	
<p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<ul style="list-style-type: none"> <li>• Revise and clarify goal six. 15-18 Goal 6 will be: Improve the English proficiency and academic achievement of English Learners.</li> </ul> <p>Actions and Services: 15-18 Goal 4: Increase parent’/guardians’ participation in their children’s education:</p> <ul style="list-style-type: none"> <li>• Define parent engagement.</li> <li>• Develop a Parent University calendar of events based on parent and staff feedback.</li> </ul>		

	<p>Actions and services moved to : 15-18 Goal 3: All students will be engaged and experience a safe, respectful and caring environment.</p> <ul style="list-style-type: none"> <li>• “Foster Children and Youth Program Manager/District Parent Liaison” position</li> </ul>
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**Section 3: Use of Supplemental and Concentration Grant funds and Proportionality**

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

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, school-wide, countywide, or 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 school-wide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district’s goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	\$ <u>11,579,654</u>
<ul style="list-style-type: none"> <li>• 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 2015/2016. The unduplicated count of 71.16% was derived from CAL PADS reporting as of October 2014. In addition, the district utilized the Local Control Funding Formula GAP funding rate for the Local Control and Accountability Plan year 2015/2016 provided by School Services of California of 53.08% and the increase in supplemental and concentration is calculated at \$5,435,371 and the minimum proportionality percentage is 16.79%.</li> <li>• Woodland Joint Unified School District will receive an additional \$5,435,371 in Supplemental Local Control Funding Formula Funds beginning in 2015-16. As a result of the \$5.4 million, the district’s estimated supplemental and concentration grant funding is \$11.6 million. 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 decrease to approximately \$409,723 in 2016-17 and \$288,693 in 2017-18, as a result of gap funding rates of 12.62% and 18.24% respectively. These funds are calculated based on the number of English learners, students identified as low income, and foster youth.</li> <li>• Woodland Joint Unified will offer a variety of programs and supports specifically for English learners, low income students and foster youth including:</li> <li>• Designed specifically to meet the needs of English learners - English Learner (EL) Specialist teachers at each school site, additional English Language Development sections, at the secondary level to ensure that no more than two English Language Development levels are grouped together; supplemental support programs for</li> </ul>	

English Learner pupils to make progress toward English proficiency; and Site level allocations for Parent Education nights, support teachers, extra duty pay for collaboration, strategic classes in secondary, and professional development conferences for staff

- Designed specifically to meet the needs of Foster Youth – A Foster Youth Program manager to coordinate outreach/support for Foster Youth and direct support to Foster Youth, including tutoring, transportation, school supplies and emergency assistance.
- Designed specifically to meet the needs of low income students –site allocations, except the district office site to provide intervention support
- Designed to support all students -; AVID, Puente, STEM and Advanced Placement support; Learning Centers at the High Schools, Student Study Team and Response to Intervention processes; mental health support, including drug/alcohol abuse and conflict resolution counseling; four K-8 counselors; technology infrastructure and effective use of devices, and a digital portfolio system to monitor student progress toward graduation.
- Specifically designed to create a culture to support our students with supplemental needs is a welcoming and caring environment with a system of caring adults. Interactions with students and their families to support the academic, social and emotional well-being of students will take everyone in Woodland Joint Unified School District to collaboratively create metrics to measure the positive impacts that each member of the organization has on children, including on-going professional development
- Specifically designed to develop a solid foundation of a safe environment is to establish district-wide in collaboration with the City of Woodland, a systematic approach to school safety. Protocols and procedures to ensure the youth of our community are safe to and from school, as well as during school.
- Specifically designed to meet graduation and College and Career Readiness are the use of the Regional Occupational Programs within the Woodland Joint Unified School District. These opportunities are in sync with the qualifications of College and Career Readiness criteria and aligned to our California State Standards.
- Specifically designed to assist and advance students during the summer, Woodland Joint Unified School District will provide enrichment and credit recovery opportunities for students.
- Specifically designed for our English Language Learners, Foster Youth and Low Income students, Woodland Joint Unified School District classified, certificated and administrators are receiving professional development on Trauma-Informed Practices to strengthen the school community response.
- Additionally, WJUSD held School Site Council meetings prior to submitting the LCAP to the Yolo County Office of Education to address significant changes to reflect accurate expenditures of the LCAP allocation.
- School-wide 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 = 71.16%), 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.

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

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR

15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

16.79	%
<p>Woodland Joint Unified School District is meeting the required 16.79% of services for low income pupils, foster youth and English learners by providing qualitatively the sections that IMPROVE services for low income pupils, foster youth, and English learners including:</p> <ul style="list-style-type: none"> <li>• Increase use of trauma-informed and linguistically relevant instructional practices</li> <li>• Increase recruitment, support and retention of highly qualified teachers</li> <li>• Coach teachers in effective instructional practices for California Standards in English Language Arts, English Language Development, and Math and Next Generation Science Standards, including the integration of technology</li> <li>• Increase targeted interventions with students</li> <li>• Increase parent engagement efforts</li> <li>• Build stronger relationships with students by increasing alternative behavioral interventions, restorative practices, counseling and mental health services</li> <li>• Plan and monitor college and career path for high school students needing academic support</li> <li>• Implement a district wide social-emotional curriculum for grades K-6 and Woodland Joint Unified school district is meeting the required percentage quantitatively by offering and expanding these programs</li> <li>• Expand the PUENTE program for Latino students at both high schools</li> <li>• Expand the AVID program (elective and school-wide) to support middle and high school students on the path to college</li> <li>• Fund Literacy Coaches at every school Actions that will provide NEW service to students</li> <li>• Provide trained English Language Development (ELD) teachers at every school site</li> </ul> <p>Increase positions and support for RtI2 specialists all schools</p>	

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.

**LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX**

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

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

- (b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.
- (c) “High school dropout rate” shall be calculated as follows:
- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
  - (2) The total number of cohort members.
  - (3) Divide (1) by (2).
- (d) “High school graduation rate” shall be calculated as follows:
- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
  - (2) The total number of cohort members.
  - (3) Divide (1) by (2).
- (e) “Suspension rate” shall be calculated as follows:
- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
  - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
  - (3) Divide (1) by (2).
- (f) “Expulsion rate” shall be calculated as follows:
- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
  - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
  - (3) Divide (1) by (2).

8-22-14 [California Department of Education]