

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

Introduction:

The Woodland Joint Unified School District (WJUSD) serves students (10,136) in the Woodland city limits as well as the surrounding areas throughout Yolo County. As our school district continues to increase enrollment, district staff is responding to the growth 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 21st 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

In 2015-16, the Annual Survey showed that the community prioritized the following four areas and actions: *College and Career Planning and Guidance, Multi-tiered System of Supports, Positive Behavior Intervention and Support, and Teacher Retention and Pay.*

In 2016-17, input collected from stakeholders showed that the community supports **Expanding Enrichment Opportunities**, including more Advanced Placement and other challenging courses, as well as growth of after school programs and extra-curricular activities.

The action receiving the second most support on the survey from the community is **Continuing Professional Learning** opportunities which the district has been providing for teachers and staff. Support was expressed for more training and workshops in math and ELA/ELD standards and frameworks, in Response to Intervention, and meeting the needs of diverse learners.

The third area of priority for the community is **Improving Home-School Communication**, by continuing to look for innovative ways to strengthen family-school relationships, and through using tools which provide a way for parents to keep up with their child's progress in school. In this area, comments also focused on encouraging parent participation in schools, and in finding ways for schools to work with parents in a team approach.

College and Career Planning and Guidance continues to be a focus for the community. Comments focused on wanting to provide career exploration opportunities for students, as well as support for existing CTE and vocational programs.

LEA: Woodland Joint Unified School District
June 30, 2019

Contact (Name, Title, Email, Phone Number): Dr. Maria Armstrong, Superintendent LCAP Year: **July 1, 2016-**

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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 4 of Title 1 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?

Involvement Process	Impact on LCAP
<p>Consultation with the following stakeholders:</p> <ul style="list-style-type: none"> • Superintendent’s Community Forums were held on September 29, November 17, January 12, March 15. All parents were invited to attend. At these meetings the 2015-16 LCAP was shared with parents and feedback on the goals was taken by district staff. • School staff members - principal, faculty (including Special Education staff), Leadership Team, classified staff • 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 • Students at the elementary, middle, and high school levels were consulted through student focus groups 	<p>Impact on Local Control and Accountability Plan (LCAP): <u>Prioritizing Actions Based on Community Comments</u> In 2014-15, the Annual Survey showed that the community prioritized the following four areas and actions: <i>College and Career Planning and Guidance, Multi-tiered System of Supports, Positive Behavior Intervention and Support, and Teacher Retention and Pay.</i></p> <p>In 2015-16, input collected from stakeholders showed that the community supports Expanding Enrichment Opportunities, including more Advanced Placement and other challenging courses, as well as growth of after school programs and extracurricular activities. The action receiving the second most support on the survey from the community is Continuing Professional Learning opportunities which the district has been providing for teachers and staff. Support was expressed for more training and workshops in math and ELA/ELD</p>

<ul style="list-style-type: none"> • District departments and standing committees – K-12 Curriculum and Instruction (including district office staff all site principals and Foster Youth representation), Teacher Action Teams, Career Technical Education, Educational Services • Administrative team – which included Foster Youth representation • Employee bargaining units – Woodland Education Association, California School Employees Association (CSEA) chapter representatives • Parent advisory groups – District English Learner Advisory Committee; Local Education Advisory (LEA) Committee which includes parents of Gifted and Talented Education (GATE) and Special Education program participants, parents of low income students (LI) and parents of English Learners (EL); Committee Budget Advisory Committee which includes community members • A survey was posted on the district Webpage in order to allow comments from any member of the public, January 6-25, 2016. • School Board of Education meeting reports • On April 20 an LCAP Input Process meeting was held for the district to share the process of gathering input to inform the LCAP. Also, feedback on the goals was taken at the meeting. 	<p>standards and frameworks, in Response to Intervention, and meeting the needs of diverse learners. The third area of priority for the community is Improving Home-School Communication, by continuing to look for innovative ways to strengthen family-school relationships, and through using tools which provide a way for parents to keep up with their child’s progress in school. In this area, comments also focused on encouraging parent participation in schools, and in finding ways for schools to work with parents in a team approach.</p> <p>College and Career Planning and Guidance continues to be a focus for the community. Comments focused on wanting to provide career exploration opportunities for students, as well as support for existing CTE and vocational programs.</p>
<p>Annual Update: Consultation with Stakeholders:</p> <p>During the 2015-16 school year, stakeholder meetings 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"> • The LCAP Collaborative Committee has reviewed the District Quarterly Reports which present data on each of the metrics (as applicable based on time of year) in the LCAP. This committee met on the following dates: October 19, November 16, January 25, April 18, and May 16. • School staff members - principal, faculty (including Special Education staff), Leadership Team, classified staff • 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 	<p>Annual Update: Impact on Annual Update of Local Control Accountability Plan (LCAP):</p> <p>Based on comments and suggestions that were received the LCAP goals were crafted by the following participants: Students, Parents, Classified and Certificated Staff, Community Partners, and Site and District Administrators.</p> <p>The goals were revised from six (6) to four (4), 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 school Board of Education and to other stakeholders. Comments were provided by stakeholders regarding the actions and services. These comments were collected and organized by goal areas. The Superintendent will respond in writing by June 20, 2016. The final draft</p>

<ul style="list-style-type: none"> • District departments and standing committees – K-12 Curriculum and Instruction (including district office staff all site principals and Foster Youth representation), Teacher Action Teams, Career Technical Education, Educational Services • Administrative team – which included Foster Youth representation • Employee bargaining units – Woodland Education Association, California School Employees Association (CSEA) chapter representatives • Parent advisory groups – District English Learner Advisory Committee (DELAC), Gifted and Talented Education (GATE) and Special Education program participants, parents of low income students (LI), School Site Councils (SSC), parents of foster youth, Budget Advisory Committee (BAC) which includes community members, parents, and staff. The DELAC met on the following dates: October 5, November 2, December 14, February 1, March 7, and May 2. The BAC met on the following dates: September 1, October 6, November 3, January 26, February 23, and March 22 • A survey was posted on the district Webpage in order to allow comments from any member of the public, January 6-25, 2016. • School Board of Education meeting reports. • 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 	<p>will be submitted to the Board of Trustees for adoption in conjunction with the district's budget.</p> <ul style="list-style-type: none"> • See Changes in the annual update for revisions to goal names and renumbering.
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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: 2016-17

	<p>Related State and/or Local Priorities:</p> <p>1. <u> </u> 2. <u> </u> 3. <u> </u> 4. <u> </u> 5. <u> </u> 6. <u> </u> 7. <u> </u> 8. <u> </u> 9. <u> </u> 10. <u> </u></p> <p>COE only: 9. <u> </u> 10. <u> </u></p> <p>Local: Specify <u> </u> Board Goal I <u> </u></p>
<p>GOAL 1:</p> <p>Identified Need:</p>	<p>All students will be grade level proficient in literacy, numeracy and 21st Century skills.</p> <p>Research shows that students who do not read proficiently by the end of third grade experience academic, social, and behavioral difficulties in school. These students are more likely to drop out from high school, and are less likely to successfully enter the job market (Annie E. Casey Foundation, 2013).</p> <p>WJUSD recognizes the importance of reading at grade level and teachers in WJUSD use early literacy assessments to track the progress of students in the early primary grades. These data show that there are a significant number of students not reading at grade level in 3rd grade. One-on-one reading assessments show that 66% of 3rd graders and 72% of 6th graders meet the Reading Accuracy, Rate, and Comprehension benchmark at the 2nd trimester. In the area of writing, the average score on a writing assessment is below the benchmark. On a writing assessment scored on a 4 point rubric, the average score for 3rd graders is 2.3 and for 6th graders is 2.4.</p> <p>First year scores for the Smarter Balanced Summative Assessments (SBAC) show that in this baseline year, the majority of students at all grade levels are not meeting standards. In English Language Arts (ELA), the overall percentage of students scoring at or above the Meets Standard level was 35%. In Math, the overall percentage of students scoring at or above the Meets Standard level on the SBAC Assessment was 24%.</p> <p>Students need access to curriculum that integrates technology devices into their daily learning for the development of 21st Century skills. WJUSD will continue to incrementally expand the 1:1 device implementation, with devices provided for all students in grades 4 -12 by 2017-18. Training will be provided to support the implementation.</p>

<p>Goal Applies to:</p>	<p>Schools: Applicable Pupil Subgroups:</p>	<p>All Schools All Students</p>
<p style="text-align: center;">LCAP Year 1: 2016-17</p>		
<p>Expected Annual Measurable Outcomes:</p>	<p>1.1 Increase the percentage of students in both the Meets and Exceeds Standard levels on SBAC ELA and Math. 1.2 Increase the percentage of 1st through 3rd graders who meet standard in reading accuracy, rate, and comprehension, on the DIBELS Reading Passage benchmark assessment. 1.3 Increase the average writing score on the elementary WRITE assessment given 3 times per year. 1.4 Establish a baseline for Northwest Evaluation Association (NWEA) or iReady performance in grades 2 – 11 in ELA and Math, given 3 times per year. 1.5 Ninth – twelfth grade math teachers and administrators will receive training in the new math adoption. 1.6 Establish a baseline for implementation of instructional strategies supporting California Common Core State Standards. 1.7 Increase the number of technology devices used in all classes. 1.8 Increase teacher participation in technology-focused professional learning workshop. 1.9 All schools will increase technology-embedded lesson plans in resource library. 1.10 Williams compliance: maintain 100% compliance for instructional materials. 1.11 Maintain one hundred percent (100%) of Highly Qualified Teachers (HQT) to eliminate teacher mis-assignments. 1.12 Establish a baseline for district performance using the State Accountability Metrics, when they become available.</p>	

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Student Access and Equity to Literacy and Numeracy Standards – Fund science camp for all sixth grade students.</p>	<p>Elementary Schools</p>	<p>___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) _____ SED</p>	<p>\$360,000 1xxx – 6xxx (S/C)</p>
<p>Administrator LCAP Implementation System Model for progress based on data determined needs. Fund 1 FTE LCAP Administrator to oversee LCAP implementation.</p>	<p>All Schools</p>	<p>___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) _____ SED</p>	<p>\$183,000 1xxx- 6xxx (S/C)</p>
<p>Professional Learning: Mathematics a. In class coaching, workshops, and model lessons will be provided for TK-8 math teachers and administrators, with a focus on the newly adopted curricula.</p>	<p>Elementary and Middle Schools</p>	<p>___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) _____ SED</p>	<p>\$80,000 1xxx, 3xxx (S/C) \$50,000 5xxx (Title II)</p>
<p>b. Training and support will continue for 9th – 12th grade math teachers to assist in the implementation of the adopted CA-S aligned instructional materials.</p>	<p>High Schools</p>	<p>___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) _____ SED</p>	<p>\$60,000 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 develop and implement daily lessons (to support adoption of CA-S).</p>	<p>Secondary</p>	<p>___ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p>	<p>\$55,000 1xxx, 3xxx (S/C)</p>

		<p><u>X</u> Foster Youth <u>X</u> Re-designated fluent English proficient <u>X</u> Other Subgroups:(Specify) _____ SED _____</p>	
<p>d. Resources will be provided for the maintenance and implementation of the TK-12 math instructional program.</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>\$80,000 4xxx (S/C)</p>
<p>Professional Development: English Language Arts 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>Elementary</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>\$120,000 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>All Schools</p>	<p><u>X</u> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Re-designated fluent English proficient ___ Other Subgroups:(Specify) _____</p>	<p>\$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</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>\$100,000 1xxx, 3xxx, 5xxx (S/C)</p>

<p>and implement daily lessons that include complex text teaching and learning skills.</p>			
<p>h. Resources & training will be provided to elementary and secondary schools to support the use of Close Reading in classrooms.</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) _____ SED</p>	<p>G1h.\$220,000 1xxx,3xxx,5xxx (S/C)</p>
<p>i. English language arts & literacy/English Language Development Adoption(s), K-12</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) _____ SED</p>	<p>G1i \$1,000,000 4xxx (Base)</p>
<p>Professional Learning: Content Areas J 1. 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>___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>\$139,710 1xxx,3xxx,5xxx (S/C)</p>
<p>J 2. Develop a district wide data team comprised of representatives from the following groups: higher education, teachers, district and site level administrators to analyze data and inform instruction.</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) _____ SED</p>	<p>\$0</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____ 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>\$23,000 1xxx,3xxx,5xxx (Title I & II)</p>
<p>i. Teachers continue to develop, refine and implement the district common assessments, including interim, end of unit assessments in ELA/Math, iReady, and NWEA, as part of the Illuminate data management system.</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) _____ SED</p>	<p>\$200,000 1xxx – 6xxx (S/C)</p>
<p>m. Refinement of the CA-S aligned elementary report cards will continue to be supported. Continue to support the Spanish Language Arts report card for Dual Immersion classrooms.</p>	<p>Elementary</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>\$0</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>____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>1xxx,3xxx \$56,025 (Title II)</p>
<p>o. Continued development, refinement and implementation support will be provided for effective use of district common assessments, including interim, end of unit assessments in ELA/Math, iReady, and NWEA as part of the Illuminate data management system.</p>	<p>Secondary</p>	<p>____ALL____ OR: <u>X</u> Low Income pupils <u>X</u> English Learners</p>	<p>\$80,000 1xxx, 3xxx, 5xxx (S/C)</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 and curriculum summer camp open for all teachers to attend.</p>	<p>All Schools</p>	<p><u> </u> Foster Youth <u> </u> <u> </u> Re-designated fluent English proficient <u> </u> <u> </u> Other Subgroups:(Specify) <u> </u> SED <u> </u></p> <p><u> </u> ALL <u> </u></p> <p>OR: <u> </u> <u> </u> Low Income pupils <u> </u> <u> </u> English Learners <u> </u> <u> </u> Foster Youth <u> </u> <u> </u> Re-designated fluent English proficient <u> </u> <u> </u> Other Subgroups:(Specify) <u> </u> SED <u> </u></p>	<p>\$750,000 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 <u> </u></p> <p>OR: <u> </u> <u> </u> Low Income pupils <u> </u> <u> </u> English Learners <u> </u> <u> </u> Foster Youth <u> </u> <u> </u> Re-designated fluent English proficient <u> </u> <u> </u> Other Subgroups:(Specify) <u> </u> SED <u> </u></p>	<p>\$285,000 1xxx,3xxx,5xxx (S/C)</p>
<p>r. Increase Recruitment and Retention of Highly Qualified Teachers. Provide 1% to teacher salary schedule for two extra days of professional development for teachers.</p>	<p>All Schools Except District Office</p>	<p><u> </u> ALL <u> </u></p> <p>OR: <u> </u> <u> </u> Low Income pupils <u> </u> <u> </u> English Learners <u> </u> <u> </u> Foster Youth <u> </u> <u> </u> Re-designated fluent English proficient <u> </u> <u> </u> Other Subgroups:(Specify) <u> </u> SED <u> </u></p>	<p>\$950,000 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"> 1) update of laptops for classroom instructional support 2) purchase of Chrome-Books/devices for grade level <p>1: 1 deployment.</p>	<p>All Schools Except District Office</p>	<p><u> </u> ALL <u> </u></p> <p>OR: <u> </u> <u> </u> Low Income pupils <u> </u> <u> </u> English Learners <u> </u> <u> </u> Foster Youth <u> </u> <u> </u> Re-designated fluent English proficient <u> </u> <u> </u> Other Subgroups:(Specify) <u> </u> SED <u> </u></p>	<p>4xxx \$1,000,000 (S/C)</p>

<p>3) staffing in the technology department to support increased devices</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>1xxx,3xxx \$115,000 (S/C)</p>
<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>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>\$220,000 5xxx (S/C)</p>
<p>u. Internet at home access support (1:1).</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>v thru y. 1xxx,3xxx,5xxx \$360,000 (S/C)</p>
<p>Site-Based Professional Development: 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>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>v thru y. 1xxx,3xxx,5xxx \$360,000 (S/C)</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 ----- 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>x. Provide school sites professional development based on staff and student needs through models such as</p>		<p>____ALL</p>	

<p>lesson study that promote staff collaboration and collective improvement of practices.</p>	<p>All Schools 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, RtI² and common core transition.</p>	<p>All Schools 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>z. Provide Career Technical opportunities for secondary students through the Regional Occupational Program (ROP).</p>	<p>All Schools 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>1xxx-6xxx \$579,000 (S/C)</p>

LCAP Year 2: 2017-18

GOAL 1:	<p>Related State and/or Local Priorities:</p> <p>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></p> <p>COE only: 9_ <u> </u> 10_ <u> </u></p> <p>Local: Specify <u> </u> Board Goal <u>I</u></p>
	<p>All students will be grade level proficient in literacy, numeracy and 21st Century skills.</p>

Goal Applies to:	<p>Schools: All Schools</p> <p>Applicable Pupil Subgroups: All Students</p>
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Expected Annual Measurable Outcomes:	<p>LCAP Year 2: 2017-18</p> <p>1.1 Increase the percentage of students in both the Meets and Exceeds Standard levels on SBAC ELA and Math.</p> <p>1.2 Increase the percentage of 1st through 3rd graders who meet standard in reading accuracy, rate, and comprehension, on the DIBELS Reading Passage benchmark assessment.</p> <p>1.3 Increase the average writing score on the elementary WRITE assessment given 3 times per year.</p> <p>1.4 Increase performance on Northwest Evaluation Association (NWEA) or iReady assessments in grades 2 – 11 in ELA and Math, given 3 times per year.</p> <p>1.5 Ninth – twelfth grade math teachers and administrators will receive training in the new math adoption.</p> <p>1.6 Increase implementation of instructional strategies supporting California Common Core State Standards.</p> <p>1.7 Increase the number of technology devices used in all classes.</p> <p>1.8 Increase teacher participation in technology-focused professional learning workshop.</p> <p>1.9 All schools will increase technology-embedded lesson plans in resource library.</p> <p>1.10 Williams compliance: maintain 100% compliance for instructional materials.</p> <p>1.11 Maintain one hundred percent (100%) of Highly Qualified Teachers (HQT) to eliminate teacher mis-assignments.</p> <p>1.12 Establish a baseline for district performance using the State Accountability Metrics, when they become available.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Student Access and Equity to Literacy and Numeracy Standards – Fund science camp for all sixth grade students.</p>	<p>Elementary 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>\$360,000 1xxx-6xxx (S/C)</p>
<p>Administrator LCAP Implementation System Model for progress based on data determined needs. Fund 1 FTE LCAP Administrator to oversee LCAP implementation.</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)_____ SED</p>	<p>\$183,000 1xxx-6xxx (S/C)</p>
<p>Professional Learning: Mathematics a. In class coaching, workshops, and model lessons will be provided for TK-8 math teachers and administrators, with a focus on the newly adopted curricula.</p>	<p>Elementary and Middle 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>\$80,000 1xxx, 3xxx (S/C) \$50,000 5xxx (Title II)</p>
<p>b. Training and support will continue for 9th – 12th grade math teachers to assist in the implementation of the adopted CA-S aligned instructional materials.</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>\$60,000 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 develop and implement daily lessons (to support adoption of CA-S).</p>	<p>Secondary</p>	<p>___ALL OR: <u>X</u> Low Income pupils <u>X</u> English Learners</p>	<p>\$55,000 1xxx, 3xxx (S/C)</p>

		<p><u> </u> Foster Youth <u> </u> <u> </u> Re-designated fluent English proficient <u> </u> <u> </u> Other Subgroups:(Specify) _____ SED _____</p>	
<p>d. Resources will be provided for the maintenance and implementation of the TK-12 math instructional program.</p>	<p>All Schools Except District Office</p>	<p><u> </u> ALL OR: <u> </u> <u> </u> Low Income pupils <u> </u> <u> </u> English Learners <u> </u> Foster Youth <u> </u> <u> </u> Re-designated fluent English proficient <u> </u> <u> </u> Other Subgroups:(Specify) _____ SED _____</p>	<p>\$60,000 4xxx (S/C)</p>
<p>Professional Development: English Language Arts 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>Elementary</p>	<p><u> </u> ALL OR: <u> </u> <u> </u> Low Income pupils <u> </u> <u> </u> English Learners <u> </u> Foster Youth <u> </u> <u> </u> Re-designated fluent English proficient <u> </u> <u> </u> Other Subgroups:(Specify) _____ SED _____</p>	<p>\$90,000 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>All Schools</p>	<p><u> </u> ALL OR: <u> </u> <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>\$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</p>	<p>Secondary</p>	<p><u> </u> ALL OR: <u> </u> <u> </u> Low Income pupils <u> </u> <u> </u> English Learners <u> </u> Foster Youth <u> </u> <u> </u> Re-designated fluent English proficient <u> </u> <u> </u> Other Subgroups:(Specify) _____ SED _____</p>	<p>\$100,000 1xxx, 3xxx, 5xxx (S/C)</p>

<p>and implement daily lessons that include complex text teaching and learning skills.</p>			
<p>h. Resources & training will be provided to elementary and secondary schools to support the use of Close Reading in classrooms.</p>	<p>All Schools</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>G1h.\$190,000 1xxx,3xxx,5xxx (S/C)</p>
<p>i. English language arts & literacy/English Language Development Adoption(s), K-12</p>	<p>All Schools</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>G1i \$1,000,000 4xxx (Base)</p>
<p>Professional Learning: Content Areas J 1. 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>___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>\$139,710 1xxx,3xxx,5xxx (S/C)</p>
<p>J 2. Continue to implement a district wide data team comprised of representatives from the following groups: higher education, teachers, district and site level administrators to analyze data and inform instruction.</p>	<p>All schools</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>\$0</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 OR: <input 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>\$23,000 1xxx,3xxx,5xxx (Title I & II)</p>
<p>i. Teachers continue to develop, refine and implement the district common assessments, including interim, end of unit assessments in ELA/Math, iReady, and NWEA, as part of the Illuminate data management system.</p>	<p>All Schools</p>	<p>____ALL OR: <input 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>\$200,000 1xxx – 6xxx (S/C)</p>
<p>m. Refinement of the CA-S aligned elementary report cards will continue to be supported. Continue to support the Spanish Language Arts report card for Dual Immersion classrooms.</p>	<p>Elementary</p>	<p>____ALL OR: <input 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>\$0</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>____ALL OR: <input 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 \$56,025 (Title II)</p>
<p>o. Continued development, refinement and implementation support will be provided for effective use of district common assessments, including interim, end of unit assessments in ELA/Math, iReady, and NWEA as part of the Illuminate data management system.</p>	<p>Secondary</p>	<p>____ALL OR: <input 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>\$80,000 1xxx, 3xxx, 5xxx (S/C)</p>
<p></p>	<p></p>	<p></p>	<p>\$750,000</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 and curriculum summer camp open for all teachers to attend.</p>	<p>All Schools</p>	<p>___ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ SED</p>	<p>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>___ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ SED</p>	<p>\$285 ,000 1xxx,3xxx,5xxx (S/C)</p>
<p>r. Increase Recruitment and Retention of Highly Qualified Teachers. Provide 1% to teacher salary schedule for two extra days of professional development for teachers.</p>	<p>All Schools Except District Office</p>	<p>___ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ SED</p>	<p>\$950,000 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"> 1) update of laptops for classroom instructional support 2) purchase of Chrome-Books/devices for grade level 1: 1 deployment. 3) staffing in the technology department to support increased devices 	<p>All Schools Except District Office</p>	<p>___ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ SED</p>	<p>4xxx \$800,000 (S/C)</p>
<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>All Schools Except District Office</p>	<p>___ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ SED</p>	<p>1xxx,3xxx \$115,000 (S/C)</p>

<p>u. Internet at home access support (1:1).</p>	<p>All Schools Except District Office</p>	<p>___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) _____ SED _____</p>	<p>\$220,000 5xxx (S/C)</p>
<p>Site-Based Professional Development: 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>All Schools Except District Office</p>	<p>___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) _____ SED _____</p>	<p>v thru y. 1xxx,3xxx,5xxx \$360,000 (S/C)</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 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) _____ SED _____</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 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) _____ 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, RtI² and common core transition.</p>	<p>All Schools Except District Office</p>	<p>___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) _____ SED _____</p>	

<p>z. Provide Career Technical opportunities for secondary students through the Regional Occupational Program (ROP).</p>	<p>All Schools Except 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) _____ SED _____</p>	<p>1xxx-6xxx \$579,000 (S/C)</p>
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LCAP Year 3: 2018-19

	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> Board Goal <u>I</u>
GOAL 1:	
All students will be grade level proficient in literacy, numeracy and 21 st Century skills.	

	Schools: <u> </u> All Schools Applicable Pupil Subgroups: <u> </u> All Students
Goal Applies to:	

LCAP Year 3: 2018-19

	1.1 Increase the percentage of students in both the Meets and Exceeds Standard levels on SBAC ELA and Math. 1.2 Increase the percentage of 1 st through 3 rd graders who meet standard in reading accuracy, rate, and comprehension, on the DIBELS Reading Passage benchmark assessment. 1.3 Increase the average writing score on the elementary WRITE assessment given 3 times per year. 1.4 Increase performance on Northwest Evaluation Association (NWEA) or iReady assessments in grades 2 – 11 in ELA and Math, given 3 times per year. 1.5 Increase implementation of instructional strategies supporting California Common Core State Standards. 1.6 Increase the number of technology devices used in all classes. 1.7 Increase teacher participation in technology-focused professional learning workshop. 1.8 All schools will increase technology-embedded lesson plans in resource library. 1.9 Williams compliance: maintain 100% compliance for instructional materials. 1.10 Maintain one hundred percent (100%) of Highly Qualified Teachers (HQT) to eliminate teacher mis-assignments. 1.11 Increase district performance using the State Accountability Metrics.	
Expected Annual Measurable Outcomes:		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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<p>Student Access and Equity to Literacy and Numeracy Standards – Fund science camp for all sixth grade students.</p>	<p>Elementary 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>\$360,000 1xxx-6xxx (S/C)</p>
<p>Administrator LCAP Implementation System Model for progress based on data determined needs. Fund 1 FTE LCAP Administrator to oversee LCAP implementation.</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) _____ SED _____</p>	<p>\$183,000 1xxx-6xxx (S/C)</p>
<p>Professional Learning: Mathematics a. In class coaching, workshops, and model lessons will be provided for TK-8 math teachers and administrators, with a focus on the newly adopted curricula.</p>	<p>Elementary and Middle 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>\$60,000 1xxx, 3xxx (S/C) \$50,000 5xxx (Title II)</p>
<p>b. Training and support will continue for 9th – 12th grade math teachers to assist in the implementation of the adopted CA-S aligned instructional materials.</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>\$40,000 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 develop and implement daily lessons (to support adoption of CA-S).</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>\$55,000 1xxx, 3xxx (S/C)</p>

<p>d. Resources will be provided for the maintenance and implementation of the TK-12 math instructional program.</p>	<p>All Schools Except District Office</p>	<p>___ ALL OR: <input 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>\$40,000 4xxx (S/C)</p>
<p>Professional Development: English Language Arts 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>Elementary</p>	<p>___ ALL OR: <input 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>\$90,000 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>All Schools</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>\$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>Secondary</p>	<p>___ ALL OR: <input 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>\$100,000 1xxx, 3xxx, 5xxx (S/C)</p>

<p>h. Resources & training will be provided to elementary and secondary schools to support the development of a Balanced Literacy program.</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) _____ SED</p>	<p>G1h.\$150,000 1xxx,3xxx,5xxx (S/C)</p>
<p>i. English language arts & literacy/English Language Development Adoption(s), K-12</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) _____ SED</p>	<p>G1i \$1,000,000 4xxx (Base)</p>
<p>Professional Learning: Content Areas J 1. 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>___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>\$139,710 1xxx,3xxx,5xxx (S/C)</p>
<p>J 2. Continue to implement a district wide data team comprised of representatives from the following groups: higher education, teachers, district and site level administrators to analyze data and inform instruction.</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) _____ SED</p>	<p>\$0</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 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>\$23,000 1xxx,3xxx,5xxx (Title I & II)</p>
<p>i. Teachers continue to develop, refine and implement the district common assessments, including interim, end of unit assessments in ELA/Math, iReady, and NWEA, as part of the Illuminate data management system.</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) _____ SED</p>	<p>\$200,000 1xxx – 6xxx (S/C)</p>
<p>m. Refinement of the CA-S aligned elementary report cards will continue to be supported. Continue to support the Spanish Language Arts report card for Dual Immersion classrooms.</p>	<p>Elementary</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>\$0</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>____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>1xxx,3xxx \$56,025 (Title II)</p>
<p>o. Continued development, refinement and implementation support will be provided for effective use of district common assessments, including interim, end of unit assessments in ELA/Math, iReady, and NWEA as part of the Illuminate data management system.</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>\$80,000 1xxx, 3xxx, 5xxx (S/C)</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 and curriculum summer camp open for all teachers to attend.</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) _____ SED _____</p>	<p>\$750,000 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>___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>\$285,000 1xxx,3xxx,5xxx (S/C)</p>
<p>r. Increase Recruitment and Retention of Highly Qualified Teachers. Provide 1% to teacher salary schedule for two extra days of professional development for teachers.</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>\$950,000 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: 1) update of laptops for classroom instructional support 2) purchase of Chrome-Books/devices for grade level 1: 1 deployment. 3) staffing in the technology department to support increased devices</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>4xxx \$500,000 (S/C)</p>
<p>t. Continue district-wide professional development for integrating technology via teacher workshops, individual coaching support for teachers including technology</p>	<p>All Schools Except District Office</p>	<p>___ALL ----- OR: <u>X</u> Low Income pupils <u>X</u> English Learners</p>	<p>1xxx,3xxx \$115,000 (S/C)</p>

<p>training will be provided for all technology round table members in a train the trainers model.</p>		<p><u> </u> Foster Youth <u> </u> <u> </u> Re-designated fluent English proficient <u> </u> <u> </u> Other Subgroups:(Specify) _____ SED _____</p>	
<p>u. Internet at home access support (1:1).</p>	<p>All Schools Except District Office</p>	<p>____ALL____ OR: <u> </u> <u> </u> Low Income pupils <u> </u> <u> </u> English Learners <u> </u> <u> </u> Foster Youth <u> </u> <u> </u> Re-designated fluent English proficient <u> </u> <u> </u> Other Subgroups:(Specify) _____ SED _____</p>	<p>\$220,000 5xxx (S/C)</p>
<p>Site-Based Professional Development: 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>All Schools Except District Office</p>	<p>____ALL____ OR: <u> </u> <u> </u> Low Income pupils <u> </u> <u> </u> English Learners <u> </u> <u> </u> Foster Youth <u> </u> <u> </u> Re-designated fluent English proficient <u> </u> <u> </u> Other Subgroups:(Specify) _____ SED _____</p>	<p>v thru y. 1xxx,3xxx,5xxx \$360,000 (S/C)</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____ OR: <u> </u> <u> </u> Low Income pupils <u> </u> <u> </u> English Learners <u> </u> <u> </u> Foster Youth <u> </u> <u> </u> Re-designated fluent English proficient <u> </u> <u> </u> Other Subgroups:(Specify) _____ SED _____</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____ OR: <u> </u> <u> </u> Low Income pupils <u> </u> <u> </u> English Learners <u> </u> <u> </u> Foster Youth <u> </u> <u> </u> Re-designated fluent English proficient <u> </u> <u> </u> Other Subgroups:(Specify) _____ SED _____</p>	
<p>y. Provide school sites professional development based on staff needs on effective methods for analyzing student</p>		<p>____ALL____ OR: <u> </u> <u> </u> Low Income pupils <u> </u> <u> </u> English Learners</p>	

<p>work and assessment data as foundations for multi-tiered support systems, RtI² and common core transition.</p>	<p>All Schools Except 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>z. Provide Career Technical opportunities for secondary students through the Regional Occupational Program (ROP).</p>	<p>All Schools Except District Office</p>	<p><u> </u> 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>1xxx-6xxx \$579,000 (S/C)</p>

LCAP Year 1: 2016-17

<p>GOAL 2:</p>	<p>Every student will graduate high school and be competitively college and career ready through a choice of pathways.</p>	<p>Related State and/or Local Priorities: 1_ 2_x 3_ 4_x 5_x 6_ 7_x 8_x COE only: 9_ 10__ Local: Specify ___ Board Goal I</p>
<p>Identified Need:</p>	<p>Postsecondary data suggests that students who enroll in college are not prepared to take college level coursework. College and Career Readiness is a priority for WJUSD, however, students who are graduating are not meeting A-G requirements, and are having to take remedial classes in ELA and Math when they enroll in college.</p> <p>The percentage of students in 2013-14 that graduated having met A-G requirements was 43.9%. For the 2012-13 graduating class, 54% of students who enrolled in community college needed to take remedial level math, and 41% needed to take remedial level English courses. The 2013-14 cohort graduation rate for English Learners (77%) and for Special Education (58.1%) students is significantly lower than the rate for All Students (88.9%). In Advanced Placement courses, students who are Hispanic or Latino are much more likely to be enrolled in AP Spanish Language (95% of enrolled students) or AP Spanish Literature (98% of enrolled students), and less likely to be enrolled in higher-level science or math courses, such as AP Biology (31% of enrolled students) or AP Calculus AB (45% of enrolled students).</p> <p>Research shows that Career Technical Education courses prepare students for both college and career. Students who take CTE courses have greater academic skills, technical skills and skills employers are looking for. (www.p21.org) In WJUSD, the number of Hispanic or Latino students who participate in career technical courses is disproportionate.</p> <p>In 2016-17, individual guidance and support for college and career needs to be provided to all students. Support to meet college and career needs will be increased.</p>	
<p>Goal Applies to:</p>	<p>Schools: Applicable Pupil Subgroups: All Schools All Students</p>	

LCAP Year 1: 2016-17

- 2.1 Increase the percentage of ninth grade students will be on-track to graduate at the end of the fall semester (credit completion).
- 2.2 Increase the Advanced Placement test passage rate.
- 2.3 Increase AP enrollment for all students, particularly English Learner, Foster, and Low Income, to ensure proportionality.
- 2.4 Increase the percentage of students ready for college-level work (SBAC ELA and Math EAP).
- 2.5 Increase the percentage of tenth grade students on-track at the end of the fall semester (credit completion).
- 2.6 All high school students will participate in the development of an immediate and long range educational plan.
- 2.7 Increase the percentage of 12th graders on track to meet UC/CSU eligibility requirements at the end of fall semester.
- 2.8 Increase the cohort graduation rate at each comprehensive high schools.
- 2.9 Decrease the cohort dropout rate for all students.
- 2.10 Decrease the middle school dropout rate.
- 2.11 Develop an Ethnic Studies A-G course.
- 2.12 Identify and report on the achievement levels and demographics of elementary students who participate in the music program.
- 2.13 Increase the percentage of underrepresented gender groups in Career and Technical Education (CTE) programs in nontraditional fields.

Expected
Annual
Measurable
Outcomes:

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 Computer 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 ending in a capstone course to increase students' participation.</p>	<p>Elementary and 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>\$50,000 1xxx,3xxx,4xxx (S/C)</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>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>\$25,000 1xxx,3xxx (S/C)</p>
<p>c. Maintain Mariachi strings program.</p>	<p>Elementary and 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>\$75,000 1xxx,3xxx,4xxx (Base)</p>
<p>Advanced Placement (AP) Expansion</p> <p>d. Continue support for comprehensive high schools to implement strategies to increase AP enrollment such as: 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>___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>\$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>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>\$10,000 4xxx,5xxx (S/C)</p>
<p>f. Support counselors and administrators of each 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>Elementary and 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>\$150,000 1xxx,3xxx,5xxx (S/C)</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. In addition, implement AVID Excel at middle schools and pilot the AVID program at two elementary schools.</p>	<p>Elementary and 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>\$46,575 1xxx,3xxx,5xxx (S/C) \$120,000 1xxx,3xxx (Base)</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>___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>\$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</p>		<p>___ALL -----</p>	<p>\$120,000 1xxx,3xxx,4xxx</p>

<p>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>----- 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>j. Develop Ethnic Studies coursework and provide professional development for teachers.</p>	<p>High Schools</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>\$10,000 1xxx,3xxx (S/C)</p>
<p>k. Purchase and provide professional development for Parchment for all high schools.</p>	<p>High Schools</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>\$30,000 1xxx, 3xxx,5xxx (S/C)</p>
<p>l. Fund summer school for students in elementary, middle, and high school.</p>	<p>All Schools</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>\$300,000 1xxx – 6xxxx (S/C)</p>

LCAP Year 2: 2017-18

<p>GOAL 2:</p>	<p>Every student will graduate high school and be competitively college and career ready through a choice of pathways.</p>	<p>Related State and/or Local Priorities: 1__ 2__x_ 3__ 4__x_ 5__x_ 6__ 7__x_ 8__x_ COE only: 9__ 10__ Local: Specify __Board Goal I</p>
<p>Goal Applies to:</p>	<p>Schools: All Schools Applicable Pupil Subgroups: All Students</p>	

LCAP Year 2: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p>2.1 Increase the percentage of ninth grade students will be on-track to graduate at the end of the fall semester (credit completion). 2.2 Increase the Advanced Placement test passage rate. 2.3 Increase AP enrollment for all students, particularly English Learner, Foster, and Low Income, to ensure proportionality. 2.4 Increase the percentage of students ready for college-level work (SBAC ELA and Math EAP). 2.5 Increase the percentage of tenth grade students on-track at the end of the fall semester (credit completion). 2.6 All high school students will participate in the development of an immediate and long range educational plan. 2.7 Increase the percentage of 12th graders on track to meet UC/CSU eligibility requirements at the end of fall semester. 2.8 Increase the cohort graduation rate at each comprehensive high schools. 2.9 Decrease the cohort dropout rate for all students. 2.10 Decrease the middle school dropout rate. 2.11 Pilot an Ethnic Studies A-G course. 2.12 Increase the number of elementary students who participate in the music program. 2.13 Increase the percentage of underrepresented gender groups in Career and Technical Education (CTE) programs in nontraditional fields.</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 be provided to support implementation of the Computer 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 ending in a capstone course to increase students' participation.</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>\$50,000 1xxx,3xxx,4xxx (S/C)</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>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>\$30,000 1xxx,3xxx (S/C)</p>
<p>c. Maintain Mariachi strings program.</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>\$75,000 1xxx,3xxx,4xxx (Base)</p>
<p>Advanced Placement (AP) Expansion</p> <p>d. Continue support for comprehensive high schools to implement strategies to increase AP enrollment such as: counselor presentations, letters of invitation to students,</p>	<p>High Schools</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>\$67,450 1xxx,3xxx,4xxx (S/C)</p>

<p>and parent nights to increase the awareness of the opportunity and value of taking AP courses.</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>High Schools</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>\$10,000 4xxx,5xxx (S/C)</p>
<p>f. Support counselors and administrators of each 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>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>\$125,000 1xxx,3xxx,5xxx (S/C)</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. In addition, implement AVID Excel at middle schools and pilot the AVID program at two elementary schools.</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>\$46,575 1xxx,3xxx,5xxx (S/C) \$120,000 1xxx,3xxx (Base)</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>___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>\$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: <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>\$120,000 1xxx,3xxx,4xxx (S/C)</p>
<p>j. Pilot Ethnic Studies coursework and provide professional development for teachers.</p>	<p>High Schools</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>\$10,000 1xxx,3xxx (S/C)</p>
<p>k. Continue to implement professional development for Parchment for all high schools.</p>	<p>High Schools</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>\$30,000 1xxx, 3xxx,5xxx (S/C)</p>
<p>l. Fund summer school for students in elementary, middle, and high school.</p>	<p>All Schools</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>\$300,000 1xxx – 6xxx (S/C)</p>

LCAP Year 3: 2018-19

<p>GOAL 2:</p>	<p>Every student will graduate high school and be competitively college and career ready through a choice of pathways.</p>	<p>Related State and/or Local Priorities: 1__ 2__x_ 3_ 4__x_ 5_x_ 6_ 7__x_ 8_x_ COE only: 9__ 10__ Local: Specify ___ Board Goal I</p>
<p>Goal Applies to:</p>	<p>Schools: All Schools Applicable Pupil Subgroups: All Students</p>	

LCAP Year 3: 2018-19

<p>Expected Annual Measurable Outcomes:</p>	<p>2.1 Increase the percentage of ninth grade students will be on-track to graduate at the end of the fall semester (credit completion). 2.2 Increase the Advanced Placement test passage rate. 2.3 Increase AP enrollment for all students, particularly English Learner, Foster, and Low Income, to ensure proportionality. 2.4 Increase the percentage of students ready for college-level work (SBAC ELA and Math EAP). 2.5 Increase the percentage of tenth grade students on-track at the end of the fall semester (credit completion). 2.6 All high school students will participate in the development of an immediate and long range educational plan. 2.7 Increase the percentage of 12th graders on track to meet UC/CSU eligibility requirements at the end of fall semester. 2.8 Increase the cohort graduation rate at each comprehensive high schools. 2.9 Decrease the cohort dropout rate for all students. 2.10 Decrease the middle school dropout rate. 2.11 Implement an Ethnic Studies A-G course. 2.12 Increase the number of elementary students who participate in the music program and who continue to participate in middle school. 2.13 Increase the percentage of underrepresented gender groups in Career and Technical Education (CTE) programs in nontraditional fields.</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 be provided to support implementation of the Computer 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 ending in a capstone course to increase students' participation.</p>	<p>Elementary and Secondary</p>	<p>__ALL -- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ SED</p>	<p>\$50,000 1xxx,3xxx,4xxx (S/C)</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>Secondary</p>	<p>__ALL -- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ SED</p>	<p>\$35,000 1xxx,3xxx (S/C)</p>
<p>c. Maintain Mariachi strings program.</p>	<p>Elementary and Secondary</p>	<p>__ALL -- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ SED</p>	<p>\$75,000 1xxx,3xxx,4xxx (Base)</p>
<p>Advanced Placement (AP) Expansion</p> <p>d. Continue support for comprehensive high schools to implement strategies to increase AP enrollment such as: counselor presentations, letters of invitation to students,</p>	<p>High Schools</p>	<p>__ALL -- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p>	<p>\$67,450 1xxx,3xxx,4xxx (S/C)</p>

<p>and parent nights to increase the awareness of the opportunity and value of taking AP courses.</p>		<p><u>X</u>_ Foster Youth <u>X</u>_ Re-designated fluent English proficient <u>X</u>_ Other Subgroups:(Specify) _____ SED _____</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>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>\$10,000 4xxx,5xxx (S/C)</p>
<p>f. Support counselors and administrators of each 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>Elementary and 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>\$100,000 1xxx,3xxx,5xxx (S/C)</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. In addition, implement AVID Excel at middle schools and pilot the AVID program at two elementary schools.</p>	<p>Elementary and 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>\$46,575 1xxx,3xxx,5xxx (S/C) \$120,000 1xxx,3xxx (Base)</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>____ALL____ -- OR: <u>X</u>_ Low Income pupils <u>X</u>_ English Learners</p>	<p>\$49,000 1xxx,3xxx,5xxx (S/C)</p>

		<p><u>X</u> Foster Youth <u>X</u> Re-designated fluent English proficient <u>X</u> Other Subgroups:(Specify) _____ SED _____</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>\$120,000 1xxx,3xxx,4xxx (S/C)</p>
<p>j. Implement Ethnic Studies coursework and provide professional development for teachers.</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>\$10,000 1xxx,3xxx (S/C)</p>
<p>k. Continue to implement Parchment for all high schools.</p>	<p>High Schools</p>	<p><u>X</u> ALL ----- -- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Re-designated fluent English proficient ___ Other Subgroups:(Specify) _____</p>	<p>\$30,000 1xxx, 3xxx,5xxx (S/C)</p>
<p>l. Fund summer school for students in elementary, middle, and high school.</p>	<p>All Schools</p>	<p><u>X</u> ALL ----- -- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Re-designated fluent English proficient ___ Other Subgroups:(Specify) _____</p>	<p>\$300,000 1xxx - 6xxxx (S/C)</p>

LCAP Year 1: 2016-17

	<p>Related State and/or Local Priorities:</p> <p>1 ___ 2 ___ 3 <input checked="" type="checkbox"/> 4 ___ 5 <input checked="" type="checkbox"/> 6 ___ 7 ___ 8 ___</p> <p>COE only: 9 ___ 10 ___</p> <p>Local: Specify _____</p>
<p>GOAL 3:</p>	<p>Provide a Multi-Tiered System of Supports for all students.</p> <p>Research shows that students need a safe, respectful and caring environment in order to achieve in school. Students who feel comfortable at their school are more likely to come to school and to be engaged when they are there. Research also shows that regular attendance in school is critical, and that the relationship between attendance and achievement begins early in Kindergarten. Students who miss school have a higher rate of high school dropout (National Center for Education Statistics, 2009). Attendance data in WJUSD shows that Foster Students and Special Education/504 Program students have the highest rate of students missing more than 15% of the school year. 9.4% of Foster Students and 6.5% of Special Education/504 Program students 15% of the school year, compared to 3.9% of all students.</p> <p>Student engagement in school is promoted through positive home – school connections. Research shows that schools who find ways to improve communication between home and school have higher levels of student engagement. (Darsch, et al) Schools can increase the level of parent engagement in school by improving two-way communication, hosting parent trainings and workshops, and providing progress reports on student academics and behavior.</p> <p>Additionally, students who have high rates of suspension are less likely to have favorable attitudes toward school, and are less likely to be academically successful. According to the National Center for Education Statistics (NCES, 2016), schools with supportive climates have higher attendance rates and lower rates of suspension and expulsion. In WJUSD, the suspension rate increased 2.7% from 2013-14 to 2014-15, resulting in a 9.4% suspension rate, which is higher than the county and state averages.</p>
<p>Identified Need:</p>	

<p>Goal Applies to:</p>	<p>Schools: All Schools Applicable Pupil Subgroups: All Students</p>
<p>Expected Annual Measurable Outcomes:</p>	<p style="text-align: center;">LCAP Year 1: 2016-17</p> <ul style="list-style-type: none"> 3.1 Decrease the number of students who are chronically absent 3.2 Increase the attendance rate for all schools 3.3 Increase the number of students in the Healthy Fitness Zone in all 6 standards 3.4 Establish a baseline for student sense of safety and school connectedness 3.5 Establish a baseline for parent attendance at parent-teacher conferences 3.6 Increase the number of LCAP Annual Surveys submitted by parents 3.7 Increase the number of parents attending parent informational nights 3.8 Increase the number of parents graduating from Parent Institute for a Quality Education (PIQE). 3.9 Ensure that the number of suspensions is proportionate to the population. 3.10 Decrease the number of expulsions. 3.11 Establish baseline for consistent, effective Positive Behavior Interventions & Supports using the Tiered Fidelity Inventory. 3.12 Ensure that facilities are healthy, safe, and in good repair using the Facility Inspection Tool (FIT).

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>a. Continue implementation of a Parent University model that provides workshops and training for parents. Workshops focus on parental involvement, pupil engagement, academic interventions, pupil achievement, and social & emotional growth. Continue to implement Parent Institute for a Quality Education (PIQE) seminars at all sites. (Year 1/Year 2)</p>	<p>All Schools</p>	<p>___ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____ SED</p>	<p>\$275,000 1xxx – 6xxx (S/C)</p>
<p>b. Continue the Gang Resistance Education and Training (GREAT) curriculum at the fourth grade in support of early intervention.</p>	<p>Elementary</p>	<p>___ALL- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____ SED</p>	<p>\$0</p>
<p>c. Pilot an MTSS Academy that promotes data-driven decision making that addresses the needs of all students, aligns initiatives, supports, and resources to increase student achievement, and promotes a systematic release to develop student independence.</p>	<p>Elementary and Secondary</p>	<p>___ALL- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____ SED</p>	<p>\$0</p>
<p>d. To ensure home-school communication, provide translation support and continue parent advisory groups reflective of the diversity at school sites/district. These groups may include SSC, PTA, DLAC, ELAC, Athletic boosters, and career technical education, to ensure LCAP is shared and feedback is taken for possible changes in goals, actions and/or funding. Fund 1 FTE Public Information Officer to manage district communications.</p>	<p>All Schools</p>	<p>___ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____ SED</p>	<p>\$150,000 1xxx – 6xxx (S/C)</p>
<p>e. Pilot Saturday Academy to target attendance, academic support, and school connectedness</p>	<p>Elementary and Secondary</p>	<p>___ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p>	<p>\$50,000 1xxx,3xxx (S/C)</p>

		<p>X_ Foster Youth ___ Re-designated fluent English proficient X_Other Subgroups:(Specify) _____ SED</p>	
<p>f. Provide Behavioral Health Clinicians at targeted schools.</p>	<p>Elementary and Secondary</p>	<p>___ ALL OR: X_ Low Income pupils ___ English Learners X_ Foster Youth ___ Re-designated fluent English proficient X_Other Subgroups:(Specify) _____ SED</p>	<p>\$420,000 1xxx,3xxx (S/C)</p>
<p>g. Direct support to Foster Youth, including tutoring, transportation, school supplies, and emergency assistance.</p>	<p>All Schools</p>	<p>___ ALL OR: ___ Low Income pupils ___ English Learners X_ Foster Youth ___ Re-designated fluent English proficient ___ Other Subgroups:(Specify) _____</p>	<p>\$20,000 1xxx,3xxx (S/C)</p>
<p>h. Provide after school enrichment activities to support the achievement of targeted student groups, including but not limited to, students participating in the Gifted and Talented Education (GATE) program.</p>	<p>Elementary And Secondary</p>	<p>___ ALL OR: X_ Low Income pupils ___ English Learners X_ Foster Youth ___ Re-designated fluent English proficient X_Other Subgroups:(Specify) _____ SED</p>	<p>\$370,000 1xxx,3xxx (S/C)</p>
<p>i. Staffing positions to support effective implementation of MTSS.</p> <ul style="list-style-type: none"> • Foster Children and Youth Program Manager/District Parent Liaison • Fund additional 1.0 FTE clerical support to support expansion of Parent University • Fund 2 additional FTE district attendance liaisons to address chronic truancy rates and increase student and family engagement • Provide 6 FTE to support successful PBIS implementation and intensive structured supports in TK-12 thru PBIS coaches • Provide 15 FTE for RTI² and SST implementation to provide and coordinate interventions for students. • Fund 1.0 FTE Program Specialist (MTSS Coordinator) and additional clerical support • Fund MTSS systems analyst 	<p>All Schools</p>	<p>X_ ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Re-designated fluent English proficient ___ Other Subgroups:(Specify) _____</p>	<p>\$2,350,000 1xxx,3xxx (S/C)</p>

<ul style="list-style-type: none"> • Provide additional nursing support at Woodland High School and Pioneer High School • Provide funding for additional 3 school psychologists to support intervention implementation • Provide funding for additional school counselors 	<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) _____ SED, AfAm, SWD _____</p>	<p>\$650,000 1xxx,3xxx (S/C)</p>
<p>j. Provide on-going professional learning opportunities for staff members in the areas of, but not limited to, student achievement, school climate, student engagement, truancy, parental involvement, legal mandates, Student Study Teams, 504 Rehabilitation Plans, Special Education, discipline matrix, PBIS, implementation of California standards, language and disability differentiation, equitable course access for all students (inclusion and coteaching), behavioral support systems, cultural proficiency, and restorative practices. Provide support for collaboration time for staff members to engage in collegial discussions.</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) _____ SED _____</p>	<p>\$500,000 1xxx,3xxx (S/C)</p>
<p>k. Site allocations for interventions with a focus on unduplicated pupils.</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) _____ SED _____</p>	<p>\$4000 1xxx – 6xxx (S/C)</p>
<p>l. The Wellness Committee will meet regularly during the year.</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) _____ SED _____</p>	<p>\$4000 1xxx – 6xxx (S/C)</p>

LCAP Year 2: 2017-18	
	Related State and/or Local Priorities:
GOAL 3: Provide a Multi-Tiered System of Supports for all students.	1 __ 2 __ 3 __ 4 __ 5 __ 6 __ 7 __ 8 __ COE only: 9 __ 10 __
Goal Applies to:	Local: Specify _____
	Schools: All Schools
	Applicable Pupil Subgroups: All Students

LCAP Year 2: 2017-18	
Expected Annual Measurable Outcomes:	<p>3.1 Decrease the number of students who are chronically absent</p> <p>3.2 Increase the attendance rate for all schools</p> <p>3.3 Increase the number of students in the Healthy Fitness Zone in all 6 standards</p> <p>3.4 Increase student sense of safety and school connectedness</p> <p>3.5 Increase parent attendance at parent-teacher conferences</p> <p>3.6 Increase the number of LCAP Annual Surveys submitted by parents</p> <p>3.7 Increase the number of parents attending parent informational nights</p> <p>3.8 Increase the number of parents graduating from Parent Institute for a Quality Education (PIQE).</p> <p>3.9 Ensure that the number of suspensions is proportionate to the population.</p> <p>3.10 Decrease the number of expulsions.</p> <p>3.11 Increase consistent, effective Positive Behavior Interventions & Supports as measured by the Tiered Fidelity Inventory.</p> <p>3.12 Ensure that facilities are healthy, safe, and in good repair using the Facility Inspection Tool (FIT).</p>

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
a. Continue implementation of a Parent University model that provides workshops and training for parents. Workshops focus on parental involvement, pupil engagement, academic	All Schools	ALL OR: X Low Income pupils X English Learners	\$250,000 1xxx – 6xxx

<p>interventions, pupil achievement, and social & emotional growth. Continue to implement Parent Institute for a Quality Education (PIQE) seminars at all sites. (Year 1/Year 2)</p>		<p><u> </u> Foster Youth <u> </u> Re-designated fluent English proficient <u> </u> Other Subgroups:(Specify) _____ SED _____</p>	(S/C)
<p>b. Continue the Gang Resistance Education and Training (GREAT) curriculum at the fourth grade in support of early intervention.</p>	Elementary	<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>	\$0
<p>c. Provide an MTSS Academy that promotes data-driven decision making that addresses the needs of all students, aligns initiatives, supports, and resources to increase student achievement, and promotes a systematic release to develop student independence.</p>	Elementary and Secondary	<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>	\$0
<p>d. To ensure home-school communication, provide translation support and continue parent advisory groups reflective of the diversity at school sites/district. These groups may include SSC, PTA, DLAC, ELAC, Athletic boosters, and career technical education, to ensure LCAP is shared and feedback is taken for possible changes in goals, actions and/or funding. Fund 1 FTE Public Information Officer to manage district communications.</p>	All Schools	<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>	\$150,000 1xxx – 6xxx (S/C)
<p>e. Continue Saturday Academy to target attendance, academic support, and school connectedness</p>	Elementary and Secondary	<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>	\$50,000 1xxx,3xxx (S/C)
<p>f. Provide Behavioral Health Clinicians at targeted schools.</p>	Elementary and Secondary	<p><u> </u>ALL OR: <u> </u> Low Income pupils <u> </u> English Learners</p>	\$660,000 1xxx,3xxx (S/C)

		<p><u>X</u> Foster Youth <u>X</u> Re-designated fluent English proficient <u>X</u> Other _____ Subgroups:(Specify) _____ SED _____</p>	
<p>g. Direct support to Foster Youth, including tutoring, transportation, school supplies, and emergency assistance.</p>	<p>All Schools</p>	<p>___ ALL _____ OR: ___ Low Income pupils ___ English Learners <u>X</u> Foster Youth ___ Re-designated fluent English proficient ___ Other Subgroups:(Specify) _____</p>	<p>\$20,000 1xxx,3xxx (S/C)</p>
<p>h. Provide after school enrichment activities to support the achievement of targeted student groups, including but not limited to, students participating in the Gifted and Talented Education (GATE) program.</p>	<p>Elementary And 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>\$370,000 1xxx,3xxx (S/C)</p>
<p>i. Staffing positions to support effective implementation of MTSS.</p> <ul style="list-style-type: none"> • Foster Children and Youth Program Manager/District Parent Liaison • Fund additional 1.0 FTE clerical support to support expansion of Parent University • Fund 2 additional FTE district attendance liaisons to address chronic truancy rates and increase student and family engagement • Provide 6 FTE to support successful PBIS implementation and intensive structured supports in TK-12 thru PBIS coaches • Provide 15 FTE for RTI² and SST implementation to provide and coordinate interventions for students. • Fund 1.0 FTE Program Specialist (MTSS Coordinator) and additional clerical support • Fund MTSS systems analyst • Provide additional nursing support at Woodland High School and Pioneer High School • Provide funding for additional 3 school psychologists to support intervention implementation • Provide funding for additional school counselors 	<p>All Schools</p>	<p><u>X</u> ALL _____ OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Re-designated fluent English proficient ___ Other Subgroups:(Specify) _____</p>	<p>\$2,100,000 1xxx,3xxx (S/C)</p>

<p>j. Provide on-going professional learning opportunities for staff members in the areas of, but not limited to, student achievement, school climate, student engagement, truancy, parental involvement, legal mandates, Student Study Teams, 504 Rehabilitation Plans, Special Education, discipline matrix, PBIS, implementation of California standards, language and disability differentiation, equitable course access for all students (inclusion and coteaching), behavioral support systems, cultural proficiency, and restorative practices. Provide support for collaboration time for staff members to engage in collegial discussions.</p>	<p>All Schools</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, AfAm, SWD _____</p>	<p>\$650,000 1xxx,3xxx (S/C)</p>
<p>k. Site allocations for interventions with a focus on unduplicated pupils.</p>	<p>All Schools</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 _____ SED Subgroups:(Specify) _____</p>	<p>\$450,000 1xxx,3xxx (S/C)</p>
<p>l. The Wellness Committee will meet regularly during the year.</p>	<p>All Schools</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 _____ SED Subgroups:(Specify) _____</p>	<p>\$4000 1xxx – 6xxx (S/C)</p>

LCAP Year 3: 2018-19

Related State and/or Local Priorities:
 1_ x_ 2_ 3_ x_ 4_ 5_ x_ 6_ x_ 7_ 8_

COE only: 9_ 10_

Local: Specify _____

GOAL 3: Provide a Multi-Tiered System of Supports for all students.

Goal Applies to:

Schools: All Schools
 Applicable Pupil Subgroups: All Students

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:

- 3.1 Decrease the number of students who are chronically absent
- 3.2 Increase the attendance rate for all schools
- 3.3 Increase the number of students in the Healthy Fitness Zone in all 6 standards
- 3.4 Increase student sense of safety and school connectedness
- 3.5 Increase parent attendance at parent-teacher conferences
- 3.6 Increase the number of LCAP Annual Surveys submitted by parents
- 3.7 Increase the number of parents attending parent informational nights
- 3.8 Increase the number of parents graduating from Parent Institute for a Quality Education (PIQE).
- 3.9 Ensure that the number of suspensions is proportionate to the population.
- 3.10 Decrease the number of expulsions.
- 3.11 Increase consistent, effective Positive Behavior Interventions & Supports as measured by the Tiered Fidelity Inventory.
- 3.12 Ensure that facilities are healthy, safe, and in good repair using the Facility Inspection Tool (FIT).

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
a. Continue implementation of a Parent University model that provides workshops and training for parents. Workshops focus on parental involvement, pupil engagement, academic interventions, pupil achievement, and social & emotional	All Schools	ALL OR: X_ Low Income pupils X_ English Learners	\$225,000 1xxx – 6xxx (S/C)

<p>growth. Continue to implement Parent Institute for a Quality Education (PIQE) seminars at all sites. (Year 1/Year 2)</p>		<p><u> </u> Foster Youth <u> </u> Re-designated fluent English proficient <u> </u> Other Subgroups:(Specify) _____ SED _____</p>	
<p>b. Continue the Gang Resistance Education and Training (GREAT) curriculum at the fourth grade in support of early intervention.</p>	<p>Elementary</p>	<p>___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>\$0</p>
<p>c. Provide an MTSS Academy that promotes data-driven decision making that addresses the needs of all students, aligns initiatives, supports, and resources to increase student achievement, and promotes a systematic release to develop student independence.</p>	<p>Elementary and Secondary</p>	<p>___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>\$0</p>
<p>d. To ensure home-school communication, provide translation support and continue parent advisory groups reflective of the diversity at school sites/district. These groups may include SSC, PTA, DLAC, ELAC, Athletic boosters, and career technical education, to ensure LCAP is shared and feedback is taken for possible changes in goals, actions and/or funding. Fund 1 FTE Public Information Officer to manage district communications.</p>	<p>All Schools</p>	<p>___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>\$150,000 1xxx – 6xxx (S/C)</p>
<p>e. Continue Saturday Academy to target attendance, academic support, and school connectedness</p>	<p>Elementary and Secondary</p>	<p>___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>\$35,000 1xxx,3xxx (S/C)</p>
<p>f. Provide Behavioral Health Clinicians at all schools.</p>	<p>All Schools</p>	<p>___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>\$960,000 1xxx,3xxx (S/C)</p>

<p>g. Direct support to Foster Youth, including tutoring, transportation, school supplies, and emergency assistance.</p>	<p>All Schools</p>	<p>___ALL OR: ___ Low Income pupils ___ English Learners X ___ Foster Youth ___ Re-designated fluent English proficient ___ Other Subgroups:(Specify)_____</p>	<p>\$20,000 1xxx,3xxx (S/C)</p>
<p>h. Provide after school enrichment activities to support the achievement of targeted student groups, including but not limited to, students participating in the Gifted and Talented Education (GATE) program.</p>	<p>Elementary And Secondary</p>	<p>___ALL OR: X ___ Low Income pupils X ___ English Learners X ___ Foster Youth X ___ Re-designated fluent English proficient X ___ Other Subgroups:(Specify)___ SED _____</p>	<p>\$370,000 1xxx,3xxx (S/C)</p>
<p>i. Staffing positions to support effective implementation of MTSS.</p> <ul style="list-style-type: none"> • Foster Children and Youth Program Manager/District Parent Liaison • Fund additional 1.0 FTE clerical support to support expansion of Parent University • Fund 2 additional FTE district attendance liaisons to address chronic truancy rates and increase student and family engagement • Provide 3 FTE to support successful PBIS implementation and intensive structured supports in TK-12 thru PBIS coaches • Provide 15 FTE for RTI² and SST implementation to provide and coordinate interventions for students. • Fund 1.0 FTE Program Specialist (MTSS Coordinator) and additional clerical support • Fund MTSS systems analyst • Provide additional nursing support at Woodland High School and Pioneer High School • Provide funding for additional 3 school psychologists to support intervention implementation • Provide funding for additional school counselors 	<p>All Schools</p>	<p>___ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Re-designated fluent English proficient ___ Other Subgroups:(Specify)_____</p>	<p>\$1,900,000 1xxx,3xxx (S/C)</p>
<p>j. Provide on-going professional learning opportunities for staff members in the areas of, but not limited to, student achievement, school climate, student engagement, truancy, parental involvement, legal mandates, Student Study Teams, 504 Rehabilitation Plans, Special Education,</p>	<p>All Schools</p>	<p>___ALL OR: X ___ Low Income pupils X ___ English Learners ___ Other Subgroups:(Specify)_____</p>	<p>\$650,000 1xxx,3xxx (S/C)</p>

<p>discipline matrix, PBIS, implementation of California standards, language and disability differentiation, equitable course access for all students (inclusion and coteaching), behavioral support systems, cultural proficiency, and restorative practices. Provide support for collaboration time for staff members to engage in collegial discussions.</p>		<p><u> </u> Foster Youth <u> </u> Re-designated fluent English proficient <u> </u> Other Subgroups:(Specify) <u> </u> SED, AfAm, SWD <u> </u></p>	
<p>k. Site allocations for interventions with a focus on unduplicated pupils.</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>\$400,000 1xxx,3xxx (S/C)</p>
<p>I. The Wellness Committee will meet regularly during the year.</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>\$4000 1xxx – 6xxx (S/C)</p>

	<p>Related State and/or Local Priorities:</p> <p>1_ 2_x 3_ 4_x 5_ 6_ 7_x 8_x</p> <p>COE only: 9_ 10_</p> <p>Local: Specify ___ Board Goal I ___</p>
<p>GOAL 4:</p>	<p>Improve the English proficiency and academic achievement of English Learners.</p> <p>In WJUSD, LTELs receive more Ds/Fs in core ELA and Math classes than all students, at 1st semester. The percentage of LTELs receiving a D/F in ELA for 2015-16 was 50% at WHS and 54% at PHS, while the percentage of all students receiving a D/F in ELA for 2015-16 was 28% for WHS and 24% for PHS. In Math, the percentage of LTELs receiving a D/F was 46% at WHS and 47% at PHS, while the percentage of all students receiving a D/F was 19% at WHS and 22% at PHS. Long Term English Learners (LTELs) have lower rates of success in school and higher rates of dropout. More training and support needs to be provided on the new English Language Development standards and for students who are English Learners with disabilities.</p> <p>Support for monitoring and training will be provided through English Learner Specialists assigned to each site, due to the significant numbers of LTELs who are more likely to drop out of school. Research shows that monitoring progress and engaging in data chats with students are effective strategies with LTELs. (Olsen, 2014)</p> <p>In 2014-15, English Learners had a lower cohort graduation rate (85.2%) than all students (90.4%). However, the gap in graduation rate between English Learners and all students has decreased from 11.9% in 2013-14, to 5.2% in 2014-15. Additionally, the reclassification rate in WJUSD continues to be above the state average (11.2%), with 15% of English Learners being reclassified in 2015.</p>
<p>Identified Need:</p>	<p>Schools: All Schools</p> <p>Applicable Pupil Subgroups: All Students</p>
<p>Goal Applies to:</p>	<p>LCAP Year 1: 2016-17</p>
<p>Expected Annual</p>	

<p>Measurable Outcomes:</p>	<p>4.1 Increase the District Reclassification rate for English Learners. 4.2 Establish a baseline for the number of students meeting the State Accountability Metric for English Learners, when it becomes available. 4.3 Maintain one hundred (100%) English Learner access to Common Core State Standards (CCSS) and ELD standards. 4. 4 Establish a baseline for implementation of instructional strategies such as Specially Designed Academic Instruction in English (SDAIE), and strategies provided by Quality Teaching for English Learners (QTEL). 4.5 Increase the number of students awarded the California Seal of Biliteracy.</p>		
<p>Actions/Services</p> <p>a. Training and support will be provided to support K-12 teachers to implement the new California English Language Development Standards.</p> <p>b. Increase EL Specialist to 16 FTE positions to serve all K-12 district schools, two district EL Coordinators to support site-based EL Specialists, and clerical support.</p> <p>c. Continue to have EL Specialists engage in the following: Provide support to sites with data analysis to monitor EL progress and determine appropriate placement, interventions, case management and targeted ELD instruction. 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>Scope of Service</p> <p>Elementary and Secondary</p> <p>Elementary and Secondary</p> <p>All Schools Except District Office</p> <p>All Schools</p>	<p>Pupils to be served within identified scope of service</p> <p>___ALL - OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) _____ SED</p> <p>___ALL - OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) _____ SED</p> <p>___ALL - OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) _____ SED</p>	<p>Budgeted Expenditures</p> <p>\$69,216 1xx,3xx,5xxx (S/C)</p> <p>\$1,181,058 1xx,3xxx (S/C) \$200,000 1xx,3xxx (Title III)</p> <p>\$0</p> <p>\$70,000 1xx,3xx,5xxx</p>

			(Title III)
		<p>OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) _____ SED _____</p>	
e. Provide follow-up support for pre-school, special education teachers, EL Specialist, and support staff (psychologists, speech therapists, etc.) on EL proficiency levels, CELDT, alternative, and ELPAC assessments.	All Schools Except District Office	<p>____ ALL _____ OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) _____ SED _____</p>	\$6,000 1xxx,3xxx (S/C)
f. Provide follow-up support for EL specialists on implications of language and learning disabilities (assessment characteristics, special ed. law, reclassification, etc.)	All Schools Except District Office	<p>____ ALL _____ OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) _____ SED _____</p>	\$0
g. Continue to fund two secondary school sections focused on improving language proficiency levels through targeted ELD instruction.	All Schools Except District Office	<p>____ ALL _____ OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) _____ SED _____</p>	\$75,000 1xxx,3xxx (S/C)
h. 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.	Elementary and Secondary	<p>____ ALL _____ OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) _____ SED _____</p>	\$1,662,684 1xxx,3xxx,4xxx (S&C)

<p>i. 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 Schools Except the 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>\$91,558 1xxx-5xxx (S&C)</p>
<p>j. Develop a process to prevent English learners from becoming Long Term English Learners (LTELs).</p> <ol style="list-style-type: none"> 1. Contract with an outside expert to assist in the implementation plan to address the needs of Long Term English Language Learners (LTELs). 2. Provide professional development to implement effective strategies to address the needs of Long Term English Learners. 3. Administrators and EL Specialists will attend the Quality Teaching for English Learners Summer Institutes. 	<p>All Schools Except the 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>1 \$200,000 2. \$400,000 1xxx-5xxx (S/C) 3. \$200,000 1xxx-5xxx (S/C)</p>

<p>GOAL 4:</p>	<p>Improve the English proficiency and academic achievement of English Learners.</p>		<p>Related State and/or Local Priorities:</p> <p>1__ 2_x_ 3_ 4_x_ 5__ 6_ 7_x_ 8_x_</p> <p>COE only: 9__ 10__</p> <p>Local: Specify __ Board Goal I __</p>
<p>Goal Applies to:</p>	<p>Schools: All Schools Applicable Pupil Subgroups: All Students</p>	<p>LCAP Year 2: 2017-18</p>	
<p>Expected Annual Measurable Outcomes:</p>	<p>4.1 Increase the District Reclassification rate for English Learners. 4.2 Increase number of students meeting the State Accountability Metric for English Learners. 4.3 Maintain one hundred (100%) English Learner access to Common Core State Standards (CCSS) and ELD standards. 4. 4 Increase implementation of instructional strategies such as Specially Designed Academic Instruction in English (SDAIE), and strategies provided by Quality Teaching for English Learners (QTEL). 4.5 Increase the number of students awarded the California Seal of Biliteracy.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>a. Training and support will be provided to support K-12 teachers to implement the new California English Language Development Standards.</p> <p>b. Continue to provide funding for 16 FTE EL Specialist positions to serve all K-12 district schools, two district EL Coordinators to support site-based EL Specialists, and clerical support.</p>	<p>Elementary and Secondary</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>__ALL - OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p>	<p>\$69,216 1xxx,3xxx,5xxx (S/C)</p> <p>\$1,181,058 1xxx,3xxx (S/C) \$200,000</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>1xxx,3xxx (Title III)</p>
<p>c. Continue to have EL Specialists engage in the following:</p> <ul style="list-style-type: none"> - Provide support to sites with data analysis to monitor EL progress and determine appropriate placement, interventions, case management and targeted ELD instruction. - Provide support for leveled ELD instruction to target proficiency levels at elementary school sites. 	<p>All Schools Except District Office</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>\$0</p>
<p>d. Provide training for EL specialists on coaching and support of EL instructional strategies.</p>	<p>All Schools</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>\$70,000 1xxx,3xxx,5xxx (Title III)</p>
<p>e. Provide follow-up support for pre-school, special education teachers, EL Specialist, and support staff (psychologists, speech therapists, etc.) on EL proficiency levels, CELDT, alternative, and ELPAC assessments.</p>	<p>All Schools Except District Office</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>\$6,000 1xxx,3xxx (S/C)</p>
<p>f. 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>____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>\$0</p>

<p>g. 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>____ALL ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) _____ SED</p>	<p>\$75,000 1xxx,3xxx (S/C)</p>
<p>h. 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 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 type="checkbox"/> Re-designated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) _____ SED</p>	<p>\$1,200,000 1xxx,3xxx,4xxx (S&C)</p>
<p>i. 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 Schools Except the District Office</p>	<p>____ALL ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) _____ SED</p>	<p>\$91,558 1xxx-5xxx (S&C)</p>
<p>j. Implement strategic process to prevent English learners from becoming Long Term English Learners (LTELs). 1. Contract with an outside expert to assist in the implementation plan to address the needs of Long Term English Language Learners (LTELs). 2. Provide professional development to implement effective strategies to address the needs of Long Term English Learners. 3. Administrators and EL Specialists will attend the Quality Teaching for English Learners Summer Institutes.</p>	<p>All Schools Except the District Office</p>	<p>____ALL ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) _____ SED</p>	<p>1 \$200,000 2. \$400,000 1xxx-5xxx (S/C) 3. \$200,000</p>

						Related State and/or Local Priorities:	
Improve the English proficiency and academic achievement of English Learners.						1__ 2__x__ 3__ 4__x__ 5__ 6__ 7__x__ 8__x__	
GOAL 4:						COE only: 9__ 10__	
						Local: Specify __Board Goal I__	
Goal Applies to:		Schools: Applicable Pupil Subgroups: All Schools All Students					
LCAP Year 3: 2018-19							
Expected Annual Measurable Outcomes:		<p>4.1 Increase the District Reclassification rate for English Learners.</p> <p>4.2 Increase number of students meeting the State Accountability Metric for English Learners.</p> <p>4.3 Maintain one hundred (100%) English Learner access to Common Core State Standards (CCSS) and ELD standards.</p> <p>4.4 Increase implementation of instructional strategies such as Specially Designed Academic Instruction in English (SDAIE), and strategies provided by Quality Teaching for English Learners (QTEL).</p> <p>4.5 Increase the number of students awarded the California Seal of Biliteracy.</p>					
Actions/Services		Scope of Service		Pupils to be served within identified scope of service		Budgeted Expenditures	
a. Training and support will be provided to support K-12 teachers to implement the new California English Language Development Standards.		Elementary and Secondary		__ALL - OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) _____ SED		\$69,216 1xxx,3xxx,5xxx (S/C)	
b. Continue to fund 16 FTE EL Specialist positions to serve all K-12 district schools, two district EL Coordinator to support site-based EL Specialists, and clerical support.		Elementary and Secondary		__ALL -		\$1,181,058 1xxx,3xxx (S/C)	

<p>c. Continue to have EL Specialists engage in the following:</p> <ul style="list-style-type: none"> Provide support to sites with data analysis to monitor EL progress and determine appropriate placement, interventions, case management and targeted ELD instruction. Provide support for leveled ELD instruction to target proficiency levels at elementary school sites. 	<p>All Schools Except District Office</p>	<p>OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) _____ SED _____</p> <p>____ALL ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) _____ SED _____</p>	<p>\$200,000 1xxx,3xxx (Title III)</p>
<p>d. Provide training for EL specialists on coaching and support of EL instructional strategies.</p>	<p>All Schools</p>	<p>____ALL ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) _____ SED _____</p>	<p>\$70,000 1xxx,3xxx,5xxx (Title III)</p>
<p>e. Provide follow-up support for pre-school, special education teachers, EL Specialist, and support staff (psychologists, speech therapists, etc.) on EL proficiency levels, CELDT, alternative, and ELPAC assessments.</p>	<p>All Schools Except District Office</p>	<p>____ALL ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) _____ SED _____</p>	<p>\$6,000 1xxx,3xxx (S/C)</p>
<p>f. 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>____ALL ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) _____ SED _____</p>	<p>\$0</p>

<p>g. 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>___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>\$75,000 1xxx,3xxx (S/C)</p>
<p>h. 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 and 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>\$1,000,000 1xxx,3xxx,4xxx (S&C)</p>
<p>i. 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 Schools Except the 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>\$91,558 1xxx-5xxx (S&C)</p>
<p>j. Implement strategic process to prevent English learners from becoming Long Term English Learners (LTELs). 1. Contract with an outside expert to assist in the implementation plan to address the needs of Long Term English Language Learners (LTELs). 2. Provide professional development to implement effective strategies to address the needs of Long Term English Learners.</p>	<p>All Schools Except the 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>1 \$200,000 2. \$400,000 1xxx-5xxx (S/C) 3. \$200,000</p>

<p>3. Administrators and EL Specialists will attend the Quality Teaching for English Learners Summer Institutes.</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?

Place new update here:

Place new update here:

<p>Original GOAL1 from prior year LCAP:</p>	<p>All students will be grade level proficient in literacy, numeracy and 21st Century skills.</p>		<p>Related State and/or Local Priorities: 1__x 2x__ 3__ 4__x 5__ 6__ 7x 8__x COE only: 9__ 10__ Local : Specify Board Goal 1</p>
<p>Goal Applies to:</p>	<p>Schools: All schools Applicable Pupil Subgroups: All students</p>		
<p>Expected Annual Measurable Outcomes:</p>	<p>Literacy</p> <ol style="list-style-type: none"> Establish baseline percentage of students at the Meets and Exceeds Standard level on SBAC ELA. DIBELS Reading Passage Assessment: 90% of 3rd and 6th graders will meet standard in reading accuracy, rate, and comprehension. WRITE Assessment: Increase the average writing score to 3 (meets standard) out of 4 points. 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. 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. District and schools will meet or exceed academic performance index (API) targets when they are established. 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. Implementation of Unit Assessments: 100% of eligible students will take the unit assessments for their grade level/subject area. Williams Compliance: <ol style="list-style-type: none"> Maintain 100% compliance for 	<p>Actual Annual Measurable Outcomes:</p>	<p>Literacy:</p> <ol style="list-style-type: none"> The baseline was established this year. ELA – 36% DIBELS: As of 1st trimester, 81% of 3rd graders met standard in reading accuracy, 72% in rate, and 80% in comprehension. As of 1st trimester, 95% of 6th graders met standard in reading accuracy, 73% in reading rate, and 88% in comprehension. WRITE Assessment: As of 2nd trimester, the WRITE assessment goal has not yet been met. The average score for grades 1 – 6 ranges from 2.2 to 2.5 on a scale of 4. The number of students meeting standards in 3rd grade on the ELA Unit assessment was 51% on unit 3, 30% on unit 3 for 6th grade, and 21% on unit 2 for 9th grade. The number of students who met standard on the Performance Task at elementary was 46% in 3rd grade, 46% in 4th grade, 52% in 5th grade, and 39% in 6th grade. Currently there is not an established API 25% of teachers were trained. 30% of students who are eligible students took the assessment. The district is 100% Williams compliant in instructional materials. However, 99% teachers are Highly Qualified. <p>Numeracy</p> <ol style="list-style-type: none"> A baseline of 24% was established this year. The district implemented Math Expressions curriculum-based assessments for Kindergarten and 1st grade; NWEA for

<p>instructional materials</p> <p>b. Maintain percentage of High Quality Teachers to eliminate teacher mis-assignments.</p> <p>Numeracy</p> <ol style="list-style-type: none"> Establish baseline percentage of students at the Meets and Exceeds Standard level on SBAC Math. The district will identify and implement math assessments for the K-6 level. Math Unit Assessments: the number of students meeting standard will increase by 10%. 100% of the teachers participating in the pilot for 9-12 and administrators will be trained in the CA-S aligned pilot math materials. 100% of the K-8 teachers and administrators will be trained in the use of CA-S math instructional materials. <p>21st Century Skills</p> <ol style="list-style-type: none"> The number of technology devices used in intervention programs at the secondary school level will increase by 50%. 100% of all teachers will participate in at least one professional development opportunity to enhance baseline technology skills training. All schools will increase resources and/or lessons to support California standards which support technology skills to the technology resource library. 	<p>2nd grade; and SBAC interim math assessments for 3rd – 6th grade.</p> <ol style="list-style-type: none"> Few secondary school classrooms gave math unit assessments this school year. Teachers in grades K and 1 gave curriculum embedded math assessments as a baseline. In K, 50% of students met the standard on the unit 2 math assessment, and in 1st grade, 73% of students met the standard on the unit 3 math assessment. 100% of the staff participating in the pilot were trained in the math pilot. 90% of the K-8 teachers and administrators were trained in the CA-S math materials. <p>21st Century Skills</p> <ol style="list-style-type: none"> All secondary schools have met this goal. 80% have participated in at least one professional development opportunity. 90% of schools have increased the number of lessons which support technology skills into the technology resource library.
<p>LCAP Year: 2015-16</p>	
<p>Planned Actions/Services</p>	
<p>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>Budgeted Expenditures</p> <p>\$0</p>
<p>Actual Actions/Services</p> <p>WJUSD is currently in the process of developing a model to monitor progress of the California State Standards and ensure that all stakeholders understand the data. This model includes data analysis and implementation of a plan to address needs seen in the data.</p>	<p>Estimated Actual Annual Expenditures</p> <p>\$0</p>

<p>Scope of service:</p> <p><u> </u>ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups:(Specify)SED</p>	<p>All schools</p>	<p>Scope of service:</p> <p><u> </u>ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups:(Specify) SED</p>	<p>All schools</p>
<p>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>\$77,425 1xxx, 3xxx (S/C) \$50,000 5xxx (Title II)</p>	<p>Approximately 25 teachers have attended the math trainings offered on Saturdays, by the UC Davis Math Project, and approximately 40 teachers have attended the Math Dinner Series. Approximately 25 new elementary teachers attended training in Math Expressions. 25 Elementary and 25 Secondary teachers will attend the UC Davis Math Project Summer Institutes.</p>	<p>\$148,639.32 1xxx,3xxx (S/C) \$64,283.14 (Title II)</p>
<p>Scope of service:</p> <p><u> </u>ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups:(Specify)SED</p>	<p>Elementary and Middle School</p>	<p>Scope of service:</p> <p><u> </u>ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Elementary and Middle schools</p>
<p>9th-12th grade teachers will receive training on CA-S aligned pilot and supplemental math materials (One time expenditure).</p>	<p>\$10,080 1xxx,3xxx (S/C)</p>	<p>A group of 8 piloting teachers was identified and received training in August and October.</p>	<p>\$2,958.62 1xxx,3xxx (S/C)</p>
<p>Scope of service:</p> <p><u> </u>ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>High School</p>	<p>Scope of service:</p> <p><u> </u>ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>High School</p>
<p>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>\$20,160 1xxx, 3xxx (S/C)</p>	<p>Training occurred for piloting teachers. Training and support will be provided for all teachers in the summer and fall 2016.</p>	<p>\$28,771.60 1xxx, 3xxx (S/C)</p>

<p>Scope of service: __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"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>High School</p>	<p>Scope of service: __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"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SED</u></p>	
<p>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>\$45,160 1xxx, 3xxx, 4xxx (S/C)</p>	<p>Opportunities were provided to all secondary schools for the continuous work and refinement of math USGs to support daily instruction.</p>	<p>\$22,327.32 1xxx,3xxx,4xxx (S/C)</p>
<p>Scope of service: __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"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Secondary</p>	<p>Scope of service: __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"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Resources will be provided for the maintenance and implementation of the TK-8 math instructional program.</p>	<p>\$30,000 4xxx (S/C)</p>	<p>Resources such as math manipulatives have been provided to support the TK-8 math instructional program.</p>	<p>\$9,340.56 4xxx (S/C)</p>
<p>Scope of service: __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"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify)<u>SED</u></p>	<p>Elementary and Middle School</p>	<p>Scope of service: __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"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify)<u>SED</u></p>	

<p>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>\$168,000 1xxx, 3xxx, 5xxx (S/C)</p>	<p>Through the professional development on close reading, teachers have had opportunities to address complex text teaching and learning skills.</p>	<p>\$60,000 1xxx, 3xxx, 5xxx (S/C)</p>
<p>Scope of service: 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"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) _____</p>		<p>Scope of service: 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"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) _____</p>	
<p>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>\$0</p>	<p>Every student received sufficient materials aligned to the CA standards.</p>	<p>\$0</p>
<p>Scope of service: All Schools</p> <p>X ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>		<p>Scope of service: All Schools</p> <p>X ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	
<p>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>\$115,080 1xxx, 3xxx, 5xxx (S/C)</p>	<p>Training is planned for the spring of 2016 to ensure teachers can effectively develop and implement daily lessons that include complex text teaching and learning skills. Additional opportunities for training will be provided in the summer of 2016.</p>	<p>\$69,550.45 1xxx, 3xxx, 5xxxx (S/C)</p>
<p>Scope of service: Secondary</p>		<p>Scope of service: Secondary</p>	

<p><u>ALL</u> OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SED</u></p>		<p><u>ALL</u> OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SED</u></p>	
<p>Resources & training will be provided to elementary and secondary schools to support the use of Close Reading in classrooms.</p>	<p>\$117,600 1xxx,3xxx,5xxx (S/C)</p>	<p>Training and resources were provided to elementary and secondary schools to support the use of Close Reading. 4 Saturday Sessions are planned in total, with approximately 150 teachers per session attending.</p>	<p>\$219,716.32 1xxx,3xxx,5xxx (S/C)</p>
<p>Scope of service: <u>ALL</u> OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SED</u></p>		<p>Scope of service: All schools except district office</p>	
<p>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>\$139,710 1xxx,3xxx,5xxx (S/C)</p>	<p>Training and support has been provided for VAPA teachers in 2015-16, training is scheduled for 2016-17 for History and Science.</p>	<p>\$73,973 1xxx,3xxx,5xxx (S/C)</p>
<p>Scope of service: <u>ALL</u> OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SED</u></p>		<p>Scope of service: Secondary</p>	
<p>a. 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>\$43,200 1xxx,3xxx,5xxx (Title I & II)</p>	<p>Resources have been provided to support Action Teams in the implementation and refinement of ELA USGs. In 2016-17 Action Teams will address how to integrate science and social studies in USGs. Close reading resources have been provided for grades TK-2 to support literacy. Secondary Math USGs are being used to support instruction. Plans are in place to create Elementary Math USGs in summer 2016.</p>	<p>\$0</p>

<p>b. 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>Scope of service: a. Elementary b. All schools __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"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SED</u></p>		<p>Scope of service: a. Elementary b. All schools __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"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SED</u></p>	
<p>a. 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>b. Continued resources will be provided to support Action Teams with the implementation of the ELA and Math Unit Study Guides (USGs).</p>	<p>\$56,025 1xxx,3xxx (Title II)</p>	<p>During Bilingual articulation meetings Spanish language arts report cards were developed and implemented. Feedback will be collected at the end of the 2015-16 school year to inform changes for 2016-17.</p> <p>Resources have been provided to support Action Teams in the implementation and refinement of ELA USGs. In summer 2016 and fall 2016, Action Teams will create math USGs and continue to refine ELA USGs.</p>	<p>\$0</p>
<p>Scope of service: a. Elementary b. All schools __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"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SED</u></p>		<p>Scope of service: a. Elementary b. All schools __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"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SED</u></p>	
<p>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>\$0</p>	<p>Eight trainings were held on how to use Illuminate and SBAC interim assessments.</p>	<p>\$0</p>
<p>Scope of service: All schools __ALL</p>		<p>Scope of service: All Schools __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"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SED</u></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"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SED</u></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>\$600,000 1xxx,3xxx (S/C)</p>	<p>Positions for TOSAs were advertised and six have been filled. Recruitment will continue until all positions are filled.</p>	<p>\$349,209.74 1xxx,3xxx (S/C)</p>
<p>Scope of service: <u>ALL</u> All schools except district office</p>		<p>Scope of service: <u>ALL</u> All schools except 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"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SED</u></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"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SED</u></p>	
<p>Continue to support new teachers in an accredited Teacher Induction Program.</p>	<p>\$300,000 1xxx,3xxx.5xxx (S/C)</p>	<p>New teachers and support providers were supported through the Induction Program.</p>	<p>\$294,697.46 1xxx,3xxx,4xxx (S/C)</p>
<p>Scope of service: <u>ALL</u> All schools except district office</p>		<p>Scope of service: <u>ALL</u> All schools except 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"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SED</u></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"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SED</u></p>	
<p>Increase Recruitment and Retention of Highly Qualified Teachers.</p>	<p>\$500,000 1xxx,3xxx (S/C)</p>	<p>A one-time payment was given to each certificated teacher.</p>	<p>\$1,000,000 (Other State Income)</p>
<p>Scope of service: <u>ALL</u> All schools except district office</p>		<p>Scope of service: <u>ALL</u> All schools except district office</p>	
<p>OR: <u>ALL</u> All schools except district office</p>		<p>OR: <u>ALL</u> All schools except district office</p>	

<p>X__ Low Income pupils X__ English Learners X__ Foster Youth X__ Redesignated fluent English proficient X__ Other Subgroups:(Specify) SED</p>		<p>X__ Low Income pupils X__ English Learners X__ Foster Youth X__ Redesignated fluent English proficient X__ Other Subgroups:(Specify) SED</p>	
<p>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"> 1. update of laptops for classroom instructional support 2. purchase of digital projectors and classroom mounting (One time) 3. purchase of Chrome-Books and laptops for use in assessment and elementary & secondary intervention and math curriculum pilot 	<p>\$1,566,000 4xxx (S/C)</p>	<p>The following items were purchased this year:</p> <ul style="list-style-type: none"> - 21 teacher laptops - 135 classroom projectors. - 2990 chromebooks <p>Also purchased this year to support teachers and students are 150 voice amplification systems and Smartboards to be used in classrooms.</p> <p>In 2016-17, additional devices will be purchased and additional staffing will be necessary.</p>	<p>\$2,035,427.40 4xxx (S/C)</p>
<p>Scope of service:</p> <p>__ALL</p> <p>OR:</p> <p>X__ Low Income pupils X__ English Learners X__ Foster Youth X__ Redesignated fluent English proficient X__ Other Subgroups:(Specify) SED</p>		<p>Scope of service:</p> <p>__ALL</p> <p>OR:</p> <p>X__ Low Income pupils X__ English Learners X__ Foster Youth X__ Redesignated fluent English proficient X__ Other Subgroups:(Specify) SED</p>	
<p>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>\$104,000 1xxx,3xxx (S/C)</p>	<p>Technology coaches have helped approximately 400 teachers use Chromebooks in the classroom for instructional purposes. Increase funding for training of staff due to an increased rollout of 1:1 devices across multiple grade levels.</p>	<p>\$110,827.25 1xxx,3xxx (S/C)</p>
<p>Scope of service:</p> <p>__ALL</p> <p>OR:</p> <p>X__ Low Income pupils X__ English Learners X__ Foster Youth X__ Redesignated fluent English proficient X__ Other Subgroups:(Specify) SED</p>		<p>Scope of service:</p> <p>__ALL</p> <p>OR:</p> <p>X__ Low Income pupils X__ English Learners X__ Foster Youth X__ Redesignated fluent English proficient X__ Other Subgroups:(Specify) SED</p>	
<p>Internet at home access support (1:1).</p>	<p>\$152,000 5xxx</p>	<p>Internet access support has been provided for approximately 120 families. The rollout plan for 15-16 originally expected a larger</p>	<p>\$12,122</p>

	(S/C)	<p>number of devices going home, but the plan was adjusted to a piloting group of classrooms. In 2016-17, an increase of 1:1 rollouts necessitates the need to provide internet access at home for more students.</p>	5xxx (S/C)
<p>Scope of service: __ALL OR: X__ Low Income pupils X__ English Learners X__ Foster Youth X__ Redesignated fluent English proficient X__ Other Subgroups:(Specify) SED</p>		<p>Scope of service: __ALL OR: X__ Low Income pupils X__ English Learners X__ Foster Youth X__ Redesignated fluent English proficient X__ Other Subgroups:(Specify) SED</p>	
<p>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>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>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>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, RtI² and common core transition.</p>	<p>1xxx,3xxx,5xxx \$320,000 (S/C)</p>	<p>Training and coaching has been provided for site administrators and site-leadership teams as well as district level teams to develop school-wide instructional capacity and improve student support systems.</p>	<p>\$235,793.90 1xxx,3xxx,5xxx (S/C)</p>
<p>Scope of service: __ALL OR: X__ Low Income pupils X__ English Learners X__ Foster Youth X__ Redesignated fluent English proficient</p>		<p>Scope of service: __ALL OR: X__ Low Income pupils X__ English Learners X__ Foster Youth X__ Redesignated fluent English proficient</p>	

<p>X__ Other Subgroups:(Specify)SED</p>	<p>X__ Other Subgroups:(Specify)SED</p>	<p>\$373,124.01 1xxx,6xxx (S/C)</p>
<p>Provide Career Technical opportunities for secondary students through the Regional Occupational Program (ROP).</p>	<p>1xxx-6xxx \$579,000 (S&C)</p>	<p>Opportunities were provided for students who are interested in ROP. Sections were provided for ROP courses at the secondary level: .6 FTE at DMS, .8 FTE at PHS, 2.6 FTE at WHS.</p>
<p>Scope of service: __ALL</p>	<p>Secondary</p>	<p>Scope of service: Secondary</p>
<p>OR: X__ Low Income pupils X__ English Learners X__ Foster Youth X__ Redesignated fluent English proficient X__ Other Subgroups:(Specify) SED</p>	<p>Secondary</p>	<p>OR: X__ Low Income pupils X__ English Learners X__ Foster Youth X__ Redesignated fluent English proficient X__ Other Subgroups:(Specify) SED</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>1. Professional development to support the use and implementation of the resources, including the formative, interim, and summative assessments, provided by the CAASPP system. 2. Provide professional development to support the use of assessments using supplemental and concentration funding. 3. Restructure K-12 Curriculum, Instruction, and Assessment meetings to ensure a focus on data-driven decision making. 4. Provide professional development in the secondary Math programs. 5. Provide devices and support for expansion of pilot programs. 6. Fund Science Camp for all 6th grade students. 7. Fund a curriculum camp open to all teachers for professional learning opportunities. 8. Fund 1 FTE LCAP administrator position to oversee LCAP implementation 9. Develop a district-wide data team including members of Higher Education.</p>	<p>1. Professional development to support the use and implementation of the resources, including the formative, interim, and summative assessments, provided by the CAASPP system. 2. Provide professional development to support the use of assessments using supplemental and concentration funding. 3. Restructure K-12 Curriculum, Instruction, and Assessment meetings to ensure a focus on data-driven decision making. 4. Provide professional development in the secondary Math programs. 5. Provide devices and support for expansion of pilot programs. 6. Fund Science Camp for all 6th grade students. 7. Fund a curriculum camp open to all teachers for professional learning opportunities. 8. Fund 1 FTE LCAP administrator position to oversee LCAP implementation 9. Develop a district-wide data team including members of Higher Education.</p>

<p>Original GOAL 2 from prior year LCAP:</p>	<p>Every student will graduate high school and be competitively college and career ready through a choice of pathways.</p>	<p>Related State and/or Local Priorities: 1__ 2__ 3__ 4x__ 5x__ 6__ 7x__ 8x__ COE only: 9__ 10__ Local : Specify Board goal 1</p>
<p>Goal Applies to:</p>	<p>Schools: All schools Applicable Pupil Subgroups: All students</p>	

<p>Expected Annual Measurable Outcomes:</p>	<p>Credit Deficiency: a. 93% of 9th 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>Advanced Placement 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>College and Career Ready: a. Establish a baseline for EAP ELA readiness rate and EAP math readiness rate. b. 88% of 10th 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. 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</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>Credit Deficiency: a. 88% of 9th grade students at WHS and 88% of 9th grade students at PHS were on track to graduate at the end of the first semester.</p> <p>Advanced Placement: a. 50% of test scores received a grade of 3 or higher in 2015. The AP enrollment of socio-economically disadvantaged and Hispanic students decreased.</p> <p>College and Career Ready: a. A baseline for English Language Arts (ELA) Early Assessment Program (EAP) was established at 15% Ready for College Level coursework. A baseline for Math EAP was established at 4% Ready for College Level coursework b. 83% of tenth grade students at WHS and 82% of tenth grade students at PHS were on track to graduate at the end of the Fall semester. The number of students who registered in the californiacolleges.edu system will be calculated in June 2016. 38% of WHS 12th graders and 44% of PHS 12th graders were on track to meet UC/CSU eligibility requirements, at the end of 1st semester. c. Cohort graduation rate for 2014-15: The cohort graduation rate increased by 8.2% for English Learners and 3.8% for Socioeconomically Disadvantaged students. The rate increased by 8.1% for Migrant Education students and by 15.1% for Special Education students. d. Cohort dropout rates: The cohort dropout rate decreased by 4.2% for English Learners and by 3% for Socioeconomically Disadvantaged students. The rate decreased by 13.6% for Migrant Education students and by 11.5% for Special Education students. e. Middle school dropout rate was maintained. f. A plan was developed to begin an Ethnic Studies, A-G course in the 2017-18 school year.</p> <p>Career Technical Education a. The state has discontinued the CAHSEE test.</p>
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<p>program sequence that leads to employment in nontraditional fields by 10%.</p>	<p>b. This data has not yet been released by the California Department of Education.</p>							
LCAP Year: 2015-16								
Planned Actions/Services			Actual Actions/Services					
		<p>Budgeted Expenditures</p>						<p>Estimated Actual Annual Expenditures</p>
<p>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-Foundations 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>\$33,555 1xxx,3xxx,4xxx (S/C)</p>						<p>The CSTEM pilot is continuing and support and has been provided to the teachers involved. No students participated in the Semi-Foundations High Tech U this year but participation is expected in 2016-17. Project Lead the Way has been implemented at Woodland High School.</p>
<p>Scope of service:</p>	<p>All schools</p>							
<p>__ALL</p>								
<p>OR:</p>								
<p>X__Low Income pupils X__English Learners X__Foster Youth X__Redesignated fluent English proficient X__Other Subgroups:(Specify) SED</p>								
<p>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>\$25,000 1xxx,3xxx (S/C)</p>						<p>Funding was used to provide transportation for high school students to UC Davis. The District is moving forward with providing dual enrollment through the CTE program.</p>
<p>Scope of service:</p>	<p>Secondary</p>							
<p>__ALL</p>								
<p>OR:</p>								
<p>X__Low Income pupils X__English Learners X__Foster Youth X__Redesignated fluent English proficient X__Other Subgroups:(Specify) SED</p>								<p>X__Low Income pupils X__English Learners X__Foster Youth X__Redesignated fluent English proficient X__Other Subgroups:(Specify) SED</p>

<p>Expand music pathway with the creation of Mariachi strings.</p>	<p>\$54,000 4xxx (Base)</p>	<p>At the elementary level, a strings program has been started which will eventually feed into a mariachi program at the secondary level. 40 violins were purchased to be used in elementary music classes. 80 students across the district in grades 4-6 participate in the violin program.</p>	<p>\$10,994.43 4xxx (Base)</p>
<p>Scope of service: __ALL OR: X__ Low Income pupils X__ English Learners X__ Foster Youth X__ Redesignated fluent English proficient X__ Other Subgroups:(Specify)SED</p>		<p>Scope of service: Elementary and Secondary __ALL OR: X__ Low Income pupils X__ English Learners X__ Foster Youth X__ Redesignated fluent English proficient X__ Other Subgroups:(Specify) SED</p>	
<p>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>\$67,450 1xxx,3xxx,4xxx (S/C)</p>	<p>Advanced Placement enrollment declined for our priority groups. The District is investigating other means to encourage enrollment in AP courses, including eliminating AP Rush. Novels were purchased for students in AP Spanish.</p>	<p>\$219.44 4xxx (S/C)</p>
<p>Scope of service: __ALL OR: X__ Low Income pupils X__ English Learners X__ Foster Youth X__ Redesignated fluent English proficient X__ Other Subgroups:(Specify) SED</p>		<p>Scope of service: High Schools __ALL OR: X__ Low Income pupils X__ English Learners X__ Foster Youth X__ Redesignated fluent English proficient X__ Other Subgroups:(Specify) SED</p>	
<p>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>\$10,000 4xxx,5xxx (S/C)</p>	<p>11th graders at PHS and WHS have been piloting the portfolio through californiacolleges.edu. Next year, the district will be purchasing the full suite of services provided by californiacolleges.edu. Milestones will be established for student participation. Plans for middle school are being developed.</p>	<p>\$0</p>
<p>Scope of service: __ALL OR: X__ Low Income pupils X__ English Learners X__ Foster Youth X__ Redesignated fluent English proficient X__ Other Subgroups:(Specify) SED</p>		<p>Scope of service: Secondary __ALL OR: X__ Low Income pupils X__ English Learners X__ Foster Youth X__ Redesignated fluent English proficient X__ Other Subgroups:(Specify) SED</p>	

<p>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>\$48,000 1xxx,3xxx,5xxx (S/C)</p>	<p>Support was provided for counselors and some assistant principals using the services of InnovateEd. Integrated Student Support Plans have not been implemented. In the 2016-2017 school year, support and coaching to develop and implement support plans will be provided for all students.</p>	<p>\$0</p>
<p>Scope of service: __ALL OR: X__ Low Income pupils X__ English Learners X__ Foster Youth X__ Redesignated fluent English proficient X__ Other Subgroups:(Specify) SED</p>		<p>Scope of service: __ALL OR: X__ Low Income pupils X__ English Learners X__ Foster Youth X__ Redesignated fluent English proficient X__ Other Subgroups:(Specify) SED</p>	
<p>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>.\$46,575 1xxx,3xxx,5xxx (S/C) \$120,000 1xxx,3xxx (Base)</p>	<p>Resources have been provided to secondary schools to support the achievement of students in AVID programs. The district is investigating AVID Elementary, and has intentions to pilot in some elementary schools next school year. AVID Excel has been explored and a contract has been written to provide curriculum support for Long Term English Learners in middle school.</p>	<p>\$78,286.80 1xxx,3xxx,5xxx (S/C) \$120,000 1xxx,3xxx (base)</p>
<p>Scope of service: __ALL OR: X__ Low Income pupils X__ English Learners X__ Foster Youth X__ Redesignated fluent English proficient X__ Other Subgroups:(Specify) SED</p>		<p>Scope of service: __ALL OR: X__ Low Income pupils X__ English Learners X__ Foster Youth X__ Redesignated fluent English proficient X__ Other Subgroups:(Specify) SED</p>	
<p>Continue to provide resources for expanded implementation of PUENTE to support the achievement of students in the targeted groups.</p>	<p>\$49,000 1xxx,3xxx,5xxx (S/C)</p>	<p>Both WHS and PHS have a .5 Puente counselor to support students.</p>	<p>\$37,801.76 1xxx,3xxx,5xxx (S/C)</p>
<p>Scope of service: __ALL High School</p>		<p>Scope of service: __ALL High School</p>	

<p>OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)SED</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) SED</p>	
<p>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>100,000 1xxx,3xxx,4xxx (S/C)</p>	<p>Both PHS and WHS have Learning Centers, and resources have been provided to both. For the 2016-2017 school year, tutoring services provided within the Learning Centers will be refined to have a greater focus on CA standards implementation and achievement. Funding was adjusted to address this greater focus.</p>	<p>\$100,000 1xxx,3xxx,4xxx (S/C)</p>
<p>Scope of service: ___ALL High Schools</p>		<p>Scope of service: ___ALL High Schools</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) SED</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) SED</p>	
<p>Time and resources will be provided to develop an A-G Ethnic Studies Course.</p>	<p>\$2,430 1xxx,3xxx (S/C)</p>	<p>A plan to begin the course in 2017-18 was developed. In the 2016-2017 school year, professional learning opportunities will be provided for staff to visit, experience, collaborate, and begin practical implementation of ethnic studies course for the 2017- 2018 school year.</p>	<p>\$0</p>
<p>Scope of service: X ALL High Schools</p>		<p>Scope of service: X ALL High Schools</p>	
<p>OR: <input type="checkbox"/> Low Income pupils ___English Learners <input type="checkbox"/> Foster Youth ___Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils ___English Learners <input type="checkbox"/> Foster Youth ___Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>In partnership with the UC president’s office an Online “Transcript Evaluation Service” will be implemented to improve access to college. WJUSD will receive</p>	<p>\$0</p>	<p>This program was not implemented. Plans are in place to implement Parchment, another transcript service, next school year.</p>	<p>\$0</p>

sponsorship for services from UC Berkeley during the two year pilot (2015-2016 and 2016-2017).		
Scope of service: ___ALL OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient X Other Subgroups:(Specify) <u>SED</u>	High Schools	High School
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	1. Eliminate AP Rush and open AP classes to all students 2. Implement AVID Excel at the middle schools. 3. Pilot AVID Elementary at sixth grade 4. Refine the services provided by the Learning Centers at WHS and PHS. 5. Increase funding to develop the Ethnic Studies Course to provide more professional and curriculum development. 6. Provide funding for all district high schools to purchase and provide professional development in the use of the Parchment transcript service. 7. Increase funding for Semi-Foundation High Tech U. 8. Fund summer school for students in elementary, middle, and high school.	Related State and/or Local Priorities: 1x__ 2__ 3__ 4__ 5x__ 6__ x 7__ COE only: 9__ 10__ Local : Specify _____
Original GOAL3 from prior year LCAP:	All students will be engaged and experience a safe, respectful and caring environment.	
Goal Applies to:	Schools: All schools Applicable Pupil Subgroups: All students	
Expected Annual Measurable Outcomes:	Attendance: a. Maintain attendance rate. b. Decrease the number of students who are chronically absent. Fitness and Wellness a. Increase the number of students meeting the Healthy Fitness Zone in all 6 standards by 10% for all grade levels tested.	Attendance: a. The attendance rate for 2015-16 will be computed in June 2016. b. Comparing August to December for 2014 and 2015, four schools saw a decrease in the percentage of students who are chronically absent. As of May 2016, the rate of chronic absence for all students has increased by .6%. In 2014-15, the rate of chronic absence was 10.6% of all students, and as

<p>b. Establish a baseline for the student sense of safety and school connectedness, using the Healthy Kids Survey given in 2014-15. c. Ensure that facilities are healthy, safe, and in good repair using the Facility Inspection Tool (FIT).</p>	<p>of May 2016, the rate of chronic absence for all students is 11.2%. a. The number of students in the HFZ for all 6 standards declined by 3% for 5th graders, and increased by 3% for 7th and 9th graders, using 2014-15 data. b. A baseline was not established in 2014-15. c. On the FIT, 4 schools received a ranking of "Good", 11 schools received a ranking of "Fair", and 2 schools received a ranking of "Poor".</p>
<p>LCAP Year: 2015-16</p>	
<p>Planned Actions/Services</p>	<p>Actual Actions/Services</p>
<p>Budgeted Expenditures</p>	<p>Estimated Actual Annual Expenditures</p>
<p>Continue to fund a "Foster Children and Youth Program Manager/District Parent Liaison" position, mileage, and cell phone cost.</p>	<p>The Foster Children and Youth Program Manager/District Parent Liaison position was funded. In order to better support the needs of Foster and Homeless students, additional positions of District Attendance Liaisons and Homeless Liaison were funded and support was provided to support attendance efforts at schools.</p>
<p>Scope of service: __ALL OR: X_ Low Income pupils X_ English Learners X_ Foster Youth X_ Redesignated fluent English proficient X_ Other Subgroups:(Specify) SED</p>	<p>Scope of service: __ALL OR: X_ Low Income pupils X_ English Learners X_ Foster Youth X_ Redesignated fluent English proficient X_ Other Subgroups:(Specify) SED</p>
<p>Elementary and Secondary</p>	<p>Elementary and Secondary</p>
<p>Direct support to Foster Youth, including tutoring, transportation, school supplies, and emergency assistance.</p>	<p>Foster youth were provided extra tutoring, transportation, school supplies, and emergency assistance.</p>
<p>Scope of service: __ALL OR:</p>	<p>Scope of service: __ALL OR:</p>
<p>Elementary and Secondary</p>	<p>Elementary and Secondary</p>

<p>X__ Low Income pupils X__ English Learners X__ Foster Youth X__ Redesignated fluent English proficient X__ Other Subgroups:(Specify) SED</p> <p>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>\$274,000 1xxx,3xxx,5xxx (S/C)</p>	<p>X__ Low Income pupils X__ English Learners X__ Foster Youth X__ Redesignated fluent English proficient X__ Other Subgroups:(Specify) SED</p> <p>Classified staff attended the welcoming environment on August 12th. Nurses provided CPR/first aid training for approximately 60. Approximately 40 staff members attended the (Crisis Prevention and Intervention (CPI) training. Metrics have not been finalized for classified and unrepresented groups, and that work will continue during the 2016-17 school year.</p>	<p>\$77,138.12 1xxx,3xxx,5xxx (S/C)</p>
<p>Scope of service: __ALL OR: X__ Low Income pupils X__ English Learners X__ Foster Youth X__ Redesignated fluent English proficient X__ Other Subgroups:(Specify) SED</p>		<p>Scope of service: __ALL OR: X__ Low Income pupils X__ English Learners X__ Foster Youth X__ Redesignated fluent English proficient X__ Other Subgroups:(Specify) SED</p>	
<p>Continue piloting of the Gang Resistance Education and Training (GREAT) curriculum at the fourth grade in support of early intervention.</p>	<p>\$0</p>	<p>The Gang Resistance Education and Training (GREAT) pilot took place at three sites. This program is funded by the Woodland Police Department.</p>	<p>\$0</p>
<p>Scope of service: __ALL OR: X__ Low Income pupils X__ English Learners X__ Foster Youth X__ Redesignated fluent English proficient</p>		<p>Scope of service: __ALL OR: X__ Low Income pupils X__ English Learners X__ Foster Youth X__ Redesignated fluent English proficient</p>	

<p>X__ Other Subgroups:(Specify) SED</p>	<p>X__ Other Subgroups:(Specify) SED</p>	<p>X__ Other Subgroups:(Specify) SED</p>
<p>Refine the implementation of daily physical education curriculum.</p>	<p>\$10,000 1xxx,3xxx (S&C)</p>	<p>The daily physical education curriculum has not been refined, but health related equipment was purchased to support students with health needs.</p>
<p>Scope of service: __ALL OR: X__ Low Income pupils X__ English Learners X__ Foster Youth X__ Redesignated fluent English proficient X__ Other Subgroups:(Specify) SED</p>	<p>Secondary</p>	<p>Scope of service: __ALL OR: X__ Low Income pupils X__ English Learners X__ Foster Youth X__ Redesignated fluent English proficient X__ Other Subgroups:(Specify) SED</p>
<p>Provide support for collaboration time.</p>	<p>\$15,000 1xxx,3xxx (S/C)</p>	<p>Collaboration time was provided to RTI specialists to support the transition to Multi-Tier Systems of Support (MTSS).</p>
<p>Scope of service: __ALL OR: X__ Low Income pupils X__ English Learners X__ Foster Youth X__ Redesignated fluent English proficient X__ Other Subgroups:(Specify) SED</p>	<p>Secondary</p>	<p>Scope of service: __ALL OR: X__ Low Income pupils X__ English Learners X__ Foster Youth X__ Redesignated fluent English proficient X__ Other Subgroups:(Specify) SED</p>
<p>Review and revise LCAP Goal 3 to align with a more comprehensive Multi-Tiered System of Supports (MTSS) to support greater proportionality.</p> <ol style="list-style-type: none"> 1. Continue to fund Foster Children and Youth Program Manager/ District Parent Liaison. 2. Fund an additional 1.0 FTE District Parent Liaison to support expansion of Parent University 3. Continue to support Foster Youth in the District through additional tutoring by increasing the amount of money provided. 4. Expand to all elementary schools the implementation of the Gang Resistance Education and Training (GREAT). 5. Provide support for additional collaboration time for RTI specialists and other MTSS support providers. 6. Fund two FTE district attendance liaison. 7. In the 2016- 2017 school year, additional school attendance opportunities will be provided to support students' positive involvement with school. 		

	<p>8. Restructure District Curriculum, Instruction, and Assessment meetings for the 2016-17 school year to reflect a move towards aligning all systems and focusing on connections between student achievement, instructional practices, and district-level decisions.</p> <p>9. Refinement of physical education curriculum will not be pursued in 2016-17.</p>
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<p>Original GOAL 4 from prior year LCAP:</p>	<p>Increase parents /guardians' participation in their children's education.</p>	<p>Related State and/or Local Priorities: 1__ 2__ 3 x__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____</p>
<p>Goal Applies to:</p>	<p>Schools: All Schools Applicable Pupil Subgroups: All Students</p>	
<p>Expected Annual Measurable Outcomes:</p>	<p>a. Establish a calendar of parent/guardian/family workshops to establish a baseline for parent participation and workshop requests.</p> <p>b. Increase the number of parents attending parent informational nights at each level by 10% from prior year.</p> <p>c. Parents/families provide input/comments to LCAP for Year 2.</p>	<p>a. A calendar was established and includes 5 parent workshops, a parent book club, and PIQE at 12 schools.</p> <p>b. A total of 863 parents attended the workshops which were provided through PIQE and Parent University. 307 parents graduated from the 11 week PIQE course, at 12 schools. This was an increase of over 10% over previous year. Parent workshops included topics that were academically, social/emotional, and health related.</p> <p>c. 155 parents responded to the Annual Input Survey. Parents also provided input and feedback through various committees: LCAP Collaborative Committee, Budget Advisory Committee, DELAC,...</p>
<p>Actual Annual Measurable Outcomes:</p>		
<p>Planned Actions/Services</p>		<p>Actual Actions/Services</p>
<p>LCAP Year: 2015-16</p>		

Budgeted Expenditures	Estimated Actual Annual Expenditures
<p>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.</p>	<p>\$25,000 1xxx,3xxx (S/C)</p>
<p>Scope of service: Elementary and Secondary</p>	<p>Scope of service: Elementary and Secondary</p>
<p>___ALL OR: X__Low Income pupils X__English Learners X__Foster Youth X__Redesignated fluent English proficient X__Other Subgroups:(Specify) SED</p>	<p>___ALL OR: X__Low Income pupils X__English Learners X__Foster Youth X__Redesignated fluent English proficient X__Other Subgroups:(Specify) SED</p>
<p>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. 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.</p>	<p>\$60,000 1xxx,3xxx,4xxx,5xxx (S/C)</p>
<p>Scope of service: Elementary and Secondary</p>	<p>Scope of service: Elementary and Secondary</p>
<p>___ALL OR: X__Low Income pupils X__English Learners X__Foster Youth X__Redesignated fluent English proficient X__Other Subgroups:(Specify) SED</p>	<p>___ALL OR: X__Low Income pupils X__English Learners X__Foster Youth X__Redesignated fluent English proficient X__Other Subgroups:(Specify) SED</p>
<p>Estimated Actual Annual Expenditures</p>	<p>\$20,459.40 1xxx,3xxx (S/C)</p>

<p>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.</p>	<p>\$0</p>	<p>The LCAP Collaborative Committee was established, which includes representatives from teacher, administrator, and parent groups. The LCAP Collaborative Committee meets 4 times per year, and at each meeting, reviews data and provides feedback on the data and on the actions and services identified in the LCAP. Additionally, the LCAP was shared with stakeholder groups such as DELAC and BAC and feedback was taken regarding possible goals, actions, and/or funding.</p>	<p>\$0</p>
<p>Scope of service: ___ALL OR: X__ Low Income pupils X__ English Learners X__ Foster Youth X__ Redesignated fluent English proficient X__ Other Subgroups:(Specify) SED</p>		<p>Scope of service: ___ALL OR: X__ Low Income pupils X__ English Learners X__ Foster Youth X__ Redesignated fluent English proficient X__ Other Subgroups:(Specify) SED</p>	
<p>Establish a committee of parents and staff to research and design a coherent physical fitness and wellness program.</p>	<p>\$4000 1xxx,3xxx,4xxx (S/C)</p>	<p>The Wellness Committee has met quarterly, but has not made any changes to the fitness and wellness program. Plans are in place to expand the scope of this committee for 2016-17 by increasing membership and providing a focus for the committee's work.</p>	<p>\$0</p>
<p>Scope of service: ___ALL OR: X__ Low Income pupils X__ English Learners X__ Foster Youth X__ Redesignated fluent English proficient X__ Other Subgroups:(Specify) SED</p>		<p>Scope of service: ___ALL OR: X__ Low Income pupils X__ English Learners X__ Foster Youth X__ Redesignated fluent English proficient X__ Other Subgroups:(Specify) SED</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>Review and revise LCAP Goal 4 to align with a more comprehensive Multi-Tiered System of Supports (MTSS) to support greater proportionality.</p> <ol style="list-style-type: none"> 1. Expand on a greater Parent University model. This increase will include additional clerical support 2. Discontinue exploration of a pilot communication system. Current communication systems including, but not limited to, School Loop, PIQE, Connect Ed and School Climate Solutions have shown to be successful and a greater level of implementation has been seen. 	

- 3. To ensure effective home- school communication, funding for 1 FTE Public Information Officer will be added to the LCAP within Goal 3 Action D.
- 4. Wellness Committee will be encompassed within MTSS goal.
- 5. Beginning in 2016-17, Goal 4 will be previous Goal 6: Improve English Proficiency and academic achievement of English Learners.



<p>Original GOAL 5 from prior year LCAP:</p>	<p>Eliminate disproportionality.</p>		<p>Related State and/or Local Priorities: 1__ 2__ 3__ 4x__ 5__ 6x__ 7__ 8x__ COE only: 9__ 10__ Local : Specify _____</p>
<p>Goal Applies to:</p>	<p>Schools: All schools Applicable Pupil Subgroups: All students</p>		
<p>Suspensions and Expulsions a. Reduce the suspension rate by 10%. Ensure that the number of suspensions per subgroup is proportionate to the population. b. Maintain an expulsion rate of 0%. Cultural Proficiency 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>	<p>Actual Annual Measurable Outcomes:</p>	<p>Suspensions and Expulsions a. The district wide suspension rate increased by 2.7 percentage points from 2013-14 to 2014-15, to 9.4%. Districtwide, suspensions for Hispanic, American Indian, and African American students are disproportionate. b. The expulsion rate for 2014-15 was maintained at 0%. Cultural Proficiency a. The Ethnic Studies course is in development. (Ethnic Studies course will be developed in 2016-17).</p>	
<p>LCAP Year: 2015-16</p>			
<p>Planned Actions/Services</p>		<p>Budgeted Expenditures</p>	<p>Actual Actions/Services</p>
<p>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.</p>	<p>\$20,250 1xxx,3xxx,5xxx (S/C)</p>	<p>Support for PBIS has been provided thru a collaboration between district personnel and Collaborative Learning Solutions. Trainings have included round-table talks with site PBIS teams, school walk-throughs, and District level meetings. The fundamentals of the BEST program continue and have been folded into the larger PBIS system. 4 PBIS Coaches were hired to provide support to school sites.</p>	<p>Estimated Actual Annual Expenditures \$105,541.80 1xxx,3xxx,5xxx (S/C)</p>
<p>Scope of service:</p>	<p>Elementary and Secondary</p>	<p>Scope of service: __ALL</p>	<p>Elementary and Secondary</p>

<p>OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) SED</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) SED</p>	
<p>Explore professional development for all district staff on student behavior support services, which may include Trauma-Informed Systems, Cultural Proficiency, and Restorative Practices.</p>	<p>\$95,625 1xxx, 4xxx, 5xxx (S&C)</p>	<p>Training in the areas of trauma informed care has been provided only to a pilot group of staff as well as training in a social skills curriculum.</p>	<p>\$10,524.20 1xxx, 4xxx, 5xxx (S/C)</p>
<p>Scope of service: ___ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) SED</p>		<p>Elementary and Secondary</p>	
<p>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.</p>	<p>\$90,000 1xxx,3xxx (S/C)</p>	<p>Contracts with Communicare for drug/alcohol counseling have been established and services have been ongoing throughout the year. Direct Services have been provided to students with needs. In the 2016-17 school year, sites will fund Communicare using site funds.</p>	<p>\$139,620.80 1xxx-6xxx (S/C)</p>
<p>Scope of service: ___ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) SED</p>		<p>High Schools</p>	
<p>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>\$357,000 1xxx,3xxx (S/C)</p>	<p>Funding for school counselors focusing on social/ emotional support has continued and has been increased to provide 7 FTE school counselors. The counselors have led staff trainings, meetings with parents, and have led parent nights.</p>	<p>\$911,101.11 1xxx,3xxx (S/C)</p>
<p>Scope of service: ___ALL</p>		<p>Elementary and Middle</p>	

<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) SED</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) SED</p>	
<p>Internet at home access support (1:1).</p>	<p>\$10,000.00 5xxx (Base)</p>	<p>Internet access at home has been provided to a small pilot of families. See goal 1.</p>	<p>\$0</p>
<p>Scope of service: ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) SED</p>		<p>Scope of service: ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) SED</p>	
<p>Provide 15 FTE for RTI² and SST implementation to provide and coordinate interventions for students.</p>	<p>\$1,125,000 1xxx,3xxx (S/C)</p>	<p>14.5 FTE RTI Specialists have been hired.</p>	<p>\$1,254,498.32 1xxx,3xxx (S/C)</p>
<p>Scope of service: ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) SED</p>		<p>Scope of service: ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) SED</p>	
<p>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>\$42,754 1xxx,3xxx (S/C) \$23,535 5xxx (Title II)</p>	<p>Professional development has been provided for 25 secondary teachers involved in co-teaching, which has led to the need for more effective collaboration time. Elementary was not addressed as a more comprehensive continuum of service implementation is being established.</p>	<p>\$34,916.35 1xxx,4xxx, 5xxx (S/C)</p>
<p>Scope of service: ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) SED</p>		<p>Scope of service: ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) SED</p>	
<p>Scope of service: ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) SED</p>		<p>Scope of service: ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) SED</p>	

<p>OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) SED</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) SED</p>	
<p>Provide enrichment activities to support the achievement of targeted student groups participating in the Gifted and Talented Education (GATE) program.</p>	<p>\$15,000 1xxx,3xxx,4xxx (S/C)</p>	<p>The district provides GATE students the opportunity to attend an Algebra Academy during the summer.</p>	<p>\$15,000 1xxx,3xxx,4xxx (S/C)</p>
<p>Scope of service: <u>ALL</u></p>		<p>Elementary and Secondary</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) SED</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) SED</p>	
<p>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 undergrad and graduate students.</p>	<p>\$0 (S/C)</p>	<p>Staff provided tutoring to students at each comprehensive high school through its Learning Center.</p>	<p>\$0</p>
<p>Scope of service: <u>ALL</u></p>		<p>High Schools</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) SED</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) SED</p>	
<p>Site allocations for interventions with a focus on unduplicated pupils</p>	<p>\$500,491 1xxx,3xxx (S/C)</p>	<p>Each site received their allocated amount of money and provided target interventions for unduplicated pupils.</p>	<p>\$500,491.00 1xxx,3xxx (S/C)</p>
<p>Scope of service: <u>ALL</u></p>		<p>Scope of service: <u>ALL</u></p>	
<p>All schools except District Office</p>		<p>All schools except District Office</p>	

<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) SED</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) SED</p>	
<p>Purchase intervention and supplemental materials and provide training for Rt² Pilots at secondary schools in ELA, Math, Social Science and Biology.</p>	<p>\$120,000 1xxx,3xxx,4xxx (S/C)</p>	<p>Supplemental and intervention programs have been piloted, including Edgenuity, Achieve 3000, NWEA, and iReady. Teachers involved in the pilots received training and follow up support.</p>	<p>\$116,897.95 1xxx,3xxx,4xxx, 5xxx (S/C)</p>
<p>Scope of service: Secondary</p>		<p>Scope of service: Secondary</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) SED</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) SED</p>	
<p>Purchase intervention and supplemental materials and provide training for Rt² Pilots at elementary schools in ELA, Math, Social Science and Biology.</p>	<p>\$100,000 4xxx,1xxx,3xxx (S/C)</p>	<p>Supplemental and intervention programs have been piloted, including iReady and NWEA. Teachers involved in the pilots received training and follow-up support.</p>	<p>\$81,920.42 1xxx,3xxx,4xxx, 5xxx (S/C)</p>
<p>Scope of service: Elementary</p>		<p>Scope of service: Elementary</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) SED</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) SED</p>	
<p>Expand Music Pathway with creation of Mariachi Strings.</p>	<p>\$20,000 1xxx-4xxx (Base)</p>	<p>The Elementary strings program has been funded which will serve as an entry point for students into the Mariachi strings program.</p>	<p>\$10,994.43 1xxx,4xxx (Base)</p>
<p>Scope of service: High Schools</p>		<p>Scope of service: High Schools</p>	
<p>OR: Secondary</p>		<p>OR: Secondary</p>	

<p>X__ Low Income pupils X__ English Learners X__ Foster Youth X__ Redesignated fluent English proficient X__ Other Subgroups:(Specify) SED</p>		<p>X__ Low Income pupils X__ English Learners X__ Foster Youth X__ Redesignated fluent English proficient X__ Other Subgroups:(Specify) SED</p>	
<p>Time and resources will be provided to develop an "A-G" Ethnic Studies course.</p>	<p>\$20,000 1xxx-4xxx (Base)</p>	<p>A plan has been developed to begin the course in 2017-18</p>	<p>\$0</p>
<p>Scope of service: __ALL OR: X__ Low Income pupils X__ English Learners X__ Foster Youth X__ Redesignated fluent English proficient X__ Other Subgroups:(Specify) SED</p>		<p>Scope of service: __ALL OR: X__ Low Income pupils X__ English Learners X__ Foster Youth X__ Redesignated fluent English proficient X__ Other Subgroups:(Specify) SED</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>Review and revise LCAP Goal 5 to align with a more comprehensive Multi-Tiered System of Supports (MTSS) to support greater proportionality. This will now be LCAP Goal 3. 1. Continue to provide funding for district wide PBIS implementation that supports all learners with a focus on effective development and implementation of Tier 1 and Tier 2 interventions through 6 FTE PBIS coaches. This will be provided within Goal 3 Action I. 2. Decrease funding to provide training to all district staff in areas of behavioral support services, effective communication, and cultural competency. This will be provided within Goal 3 Action J. 3. Expand funding for internet access at home to families. 4. 15 FTE RTI specialists to provide and coordinate tiered interventions for students utilizing an MTSS model. This will be provided within Goal 3 Action I. 5. Fund additional support for nurses at each comprehensive HS within the MTSS goal. This will be provided within Goal 3 Action I. 6. Provide training and support to focus on the implementation of courses designed to provide equitable educational access to all students including but not limited to students with special education services, Foster Youth, English Learners, and Low Income. This will be provided within Goal 3 Action J. 7. Additional services and personnel have been added to support students across various sites during the 2015-2016 school year. 8. Internet access to families is provided in Goal 1, so the action has been removed from Goal 5. 9. Support for Learning Centers is provided in Goal 2, so the action has been removed from Goal 5. 10. Due to its connection to pathways, the action for development of Mariachi Strings has been moved to Goal 2. 11. The Ethnic Studies course development has been moved to Goal 2.</p>		

<p>Original GOAL 6 from prior year LCAP:</p>	<p>Improve the English proficiency and academic achievement of English Learners.</p>		<p>Related State and/or Local Priorities: 1x__ 2x__ 3__ 4x__ 5__ 6__ 7x__ 8x__ COE only: 9__ 10__ Local : Specify <u>Board goal 1</u></p>
<p>Goal Applies to:</p>	<p>Schools: All schools Applicable Pupil Subgroups: All students</p>		
<p>Expected Annual Measurable Outcomes:</p>	<p>a. Maintain the increased District Reclassification rate for English Learners at 11% compared to the prior year. b. Increase the number of students meeting AMAO 2 by 5% compared to the prior year c. Maintain 100% English Learner access to CCSS and ELD standards for purposes of gaining academic content knowledge and English language proficiency.</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>a. The District Reclassification Rate for the 2015-16 school year is 15%. b. The number of students meeting AMAO 2 for 2014-15 did not increase. From 2013-14 to 2014-15, the percentage of students in the 5 years or less cohort meeting AMAO 2 declined from 23% to 21%. The percentage of students in the 5 years or more cohort meeting AMAO 2 declined from 51% to 45%. c. All English Learner students had access to CCSS and ELD standards.</p>
<p>LCAP Year: 2015-16</p>			
<p>Planned Actions/Services</p>		<p>Budgeted Expenditures</p>	<p>Actual Actions/Services</p>
<p>Training and support will be provided to support K-12 implementation of the new California English Language Development Standards.</p>		<p>\$69,216 1xxx,3xxx,5xxx (S/C)</p>	<p>Materials have been purchased and teachers and staff have attended training on the California ELD standards .In 2016-17, to expand the scope of training to include more teachers and staff.</p>
<p>Scope of service:</p>	<p>Elementary and Secondary</p>	<p>Scope of service:</p>	<p>Elementary and Secondary</p>
<p><u>ALL</u> OR: X__ Low Income pupils X__ English Learners X__ Foster Youth X__ Redesignated fluent English proficient X__ Other Subgroups:(Specify) SED</p>		<p><u>ALL</u> OR: X__ Low Income pupils X__ English Learners X__ Foster Youth X__ Redesignated fluent English proficient X__ Other Subgroups:(Specify) SED</p>	

<p>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.</p> <p>Continue to have EL Specialists engage in the following:</p> <ol style="list-style-type: none"> 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>Provide follow-up support for EL specialists on implications of language and learning disabilities (assessment characteristics, special ed. law, reclassification, etc.).</p>	<p>\$843,613 1xxx,3xxx (S/C) \$75,000 1xxx,3xxx (Title III)</p>	<p>Fourteen FTE EL Specialist were funded, which resulted in an increase in costs. The TOSA was promoted to a Coordinator position in order to increase the scope of responsibilities and better serve the needs of EL students and staff.</p> <p>EL specialists regularly analyze data to monitor English Learner progress. They provide support for leveled ELD instruction at elementary.</p> <p>An audit of practices and procedures for EL students with disabilities was conducted to provide support to best meet the unique needs of students.</p>	<p>\$1,293,308.62 1xxx,3xxx (S/C)</p>
<p>Scope of service: All Schools except district office</p> <p>OR: X__Low Income pupils X__English Learners X__Foster Youth X__Redesignated fluent English proficient X__Other Subgroups:(Specify) SED</p>		<p>Scope of service: All schools except district office</p> <p>OR: X__Low Income pupils X__English Learners X__Foster Youth X__Redesignated fluent English proficient X__Other Subgroups:(Specify) SED</p>	
<p>Provide training for EL specialists on coaching and support of EL instructional strategies.</p> <p>Scope of service: All Schools</p> <p>OR: X__Low Income pupils X__English Learners X__Foster Youth X__Redesignated fluent English proficient X__Other Subgroups:(Specify) SED</p>	<p>\$70,000 1xxx,3xxx,5xxx (Title III)</p>	<p>EL specialists have been trained on instructional strategies at monthly meetings, which have occurred during the school day.</p> <p>Scope of service: All Schools</p> <p>OR: X__Low Income pupils X__English Learners X__Foster Youth X__Redesignated fluent English proficient X__Other Subgroups:(Specify) SED</p>	<p>\$0</p>

<p>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>\$4,000 1xxx,3xxx (S/C)</p>	<p>Support and training was provided for staff about EL proficiency levels, CELDT, and alternative assessments.</p>	<p>\$270.00 1xxx,3xxx (S/C)</p>
<p>Scope of service: All Schools except District Office</p> <p>OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>SED</u></p>		<p>Scope of service: All schools except District office</p> <p>OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	
<p>Provide follow-up support for special education staff on the administration of the English Learner Alternative Assessments (CALPS).</p>	<p>\$2,000 1xxx,3xxx (S/C)</p>	<p>Training was provided to all Special Education staff on the newly developed alternative assessments.</p>	<p>\$728.18 1xxx, 3xxx (S/C)</p>
<p>Scope of service: Elementary</p> <p>OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>SED</u></p>		<p>Scope of service: Elementary</p> <p>OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SED</u></p>	
<p>Continue to fund two secondary school sections focused on improving language proficiency levels through targeted ELD instruction.</p>	<p>\$75,000 1xxx,3xxx (S/C)</p>	<p>Sections were not provided this year. Sections will be provided with a systematic roll-out that allows for effective implementation and progress monitoring of targeted support.</p>	<p>\$0</p>
<p>Scope of service: All schools except District Office</p> <p>OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SED</u></p>		<p>Scope of service: Secondary</p> <p>OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SED</u></p>	
<p>Provide training and support for elementary GLAD training refreshers.</p>	<p>\$24,300 1xxx,3xxx,5xxx</p>	<p>Training has not been provided. Implementation of GLAD training has transitioned to a site initiative. Sites will receive</p>	<p>\$0</p>

	(Title III)	funding to provide GLAD training in a manner that best supports site needs.	
<p>Scope of service: __ALL OR: X__Low Income pupils X__English Learners X__Foster Youth X__Redesignated fluent English proficient X__Other Subgroups:(Specify) SED</p>		<p>Scope of service: __ALL OR: X__Low Income pupils X__English Learners X__Foster Youth X__Redesignated fluent English proficient X__Other Subgroups:(Specify) SED</p>	
<p>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>\$1,662,684 1xxx,3xxx,4xxx,5xxx (S&C)</p>	<p>Funding was provided to each site. Site principals developed a plan to use the funds to support targeted students. Those plans vary by site, but include instructional materials as well as positions such as parent liaison, tutors, and instructional aides.</p>	<p>\$2,247,009.00 1xxx,3xxx,4xxx,5xxx (S/C)</p>
<p>Scope of service: __ALL OR: X__Low Income pupils X__English Learners X__Foster Youth X__Redesignated fluent English proficient X__Other Subgroups:(Specify) SED</p>		<p>Scope of service: __ALL OR: X__Low Income pupils X__English Learners X__Foster Youth X__Redesignated fluent English proficient X__Other Subgroups:(Specify) SED</p>	
<p>Continue to support supplemental programs for English Learner pupils to make progress toward English proficiency as measured by the CELDT for Reclassification.</p>	<p>\$300,000 1xxx-5xxx (S&C)</p>	<p>Staff will attend the QTEL Summer Institute and all teachers will be trained in effective EL strategies in 2016-17.</p>	<p>\$166,000 1xxx-5xxx (S/C)</p>
<p>Scope of service: __ALL OR: X__Low Income pupils X__English Learners X__Foster Youth X__Redesignated fluent English proficient X__Other Subgroups:(Specify) SED</p>		<p>Scope of service: __ALL OR: X__Low Income pupils X__English Learners X__Foster Youth X__Redesignated fluent English proficient X__Other Subgroups:(Specify) SED</p>	
<p>Develop a process to prevent English learners from becoming Long Term English Learners (LTELs)</p>		<p>The process has not been fully developed and more work will need to be done in 2016-17. EL Specialists and administrators will</p>	

<p>a. 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 & 2 only)</p> <p>b. 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>a \$49,528 b \$400,000 1xxx-5xxx (S/C)</p>	<p>attend the QTEL summer institutes in 2016-17. Training is planned for all teachers for 2016-17.</p>	<p>a. \$47,107.78 1xxx, 5xxx (S/C)</p>
<p>Scope of service:</p> <p>ALL</p> <p>OR: X__ Low Income pupils X__ English Learners X__ Foster Youth X__ Redesignated fluent English proficient X__ Other Subgroups:(Specify) SED</p>	<p>All sites except District Office</p>	<p>Scope of service:</p> <p>ALL</p> <p>OR: X__ Low Income pupils X__ English Learners X__ Foster Youth X__ Redesignated fluent English proficient X__ Other Subgroups:(Specify) SED</p>	<p>All sites except District Office</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>1. Teachers and administrators attend QTEL summer institutes. QTEL is a new action in the LCP. QTEL strategies fit well with the focus on utilizing effective strategies that can be threaded across grades and content areas.</p> <p>2. Increase the number of EL specialist from 12 to 16 FTE.</p> <p>3. Discontinue GLAD refresher training.</p> <p>4. Provide professional development, and funding, for staff in the new EL assessment, ELPAC.</p> <p>5. Beginning in 2016, LCAP goal 6 will now be LCAP goal 4.</p> <p>6. CALPS support was removed as a specific action from the LCAP as it will be encompassed within action E to provide follow-up support.</p>		

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:	\$ 15,094,251
<p>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 2016/2017. The unduplicated count of 71.2% was derived from CAL PADS reporting as of October 2016. In addition, the district utilized the Local Control Funding Formula GAP funding rate for the Local Control and Accountability Plan year 2016/2017 provided by School Services of California of 54.84% and the increase in supplemental and concentration is calculated at \$3,792,022.63 and the minimum proportionality percentage is 21.18%.</p> <p>Woodland Joint Unified School District will receive an additional \$3,792,022.63 in Supplemental Local Control Funding Formula beginning in 2016-17. As a result of the \$3.7 million, the district’s estimated supplemental and concentration grant funding is \$15 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 increase to approximately \$1,708,312 in 2017-18 and \$2,654,501 in 2018-19, as a result of gap funding rates of 19.3% and 34.25% respectively. These funds are calculated based on the number of English learners, students identified as low income, and foster youth.</p> <p>Woodland Joint Unified will offer a variety of programs and supports specifically for English learners, low income students and foster youth to ensure equity to targeted students and many of the designated programs and supports will also benefit all students including:</p> <ul style="list-style-type: none"> ○ Principally directed to meet the needs of English Learners (EL): <ul style="list-style-type: none"> ▪ Training and support will be provided to teachers on effective research-based strategies to meet the needs of ELs ▪ EL Specialist teachers at each school site ▪ Provide training to EL Specialists on coaching teachers in the effective use of instructional strategies to increase academic learning among ELs 	

- 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 English Learner pupils to make progress toward English proficiency
- Site level allocations for Parent Education nights
- Extra duty pay for collaboration
- Professional development conferences for staff
- AVID Excel program at the middle school levels
- Principally directed to meet the needs of Foster Youth:
 - A Foster Youth Program manager to coordinate outreach/support for Foster Youth
 - Direct support to Foster Youth to include tutoring, transportation, school supplies and emergency assistance
- Principally directed to meet the needs of low income students:
 - Site allocations for interventions as determined by data
 - Provide internet access at home to use with the school issued Chromebook
 - Implementation of AVID at the elementary level
 - AVID support at all levels
- Principally directed to meet the needs of Special Education students:
 - Professional development for teachers in co-teaching model, effective EL strategies, and Cultural Proficiency
 - Provide highly qualified staff
 - Integrated student support plans
 - Provide additional psychologist
- Designed to support all students: PUENTE Program, STEM, Advanced Placement courses; 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; K-12 counselors; technology infrastructure and effective use of devices, and a digital portfolio system to monitor student progress toward graduation
- Specifically designed professional development is planned to create a culture to support our students with a welcoming and caring environment within 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 meet graduation and College and Career Readiness are the use of the Career Technology Education 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 a Multi-Tiered System of Supports (MTSS).
- 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. WJUSD also shared the LCAP at the following meetings: Budget Advisory Committee, LCAP Collaborative, and District English Language Advisory Committee.

- 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 = 71.2%), 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.

21.18	%
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Woodland Joint Unified School District is meeting the required 21.18% of services for low income pupils, foster youth and English learners by providing quantitatively the sections that IMPROVE services for low income pupils, foster youth, and English learners including:

- Increase teacher professional development of research-based effective instructional strategies through the Quality Teaching for English Learners (QTEL) partnership.
- Increase funding to support Foster Youth needs.
- Increase recruitment, support and retention of highly qualified teachers.
- Coach teachers in effective instructional practices for California Standards in English Language Arts, English Language Development, Math, and Next Generation Science Standards, including the integration of technology.
- Increase targeted interventions with students by providing school site funds for interventions.
- Increase parent engagement efforts by expanding the services offered in the Parent University model.
- Increase the services to build stronger relationships with students by alternative behavioral interventions, restorative practices, counseling, and mental health services.
- Plan and monitor college and career path for high school students needing academic support.

- Implement a district wide social-emotional curriculum for grades K- 12.
- Expand the PUENTE program for Latino students at both high schools.
- Expand the AVID program (elective and school-wide) to support elementary, middle, and high school students on the path to college.
- Increase the number of Multi-tiered System of Support (MTSS) coaches in the district.
- Provide trained English Language Development (ELD) teachers at every school site.
- Increase positions and support for EL and RTI specialists at all schools.
- Increase the number (three) of psychologist to meet the needs of targeted students.
- Increase the number of counselors to meet the needs of target students at the elementary grades.
- Increase support for school nurses.
- Increase the number of district attendance liaisons to effectively monitor attendance of target students.

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]

Appendix A: Research by Goal

Goal 1: All students will be grade level proficient in literacy, numeracy, and 21st Century skills.

- Frey, Nancy, and Fisher, Douglas. (2013) *Rigorous Reading*. Thousand Oaks, CA: Corwin Press.
- The Annie E. Casey Foundation. *Early Warning Confirmed*. Baltimore: The Annie E. Casey Foundation, 2013. Web.
- Mulligan, G.M., McCarroll, J.C., Flanagan, K.D., and Potter, D. (2016). *Findings From the Third-Grade Round of the Early Childhood Longitudinal Study, Kindergarten Class of 2010–11 (ECLS-K: 2011)* (NCES 2016-094). U.S. Department of Education, Washington, DC: National Center for Education Statistics. Retrieved from <http://nces.ed.gov/pubsearch>

Goal 2: Every student will graduate high school and be competitively college and career ready through a choice of pathways.

- Quaglia, Russell J. and Corso, Michael J. (2014) *Student Voice: the Instrument of Change*. Thousand Oaks, CA: Corwin Press.
- The Partnership for 21st Century Skills. (2010) Up to the Challenge: The Role of Career and Technical Education and 21st Century Skills in College and Career Readiness. Retrieved from www.p21.org

Goal 3: Provide a Multi-Tiered System of Supports for all students.

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- Darsch, Craig, Miao, Y. and Shippen, P. “A Model for Involving Parents of Children with Learning and Behavior Problems in the Schools.” *Preventing School Failure*, Vol. 48 (3), pp. 24 – 35.
- Gay, Geneva. (2010) *Culturally Responsive Teaching: theory, research, and practice*. New York, NY: Teachers College Press.

Goal 4: Improve the English proficiency and academic achievement of English Learners.

- Van Lier, Leo and Walqui, Aída. Language and the Common Core State Standards. *Understanding Language*. Retrieved from <http://ell.stanford.edu>
- Heritage, Margaret, Walqui, Aída, and Linquanti, Robert. (2015) *English Language Learners and the New Standards*. Cambridge, MA: Harvard Education Press.

- Valdés, Guadalupe. (2001) *Learning and Not Learning English: Latino Students in American Schools*. New York, NY: Teachers College Press.

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