

**Introduction:**

**LEA:** Washington Union School District **Contact (Name, Title, Email, Phone Number):** Kevin Vaughn, Superintendent, kvaughn@washingtonusd.org, 831-484-2166 **LCAP Year:** 2016-17, Board Approved: 6/27/16

## ***Local Control and Accountability Plan and Annual Update Template***

*Each school district in California is required to develop a Local Control Accountability Plan (LCAP) on an annual basis. The plan sets out goals and priorities for a period of three years. The LCAP will identify strategies and learning goals that are aligned with our Strategic Plan.*

*Washington Union School District's LCAP focuses on the areas that were identified using our stakeholder engagement process throughout the course of the 2015-16 school year. Our goals and metrics are organized around the eight state priorities, along with additional information WUSD utilizes in measuring performance.*

### *Category A: Conditions of Learning*

#### *Basic Services*

- 1. Pupils have access to standards-aligned instructional materials. LCAP Goal 2, Identified Needs 2.1-2.4, (State Priority 1).*
- 2. Degree to which teachers are appropriately assigned and fully credentialed in the subject areas they are teaching. LCAP Goal 2, Identified Needs 2.1-2.4, (State Priority 1).*
- 3. School facilities are maintained and in good repair. LCAP Goal 2, Identified Need 2.4, (State Priority 1).*

#### *Implementation of State Standards*

- 1. Implementation of academic content and performance standards adopted by the state board for all pupils, including English learners. LCAP Goal 1, Identified Need 1.4, (State Priority 4).*

#### *Course Access*

- 1. Pupil enrollment in a broad course of study that includes all of the subject areas. LCAP Goal 1, Identified Need 1.1-1.5, (State Priority 7).*

### *Category B: Pupil Outcomes*

#### *Pupil Achievement*

- 1. Performance on Standardized tests. LCAP Goal 1, Identified Needs 1.2, 1.3, (State Priority 4 & 8).*
- 2. Share of English learners that become English Proficient. LCAP Goal 1, Identified Need 1.4, (State Priority 4 & 8).*
- 3. English learner reclassification rate. LCAP Goal 1, Identified Need 1.4, (State Priority 4 & 8).*
- 4. Score on Academic Performance Index. LCAP Goal 1, Identified Needs 1.2, 1.3, (State Priority 4 & 8).*
- 5. Share of pupils that pass Advanced Placement (N/A – Washington Union School District serves students in grades K-8).*

*Category C: Engagement*

*Parent Involvement*

*1. Efforts to seek input in decision making at the district and each school site, promotion of parent participation in programs for unduplicated pupils and special need subgroups. LCAP Goal 4, Identified Needs 4.1-4.6, (State Priority 3).*

*Pupil Engagement*

- 1. School attendance rates. LCAP Goal 3, Identified Need 3.5, (State Priority 5).*
- 2. Chronic absenteeism rates. LCAP Goal 3, Identified Need 3.4 & 3.5, (State Priority 5).*
- 3. Middle school dropout rates. (State Priority 5).*

*School Climate*

- 1. Pupil suspension rates. LCAP Goal 3, Identified Need 3.2, (State Priority 6).*
- 2. Pupil expulsion rates. (State Priority 6).*
- 3. Other local measures including surveys of pupils, parents, and staff on all school-related matters. LCAP Goals 3 & 4, Identified Needs 3.3 & 3.5, & 4.1-4.5, (State Priority 6).*

*Washington Union School District stresses student achievement and college and career readiness, while providing interventions for at-risk students. The four goals contained in this LCAP are aligned to those district goals and our Strategic Plan:*

- 1. All students will reach high standards.*
- 2. All students will be taught by high quality staff and will learn in welcoming and well-maintained facilities that are functional and dynamic.*
- 3. All students will enjoy a friendly, respectful, and safe learning environment that encourages responsibility.*
- 4. The District will promote and develop positive relations with all segments of the school community.*

*The LCAP aligns with the district budget and identifies additional services and supports that will benefit English Language Learners, Special Education Students, Foster Youth, and Socio-Economically Disadvantaged Students.*

*The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.*

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

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

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

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

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

## State Priorities

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

### A. Conditions of Learning:

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

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

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

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

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

### B. Pupil Outcomes:

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

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

### C. Engagement:

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

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

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

**Section 1: Stakeholder Engagement**

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

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

**Guiding Questions:**

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

Involvement Process	Impact on LCAP
<p>Information was presented at board meetings beginning in January 2016. Presentations and input forums have been made available to parents, staff, and community members at School Board meetings, Strategic Planning Committee meetings, staff meetings, Parents' Club, Washington Union Education Foundation, all School Site Councils, and District Curriculum and Advisory Council meetings.</p>	<p>Input that was gathered is reflected in the district's Strategic Plan. The Strategic Plan is the road map for all the work done in the district and the LCAP is aligned to the plan. The newly revised Strategic Plan is attached. It was modified on May 4, 2016.</p> <p>With the new Technology Plan, input was given that staff members wanted the computer aides to have more time incorporated into their day.</p>

Consultation meetings were conducted on the following dates:

- \*District Curriculum and Advisory Council - October 2015; April 2016.
- \*Superintendent's Advisory Council – 1/19/16
- \*Washington Union Education Foundation Meeting – 1/19/16
- \*Parents' Club – 1/14/16
- \*Parent Survey – April 2016
- \*School Site Council Meetings - Toro Park (2/24/16), Washington Union (10/15/15), and San Benancio Middle (3/1/16) Schools
- \*Staff meetings at all three schools
- \*Strategic Planning - 1/6/16 & 5/4/16

Information around the district's multiple measures, student achievement data, parent surveys, staff surveys, and student surveys were made available to all stakeholders. Strategic Planning meeting minutes are posted on the district's website.

A Public Hearing to allow for additional community input was held at a regular board meeting on Wednesday, June 8 at 6:00 PM.

At the Public Hearing several comments were expressed about the LCAP. Response to those comments are indicated below:

1. It was discussed that references to social studies and science multiple measures in the LCAP should be deleted, as they are no longer relevant. Instead we are using data from grades, as indicated in our Strategic Plan.
2. Opening language was cleaned up so that formatting and information was consistent in all sections.
3. There was a concern that several specific references to Goal 1.6 should be deleted, as they are no longer relevant. These specific references to 1.6 were found and deleted.
4. There was a concern whether the numbers in the budget aligned with the LCAP. Numbers were double-checked to ensure alignment. Some of the budget numbers in the LCAP are a combination of multiple items and there may not be a similar line item in the budget.

Stakeholders voiced the need for counseling services for all students, especially identified groups. Counseling services were recommended in the 2015-16 LCAP and the counselor was hired part-time. Summer school is being made available for identified students based on language status, socio-economic status, foster status, and students with a need for remediation. The District's multiple measures are used as a key identifier for students who need additional services.

Supplemental CCSS aligned Language Arts materials do not need to be purchased in 2016-17 because they were adopted. This is reflected in both the Strategic Plan and the LCAP.

Stakeholders' comments and suggestions were considered and included where appropriate. Measurement data changes annually, based on the current year's progress results. This was discussed with all groups to ensure understanding.

5. There was a concern whether the identified needs section in each goal area had been updated with appropriate information from 2015-16. Several areas were found that required updates with 2015-16 information.

6. There was a concern about an incomplete section, which indicated survey results were needed. All survey results have now been updated.

Approval of the LCAP will take place at a regular board meeting on June 27, 2016.

**Annual Update:**

Information was presented at board meetings beginning in January 2016. Presentations and input forums have been made available to parents, staff, and community members at School Board meetings, Strategic Planning Committee meetings, staff meetings, Parents' Club, Washington Union Education Foundation, all School Site Councils, and District Curriculum and Advisory Council meetings.

Consultation meetings were conducted on the following dates:

- \*District Curriculum and Advisory Council - October 2015; April 2016.
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- \*Staff meetings at all three schools
- \*Strategic Planning - 1/6/16 & 5/4/16

Information around the district's multiple measures, student achievement

**Annual Update:**

Input that was gathered is reflected in the district's Strategic Plan. The Strategic Plan is the road map for all the work done in the district and the LCAP is aligned to the plan. The newly revised Strategic Plan is attached. It was modified on May 4, 2016.

With the new Technology Plan, input was given that staff members wanted for the computer aides to have more time incorporated into their day.

New common core aligned language art materials were purchased for implementation in 2016-17. The decision around which materials to purchase was made by a Language Arts Instructional Leadership Team that reviewed and adopted materials throughout the course of 2015-16.

Some staff members are retiring and the district is actively working to hire highly-qualified teachers.

Overall, progress was made in meeting the outcomes for all planned actions and services for students in the designated subgroups.

Stakeholders' comments and suggestions were considered and included where appropriate. Measurement data changes annually, based on the current year's progress results. This was discussed with all groups to ensure understanding.

data, parent surveys, staff surveys, and student surveys were made available to all stakeholders. Strategic Planning meeting minutes are posted on the district's website.

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At the Public Hearing several comments were expressed about the LCAP. Response to those comments are indicated below:

1. It was discussed that references to social studies and science multiple measures in the LCAP should be deleted, as they are no longer relevant. Instead we are using data from grades, as indicated in our Strategic Plan.
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3. There was a concern that several specific references to Goal 1.6 should be deleted, as they are no longer relevant. These specific references to 1.6 were found and deleted.
4. There was a concern whether the numbers in the budget aligned with the LCAP. Numbers were double-checked to ensure alignment. Some of the budget numbers in the LCAP are a combination of multiple items and there may not be a similar line item in the budget.
5. There was a concern whether the identified needs section in each goal area had been updated with appropriate information from 2015-16. Several areas were found that required updates with 2015-16 information.
6. There was a concern about an incomplete section, which indicated survey results were needed. All survey results have now been updated.

The LCAP was revised multiple times to ensure that all of the concerns of the stakeholders were addressed.

## Section 2: Goals, Actions, Expenditures, and Progress Indicators

### Instructions:

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

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

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

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

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

**Goal:** Describe the goal:

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

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

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

**Schools:** Identify the schoolsites 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 schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

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

**Action/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 schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

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

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

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

**Guiding Questions:**

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

GOAL 1:	1. All students will reach high standards.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/>  COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/>  Local : Specify
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Identified Need :	<p>Need:                  1.1: Students will complete objectives as described in the Technology Plan.                  Metric: Performance on Technology Plan objectives as described in annual reports to the Board                  2015-16 results: The district added an additional 60 Chromebooks from the previous year. The District added and upgraded wireless access points on Chromebook carts.</p> <p>Need:                  1.2: 50% of students will exceed standards in English language arts, math and science as measured by district Multiple Measures.                  Metric: Student performance reports using the district's Multiple Measure Index including CAASPP                  2015-16 results:                  ELA - 44%                  MATH - 43%                  SCIENCE - 54%</p> <p>Need:                  1.3: 50% of students will exceed standards in history/social science as measured by grades.                  Metric: Student performance reports using grades and the CAASPP                  2015-16 results: - 56%</p> <p>Need:                  1.4: ELL students will progress one CELDT proficiency level per year.                  Metric: CELDT                  1:4: 2015-16 results: 29% of EL students were reclassified as English Proficient. We do not have more than 10 students in any of the proficiency levels, based on CELDT testing.</p> <p>Need:                  1.5: Rtl instruction, encompassing enrichment and remediation, will be provided by teachers to meet the academic needs of all students, including advanced learners, challenged learners, and English language learners.                  Metric: Student performance using the district's Multiple Measures including CAASPP (see data above)                  2015-16 results: Intervention classes are provided at each school to serve identified students.                  Rtl at Toro Park School by kindergarten teachers.                  Math and academic support classes are provided at San Benancio Middle.                  All staff trained in Mandated Reporting.                  Summer School is being offered for students needing extra support in Language Arts and Math, as identified by district Multiple Measures.</p>
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Goal Applies to:	Schools: Toro Park, Washington Union, San Benancio Middle
Applicable Pupil Subgroups:	All students English learners Special Education

**LCAP Year 1: 2016-17**

Expected Annual Measurable Outcomes:	<p>1.1: Students will increase their proficiency in the use of technology and successfully access tools and resources to enhance their learning.</p> <p>1.2: 50% of students will exceed standards in English language arts and math as measured by district Multiple Measures.</p> <p>1.3: 50% of students will exceed standards in social studies and science as measured by report card grades.</p> <p>1.4: ELL students will progress one CELDT proficiency level per year.</p> <p>1.4: Students will receive appropriate instruction in English Language Development within the general education classroom.</p> <p>1.5: 100% of students who are not proficient will be offered extended learning services.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1-1.5: District will support existing positions, services, and materials to educate students.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1.1-1.5: District will support existing positions, services, and materials to educate students. Base \$5,770,681 <hr/> Special Education \$1,309,365 <hr/> Other \$705,074
1.2: District will provide technology for students and staff to enhance Common Core State Standards.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	1.2: Purchase instructional technology as appropriate and as outlined in Technology Plan. Base \$12,000

		<ul style="list-style-type: none"> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	
1.3 Report card grades will be monitored to determine progress toward social studies and science standards.	LEA-wide	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All</li> <li>OR:</li> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	<p>1.3 Report card grades will be monitored to determine progress toward social studies and science standards.</p> <hr/> <p>Included in Base Funding Goals 1.1 to 1.5.</p>
1.4: CELDT scores will be monitored to ensure EL students are making progress and meeting criteria. We will additionally focus on language proficiency development.	LEA-wide	<ul style="list-style-type: none"> <li><input type="checkbox"/> All</li> <li>OR:</li> <li><input type="checkbox"/> Low Income pupils</li> <li><input checked="" type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> <li><u>SpEd</u></li> </ul>	<p>1.4: CELDT scores will be monitored annually.</p> <hr/> <p>Included in Base Funding Goals 1.1 to 1.5.</p>
1.5: Rtl will be implemented to meet academic needs of all learners: advanced learners, challenged learners, and English language learners.	LEA-wide	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All</li> <li>OR:</li> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	<p>1.5: Instructional and support staff for Rtl. Title I \$24,494</p>
1.5: Extended learning time, including summer school, will be provided to students who need additional support.	LEA-wide	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All</li> <li>OR:</li> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> </ul>	<p>1.5: Summer School Supplemental \$19,924</p> <hr/> <p>1.5: Extended Learning Supplemental \$14,061</p>

		_ Other Subgroups: (Specify)	
1.1-1.5: District will continue existing transportation services to ensure student access to high quality education.	LEA-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.1-1.5: District will continue existing transportation services. Included in Base Funding Goals 1.1 to 1.5.

**LCAP Year 2: 2017-18**

Expected Annual Measurable Outcomes:	1.1: Students will increase their proficiency in the use of technology and successfully access tools and resources to enhance their learning. 1.2: 50% of students will exceed standards in English language arts and math as measured by district Multiple Measures. 1.3: 50% of students will exceed standards in social studies and science as measured by report card grades. 1.4: ELL students will progress one CELDT proficiency level per year. 1.4: Students will receive appropriate instruction in English Language Development within the general education classroom. 1.5: 100% of students who are not proficient will be offered extended learning services.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1-1.5: District will support existing positions, services, and materials to educate students.	LEA-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.1-1.5: District will support existing positions, services, and materials to educate students. Base \$6,039,256 Special Education \$1,221,020 Other 622,422
1.2: District will provide technology for students/staff to enhance Common Core State Standards.	LEA-wide	<input checked="" type="checkbox"/> All OR:	1.2: Purchase instructional technology as appropriate and as outlined in Technology Plan. Base \$12,000

		<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)	
1.3 Report card grades will be monitored to determine progress toward social studies and science standards.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1.3: Included in Base Funding Goals 1.1 to 1.5.
1.4: CELDT scores will be monitored to ensure EL students are making progress and meeting criteria. We will additionally focus on language proficiency development.	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1.4: CELDT scores will be monitored annually. Included in Base Funding Goals 1.1 to 1.5.
1.5: Rtl will be implemented to meet academic needs of all learners: advanced learners, challenged learners, and English language learners.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1.5: Instructional and support staff for Rtl. Title I \$25,016
1.5: Extended learning time, including summer school, will be provided to students who need additional support.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	1.5: Summer School Supplemental \$20,227 1.5: Extended Learning Supplemental \$14,838

		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
1.1-1.5: District will continue existing transportation services to ensure student access to high quality education.	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.1-1.5: District will continue existing transportation services. Included in Base Funding Goals 1.1 to 1.5.

**LCAP Year 3: 2018-19**

Expected Annual Measurable Outcomes:	1.1: Students will increase their proficiency in the use of technology and successfully access tools and resources to enhance their learning. 1.2: 50% of students will exceed standards in English language arts and math as measured by district Multiple Measures. 1.3: 50% of students will exceed standards in social studies and science as measured by report card grades. 1.4: ELL students will progress one CELDT proficiency level per year. 1.4: Students will receive appropriate instruction in English Language Development within the general education classroom. 1.5: 100% of students who are not proficient will be offered extended learning services.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1-1.5: District will support existing positions, services, and materials to educate students.	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.1-1.5: District will support existing positions, services, and materials to educate students. Base \$6,197,287 Special Education \$1,253,374 Other \$622,422

<p>1.2: District will provide technology for students/staff to enhance CCSS.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>1.2: Purchase instructional technology as appropriate and as outlined in Technology Plan. Base \$12,000</p>
<p>1.3 Report card grades will be monitored to determine progress toward social studies and science standards.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>1.3: Report Cards                  Included in Base Funding Goals 1.1 to 1.5.</p>
<p>1.4: CELDT scores will be monitored to ensure EL students are making progress and meeting criteria. We will additionally focus on language proficiency development.</p>	<p>LEA-wide</p>	<p><input type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>1.4: CELDT scores will be monitored annually. Included in Base Funding Goals 1.1 to 1.5.</p>
<p>1.5: Rtl will be implemented to meet academic needs of all learners: advanced learners, challenged learners, and English language learners.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>1.5: Instructional and support staff for Rtl. Title I \$25,679</p>
<p>1.5: Extended learning time, including summer school, will be provided to students who need additional support.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All                  OR:</p>	<p>1.5: Summer School Supplemental \$20,528                  1.5: Extended Learning Supplemental \$15,596</p>

		<ul style="list-style-type: none"> <li>_ Low Income pupils</li> <li>_ English Learners</li> <li>_ Foster Youth</li> <li>_ Redesignated fluent English proficient</li> <li>_ Other Subgroups: (Specify)</li> </ul>	
<p>1.1-1.5: District will continue existing transportation services to ensure student access to high quality education.</p>	<p>LEA-wide</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All</li> <li>OR:</li> <li>_ Low Income pupils</li> <li>_ English Learners</li> <li>_ Foster Youth</li> <li>_ Redesignated fluent English proficient</li> <li>_ Other Subgroups: (Specify)</li> </ul>	<p>1.1-1.5: District will continue existing transportation services. Included in Base Funding Goals 1.1 to 1.5.</p>

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 2:	2. All students will be taught by highly qualified staff and will learn in welcoming, well-maintained facilities that are functional and dynamic.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 _ 5 _ 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify
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Identified Need :	<p>Need:                  2.1: Attract and retain highly qualified staff.                  Metric: Percent of highly qualified staff                  Hired three highly qualified teachers at the beginning of the 2015-16 school year.                  100% of teachers are highly qualified.</p> <p>Need:                  2.1: Induction staff will meet all of the periodic timelines, submit all documents and participate in a colloquium at the conclusion of the two year program.                  Metric: Attendance in program and successful completion                  2015-16 results: No teachers are currently involved in the Induction Program, but it is anticipated that we will have a minimum of three teachers participating in the Induction Program in 2016-2017.</p> <p>Need:                  2.2: Teachers will participate in practicum workshops to support the implementation of Common Core State Standards.                  Metric: Teacher evaluations of training sessions, log of professional development opportunities                  2015-16 results: 84% of teachers report they receive adequate training.                  Workshops included:  <ul style="list-style-type: none"> <li>• California Go Math</li> <li>• Writing Across the Curriculum</li> </ul> </p> <p>Need:                  2.3: Staff will receive ongoing technology training based on identified needs in alignment with the objectives in the district's (2015-2018) Technology Plan.                  Metric: Local assessment, CAASPP, classroom observation, teacher feedback                  2015-16 results: Site based staff development was provided based on identified needs by staff. Staff Development was individualized by school site and provided by teaching or administrative staff.                  All students have access to instructional technology. The district purchased 60 additional Chrome Books and lab computers for student use this year.</p> <p>Workshops included:                  Google Apps for Education                  Google Classroom</p> <p>Need:</p>
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2.4: A Deferred Maintenance Plan will be developed and implemented to ensure facilities are well-maintained.  
 Metric: Facility Inspection Tool (FIT), student, staff, and parent surveys  
 FIT identified all school sites are in good condition.  
 100% of the teachers report that the environment is orderly and supports learning.  
 96% of the parents report the facilities are well-maintained.

Goal Applies to: Schools: Toro Park, Washington Union, San Benancio  
 Applicable Pupil Subgroups: All students

**LCAP Year 1: 2016-17**

Expected Annual Measurable Outcomes:  
 2.1: Maintain 100% of the teachers being highly qualified.  
 2.2: Teachers will participate in practicum workshops to support the implementation of Common Core State Standards.  
 2.3: Staff will receive ongoing technology training based on identified needs in alignment with the objectives in the district's (2015-2018) Technology Plan.  
 2.4: District will establish and implement a three-year Deferred Maintenance Plan.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1: 100% staff will be highly qualified.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Included in Base Funding Goals 1.1 to 1.5. 2.1: 100% of teachers will be highly qualified. 2.1: Beginning teachers will be supported in the Induction Program.
2.2 Teachers will attend workshops and/or training related to the implementation of Common Core State Standards.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	2.2: Teachers will attend workshops and/or training related to the implementation of Common Core State Standards. Title II \$11,569 2.2 Teachers will attend workshops and/or training related to the implementation of Common Core State Standards. Other \$19,696

<p>2.3: Teachers will receive training related to needs identified from the district Technology Plan.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>2.3: K-12 Launch Services. Other \$2,000</p>
<p>2.4: District will establish and implement a three-year Deferred Maintenance Plan.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>2.4: Implement Deferred Maintenance Plan. Base \$36,050</p>
<p>2.4: District will fund all existing positions and services relating to care of facilities.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>2.4: Continue to fund all existing positions/services.                  Included in Base Funding Goals 1.1 to 1.5.</p>

**LCAP Year 2: 2017-18**

Expected Annual Measurable Outcomes:	<p>2.1: Maintain 100% of the teachers being highly qualified.</p> <p>2.2: Teachers will participate in practicum workshops to support the implementation of Common Core State Standards.</p> <p>2.3: Staff will receive ongoing technology training based on identified needs in alignment with the objectives in the district's (2015-2018) Technology Plan.</p> <p>2.4: District will establish and implement a three-year Deferred Maintenance Plan.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1: 100% staff will be highly qualified.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Included in Base Funding Goals 1.1 to 1.5. 2.1: 100% of teachers will be highly qualified. 2.1: Beginning teachers will be supported in the Induction Program.
2.2 Teachers will attend workshops and/or training related to the implementation of Common Core State Standards.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	2.2: Teachers will attend workshops and/or training related to the implementation of Common Core State Standards. Title II \$11,696 2.2: Teachers will attend workshops and/or training related to the implementation of Common Core State Standards. Other \$15,953
2.3: Teachers will receive training related to needs identified from the district Technology Plan.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	2.3: K-12 Launch Services. Other \$2,000

<p>2.4: District will establish and implement a three-year Deferred Maintenance Plan.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>2.4: Implement Deferred Maintenance Plan. Base \$37,132</p>
<p>2.4: District will fund all existing positions and services relating to care of facilities.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>2.4: Continue to fund all existing positions and services. Included in Base Funding Goals 1.1 to 1.5.</p>

**LCAP Year 3: 2018-19**

<p>Expected Annual Measurable Outcomes:</p>	<p>2.1: Maintain 100% of the teachers being highly qualified.  2.2: Teachers will participate in practicum workshops to support the implementation of Common Core State Standards.  2.3: Staff will receive ongoing technology training based on identified needs in alignment with the objectives in the district's (2015-2018) Technology Plan.  2.4: District will establish and implement a three-year Deferred Maintenance Plan.</p>
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<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>2.1: 100% staff will be highly qualified.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:</p>	<p>2.1: 100% of teachers will be highly qualified.  2.1: Beginning teachers will be supported in the Induction Program.  Included in Base Funding Goals 1.1 to 1.5.</p>

		(Specify)	
2.2 Teachers will attend workshops and/or training related to the implementation of Common Core State Standards.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	2.2: Teachers will attend workshops and/or training related to the implementation of Common Core State Standards. Title II \$9,979
2.3: Teachers will receive training related to needs identified from the district Technology Plan.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	2.3: K-12 Launch Services. Title II \$2,000
2.4: District will establish and implement a three-year Deferred Maintenance Plan.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	2.4: District will establish and implement a three-year Deferred Maintenance Plan. Base \$38,245
2.4: District will fund all existing positions and services relating to care of facilities.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	2.4: Continue to fund all existing positions and services Base Cost included in Base Funding.

**Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.**

GOAL 3:	3. All students will enjoy a friendly, respectful, and safe learning environment that encourages responsibility.	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify
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Identified Need :	<p>Need:</p> <p>3.1: The district expects healthy, respectful and responsible attitudes in students, staff and parents.                  Metric: Healthy Kids Survey, Staff, student and parent surveys                  2015-16 results: 3.1, 3.2 &amp; 3.3: Surveys administered March 2016.                  Parents, staff and students all report improvement on questions related to positive school climate.</p> <p>Parent response:</p> <p>Students show respect for each other.                  2014: 89%, 2015: 89%, 2016: 89%</p> <p>Discipline is fair and consistent.                  2014: 90%, 2015: 90%, 2016: 90%</p> <p>Campus/playground supervisors are effective and helpful.                  2014: 91%, 2015: 92%, 2016: 95%</p> <p>Staff response:</p> <p>I work with people who treat me with respect.                  2014: 96%, 2015: 100%, 2016: 98%</p> <p>The environment at my school is orderly and supports learning.                  2014: 90%, 2015: 98%, 2016: 100%</p> <p>Student response:</p> <p>I am safe.                  2014: 92%, 2015: 94%, 2016: 91%</p> <p>My teacher treats me with respect.                  2014: 81%, 2015: 89%, 2016: 80%</p> <p>I know what I am supposed to be learning in class.                  2014: 90%, 2015: 92%, 2016: 91%</p> <p>Students are treated fairly by the teachers.                  2014: 67%, 2015: 79%, 2016: 82%</p> <p>Students are treated fairly by the principal.                  2014: 82%, 2015: 88%, 2016: 86%</p> <p>Students are treated fairly by people on yard duty.                  2014: 67%, 2015: 78%, 2016: 72%</p> <p>Students at my school treat me with respect.                  2014: 75%, 2015: 77%, 2016: 70%</p> <p>Students at my school are friendly.</p>
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2014: 76%, 2015: 82%, 2016: 72%

Need:

3.2: Our schools will serve as a model for a safe, orderly and positive learning environment, that expects appropriate behavior and appearance by all students and staff.

Metric: Staff, student and parent surveys

2015-16 survey results: See above

Student behavior has improved overall.

Suspensions:

2013-14: Toro Park: 0, Washington Union: 1, San Benancio: 4

2014-15: Toro Park: 0, Washington Union: 1, San Benancio: 6

2015-16: Toro Park: 0, Washington Union: 4, San Benancio: 1

Need:

3.3: The district will monitor the effectiveness of district-wide character development, bullying prevention, and intervention programs.

Metric: Staff, student and parent surveys

2015-16 survey results: See above

Maintained Character Education program. Students and parents participated in assemblies: Bucket Fillers for Life, Character Show.

Need:

3.4: Educate students and parents about digital citizenship.

Metric: Log of workshops/seminars

2015-16 results: Investigated Digital Citizenship class for fourth-fifth grade students.

Need:

3.5: The schools will regularly communicate to parents the importance of consistent daily attendance and the financial implications, to achieve an average daily attendance (ADA) of 98%.

Metric: Monitoring of monthly attendance reports, student surveys

2015-16 results: Monthly reporting in school newsletters, periodic articles reminding parents the importance of school attendance, truancy letters when 3 unexcused absences or tardies occurred.

P-2 attendance rate was 95.33%.

Goal Applies to: Schools: Toro Park, Washington Union, San Benancio Middle

Applicable Pupil Subgroups: All students

Subgroups:

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	<p>3.1 &amp; 3.3: Improved reports/survey results of positive school climate.</p> <p>3.2: Improved student behavior and reduction in suspensions.</p> <p>3.4: Plan for digital citizenship education.</p> <p>3.5: Student ADA will improve to 98%.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1: District will increase counseling services in 2016-17.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	3.1: District will increase counseling services. Supplemental \$70,950
3.2: District will administer student, staff, and parent surveys to monitor school climate.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Included in Base Funding Goals 1.1 to 1.5. 3.2: Administer surveys
3.3: District will enhance Character Counts program.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	3.3: District will continue to support enhancement to the program.  No Cost

<p>3.4: Plan for workshops that can be used to educate students about digital citizenship.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>3.4: Plan for workshops that can be used to educate students about digital citizenship - Common Sense Media. No Cost</p>
<p>3.5: Improve attendance rate to 98%.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>3.5: District will monitor and report monthly attendance rates. Included in Base Funding Goals 1.1 to 1.5.</p>

**LCAP Year 2: 2017-18**

<p>Expected Annual Measurable Outcomes:</p>	<p>3.1 &amp; 3.3: Improved reports/survey results of positive school climate.                  3.2: Improved student behavior and reduction in suspensions.                  3.4: Plan for digital citizenship education.                  3.5: Student ADA will improve to 98%.</p>
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<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>3.1: District will maintain counseling services.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>3.1: District will maintain counseling services. Supplemental \$72,359</p>

<p>3.2: District will administer student, parent and staff surveys to monitor school climate.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>Included in Base Funding Goals 1.1 to 1.5.                  3.2: Administer survey</p>
<p>3.3: District will enhance the Character Counts program.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>3.3: District will continue to support enhancement to the program.                  No Cost</p>
<p>3.4: Plan for workshops that can be used to educate students about digital citizenship.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>3.4: Plan for workshops that can be used to educate students about digital citizenship - Common Sense Media. No Cost</p>
<p>3.5: Improve attendance rate to 98%.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>3.5: District will monitor and report monthly attendance rates.                  No Cost</p>

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes: 3.1 & 3.3: Improved reports/survey results of positive school climate.  
 3.2: Improved student behavior and reduction in suspensions.  
 3.4: Plan for digital citizenship education.  
 3.5: Student ADA will improve to 98.5%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1: District will maintain counseling services.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	3.1: District will maintain counseling hours. Supplemental \$73,477
3.2: District will administer student, staff and parent surveys to monitor school climate.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	3.2: Administer surveys Included in Base Funding Goals 1.1 to 1.5.
3.3: District will enhance Character Counts program.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	3.3: District will continue to support enhancement to the program.  No Cost

<p>3.4: Plan for workshops that can be used to educate students about digital citizenship.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>3.4: Plan for workshops that can be used to educate students about digital citizenship - Common Sense Media. No Cost</p>
<p>3.5: Improve attendance rate to 98.5%.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>3.5: District will monitor and report monthly attendance rates.                  Included in Base Funding Goals 1.1 to 1.5.</p>

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 4:	4. The district will promote and develop positive relations with all segments of the school community.	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify
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Identified Need :	<p>Need:                      4.1: The district will continue to update and expand its website using current technology and its interactive features.                      Metric: Ongoing implementation of updated features                      2015-16 results: Parents continue to use the mobile app.</p> <p>Need:                      4.2: The district will provide multiple opportunities for parent education and communication such as, website use, digital citizenship, character education, school policies, LCAP, and Common Core State Standards.                      Metric: Log of parent education seminars and workshops and attendance rates                      2015-16 results: Workshops included:                      LCAP meetings and presentations                      Evening math meeting                      Bucket Fillers for Life                      Parent Presentations regarding school policies and procedures</p> <p>Need:                      4.3: The district will review and implement strategies to improve any parent survey response areas that received less than a 90% satisfaction rate.                      Metric: Annual Parent Survey                      2015-16 results: Only two responses were less than 90% satisfaction rate. Principals addressed site specific concerns with staff and planned for changes as appropriate to implement in 2016-17 year.</p> <p>Need:                      4.4: Parent participation in the Annual Survey will be no less than 70% of district families.                      Metric: Annual Parent Survey participation rate                      2015-16 results: 66% participation rate on survey. Higher than last year's rate of 51%.                      Incentives to encourage parent participation were created.</p> <p>Need:                      4.5: Parent representatives from each school, Parents' Club and WUEF will participate on the District Curriculum Council/Advisory Committee and the Strategic Planning Committee.                      Metric: Increased parent participation                      2015-16 results: Maintained level of parent participation on Strategic Planning, District Curriculum and Advisory Council, School Site Councils.</p>
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Goal Applies to:	Schools: Toro Park, Washington Union, San Benancio Middle
Applicable Pupil Subgroups:	All students

**LCAP Year 1: 2016-17**

Expected Annual Measurable Outcomes:	<p>4.1: Expand communication on website.</p> <p>4.2: Improved attendance at district sponsored activities and/or workshops for parents.</p> <p>4.2: Parents understand and utilize avenues to increase student engagement in learning.</p> <p>4.3 &amp; 4.4: Improved participation and satisfaction rates on Annual Parent Survey.</p> <p>4.5: More parent participation on district/school committees.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4.1: Continue to update website and related features.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Included in Base Funding Goals 1.1 to 1.5. 4.1: Continue to build on website and related features.
4.2: Improved attendance at district sponsored activities and/or workshops for parents.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	4.2: Expand opportunities for parent education. No cost
4.3 & 4.4: Improved participation and satisfaction rates on Annual Parent Survey.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	4.3 & 4.4: Annual Parent Survey Included in Base Funding Goals 1.1 to 1.5.

		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
4.5: Continue to maintain a strong level of parent participation in all district committees and activities.		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4.5: Continue to maintain a strong level of parent participation in all district committees and activities. No Cost

**LCAP Year 2: 2017-18**

Expected Annual Measurable Outcomes:	4.1: Expand communication on website. 4.2: Improved attendance at district sponsored activities and/or workshops for parents. 4.2: Parents understand and utilize avenues to increase student engagement in learning. 4.3 & 4.4: Improved participation and satisfaction rates on Annual Parent Survey. 4.5: More parent participation on district/school committees.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4.1: Continue to update website and related features.	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Included in Base Funding Goals 1.1 to 1.5. 4.1: Continue to build on website and related features.
4.2: Improved attendance at district sponsored activities and/or workshops for parents.	LEA-wide	X All OR: _ Low Income pupils	4.2: Expand opportunities for parent education - Parent Speaker Series. No cost

		_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
4.3 & 4.4: Improved participation and satisfaction rates on Annual Parent Survey.	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4.3 & 4.4: Annual Parent Survey Included in Base Funding Goals 1.1 to 1.5.
4.5: Continue to maintain a strong level of parent participation in all district committees and activities.	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4.5: Continue to maintain a strong level of parent participation in all district committees and activities. No Cost

**LCAP Year 3: 2018-19**

Expected Annual Measurable Outcomes:	4.1: Expand communication on website. 4.2: Improved attendance at district sponsored activities and/or workshops for parents. 4.2: Parents understand and utilize avenues to increase student engagement in learning. 4.3 & 4.4: Improved participation and satisfaction rates on Annual Parent Survey. 4.5: More parent participation on district/school committees.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4.1: Continue to update website and related features.	LEA-Wide	X All	4.1: Continue to build on website and related features

		OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Included in Base Funding Goals 1.1 to 1.5.
4.2: Improved attendance at district sponsored activities and/or workshops for parents.	LEA-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4.2: Expand opportunities for parent education. No Cost
4.3 & 4.4: Improved participation and satisfaction rates on Annual Parent Survey.	LEA-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4.3 & 4.4: Annual Parent Survey Included in Base Funding Goals 1.1 to 1.5.
4.5: Continue to maintain a strong level of parent participation in all district committees and activities.	LEA-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4.5: Continue to maintain a strong level of parent participation in all district committees and activities. No Cost

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

## Annual Update

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

### Guiding Questions:

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

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

<p>Original GOAL 1 from prior year LCAP:</p>	<p>1. All students will reach high standards.</p>	<p>Related State and/or Local Priorities:          1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/>           COE only: 9 _ 10 _           Local : Specify</p>	
<p>Goal Applies to:</p>	<p>Schools: Toro Park, Washington Union, San Benancio Middle  <hr/>         Applicable Pupil Subgroups:          All students          English learners          Special Education</p>		
<p>Expected Annual Measurable Outcomes:</p>	<p>1.1: Students will increase their proficiency in the use of technology and successfully access tools and resources to enhance their learning.          1.2: 50% of students will exceed standards in English language arts, math and science as measured by district multiple measures.          1.3: 50% of students will exceed standards in social studies as measured by district multiple measures.          1.4: English Language Learners will have a Reclassification rate of 40% annually.          1.4: Students will receive appropriate instruction in English Language Development within general education classroom.          1.5: 100% of students who are not proficient will be offered extended learning services.          1.6: 100% of students receive instruction that is increasingly aligned to the CCSS.          1.6: 100% of students have access to math and ELA common core aligned curriculum and instructional materials.</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>1.1: Students at each of the three school sites used software related to typing skills, common core alignment, and other instructional areas.          1.2 &amp; 1.3: Our multiple measures in ELA consist of grades, CRT assessments, District writing, and CAASPP. For Math and Science the multiple measure includes grades, CRT Assessments, and CAASPP. In Social Studies the measure is based on grades and CRT assessments. For ELA we showed improvement, increasing from 37% to 43%, but fell short of the overall 50% goal. In Mathematics we showed improvement, increasing from 41% to 43%, but again fell short of the overall goal. For Science and Social Studies we exceeded the 50% goal, reaching 54% and 56%, respectively.          1.4: Our reclassification rate was 29% in the 2015-2016 school year. While we did not meet the goal, we did see improvement in all students getting closer to reaching reclassification. We do not have any Long-Term EL's in our District and generally students are reclassified before they enter middle school. One of the pieces that seems to be working really well is having half day kindergarten only, so that kindergarten teachers can then pull students identified for small group, targeted ELD instruction and support. Additionally, we are modifying our Strategic Plan to</p>

		<p>revise this goal, which is also reflected in the LCAP above.</p> <p>1.5: At Toro Park struggling students receive small group instruction and remediation from the kindergarten teachers. At Washington Union students are supported in the morning and afternoon for mathematics. Students who are underperforming are grouped together for remediation. The groups are fluid. At San Benancio math support classes are offered for students. After school tutoring takes place for one hour after school for additional instruction and support. All schools have instructional aide support.</p> <p>1.6: Teachers receive professional development in writing across the curriculum. We are engaged in the process of adoption for ELA. Teachers received professional development around the math adoption and parents received math seminar to learn about common core math and about the new math program. This year the focus was on full implementation of CCSS for Language Arts and Math. Some teachers started working with NGSS this year and all teachers will use NGSS in the 2016-2017 school year.</p> <p>1.6: Students had adopted materials for mathematics that they used in the 2015-2016 school year.</p>
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**LCAP Year: 2015-16**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1.1-1.6: The district will support existing services/positions and materials to educate students.	1.1-1.6: District will support existing services/positions and materials to educate students. Base \$1,547,929 Special Education \$1,048,181	The district will supported existing services/positions and the purchase of materials to educate students.	This increase is due to additional student costs. Base \$1,719,903 This increase is due to additional student costs related special services. Special Education \$1,177,119
Scope of Service: LEA-wide		Scope of Service: LEA-wide	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	

<p><input type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups: (Specify)                  SPED</p>		<p><input type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups: (Specify)                  SPED</p>	
<p>1.1: District will provide technology for students/staff to enhance the CCSS</p>	<p>1.1: Purchase instructional technology as appropriate and as outlined in Technology Plan Base \$12,000</p>	<p>The district purchased, desktop computers, laptops, printers, Chromebooks and carts as per plan.</p>	<p>Base \$12,000</p>
<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>1.4: CELDT scores will be monitored to ensure EL students are making progress and meeting reclassification criteria.</p>	<p>1.4: CELDT scores will be monitored annually by Admin Costs included in 1.1-1.6 above</p>	<p>29 CELDT tests were administered during the school year.</p>	<p>CELDT Costs                  Included in Base Funding Goals 1.1 to 1.5.</p>
<p>Scope of Service LEA-wide</p> <hr/> <p><input type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>1.5: Rtl will be implemented by teacher to meet the academic needs of all learners: advanced learners, challenged learners, EL learners</p>	<p>1.5: Instructional staff                  Title I \$27,284</p>	<p>Services were provided to a diverse range of students, by teachers and instructional aides.</p>	<p>Cost of Instructional Staff Title I \$25,148</p>

<p>Scope of Service   LEA-wide</p>		<p>Scope of Service   LEA-wide</p>	
<p>X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p>X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>1.5: Extended learning time, including summer school, will be provided to students who need additional support.</p>	<p>1.5: Instructional and support staff for summer school Supplemental \$19,327 Extended Learning Supplemental \$15,563</p>	<p>During June and July 2016, the district sponsored a four-week summer school intervention program.  Additionally, tutoring services were put in place beyond the normal school day at San Benancio.</p>	<p>1.5: Instructional and support staff for summer school Supplemental \$19,465 1.5: Extended Learning Supplemental \$12,924</p>
<p>Scope of Service   LEA-wide</p>		<p>Scope of Service   LEA-wide</p>	
<p>X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p>X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>1.6: Implement/apply Common Core State standards</p>	<p>1.6: Continue staff training to implement CCSS Title II \$11,974 1.6a: Continue staff training to support all learners, including EL and special needs students in the regular ed classroom. Supplemental \$11,000</p>	<p>Teachers and staff attended diverse workshops, related to Common Core instruction in math and language arts, limited-English pedagogy, and SDAIE.</p>	<p>Supplemental \$8,330 Less funding was required due to time limitations and availability of substitute teachers.</p>
<p>Scope of Service   LEA-wide</p>		<p>Scope of Service   LEA-wide</p>	

<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>1.6: Purchase instructional materials aligned to CCSS.</p>	<p>1.6: CCSS aligned instructional materials One-time Common Core funding will be utilized. Lottery \$33,681  1.6a: CCSS aligned instructional materials that support EL and special needs students and accommodate multiple learning styles. Supplemental \$3,062</p>	<p>Various Common Core materials related to language arts, EL, and special needs students.</p>	<p>More materials were needed than anticipated. Lottery \$38,500  Less funding was spent because we had a lower number of ELL's than anticipated. Supplemental \$1,201</p>
<p>Scope of Service   LEA-wide ----- <input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p>Scope of Service   LEA-wide ----- <input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>1.1-1.6: District will continue existing transportation services to ensure students have access to high quality education.</p>	<p>1.1-1.6: District will continue existing transportation services. Base \$296,542</p>	<p>The District has continued operating transportation.</p>	<p>Base \$353,269</p>
<p>Scope of Service   LEA-wide ----- <input checked="" type="checkbox"/> All OR: _ Low Income pupils</p>		<p>Scope of Service   LEA-wide ----- <input checked="" type="checkbox"/> All OR: _ Low Income pupils</p>	

<ul style="list-style-type: none"> <li>_ English Learners</li> <li>_ Foster Youth</li> <li>_ Redesignated fluent English proficient</li> <li>_ Other Subgroups: (Specify)</li> </ul>		<ul style="list-style-type: none"> <li>_ English Learners</li> <li>_ Foster Youth</li> <li>_ Redesignated fluent English proficient</li> <li>_ Other Subgroups: (Specify)</li> </ul>	
<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>Our analysis of the needs of our students going forward has allowed us to streamline and focus on fewer areas in the coming three years:</p> <p>Goal 1.4: We are changing this goal from a target of 40% proficiency rate for ELs to a target of increasing each specific EL student's proficiency level by one. We have made this change due to the nature of our type of EL students. We do not have a dominant language for our ELs.</p> <p>Goal 1.6: We have met our instructional materials goal and are eliminating it in the ongoing years.</p>		

**Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.**

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 2 from prior year LCAP:	2. All students will be taught by highly qualified staff and will learn in welcoming, well-maintained facilities that are functional and dynamic.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 _ 5 _ 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify
Goal Applies to:	Schools: _____ Applicable Pupil Subgroups: _____ All students	
Expected Annual Measurable Outcomes:	<p>2.1: Maintain that 100% of teachers will be highly qualified.</p> <p>2.1: District will have retained and attracted qualified teachers.</p> <p>2.2: Improved instruction resulting in higher academic achievement.</p> <p>2.2: Students will receive appropriate ELD instruction in the general education classroom.</p> <p>2.2: Maintain teachers reporting adequate training, supplies, and facilities.</p> <p>2.2: Increase percent of students reporting they are challenged by the curriculum.</p> <p>2.3: Students and staff will use instructional technology to enhance the CCSS.</p> <p>2.4: District will annually complete items in Deferred Maintenance Plan.</p>	<p>Actual Annual Measurable Outcomes:</p> <p>2.1: Based on our credentials audit we have 1 teacher who is not highly qualified and 41 teachers who are highly qualified. The one teacher who is not highly qualified is working to clear the credential.</p> <p>2.1: At the beginning of this year we hired 4 additional highly qualified teachers.</p> <p>2.2: Teachers received training in how to implement writing across the curriculum.</p> <p>2.2: At Toro Park SDAIE strategies are used throughout the day and are embedded in classroom instruction. Targeted ELD instruction takes place in the afternoon as well. RFEP students at Washington and San Benancio are on track with their grade level peers, but are continually monitored for understanding.</p> <p>2.2: 100% of the staff report adequate supplies and facilities. 84% of the staff agreed there was adequate training.</p> <p>2.2: The number of students reporting being challenged by the curriculum decreased by 1% (2014-15: 61%; 2015-16: 60%).</p> <p>2.3: Teachers received training in how to implement the use of instructional technology through Google Apps for Education and Google Classroom.</p> <p>2.4: District has completed several deferred maintenance projects this year.</p>

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services					
Budgeted Expenditures		Estimated Actual Annual Expenditures					
2.1: 100% of teachers will be highly qualified.	2.1: 100% of teachers will be highly qualified. Base \$3,519,986 2.1a: Beginning teachers will be supported in the Induction program. Costs included in Base funding	All teachers are highly qualified. Beginning teachers have been supported in BTSA, several models of inservice in ELA and math, including special needs.	2.1 Cost of Teacher Salaries & Benefits Base \$3,603,392				
<table border="1"> <tr> <td>Scope of Service</td> <td>LEA-wide</td> </tr> </table>	Scope of Service	LEA-wide		<table border="1"> <tr> <td>Scope of Service</td> <td>LEA-wide</td> </tr> </table>	Scope of Service	LEA-wide	
Scope of Service	LEA-wide						
Scope of Service	LEA-wide						
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)					
2.2: Teachers will attend workshops and/or training related to the implementation of Common Core State Standards.	Unknown at the time of LCAP. Professional development Title II \$11,878	Bonnie McGrath Training	Cost of PD Other \$1,800 2.2: Teachers will attend workshops and/or training related to the implementation of Common Core State Standards. Title II \$11,878				
<table border="1"> <tr> <td>Scope of Service</td> <td>LEA-wide</td> </tr> </table>	Scope of Service	LEA-wide		<table border="1"> <tr> <td>Scope of Service</td> <td>LEA-wide</td> </tr> </table>	Scope of Service	LEA-wide	
Scope of Service	LEA-wide						
Scope of Service	LEA-wide						
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<p>2.3: Teachers will receive training related to needs identified from the district Technology Plan.</p>	<p>Unknown at the time of LCAP.</p>	<p>K-12 Launch Training for All Teachers</p>	<p>Google Classroom and Google Apps for Education. Other \$2,000</p>
<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>2.4: District will establish and implement a three year Deferred Maintenance Plan.</p>	<p>2.4: Implemented Deferred Maintenance Plan: Base \$35,132</p>		<p>Base \$35,000</p>
<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>2.4: District will fund all existing positions/services relating to care of facilities.</p>	<p>2.4: Continue to fund all existing position/services. Base \$542,417</p>		<p>Base \$552,674</p>
<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p>	

proficient _ Other Subgroups: (Specify)		_ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	As a result of the LCAP engagement process, we are streamlining our focus:  Goal 2.2 (Maintain teachers reporting adequate training, supplies, and facilities): We are eliminating this goal because it is no longer an identified need.		

**Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.**

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 3 from prior year LCAP:	3. All students will enjoy a friendly, respectful, and safe learning environment that encourages responsibility.	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8  COE only: 9 _ 10 _  Local : Specify
Goal Applies to:	Schools: Toro Park, Washington Union, San Benancio Middle Applicable Pupil Subgroups: All students	
Expected Annual Measurable Outcomes:	3.1 & 3.3: Improved reports and survey results of positive school climate. 3.2: Improved student behavior and reductions in suspensions. 3.4: Plan for social media education. 3.5: Student ADA will improve to 97.5%.	Actual Annual Measurable Outcomes: 3.1 & 3.3: April 2016 survey responses:  Parent response: Students show respect for each other. 2014: 89%, 2015: 89%, 2016: 89% Discipline is fair and consistent. 2014: 90%, 2015: 90%, 2016: 90% Campus/playground supervisors are effective and helpful. 2014: 91%, 2015: 92%; 2016: 95%  Staff response: I work with people who treat me with respect. 2014: 96%, 2015: 100%; 2016: 98% The environment at my school is orderly and supports learning. 2014: 90%, 2015: 98%; 2016: 100%  Student response: I am safe. 2014: 92%, 2015: 94%; 2016: 91% My teacher treats me with respect. 2014: 81%, 2015: 89%; 2016: 80% I know what I am supposed to be learning in class. 2014: 90%, 2015: 92%; 2016: 91% Students are treated fairly by the teachers. 2014: 67%, 2015: 79%; 2016: 82% Students are treated fairly by the principal. 2014: 82%, 2015: 88%; 2016: 86% Students are treated fairly by people on yard duty. 2014: 67%, 2015: 78%; 2016: 72%

		<p>Students at my school treat me with respect. 2014: 75%, 2015: 77%; 2016: 70%</p> <p>Students at my school are friendly. 2014: 76%, 2015: 82%; 2016: 72%</p> <p>3.2: We decreased our number of suspensions from 12 in the 2014-2015 school year to 4 in 2015-2016. At Toro Park overall the number of behavior issues are down. At Washington Union the number of behavior issues increased at the start of the year, but since the end of the first trimester there has been a significant drop in the number of issues. San Benancio has also shown a decrease in the overall number of behavior issues.</p> <p>3.4: Sixth grade teachers were given Common Sense Media and used it in the third trimester to see the impact of the program. Administrators are still looking in to other programs for parents and students to educate them about social media.</p> <p>3.5: As of P2, the district's attendance rate was 95.33%.</p>
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**LCAP Year: 2015-16**

Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
3.1: District will add part time counseling services.	3.1: Add part-time counseling Base \$12,744 3.1: Add part time counseling services Supplemental \$19,915	District employed a part time counselor. The counselor met with a diverse number of students on a consistent basis.	Base \$3,893 Supplemental \$25,922 This amount is higher because the counseling services were more expensive than originally anticipated.
Scope of Service   LEA-wide <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service   LEA-wide <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

<p>3.2: District will administer student, staff and parent surveys to monitor school climate.</p>	<p>3.2: Administer surveys Costs included in 1.7 Base \$350</p>	<p>The students, staff, and parents have been surveyed this year.</p>	<p>Base \$99 The cost of the surveys was lower than expected.</p>
<p>Scope of Service   LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>3.3: District will enhance the Character Counts program.</p>	<p>3.3: Continue to support enhancement to program. 3.3: Provide training in Character Counts program- Cost included in professional development.</p>	<p>Each school site had its own program funded by Parents' Club. Students attended assemblies and the counselor made classroom presentations.</p>	<p>3.3: District will enhance the Character Counts program. No Cost to District - paid for out of Parents' Club.</p>
<p>Scope of Service   LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>3.4: Improve Attendance rate to 97.5%.</p>	<p>3.4: District will monitor and report monthly attendance rates included in 1.1-1.6.</p>	<p>Period 1: 97.38  Period 2: 96.37  Period 3: 96.34  Period 4: 96.02  P1: 96.53  Period 5: 94.15  Period 6: 95.47  Period 7: 93.52</p>	<p>3.4: District will monitor and report monthly attendance rates included in 1.1-1.6. No Cost</p>

		Period 8: 94.56 P2: 95.33 Period 9: 96.53 Period 10: 95.27 Period 11: 97.27 Annual: 95.72	
Scope of Service: LEA-wide <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service: LEA-wide <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	As a result of our LCAP engagement process, we are increasing the use of counseling services over the next three years:  Goal 3.1: We found these services to be quite valuable, especially for our special needs students (English Language Learners, Foster Youth & Socio-Economically Disadvantaged Students). Due to the unique needs of this population, counseling services are better suited for these students. Our current plan is to fund a full-time counseling position in the outgoing years.		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 4 from prior year LCAP:	4. The district will promote and develop positive relations with all segments of the school community.	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify
Goal Applies to:	Schools: Toro Park, Washington Union, San Benancio Middle Applicable Pupil Subgroups: All students	
Expected Annual Measurable Outcomes:	<p>4.1: Expanded communication on website.</p> <p>4.2: Improved attendance at district sponsored activities and/or workshops for parents.</p> <p>4.2: Parents understand and utilize avenues to increase student engagement in learning.</p> <p>4.3 &amp; 4.4: Improved participation and satisfaction rates on Annual Parent Survey.</p> <p>4.5: Improved communication to all residents of the district (State of the District).</p> <p>4.6: More parent participation on district and school committees.</p>	<p>Actual Annual Measurable Outcomes:</p> <p>4.1: All principals update the website regularly with events going on at school and any district level information to be communicated with parents. Calendars are linked through the mobile app to notify parents on their phones of upcoming events.</p> <p>4.2: The following events took place: math parent night in December 2015, parent orientation in August 2015, Back to School night in August 2015, Open House in May 2016. The most successful nights were the Math night and the Back to School nights at all of the sites. None of the sites showed a decrease in attendance at any of the events.</p> <p>4.3: In the 2014-15 school year, approximately 51% of families in the district took the annual parent survey. Approximately 66% of district families took the annual survey for the 2015-16 school year.</p> <p>4.4: Regarding the Strategic Plan Goal, Community Relations #3, of attaining a 90% satisfaction rate on questions in the Annual Parent Survey: in the 2014-15 school year, 49% of the questions had a 90% satisfaction rate. In the 2015-16 school year, 54% of the questions had a 90% satisfaction rate.</p> <p>4.5: In the Annual Parent Survey for the 2014-15 school year, there were 11 questions related to communication. Four of the questions did not attain a 90% satisfaction rate. In the 2015-16 school year, there were also 11 questions related to communication. Three of the questions did not attain a 90% satisfaction rate.</p>

	4.6: All committees at both the site and district levels have the recommended number of parents.
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**LCAP Year: 2015-16**

Planned Actions/Services		Actual Actions/Services					
	Budgeted Expenditures		Estimated Actual Annual Expenditures				
4.1: Contine to update website and related features.	4.1: Build upon current website Base \$3,378	Our website was enhanced and additional phone apps were added.	Base \$2,977 The amount spent was less than expected.				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; text-align: center;">Scope of Service</td> <td style="width: 90%;">LEA-wide</td> </tr> </table>	Scope of Service	LEA-wide		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; text-align: center;">Scope of Service</td> <td style="width: 90%;">LEA-wide</td> </tr> </table>	Scope of Service	LEA-wide	
Scope of Service	LEA-wide						
Scope of Service	LEA-wide						
<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>					
4.2: Offer parent education workshops and seminars	4.2: Increase parent education opportunities	Parents participated in multiple offerings: Strategic Planning, Art Docent training, district planning committees, character counts, and website use.	Math Parent Night Included in Base Funding Goals 1.1 to 1.5.				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; text-align: center;">Scope of Service</td> <td style="width: 90%;">LEA-wide</td> </tr> </table>	Scope of Service	LEA-wide		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; text-align: center;">Scope of Service</td> <td style="width: 90%;">LEA-wide</td> </tr> </table>	Scope of Service	LEA-wide	
Scope of Service	LEA-wide						
Scope of Service	LEA-wide						
<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>					

What changes in actions, services, and expenditures will be	As a result of the LCAP engagement process, we are maintaining overall goals of communicating with community stakeholders.
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made as a result of reviewing past progress and/or changes to goals?	
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Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

**Section 3: Use of Supplemental and Concentration Grant funds and Proportionality**

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

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district’s goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	\$93,046
During the fiscal 2016-17 year, WUSD will receive approximately \$93,046 in supplemental funding. Washington Union School District will allocate its supplemental funding to summer school intervention and counseling services.	
Since we do not have significant populations of English Language Learners we do not receive concentration funding.	
Summer school was selected because it provides targeted and specific instructional time beyond the normal school year. Students who are recommended by their teachers will receive four weeks of targeted intervention for Language Arts and Math. The criterion for selecting students is that they must fall into one of the subgroup categories and need academic assistance, or academic assistance may be the only area of need for the student. None of the classes are larger than 20 students, to ensure individualized support. The cost associated with summer school includes materials and supplies, a principal, a secretary, a custodian, four teachers, and two special education support aides.	
Continuing with and increasing the time for the counselor position was selected because the counselor can effectively assist in the needs of all students, and is highly qualified to assist with students who fall into one of the three subgroups. The counselor works with the students in a whole class setting, small group setting, or a one-on-one setting. Counseling services include family difficulties, ability awareness, social skills, peer interactions, and conflict resolution.	

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.

1.50	%
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The \$93,046 received for supplemental services are principally directed for focus students and will spent on summer school and counseling service district-wide.

Quantitatively – The expenditure of LCFF Supplemental funds for an increase in counseling services from part-time in the 2015-16 school year to full-time in the 2016-17 school year.

Qualitatively – Students will have access to counseling services and can learn how to better interact with their peers, staff members, friends, and family. Students who need additional instructional support will be afforded with the opportunity to not fall behind over a long summer break by attending summer school intervention.

These expenditures meet LCFF minimum proportionality requirements. WUSD also provides a significant level of additional services, beyond the supplemental services. These far exceed the proportionality of the funding we receive for students who fall within designated subgroups and those who do not.

## Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-18	2018-19	2016-17- 2018-19 Total
All Funding Sources	7,172,343.00	7,607,494.00	7,995,864.00	8,093,919.00	8,270,587.00	24,360,370.00
Base	5,970,478.00	6,283,207.00	5,818,731.00	6,088,388.00	6,247,532.00	18,154,651.00
Common Core Standards Implementation Funds	0.00	0.00	0.00	0.00	0.00	0.00
Lottery	33,681.00	38,500.00	0.00	0.00	0.00	0.00
Other	0.00	3,800.00	726,770.00	640,375.00	622,422.00	1,989,567.00
Special Education	1,048,181.00	1,177,119.00	1,309,365.00	1,221,020.00	1,253,374.00	3,783,759.00
Supplemental	68,867.00	67,842.00	104,935.00	107,424.00	109,601.00	321,960.00
Title I	27,284.00	25,148.00	24,494.00	25,016.00	25,679.00	75,189.00
Title II	23,852.00	11,878.00	11,569.00	11,696.00	11,979.00	35,244.00
						35,244.00

Total Expenditures by Object Type						
Object Type	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-18	2018-19	2016-17- 2018-19 Total
All Expenditure Types	7,172,343.00	7,607,494.00	7,995,864.00	8,093,919.00	8,270,587.00	24,360,370.00
	7,172,343.00	7,607,494.00	7,995,864.00	8,093,919.00	8,270,587.00	24,360,370.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-18	2018-19	2016-17- 2018-19 Total
All Expenditure Types	All Funding Sources	7,172,343.00	7,607,494.00	7,995,864.00	8,093,919.00	8,270,587.00	24,360,370.00
	Base	5,970,478.00	6,283,207.00	5,818,731.00	6,088,388.00	6,247,532.00	18,154,651.00
	Common Core Standards Implementation Funds	0.00	0.00	0.00	0.00	0.00	0.00
	Lottery	33,681.00	38,500.00	0.00	0.00	0.00	0.00
	Other	0.00	3,800.00	726,770.00	640,375.00	622,422.00	1,989,567.00
	Special Education	1,048,181.00	1,177,119.00	1,309,365.00	1,221,020.00	1,253,374.00	3,783,759.00
	Supplemental	68,867.00	67,842.00	104,935.00	107,424.00	109,601.00	321,960.00

<b>Total Expenditures by Object Type and Funding Source</b>							
<b>Object Type</b>	<b>Funding Source</b>	<b>2015-16 Annual Update Budgeted</b>	<b>2015-16 Annual Update Actual</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2016-17- 2018-19 Total</b>
	Title I	27,284.00	25,148.00	24,494.00	25,016.00	25,679.00	75,189.00
	Title II	23,852.00	11,878.00	11,569.00	11,696.00	11,979.00	35,244.00

**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).