

Introduction:

LEA: Wiseburn Unified School District **Contact (Name, Title, Email, Phone Number):** Dave Wilson, Chief Business Official, dwilson@wiseburn.k12.ca.us, (310) 643-3025 **LCAP Year:** July 1, 2016 - June 30, 2019

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>A major function of the Local Control Accountability Plan (LCAP) is to provide a transparent process for developing the overall budget for the District. Wiseburn Unified School District is committed to providing stakeholders an opportunity to participate in the LCAP process at many levels. Stakeholders include students, parents, teachers, staff community members, local bargaining units and administrators. At the site level, School Site Councils develop their Single Plan for Student Achievement (SPSA) in coordination with the LCAP goals. In the same way at the District level, the Local Education Agency Plan (LEAP) is updated each year with the eight LCAP priorities in mind. Specifically, the LCAP Committee and the District English Language Advisory Committee (DELAC) work to develop the details of the LCAP plan and monitor the yearly cycle of implementation. The District English Learner Advisory Council also served as a guiding group in the creation of the LCAP with meetings in December, March and June, providing input on the use of supplemental funds to best serve our English Learners. These groups provided valuable input which resulted in identifying specific programs primarily focused on support for English Language Learners, foster youth, and students with low socio-economic status. The LCAP Committee met in November, February, April and June, with members representing parents, community members, Wiseburn Faculty Association, CSEA, and administration. The WFA and CSEA leadership also met regularly for consultation with the Superintendent, Chief Business Official and the Director of Human Resources to provide input regarding all aspects of student and staff needs. Using the Adaptive School Model, meetings are designed to be active and involve the participants in meaningful analysis and discussion about using our limited resources to best meet the needs of all students, including English Learners, Foster Youth and Socio-economically disadvantaged students. Through this process, all stakeholders have an opportunity to make an impact of student learning. The final draft of the LCAP was reviewed in a presentation to the DELAC Committee on June 1 and the LCAP Committee on June 1. Both committees participated in the development of the document to be moved forward for Board review. Each committee also affirmed the LCAP process in Wiseburn as both transparent and productive. A public hearing was held on June 28 at a regularly scheduled meeting of the Board of Trustees. No written comments were provided during the committee meetings or the public hearing. The LCAP was approved by the Board of Trustees on June 29, 2016.</p>	<p>The eight state priorities have guided our work in developing the Local Control Accountability Plan. We developed our goals around these priority areas, and used the priorities as a framework for discussion with all stakeholders. The DELAC committee suggested the continued focus on the bridge program between elementary and middle school that had been developed in the current year. The establishment of a dedicated ELD teacher and instructional aides at each elementary site is essential to provide direct service to students and families, as well as to guide both designated and integrated ELD support. The DELAC committee recognized that this program has been supported by the District in the past far beyond the levels provided by past categorical funding. The LCAP committee discussed the need for increases in the area of school counseling, added technology, increased intervention supports for struggling students, added security for school sites, and the implementation of a district-wide Positive Behavior Intervention Support system.</p>
<p>Annual Update: For the 2015-16 school year, the Wiseburn Unified School District has engaged a variety of stakeholders in the Local Control Accountability Plan process. The LCAP Parent Advisory Committee consists of parents, students, teachers, staff, community</p>	<p>Annual Update: In meeting with our certificated and classified associations, a clear LCAP priority was set for early intervention for students. This has manifested itself in the successful development of the Wiseburn Child Development Center that bridges pre-school for</p>

members, local bargaining unit members and administrators. The LCAP Committee met in November, February, April and June, with members representing parents, community members, Wiseburn Faculty Association, CSEA, and administration. The WFA and CSEA leadership also met regularly for consultation with the Superintendent, Chief Business Official and the Director of Human Resources to provide input regarding all aspects of student and staff needs. The LCAP Committee followed the Adaptive School model for meeting interaction to analyze the actual spending on the current LCAP, review progress on goal metrics, and to establish priorities for the 2016-17 budget. Students provided input through the California Healthy Kids Survey. The LCAP Committee also reviewed the results of a Family LCAP Survey that sought input for spending priorities from Wiseburn parents and students. The District English Learner Advisory Council also served as a guiding group in the creation of the LCAP with meetings in December, March and June, providing input on the use of supplemental funds to best serve our English Learners. These groups provided valuable input which resulted in identifying specific programs primarily focused on support for English Language Learners, foster youth, and students with low socio-economic status. The final draft of the LCAP was reviewed in a presentation by the Superintendent to the DELAC Committee on June 1 and the LCAP Committee on June 1. Both committees approved the document to be moved forward for Board review. Each committee also affirmed the LCAP process in Wiseburn as both transparent and productive. A public hearing was held on June 28 at a regularly scheduled meeting of the Board of Trustees. No written comments were provided to the Superintendent during the committee meetings or the public hearing. The LCAP was approved by the Board of Trustees on June 29, 2016.

3 and 4 year-olds with our Kindergarten and Transitional Kindergarten programs for 5 year-olds. The team discussed maintaining a focus on early identification through the development of a more robust array of interventions for struggling students. An Intervention Coordinator position was added into the LCAP as a means to improve the coherence of the current interventions program. Both screening and intervention tools will be supported by our commitment to a technology platform that will integrate these types of web services. Intervention will also focus on personalization of student learning and provide additional time for extended day learning programs that take place before school, after school and during the summer break. In meeting with the District English Language Advisory Committee, a fiscal priority was expressed to continue the ELD program that has been maintained, even during the fiscal crisis. The establishment of a dedicated ELD teacher and instructional aides at each elementary site is essential to provide direct service to students and families, as well as to guide general education push-in and support. The DELAC committee recognized that this program has been supported by the district in the past far beyond the levels provided by categorical funding. This is an example where the Wiseburn Unified School District has been exercising local control to fund a valuable instructional program with supplemental district funds. A recurring theme in discussion was also the need for professional development, coaching and collaboration time for grade levels and departments in the implementation of State Standards. A major focus over the next several years will be the implementation of Cognitively Guided Instruction in Mathematics through the Math Leadership Corps with Loyola Marymount University and the Cotsen Foundation. In English Language Arts, teachers will be piloting instructional materials for adoption during the upcoming year. Middle school science teachers are developing an integrated course sequence that is in line with Next Generation Science Standards. Another area of focus is to build Positive Behavior Supports for students. An additional counselor position will be added at the elementary level to continue our focus on the social-emotional needs of low socioeconomic students, English Learners and foster youth, as well as all students across the district. As we continue our LCAP process in the coming years, all outcomes will be based on this type of stakeholder input in building consensus on budget priorities.

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:	100% of students will have access to instructional materials in print or electronic formats.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 _ 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 _ COE only: 9 _ 10 _ Local : Specify	
Identified Need :	All students, including pupils with disabilities and socioeconomically disadvantaged students, need complete access to instructional materials. A growing proportion of these materials are now available as on-line resources or as hybrid online and print materials. Student access to both print and electronic materials is measured by internal surveys and inventories In the summer of 2014, the District purchased the K-5 adoption for mathematics with McGraw-Hill My Math. In the fall of 2015, the District purchased the 6-8 adoption of CPM Math. A review of adopted materials indicated that 100% of students had a textbook and/or online access to instructional materials for English Language Arts, Math, Science and Social Studies.. The 6-8 students received newly-adopted materials for math. The District is currently reviewing English Language Arts materials for possible adoption. In 2016-17 middle school teachers will be reviewing 6-8 grade Next Generation Science Standards materials for potential purchase. Compliance with this goal is measured by Williams Complaint Procedures and the adequate response to such complaints. Identified Metric: Annual number of Williams Complaints regarding availability of instructional materials so that all students will have access to standards aligned instructional materials at school and for use at home.			
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
LCAP Year 1: 2016-17				
Expected Annual Measurable Outcomes:	All students will have access to standards aligned instructional materials at school and for use at home. No more than 0 Williams complaints will be received. All complaints will be addressed.			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
Purchase Common Core State Standards Materials	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)	Refresh new Common Core State Standards (CCSS) mathematics curriculum materials 4000-4999: Books and Supplies Base \$10,000 Ongoing textbook costs 4000-4999: Books and Supplies Base \$60,000 School supplies and supplemental materials 4000-4999: Books and Supplies Base \$350,000 Pilot and potential purchase of new CCSS English Language Arts curriculum materials (\$100,000 to come from Measure CL) 4000-4999: Books and Supplies State Mandate Funds (1X \$) \$350,000 Pilot and potential purchase of Next Generation Science Standards curriculum materials for middle school 4000-4999: Books and Supplies State Mandate Funds (1X \$) \$90,000	
Upgrade and integrate District wireless system and infrastructure for 1 to 1 technology implementation. With greater reliance on digital tools for learning, the infrastructure system is integral to providing equal access for all students to all district digital learning resources.	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)	With new e-rate rules for infrastructure, upgrade intermediate switches, access points and firewall to better implement 1:1 capabilities for digital materials 0000: Unrestricted State Mandate Funds (1X \$) \$120,000	
Purchase Spanish (or other languages) versions of instructional materials	Targeted	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient	Purchase Spanish language math Cognitively Guided Instruction materials and manipulatives with new textbook adoption 4000-4999: Books and Supplies Supplemental \$1,500 Purchase other materials in Spanish or other languages to support English Learners 4000-4999: Books and Supplies Supplemental \$1,500	

		Other Subgroups: (Specify)	
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LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	No more than 0 Williams complaints will be received. All complaints and questions will be addressed.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Purchase Common Core State Standards Materials	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)	Ongoing textbook costs 4000-4999: Books and Supplies Base \$60,000 School supplies and supplemental materials 4000-4999: Books and Supplies Base \$350,000 Purchase new NGSS Science Curriculum 4000-4999: Books and Supplies State Mandate Funds (1X \$) \$200,000
Purchase Spanish (or other languages) versions of instructional materials	Targeted	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Purchase Spanish language math materials and manipulatives with new textbook adoption 4000-4999: Books and Supplies Supplemental \$1,5000 Purchase other materials in Spanish or other languages to support English Learners 4000-4999: Books and Supplies Supplemental \$1,500
Upgrade and integrate District wireless system and infrastructure for 1 to 1 technology implementation. With greater reliance on digital tools for learning, the infrastructure system is integral to providing equal access for all students to all district learning resources.	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)	Purchase main switches, access points, and firewall protection for network and wireless infrastructure. 0000: Unrestricted State Mandate Funds (1X \$) \$120,000

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	No more than 0 Williams complaints will be received. All complaints and questions will be addressed.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Purchase Common Core State Standards Materials	LEA Wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Ongoing textbook costs 4000-4999: Books and Supplies Base \$60,000 School supplies and supplemental materials 4000-4999: Books and Supplies Base \$350,000 Purchase new NGSS Science Curriculum 4000-4999: Books and Supplies State Mandate Funds (1X \$) \$10,000
Purchase Spanish (or other languages) versions of instructional materials	Targeted	<input type="checkbox"/> All OR: Low Income pupils <input checked="" type="checkbox"/> English Learners Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)	Purchase Spanish language math materials and manipulatives with new textbook adoption 4000-4999: Books and Supplies Supplemental \$1,5000 Purchase other materials in Spanish or other languages to support English Learners 4000-4999: Books and Supplies Supplemental \$1,500
Upgrade and integrate District wireless system and infrastructure for 1 to 1 technology implementation. With greater reliance on digital tools for learning, the infrastructure system is integral to providing equal access for all students to all district learning resources.	LEA Wide	<input checked="" type="checkbox"/> All OR: Low Income pupils	Purchase switches, access points and firewall protection for network and wireless infrastructure. 0000: Unrestricted State Mandate Funds (1X \$) \$120,000

		English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 2:	100% of teachers will be appropriately assigned within their area of credential/expertise and properly trained for maximum student performance	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
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Identified Need : It is essential that teachers possess the professional knowledge for both content and pedagogy in their area of instruction. Hiring practices guide this process, eliminating teacher candidates who are not qualified. Internal and external professional development provides a structure for building capacity within our teaching staff. The Director of Human Resources conducts an annual analysis to determine whether any teachers are incorrectly assigned based on the master schedule for all teachers. The results of this survey indicate that 100% of teachers were appropriately assigned within their area of credential/expertise for 2015-16. This goal is measured through CALPADS, LACOE oversight and Williams Compliance Procedures.

Identified Metric: The annual number of Williams Complaints regarding teacher mis-assignments so that all teachers will be fully credentialed and appropriately assign as measured by human resource monitoring reports.

Goal Applies to:	Schools:	All	
	Applicable Pupil Subgroups:	All	

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes: All teachers will be fully credentialed and appropriately assigned as measured by human resources assignment monitoring reports. No more than 0 Williams complaints will be received. All complaints and questions will be addressed.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain proper credentialing by providing support for beginning teachers (BTSA)	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)	To pay for support providers, substitute teachers and administrative costs 1000-1999: Certificated Personnel Salaries Base \$4,000
Provide staff with opportunities for CPR and Epi-pen training	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)	CPR/Epi-pen training 1000-1999: Certificated Personnel Salaries Base \$4,000

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes: All teachers will be fully credentialed and appropriately assigned as measured by human resources assignment monitoring reports. No more than 0 Williams complaints will be received. All complaints and questions will be addressed.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain proper credentialing by providing support for beginning teachers (BTSA)	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)	To pay for support providers, substitute teachers and administrative costs 1000-1999: Certificated Personnel Salaries Base \$20,000

Provide staff with opportunities for CPR and Epi-pen training	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)	CPR/Epi-pen training 1000-1999: Certificated Personnel Salaries Base \$5,000
LCAP Year 3: 2018-19			
Expected Annual Measurable Outcomes:	All teachers will be fully credentialed and appropriately assigned as measured by human resources assignment monitoring reports. No more than 0 Williams complaints will be received. All complaints and questions will be addressed.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain proper credentialing by providing support for beginning teachers (BTSA)	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)	To pay for support providers, substitute teachers and administrative costs 1000-1999: Certificated Personnel Salaries Base \$20,000
Provide staff with opportunities for CPR and Epi-pen training	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)	CPR/Epi-pen training 1000-1999: Certificated Personnel Salaries Base \$5,000

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

GOAL 3:	100% of students will be provided with school facilities that are safe, clean, well-maintained.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
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Identified Need : A positive school climate is essential in creating conditions that promote student learning. In the past two decades , the Wiseburn School District has rebuilt or remodeled all four school sites. Construction is currently are underway for a brand-new high school facility that is scheduled to open in August, 2017. Ongoing internal and external facilities inspections are conducted on a regular basis, overseen by the Director of Maintenance and Operations. The SARC review of facilities in 2016 indicated that 100% of students are provided with school facilities that are safe, clean and well-maintained. All district schools are currently in good condition but are in need of ongoing preventative maintenance.

Identified Metric: The annual number of Williams Complaints regarding facilities and SARC facilities review so that all facilities will be maintained in good repair.

Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	All

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes: All facilities will be maintained in good repair. No more than 0 Williams complaints will be received related to facilities. All complaints and questions will be addressed. SARC facilities reviews will continue to indicate that 100% of students are provided with safe school facilities.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Improve facility safety, security and cleanliness.	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)	Maintain and add Security Cameras to system 4000-4999: Books and Supplies Measure CL \$30,000 Maintain 1.5 FTE Custodian to be shared across multiple sites 2000-2999: Classified Personnel Salaries Base \$80,000
District will commit 3% to 5% of General Fund Expenditures towards Deferred Maintenance and Routine Restricted Maintenance on an annual basis	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)	Deferred Maintenance set aside 0000: Unrestricted Base \$100,000 Routine Restricted Maintenance contribution 0000: Unrestricted Base \$600,000
Additional campus security is required to facilitate a peaceful school climate that will support English Learners, foster youth, and low income pupils towards improved educational outcomes.	School-Wide - Dana	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Add campus security aide position at Dana Middle School to improve security across entire campus. 2000-2999: Classified Personnel Salaries Supplemental \$27,000 Add campus security aide position at Dana Middle School to improve security across entire campus 2000-2999: Classified Personnel Salaries Base \$28,000

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	All facilities will be maintained in good repair. No more than 0 Williams complaints will be received related to facilities. All complaints and questions will be addressed. SARC facilities reviews will continue to indicate that 100% of students are provided with safe school facilities.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Improve facility safety, security and cleanliness	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)	Maintain and add Security Cameras 4000-4999: Books and Supplies Measure CL \$20,000 Maintain 1.5 FTE Custodian to be shared across multiple sites 2000-2999: Classified Personnel Salaries Base \$85,000
District will commit 3% to 5% of General Fund Expenditures towards Deferred Maintenance and Routine Restricted Maintenance on an annual basis	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)	Deferred Maintenance set aside 0000: Unrestricted Base \$100,000 Routine Restricted Maintenance contribution 0000: Unrestricted Base \$625,000
Campus security is required to facilitate a peaceful school climate that will support English Learners, foster youth, and low income pupils towards improved educational outcomes.	School-Wide Dana	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Maintain Security Aide at Dana Middle School 2000-2999: Classified Personnel Salaries Supplemental \$28,000 Maintain Security Aide at Dana Middle School 2000-2999: Classified Personnel Salaries Base \$29,000

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	All facilities will be maintained in good repair. No more than 0 Williams complaints will be received related to facilities. All complaints and questions will be addressed. SARC facilities reviews will continue to indicate that 100% of students are provided with safe school facilities.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Improve facility safety, security and cleanliness	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)	Maintain Security Cameras 4000-4999: Books and Supplies Measure CL \$5,000 Maintain 1.5 FTE Custodian to be shared across multiple sites 2000-2999: Classified Personnel Salaries Base \$85,000
District will commit 3% to 5% of General Fund Expenditures towards Deferred Maintenance and Routine Restricted Maintenance on an annual basis	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)	Deferred Maintenance set aside 0000: Unrestricted Base \$100,000 Routine Restricted Maintenance contribution 0000: Unrestricted Base \$625,000
Campus security is required to facilitate a peaceful school climate that will support English Learners, foster youth, and low income pupils towards improved educational outcomes.	School-Wide Dana	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth	Maintain campus security aide at Dana Middle School 2000-2999: Classified Personnel Salaries Supplemental \$28,000 Maintain campus security aide at Dana Middle School 2000-2999: Classified Personnel Salaries Base \$29,000

		Redesignated fluent English proficient Other Subgroups: (Specify)	
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 4:	To develop college and career readiness for 100% of students through the implementation of State Standards at each grade level.	Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 _ 5 _ 6 _ 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify
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Identified Need :	The Common Core State Standards (CCSS) were created with college and career readiness as the ultimate goal. We plan to continue a seamless K-12 transition for students towards the CCSS, with appropriate instructional strategies, materials, and assessments. This includes a focus on student ownership of learning, student explanation of their meta-cognitive thought processes, student presentations of learning and the real-world application of learning. The Wiseburn Unified School District has been a founding partner of the Talking Teaching Network, which has guided our Common Core transition efforts since 2011. Implementation success will be measured by student performance on SBAC assessments. Teacher surveys indicated a need for continued focus on building Common Core instructional strategies and assessments. In the area of mathematics, baseline CAASPP data indicate a continued need for student conceptual understanding. Teachers also reported a specific need for technology training to best leverage tools for common core instruction and learning.	
	Identified Metric: CAASPP Student Assessment Results	

Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	All

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	Increase CAASPP baseline score of 60 % Standard Met or Exceeded to 62% Standard Met or Exceeded in English Language Arts. Increase CAASPP baseline score of 37%% Standard Met or Exceeded to 42% Standard Met or Exceeded in Math.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide Tech Mentors and a Teacher on Special Assignment to guide the technology program and train all district teachers in technology and provide technology access to low income pupils, English Learners and Foster Youth.	LEA-Wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Maintain Tech Mentor - TOSA 1000-1999: Certificated Personnel Salaries Supplemental \$112,,000 Tech Conferences (CUE, Power School, GAFE) 0000: Unrestricted Measure CL \$40,000 Site-based Technology Mentors - add 3 total additional stipend positions: Burnett (grades 3-5) and for Cabrillo (grades K-2) and Dana (grades 6-8). Maintain additional stipend positions at Anza and Dana. 1000-1999: Certificated Personnel Salaries Measure CL \$25,000 Tech Training (subs and hourly time) 1000-1999: Certificated Personnel Salaries Measure CL \$40,000
Provide training and collaboration time for all teachers to develop lessons and assessments that are guided by 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)	Contract with Talking Teaching Network 5000-5999: Services and Other Operating Expenditures Title II \$30,000 Hourly/ Substitute Costs for Grade Level/ Department Release Time and Hub work 0000: Unrestricted State Mandate Funds (1X \$) \$24,000 Cognitively Guided Instruction training and Instructional Rounds Protocols across district for development of Professional Learning Communities 1000-1999: Certificated Personnel Salaries Locally Defined \$36,000 Provide funding support for Math Leadership Corps training for teachers in Cognitively Guided Instruction 0000: Unrestricted State Mandate Funds (1X \$) 55,000

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	Increase CAASPP baseline score of 62 % Standard Met or Exceeded to 64% Standard Met or Exceeded in English Language Arts. Increase CAASPP baseline score of 42%% Standard Met or Exceeded to 47% Standard Met or Exceeded in Math.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide Tech Mentors and a Teacher on Special Assignment to guide the technology program and train all district teachers in technology and provide technology access to low income pupils, English Learners and Foster Youth.	LEA-Wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils	Tech Mentor - TOSA 1000-1999: Certificated Personnel Salaries Supplemental \$112,000 Tech Conferences (CUE, Power School, GAFE) 0000: Unrestricted Measure CL \$40,000 Site-based Technology Mentors - maintain 3 total additional stipend positions: Burnett (grades 3-5)

		<input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	and for Cabrillo (grades K-2 and Dana). Maintain additional 2 stipend positions at Anza and Dana. 1000-1999: Certificated Personnel Salaries Measure CL \$25,000 Tech Training (subs and hourly time) 1000-1999: Certificated Personnel Salaries Measure CL \$40,000
Provide training and collaboration time for all teachers to develop lessons and assessments that are guided by Common Core State Standards.	Wide LEA-	<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)	Contract with Talking Teaching Network 5000-5999: Services and Other Operating Expenditures Title II \$30,000 Hourly/ Substitute Costs for Grade Level/ Department Release Time and Hub work 1000-1999: Certificated Personnel Salaries State Mandate Funds (1X \$) \$24,000 Cognitively Guided Instruction training and Instructional Rounds Protocols across district for development of Professional Learning Communities 1000-1999: Certificated Personnel Salaries Locally Defined \$36,000
LCAP Year 3: 2018-19			
Expected Annual Measurable Outcomes:	Increase CAASPP baseline score of 64 % Standard Met or Exceeded to 66% Standard Met or Exceeded in English Language Arts. Increase CAASPP baseline score of 47%% Standard Met or Exceeded to 52% Standard Met or Exceeded in Math.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide Tech Mentors and a Teacher on Special Assignment to guide the technology program and train all district teachers in technology and provide technology access to low income pupils, English Learners and Foster Youth.	LEA-Wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	80% Tech Mentor - TOSA 1000-1999: Certificated Personnel Salaries Supplemental \$92,000 Tech Conferences (CUE, Power School, GAFE) 0000: Unrestricted Measure CL \$40,000 Maintain additional four Site-based Technology Mentors 0000: Unrestricted Measure CL \$25,000 Tech Training (subs and hourly time) 1000-1999: Certificated Personnel Salaries Measure CL \$40,000
Provide training and collaboration time for all teachers to develop lessons and assessments that are guided by Common Core State Standards.	Wide LEA-	<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)	Contract with Talking Teaching Network 5000-5999: Services and Other Operating Expenditures Title II \$30,000 Hourly/ Substitute Costs for Grade Level/ Department Release Time and Hub work 1000-1999: Certificated Personnel Salaries State Mandate Funds (1X \$) \$24,000 Cognitively Guided Instruction training and Instructional Rounds Protocols across district for development of Professional Learning Communities 1000-1999: Certificated Personnel Salaries Locally Defined \$36,000

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

GOAL 5:	Maintain parent participation in school activities and committees.		Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 _ 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Identified Need :	Wiseburn Unified School District has received considerable support from the community. Through general obligation bonds and a parcel tax, facilities have been upgraded and programs have been enhanced. Parent participation in school activities has been strong, but can always be improved upon. Efforts to maintain a transparent system for governance and oversight, parent participation in committees is essential. These include Bond Oversight Committees, LCAP Budget Committee, District English Language Advisory Committee, School Site Councils, PTA's, Wiseburn Education Foundation and other community groups including the four neighborhood associations of Hollyglen, Wiseburn, Del Aire and South Bay 360 residential development. A review of participation at District committees shows a continued and ongoing commitment of a relatively small group of parents. Efforts need to be made to increase the outreach to build a wider base of parent volunteers for District meetings, including the LCAP Committee. Identified Metric: Parent participation at Back to School Night and Open House. Parent participation in ongoing committee work. Teachers will report level of parent participation for scheduled parent/teacher or student-led conferences.			
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
LCAP Year 1: 2016-17				
Expected Annual Measurable Outcomes:	Increase parent participation in Back to School night from 87% to 88%. Increase total number of parents participating in committee work by an additional 5% Maintain participation rate for parent attendance at scheduled conferences at 97%.			
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
	To coordinate online systems to create simplicity, increase parental involvement and improve parent education opportunities for communication and family involvement.	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)	School Messenger 5000-5999: Services and Other Operating Expenditures Base \$5,000 Expand Family Workshops for Math and Technology 0000: Unrestricted Measure CL \$10,000 Maintain online registration of students (School Mint) 5000-5999: Services and Other Operating Expenditures Base \$7,500
	Outreach and incentives for parent participation in decision making groups and informational workshops	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)	Outreach and meeting hospitality/ child care for meetings 0000: Unrestricted Base \$2,000
	Provide support services including interpreters, parenting classes, English Language classes, and other supports	Targeted	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Interpreter costs 5000-5999: Services and Other Operating Expenditures Supplemental \$2,000 English Language classes for parents 5000-5999: Services and Other Operating Expenditures Supplemental \$12,000

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	Increase parent participation in Back to School night from 88% to 89%. Increase total number of parents participating in committee work by an additional 5%. Maintain participation rate for parent attendance at scheduled conferences at 97%.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Coordinate online systems to create simplicity and increase parental involvement	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)	School Messenger 5000-5999: Services and Other Operating Expenditures Base \$5,000 Maintain Family Workshops for Math and Technology 0000: Unrestricted Measure CL \$10,000 Maintain online registration of students 5000-5999: Services and Other Operating Expenditures Base \$7,500
Outreach and incentives for parent participation in decision making groups and informational Workshops	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)	Outreach and meeting hospitality/ child care for meetings 0000: Unrestricted Base \$2,000
Provide support services including interpreters, parenting classes, English Language classes, and other supports	Targeted	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Interpreter costs 5000-5999: Services and Other Operating Expenditures Supplemental \$2,000 English Language classes for parents 5000-5999: Services and Other Operating Expenditures Supplemental \$12,000

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	Increase parent participation in Back to School night from 88% to 89%. Increase total number of parents participating in committee work by an additional 5%. Maintain participation rate for parent attendance at scheduled conferences at 97%.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Coordinate online systems to create simplicity and increase parental involvement	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)	School Messenger 5000-5999: Services and Other Operating Expenditures Base \$5,000 Maintain Family Workshops for Math and Technology 0000: Unrestricted Measure CL \$10,000 Maintain online registration of students 5000-5999: Services and Other Operating Expenditures Base \$7,500
Outreach and incentives for parent participation in decision making groups and informational Workshops	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)	Outreach and meeting hospitality/ child care for meetings 0000: Unrestricted Base \$2,000
Provide support services including interpreters, parenting classes, English Language classes, and other supports	Targeted	<input 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)	Interpreter costs 5000-5999: Services and Other Operating Expenditures Supplemental \$2,000

		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)	English Language classes for parents 5000-5999: Services and Other Operating Expenditures Supplemental \$12,000
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 6:	Students will show continued growth on proficiency levels in English Language Arts and Math while providing an educational program that addresses the needs of the whole child.		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 _ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify
Identified Need :	During the No Child Left Behind era, Wiseburn students showed continuous growth in all areas as measured by API gains of nearly 100 points between 2007-2012. During this time, all schools and the district remained out of Program Improvement and Title III accountability measures. This remarkable record of student achievement was shared by all students across ethnicity, race, gender, primary language, and socio-economic levels. As we are entering an entirely new system of accountability with the Common Core State Standards, the Wiseburn Unified School District has embraced this new challenge with our Common Core Transition Committees and Common Core Hubs. In 2015, our students provided baseline data on SBAC Interim and Summative tests, providing our first system-wide results for analysis. In Language Arts 60% of students showed proficiency. In Mathematics 37% of students showed proficiency. The District Leadership team is focusing efforts on mathematics through the Math Leadership Corps partnership with Loyola Marymount University to improve student performance in Math. Identified Metric: The SBAC Interim and Summative Assessments will be used to determine level of student proficiency in English Language Arts and Mathematics towards the Common Core State Standards using scores from the 2016 Summative test. Adaptive computer AR/STAR results for reading and math are used as a local indicator for comparison with CAASPP results until a replacement for the Academic Performance Index is in place.		
Goal Applies to:	Schools:	All	
	Applicable Pupil Subgroups:	All	
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	Increase CAASPP baseline score of 60 % Standard Met or Exceeded to 62% Standard Met or Exceeded in English Language Arts. Increase CAASPP baseline score of 37%% Standard Met or Exceeded to 42% Standard Met or Exceeded in Math.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
District will continue to reduce class size in TK - 3rd Grade to provide a lower student to teacher ratio and improve student performance.	Grades TK-3	<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)	Continued funding for 7 teaching positions that reduced class sizes 1000-1999: Certificated Personnel Salaries Base \$552,000
Increase support for Arts Education programs	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)	PS Arts contracts and District Arts coordination 5000-5999: Services and Other Operating Expenditures Measure CL \$75,000 Sustain Orchestra and Concert Band program at Dana (1 FTE) 1000-1999: Certificated Personnel Salaries Base \$93,000 Sustain Instrumental Music program at Grade 5 (.4 FTE) 1000-1999: Certificated Personnel Salaries Measure CL \$38,000 Purchase Musical Instruments and Equipment 4000-4999: Books and Supplies Measure CL \$37,000
Develop a comprehensive and robust system for student data which allows for in-depth analysis of student performance of low income pupils, English Learners, Foster Youth and Redesignated Fluent English Proficient students across the entire K-12 system for Wiseburn Unified and Da Vinci Schools. Data will be accessible at the student, teacher, site and district levels.	LEA-Wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Sustain Schoolzilla student data system 5000-5999: Services and Other Operating Expenditures Supplemental \$30,000 Sustain Data Assessment Coordinator (.5 FTE) to coordinate student information system, online assessments, and 3rd party support providers into one integrated system for data analysis 1000-1999: Certificated Personnel Salaries Supplemental \$55,000
Maintain Project Lead the Way program as a district signature practice at middle school and elementary levels.	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)	Sustain Dana master schedule to incorporate PLTW into 6th grade wheel 1000-1999: Certificated Personnel Salaries Base \$55,000 Teacher training/supplies for Project Lead the Way grades 4-8 4000-4999: Books and Supplies Measure CL \$20,000

Provide a healthy PE program across grades 1-5	Grades 1-5	<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)	Maintain district contribution for PE program at grades 1 and 2 5000-5999: Services and Other Operating Expenditures Measure CL \$22,000 Maintain Elementary PE program at grades 3-5 5000-5999: Services and Other Operating Expenditures Measure CL \$58,000
Develop and sustain a 1:1 student to computer ratio as a tool for 21st century learning with 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)	Annual ongoing additional costs of 1:1 rollout 0000: Unrestricted Measure CL \$236,000 Equipment and Supplies purchases for 1:1 rollout 4000-4999: Books and Supplies State Mandate Funds (1X \$) \$386,000 Annual Ongoing General Technology Costs 0000: Unrestricted Base \$285,500
Provide increased academic and behavioral intervention supports for all students with a focus towards low income students, English Learners and Foster Youth.	LEA-Wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Maintain Board Certified Behavior Analyst for unduplicated pupil count of students 1000-1999: Certificated Personnel Salaries Supplemental \$102,000

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes: An additional 5% of growth in student performance will be evident on both the SBAC Summative Assessment and the Academic Performance Index. Detailed goals will be based on original baseline data.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
District will continue to reduce class size in TK - 3rd Grade to provide a lower student to teacher ratio and improve student performance.	Grades TK-3	<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)	Continued funding for 7 teaching positions that reduced class sizes 1000-1999: Certificated Personnel Salaries Base \$564,000
Increase support for Arts Education programs	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)	PS Arts contracts and District Arts coordination 5000-5999: Services and Other Operating Expenditures Measure CL \$75,000 Sustain Orchestra and Concert Band program at Dana (1 FTE) 1000-1999: Certificated Personnel Salaries Base \$95,000 Sustain Instrumental Music program at Grade 5 (.4 FTE) 1000-1999: Certificated Personnel Salaries Measure CL \$40,000 Purchase Musical Instruments and Equipment 4000-4999: Books and Supplies Measure CL \$37,000
Maintain a comprehensive and robust system for student data which allows for in-depth analysis of student performance of low income pupils, English Learners, Foster Youth and Redesignated Fluent English Proficient students across the entire K-12 system for Wiseburn Unified and Da Vinci Schools. Data will be accessible at the student, teacher, site and district levels.	LEA-Wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Sustain Schoolzilla student data system 5000-5999: Services and Other Operating Expenditures Supplemental \$30,000 Sustain Data Assessment Coordinator (.5 FTE) to coordinate student information system, online assessments, and 3rd party support providers into one integrated system for data analysis 1000-1999: Certificated Personnel Salaries Supplemental \$55,000
Maintain Project Lead the Way program as a district signature practice at middle school and elementary levels.		<input checked="" type="checkbox"/> All OR:	Sustain Dana master schedule to incorporate PLTW into 6th grade wheel 1000-1999: Certificated Personnel Salaries Base \$57,000

		<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)	Teacher training/supplies for Project Lead the Way grades 3-8 0000: Unrestricted Measure CL \$20,000
Provide a healthy PE program across grades 1-5	Grades 1-5	<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)	Maintain district contribution for PE program at grades 1 and 2 5000-5999: Services and Other Operating Expenditures Measure CL \$22,000 Maintain Elementary PE program at grades 3-5 5000-5999: Services and Other Operating Expenditures Measure CL \$58,000
Develop and sustain a 1:1 student to computer ratio as a tool for 21st century learning with 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)	Annual ongoing additional costs of 1:1 rollout 0000: Unrestricted Measure CL \$236,000 Equipment and Supplies purchases for 1:1 rollout 0000: Unrestricted State Mandate Funds (1X \$) \$386,000 Annual Ongoing General Technology Costs 0000: Unrestricted Base \$285,500
Provide increased academic and behavioral intervention supports for all students with a focus towards low income students, English Learners and Foster Youth.	LEA-Wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Maintain Board Certified Behavior Analyst for unduplicated pupil count of students 1000-1999: Certificated Personnel Salaries Supplemental \$104,000

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes: An additional 5% of growth in student performance will be evident on both the SBAC Summative Assessment and the Academic Performance Index. Detailed goals will be based on original baseline data.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
District will continue to reduce class size in TK - 3rd Grade to provide a lower student to teacher ratio and improve student performance.	Grades TK-3	<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)	Continued funding for 7 teaching positions that reduced class sizes 1000-1999: Certificated Personnel Salaries Base \$564,000
Increase support for Arts Education programs	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)	PS Arts contracts and District Arts coordination 5000-5999: Services and Other Operating Expenditures Measure CL \$75,000 Sustain Orchestra and Concert Band program at Dana (1 FTE) 1000-1999: Certificated Personnel Salaries Base \$95,000 Sustain Instrumental Music program at Grade 5 (.4 FTE) 1000-1999: Certificated Personnel Salaries Measure CL \$40,000 Purchase Musical Instruments and Equipment 4000-4999: Books and Supplies Measure CL \$37,000
Maintain a comprehensive and robust system for student data which allows for in-depth analysis of student performance of low income pupils, English Learners, Foster Youth and Redesignated Fluent English Proficient students across the entire K-12 system for Wiseburn Unified and Da Vinci Schools. Data will be accessible at the student, teacher, site and district levels.	LEA-Wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth	Sustain Schoolzilla student data system 5000-5999: Services and Other Operating Expenditures Supplemental \$30,000 Sustain Data Assessment Coordinator (.5 FTE) to coordinate student information system, online assessments, and 3rd party support providers into one integrated system for data analysis 1000-1999: Certificated Personnel Salaries Supplemental \$55,000

		<input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)	
Maintain Project Lead the Way program as a district signature practice at middle school and elementary levels.		<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Sustain Dana master schedule to incorporate PLTW into 6th grade wheel 1000-1999: Certificated Personnel Salaries Base \$59,000 Teacher training/supplies for Project Lead the Way grades 3-8 0000: Unrestricted Measure CL \$20,000
Provide a healthy PE program across grades 1-5	Grades 1-5	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Maintain district contribution for PE program at grades 1 and 2 5000-5999: Services and Other Operating Expenditures Measure CL \$22,000 Maintain Elementary PE program at grades 3-5 5000-5999: Services and Other Operating Expenditures Measure CL \$58,000
Develop and sustain a 1:1 student to computer ratio as a tool for 21st century learning with Common Core State Standards	LEA-Wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Annual ongoing additional costs of 1:1 rollout 0000: Unrestricted Measure CL \$236,000 Equipment and Supplies purchases for 1:1 rollout 0000: Unrestricted State Mandate Funds (1X \$) \$386,000 Annual Ongoing General Technology Costs 0000: Unrestricted Base \$285,500
Provide increased academic and behavioral intervention supports for all students with a focus towards low income students, English Learners and Foster Youth.	LEA-Wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)	Maintain Board Certified Behavior Analyst for unduplicated pupil count of students 1000-1999: Certificated Personnel Salaries Supplemental \$104,000

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

GOAL 7:	English Learners will show progress and proficiency in English Language Arts that is reflective of the progress of all students in the Wiseburn Unified School District.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
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Identified Need : In 2009, the Wiseburn Unified School District expanded the program for English Learners with a specific focus on the primary grades. English Learners participate in English Language Development through an extended school day several days per week. This program enjoys a 94% attendance rate and has been fully funded, even through difficult fiscal times. This goal is to measure the overall effectiveness of the ELD program for students who have been in the program for five years or more. According to 2014-15 CELDT scores, 57.1 % of this student cohort is showing proficiency. While this is above the state average, it fell below our local goal from last year. The reclassification rate for 2015-16 was 17.5% which is just under the 18% goal set from last year. A parent survey for English Learners and discussions at the DELAC committee indicated continued broad support for the ELD program, with a suggested focus on building the program at the 4-8th grade levels. This goal was developed and will be monitored by the District English Language Advisory Committee.

Identified Metric: The goal will be measured by the California English Language Development Test (CELDT) and the re-classification rate for English Learners.

Goal Applies to:	Schools:	All	Applicable Pupil Subgroups:	English Learners
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LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes: English Learners will show progress in English proficiency at the 62% level according to the California English Language Development Test. The reclassification rate for English Learners will maintain above 18%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide additional services including designated ELD teachers, instructional aides, and materials to support all English Learners in the Wiseburn Unified School District.	Targeted	_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	English Language Development teachers and instructional aides 0000: Unrestricted Supplemental \$605,000 Add .4 ELD sections into Dana master schedule to support ELD push-in and instruction 1000-1999: Certificated Personnel Salaries Supplemental \$48,000
To identify English Language Learners, provide annual assessments for identified English Language Learners and provide support materials for instruction	Targeted	_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	Staffing costs to administer CELDT testing during summer months 0000: Unrestricted Supplemental \$18,000 Materials to administer CELDT testing 0000: Unrestricted Base \$6,000 Sustain an on-line instructional component for English Learners in grades 4-8 5000-5999: Services and Other Operating Expenditures Supplemental \$18,000

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes: English Learners in the 5 years or more cohort will show progress in English proficiency at the 64% level according to the California English Language Development Test. The reclassification rate for English Learners will maintain above 18%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide additional services including designated ELD teachers, instructional aides, and materials to support all English Learners in the Wiseburn Unified School District.	Targeted	_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	English Language Development teachers and instructional aides 0000: Unrestricted Supplemental \$615,000 Maintain .4 ELD sections into Dana master schedule to support ELD push-in and instruction 1000-1999: Certificated Personnel Salaries Supplemental \$48,000
To identify English Language Learners, provide annual assessments for identified English	Targeted	_ All	Staffing costs to administer CELDT testing during summer months 0000: Unrestricted Supplemental

Language Learners and provide support materials for instruction		OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$20,000 Materials to administer CELDT testing 0000: Unrestricted Base \$6,500 Sustain an on-line instructional component for English Learners in grades 4-8 5000-5999: Services and Other Operating Expenditures Supplemental \$18,000
LCAP Year 3: 2018-19			
Expected Annual Measurable Outcomes:	English Learners in the 5 years or more cohort will show progress in English proficiency at the 64% level according to the California English Language Development Test. The reclassification rate for English Learners will maintain above 18%.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide additional services including designated ELD teachers, instructional aides, and materials to support all English Learners in the Wiseburn Unified School District.	Targeted	All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)	English Language Development teachers and instructional aides 0000: Unrestricted Supplemental \$615,000 Maintain .4 ELD sections into Dana master schedule to support ELD push-in and instruction 1000-1999: Certificated Personnel Salaries Supplemental \$48,000
To identify English Language Learners, provide annual assessments for identified English Language Learners and provide support materials for instruction	Targeted	All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)	Staffing costs to administer CELDT testing during summer months 0000: Unrestricted Supplemental \$20,000 Materials to administer CELDT testing 0000: Unrestricted Base \$6,500 Sustain an on-line instructional component for English Learners in grades 4-8 5000-5999: Services and Other Operating Expenditures Supplemental \$18,000

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

GOAL 8:	Socioeconomically disadvantaged students and students in foster care will show academic growth at levels commensurate with the overall student population.			Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Identified Need :	Socioeconomically disadvantaged students and students in foster care face unique learning challenges. Wiseburn Unified School District seeks to level the playing field for these students by providing a caring and nurturing educational setting. At two campuses, schoolwide Title I services will be available to help support these and other students. At all campuses, Response to Intervention programs identify students in need of additional supports, which are provided before, during and after school. In reviewing the multi-year data from our previous accountability system, the achievement gaps for socioeconomically disadvantaged students have been consistently 10 to 15 percentage points lower in proficiency levels than non-socioeconomically disadvantaged students in both math and language arts.. The results of the 2015 SBAC assessment show that socioeconomically disadvantaged students scored at 51% proficiency in ELA (9 points below average) and 29% in Math (8 points below average), Identified Metric: Student performance on English Language Arts and Mathematics will be measured by the SBAC assessments.			
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	Socioeconomically disadvantaged; Foster youth		
LCAP Year 1: 2016-17				
Expected Annual Measurable Outcomes:	Decrease achievement gap on ELA CAASPP assessments for socioeconomically disadvantaged students from 16 percentage points to 15 percentage points compared to non-socioeconomically disadvantage students who meet or exceed standards. Decrease achievement gap on Math CAASPP assessments for socioeconomically disadvantaged students from 16 percentage points to 15 percentage points compared to non-socioeconomically disadvantage students who meet or exceed standards.			
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
	Provide instructional program intervention supports and improved instructional methodology based on Common Core State Standards with a focus on foster youth and low income pupils.	LEA-Wide	_ All OR: <input checked="" type="checkbox"/> Low Income pupils _ English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Sustain Math Coach (.8 FTE) - Teacher on Special Assignment 1000-1999: Certificated Personnel Salaries Supplemental \$86,000 Materials and consulting services for Intervienton 0000: Unrestricted Supplemental \$40,000 Add .4 ELA TOSA position at Dana Middle School 1000-1999: Certificated Personnel Salaries Supplemental \$43,000 Add Reading Intervention Specialist/Coordinator position (shared K-5) 1000-1999: Certificated Personnel Salaries Supplemental \$104,000 Sustain three elementary Math TOSA positions (Cotsen Foundation) 1000-1999: Certificated Personnel Salaries Other \$255,00
	Provide counseling services that provide social/emotional support to students with a focus on foster youth and low income pupils.	LEA-Wide	_ All OR: <input checked="" type="checkbox"/> Low Income pupils _ English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Sustain counselor staffing at Dana by .4 FTE to focus on support for low income and foster youth. 1000-1999: Certificated Personnel Salaries Supplemental \$37,000 Sustain 2 FTE Counselors for social skills and social/emotional support for elementary students with a specific focus on low income and foster youth. 1000-1999: Certificated Personnel Salaries Supplemental \$196,000 Add 1 FTE Counselor for elementary, providing 1 counselor per school 1000-1999: Certificated Personnel Salaries Supplemental \$98,000
LCAP Year 2: 2017-18				
Expected Annual Measurable Outcomes:	Decrease achievement gap on SBAC assessments for socioeconomically disadvantaged students and foster youth by an additional one percent.			
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
	Provide instructional program intervention supports and improved instructional methodology based on Common Core State Standards with a focus on foster youth and low income pupils.	LEA-Wide	_ All OR: <input checked="" type="checkbox"/> Low Income pupils _ English Learners <input checked="" type="checkbox"/> Foster Youth	Sustain Math coach (.8 FTE) - Teacher on Special Assignment for unduplicated count pupils 1000-1999: Certificated Personnel Salaries Supplemental \$86,000 Maintain one additional year of Math TOSA at Cabrillo to sustain CGI for all teachers 1000-1999: Certificated Personnel Salaries State Mandate Funds (1X \$) \$80,000

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Maintain.4 ELA TOSA position at Dana Middle School 1000-1999: Certificated Personnel Salaries Supplemental \$43,000 Sustain Reading Intervention Specialists position (shared K-5) 1000-1999: Certificated Personnel Salaries Supplemental \$104,500 Sustain two elementary Math TOSA position (Cotsen Foundation) 1000-1999: Certificated Personnel Salaries Other \$170,000
Provide counseling services that provide social/emotional support to students with a focus on foster youth and low income pupils.	LEA-Wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Sustain counselor staffing at Dana by .4 FTE with a focus on foster youth and low income pupils. 1000-1999: Certificated Personnel Salaries Supplemental \$38,000 Sustain 3 FTE Counselors for social skills and social/emotional support for elementary students with a focus on foster youth and low income pupils. 1000-1999: Certificated Personnel Salaries Supplemental \$296,000
LCAP Year 3: 2018-19			
Expected Annual Measurable Outcomes:	Decrease achievement gap on SBAC assessments for socioeconomically disadvantaged students and foster youth by an additional one percent.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide instructional program intervention supports and improved instructional methodology based on Common Core State Standards with a focus on foster youth and low income pupils.	LEA-Wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Sustain Math coach (.8 FTE) - Teacher on Special Assignment for unduplicated count pupils 1000-1999: Certificated Personnel Salaries Supplemental \$86,000 Maintain two Math TOSA positions at Anza and Burnett to sustain CGI for all teachers at those sites 1000-1999: Certificated Personnel Salaries State Mandate Funds (1X \$) \$160,000 Maintain.4 ELA TOSA position at Dana Middle School 1000-1999: Certificated Personnel Salaries Supplemental \$43,000 Sustain Reading Intervention Specialists position (shared K-5) 1000-1999: Certificated Personnel Salaries Supplemental \$98,500 Sustain one elementary Math TOSA position (Cotsen Foundation) 1000-1999: Certificated Personnel Salaries Other \$85,000
Provide counseling services that provide social/emotional support to students with a focus on foster youth and low income pupils.	LEA-Wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Sustain counselor staffing at Dana by .4 FTE to focus on support for low income and foster youth. 1000-1999: Certificated Personnel Salaries Supplemental \$38,000 Sustain 3 FTE Counselors for social skills and social/emotional support for elementary students with a specific focus on low income and foster youth. 1000-1999: Certificated Personnel Salaries Supplemental \$296,000

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

GOAL 9:	All students will have equal access to all courses and the core curriculum.		Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 _ COE only: 9 _ 10 _ Local : Specify	
Identified Need :	Wiseburn Unified School District recognizes that in diversity there is strength. Because of the diverse nature of our student population, it is essential to ensure that all students have equal educational opportunities. Each course of study at the secondary level is available as an option to all students. For courses with pre-requisites, multiple pathways must exist to allow several points of entry into these courses for students at various stages in their educational careers. As part of the CALPADS Fall 2 protocol, an annual review of course descriptions and student enrollment will be conducted for selected courses. In discussions at LCAP committee meetings, a focus on equity for gender and race in Career Tech Education programs was established, with a particular focus on Project Lead the Way. With equal access represented by a 0% differential between groups, and negative numbers representing under-representation, data from Spring 2016 indicates that the gender differential in PLTW classes at Dana for girls was -4% and for boys it was 4%. The differential for English Language learners was -2%, and for socio-economically disadvantaged students the differential was -7%. The highest variance differential for ethnicity was for Hispanic or Latino students at -6%, with slight over-representations for all other ethnic groups (1% for African Americans, 2% for White, and 3% for Asian/Pacific Islander students). Differentials for all subgroups have diminished since Spring 2013, and these results indicate that all students have more equitable access to the core curriculum as we continue our work to increase diversity in all of our educational opportunities. Identified Metric: Power School course enrollment data will be used to determine equity in PLTW course access for gender, ethnicity and socio-economic status..			
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
LCAP Year 1: 2016-17				
Expected Annual Measurable Outcomes:	Decrease enrollment anomaly differential by one percent in PLTW courses from -4% to -3% for girls, from -7% to -6% for low socioeconomic students, and from -6% to -5% for Hispanic or Latino students.			
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Ensure equal access and support for all courses and services by monitoring equity levels and maintaining availability to all students.		LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Student Information System 5000-5999: Services and Other Operating Expenditures Base \$15,000 CALPADS consultant contract 5000-5999: Services and Other Operating Expenditures Base \$17,000
Provide equal access for identification to GATE program by implementing a universal screening process for all 3rd grade students.		School-Wide Anza and Burnett	<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)	Continue to provide universal screening for GATE identification of all 3rd grade students 5000-5999: Services and Other Operating Expenditures Base \$5,000
Provide equal access for intervention services through universal screening for reading for all students in K-1 with a focus on closing the achievement gap for English Learners, foster youth and low income pupils.		School-Wide Anza and Cabrillo	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Provide universal screening for Reading for all students in grades K-1 5000-5999: Services and Other Operating Expenditures Supplemental \$12,000

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:		Decrease anomaly differential by one percent in Career Tech Education courses.	
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Ensure equal access and support for all courses and services by monitoring equity levels and maintaining availability to all students.	LEA-Wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Student Information System 5000-5999: Services and Other Operating Expenditures Base \$15,000 CALPADS Consultant Contract 5000-5999: Services and Other Operating Expenditures Base \$17,000
Provide equal access for identification to GATE program by implementing a universal screening process for all 3rd grade students.	School-Wide Anza and Burnett	<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)	Provide universal screening for GATE identification of all 3rd grade students 5000-5999: Services and Other Operating Expenditures Base \$5,000
Provide equal access for intervention services through universal screening for reading for all students in K-1 with a focus on closing the achievement gap for English Learners, foster youth and low income pupils.	School-Wide Anza and Cabrillo	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Provide universal screening for Reading for all students in grades K-1 5000-5999: Services and Other Operating Expenditures Supplemental \$12,000

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:		Decrease anomaly differential by one percent in Career Tech Education courses.	
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Ensure equal access and support for all courses and services by monitoring equity levels and maintaining availability to all students.	LEA-Wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Student Information System 5000-5999: Services and Other Operating Expenditures Base \$15,000 CALPADS Consultant Contract 5000-5999: Services and Other Operating Expenditures Base \$18,000
Provide equal access for identification to GATE program by implementing a universal screening process for all 3rd grade students.	School-Wide Anza and Burnett	<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)	Provide universal screening for GATE identification of all 3rd grade students 5000-5999: Services and Other Operating Expenditures Base \$5,000
Provide equal access for intervention services through universal screening for reading for all students in K-1 with a focus on closing the achievement gap for English Learners, foster youth and low income pupils.	School-Wide Anza and Cabrillo	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth	Provide universal screening for Reading for all students in grades K-1 5000-5999: Services and Other Operating Expenditures Supplemental \$12,000

		Redesignated fluent English proficient Other Subgroups: (Specify)	
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 10:	Students will report feeling safe while at school and suspension/expulsion rates will continue to decrease as a measure of school climate. Student engagement will be measured by an increase in overall student attendance levels, a decrease in chronic absenteeism and a decrease in the middle school dropout rate.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 _ COE only: 9 _ 10 _ Local : Specify
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Identified Need :	<p>There are many ways to measure student engagement, however student attendance is a factor that has far-reaching effects for the student and the school, including the reduction of the middle school drop out rate. Our focus on attendance will help students to keep connected with their teachers and school work. Higher attendance levels will also result in additional Average Daily Attendance funding that will allow the Wiseburn Unified School District to provide an even more robust program. Chronic absenteeism is defined as students who have missed more than 10% of school days in the year. A reduction in the number of students who are chronically absent will improve overall attendance and help those individual students engage with the academic program. A review of P2 attendance data in April of 2015 indicates that overall attendance maintained above 97%. Chronic absenteeism grew from 1.8% in 2013-14 to 2.1% in 2014-15. The expulsion rate was 0% and the suspension rate was at 1.2%, well below the state average of 4.4%. Based on the 2015-2016 California Healthy Kids Survey, 86% of students reported feeling safe or very safe at school.</p> <p>Identified Metric: Average Daily Attendance, chronic absentee rates, and middle school dropout rates will determine progress towards improved student engagement through regular daily attendance. School Climate will also be measured by Suspension Rates, Expulsion Rates, and school safety questions on the California Healthy Kids Survey.</p>
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Goal Applies to:	Schools: All	
	Applicable Pupil Subgroups: All	

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	Students will show increased engagement in school with: Attendance rate above 96%, Chronic Absentee rate will maintain below 2%, and Middle School Dropout Rate at 0 students. 83% of students will report feeling safe or very safe at school. based on the results of the California Healthy Kids Survey. The Expulsion rate will maintain at 0% and the Suspension rate will maintain below 1.2%.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Build a positive school environment and create incentives to increase attendance levels and decrease truancy	LEA-Wide	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	Public awareness campaign for attendance 0000: Unrestricted Base \$500
			Sustain restorative justice / bullying intervention programs though Positive Behavioral Intervention Support Teams developed at all sites 1000-1999: Certificated Personnel Salaries Supplemental \$26,000
			Attendance/ "On time" incentives 0000: Unrestricted Supplemental \$4,000
			Sustain "Where Everyone Belongs" program at Dana to support middle school transition and school connectedness 0000: Unrestricted Supplemental \$12,000
			Provide Peer Tutoring program at upper elementary level through Learning 2Gether 0000: Unrestricted Supplemental \$10,000

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	Students will show increased engagement in school with: Attendance rate above 96%, Chronic Absentee rate below 2%, and Middle School Dropout Rate at 0 students.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Build a positive school environment and create incentives to increase attendance levels and decrease truancy	LEA-Wide	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	Public Awareness Campaign for attendance 0000: Unrestricted Base \$500
			Sustain restorative justice / bullying intervention programs though Positive Behavioral Intervention Support Teams developed at all sites 1000-1999: Certificated Personnel Salaries Supplemental \$10,000
			Attendance/ "On time" incentives 0000: Unrestricted Supplemental \$4,000
			Sustain "Where Everyone Belongs" program at Dana to support middle school transition and school connectedness 0000: Unrestricted Supplemental \$12,000
			Provide Peer Tutoring program at upper elementary level through Learning 2Gether 0000: Unrestricted Supplemental \$10,000

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	Students will show increased engagement in school with: Attendance rate above 96%, Chronic Absentee rate below 2%, and Middle School Dropout Rate at 0 students.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Build a positive school environment and create incentives to increase attendance levels and decrease truancy	LEA-Wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)	Public Awareness Campaign for attendance 0000: Unrestricted Base \$500 Sustain restorative justice / bullying intervention programs through Positive Behavioral Intervention Support Teams developed at all sites 1000-1999: Certificated Personnel Salaries Supplemental \$10,000 Attendance/ "On time" incentives 0000: Unrestricted Supplemental \$4,000 Sustain "Where Everyone Belongs" program at Dana to support middle school transition and school connectedness 0000: Unrestricted Supplemental \$12,000 Provide Peer Tutoring program at upper elementary level through Learning 2Gether 0000: Unrestricted Supplemental \$10,000

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.

Original GOAL 1 from prior year LCAP:	100% of students will have access to instructional materials in print or electronic formats.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 _ 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	No more than 1 Williams complaint will be received. All complaints and questions will be addressed.		Actual Annual Measurable Outcomes:	No Williams complaints regarding availability of instruction materials were received in 2015-2016.
LCAP Year: 2015-16				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Purchase Common Core State Standards Materials	Purchase new CCSS Mathematics Curriculum grades 6-8 4000-4999: Books and Supplies Other 80,000 Ongoing textbook costs 4000-4999: Books and Supplies Base 55,000 School supplies and supplemental materials 4000-4999: Books and Supplies Base 350,000 Pilot CCSS English Language Arts Curriculum 4000-4999: Books and Supplies Base 0	The District purchased Common Core State Standards materials	Adopted Grades 6 - 8 books and on-line mathematics curriculum 4000-4999: Books and Supplies Other \$73,000 The District purchased consumables (workbooks). 4000-4999: Books and Supplies Base \$42,600 The District purchases school supplies and other instruction related materials 4000-4999: Books and Supplies Base \$300,000 The District has plans to pilot CCSS English Language Arts curriculum. Spring 2016 4000-4999: Books and Supplies Base \$0.00	
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)		
Upgrade and integrate District wireless system for 1 to 1 technology implementation	"Smart" wireless access points at Enterprise Level - Complete District including Anza, Cabrillo, and Dana. 4000-4999: Books and Supplies Other 79,000	The District has further upgraded the wireless system for 1 to 1 technology implementation	The District purchased and installed wireless access points at Anza, Cabrillo, and Dana 4000-4999: Books and Supplies Other \$71,500	
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 checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners		

_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)					
Purchase Spanish (or other languages) versions of instructional materials	Purchase Spanish language math materials and manipulatives with new textbook adoption 4000-4999: Books and Supplies Supplemental 3,000 Purchase other materials in Spanish or other languages to support English Learners 4000-4999: Books and Supplies Supplemental 3,000	The District budgeted to purchase materials; however, no purchases were necessary. The District had \$0.00 expenses to date.	The District has allocated \$3,000 for the purchase of Spanish language math materials. Note: No expenses to date. District reduced the projected expenses to \$0.00 4000-4999: Books and Supplies Supplemental \$0.00 The District has allocated \$3,000 for the purchase of Spanish or other languages to support English Learners. Note: No expenses to date. District reduced the projected expenses to \$0.00 4000-4999: Books and Supplies Supplemental \$0.00				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; background-color: #cccccc;">Scope of Service</td> <td style="text-align: center;">LEA Wide</td> </tr> </table> _ All ----- OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	Scope of Service	LEA Wide		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; background-color: #cccccc;">Scope of Service</td> <td style="text-align: center;">LEA Wide</td> </tr> </table> _ All ----- OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	Scope of Service	LEA Wide	
Scope of Service	LEA Wide						
Scope of Service	LEA Wide						
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Having received no Williams complaints and adopting a new Math textbook, the goal remains appropriate with expenditures focused on preparing for new textbook adoption in English Language Arts.						

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:	100% of teachers will be appropriately assigned within their area of credential/expertise.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify	
Goal Applies to:	Schools:	All		
Expected Annual Measurable Outcomes:		No more than 1 Williams complaint will be received. All complaints and questions will be addressed.	Actual Annual Measurable Outcomes:	No Williams complaints regarding teacher mis-assignments were received in 2015-2016.
LCAP Year: 2015-16				
Planned Actions/Services		Actual Actions/Services		
		Budgeted Expenditures		Estimated Actual Annual Expenditures
Maintain proper credentialing by providing support for beginning teachers (BTSA)	The District will pay for BTSA support providers, substitute teachers and administrative costs 1000-1999: Certificated Personnel Salaries Base 4,000	The District will continue to maintain proper credentialing by providing support for beginning teachers (BTSA)	Provide substitute teachers for teachers in the BTSA program (in 2015-16, 8 teachers are participating). No costs in 2015-16 due to BTSA program received continued funding through the consortium. Note: The original budget of \$4,000 was based on the assumption that BTSA may not be funded through the existing consortium. It was determined after the budget was developed that funding will continue for at least through 2016-17. After 2016-17, annual costs could be approximately \$20,000. 1000-1999: Certificated Personnel Salaries Base \$0.00	
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)	
Provide staff with opportunities for CPR and Epi-pen training	The District plans to offer CPR/Epi-pen training 1000-1999: Certificated Personnel Salaries Base 3,000	Provide staff with opportunities for CPR and Epi-pen training	The District did not provide large scale CPR and Epi-pen training to both Certificated and Classified staff. The District has planned a large scale training in July 2016. 0000: Unrestricted Base \$6,500	
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	

<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Provide support services for Human Resources/Payroll Department to address increase in personnel due to the additions of the Child Development Center, Dana After School Program and the expanded food services program.	The District plans to add .6 FTE position in HR/Payroll at the district office 2000-2999: Classified Personnel Salaries Base 40,000	Provide support services for Human Resources/Payroll Department to address increase in personnel due to the additions of the Child Development Center, Dana After School Program and the expanded food services program.	The District added the .6 FTE HR/ Payroll position on July 1, 2015. 2000-2999: Classified Personnel Salaries Base \$48,000
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)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Having received no Williams complaints with regards to teacher assignments, the goal remains appropriate with expenditures focused on teacher training.		

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:	100% of students will be provided with school facilities that are safe, clean, well-maintained.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify	
Goal Applies to:	Schools:	All		
		Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	No more than 1 Williams complaints will be received related to facilities. All complaints and questions will be addressed.		Actual Annual Measurable Outcomes:	No Williams complaints regarding facilities were received in 2015-2016.
LCAP Year: 2015-16				
Planned Actions/Services		Actual Actions/Services		
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
Improve facility safety, security and cleanliness	Upgrade security Cameras across District 4000-4999: Books and Supplies Other 160,000 Provide training and custodial equipment according to the recommendations of the Facilities Review report. 4000-4999: Books and Supplies Other 45,000 Add 1.5 FTE Custodian to be shared across multiple sites 2000-2999: Classified Personnel Salaries Base 75,000 Add new play structures for safe play at Anza CDC and Cabrillo CDC 0000: Unrestricted Other 80,000 Re-furbish Anza parking lot and add new turf field 0000: Unrestricted Other 1,900,000		Improve facility safety, security and cleanliness	The District upgraded security cameras at Anza, Cabrillo and Dana 4000-4999: Books and Supplies Other \$125,000 The District has invested in new custodial equipment and training to properly use the equipment. 4000-4999: Books and Supplies Other \$40,000 The District has hired an additional 1.5 FTE custodian. 1 FTE at Cabrillo and .5 FTE at Anza. 2000-2999: Classified Personnel Salaries Base \$75,000 The District installed new playground structures at Anza CDC and Cabrillo CDC. 6000-6999: Capital Outlay Other \$51,000 The District refurbished the Anza parking lot and installed artificial turf at the Anza field. 6000-6999: Capital Outlay Other \$1,952,000
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)
District will commit 3% to 5% of General Fund Expenditures towards Deferred Maintenance and Routine Restricted Maintenance on an annual basis	Deferred Maintenance set aside 0000: Unrestricted Base 65,000 Routine Restricted Maintenance Contribution 0000: Unrestricted Base 575,000		District will commit 3% to 5% of General Fund Expenditures towards Deferred Maintenance and Routine Restricted Maintenance on an annual basis	The District made an additional set side contribution to the Deferred Maintenance account at year end, per the Board's Request. Note: Original Budget was to contribute \$65,000; the Board asked to increase the contribution to \$100,000 to meet the growing demands of facility upkeep. 7000-7439: Other Outgo Base \$100,000 The District contributed up to 3% of General Fund expenditures

				to the Routine Restricted Maintenance account based on year end actuals. 7000-7439: Other Outgo Base \$700,000
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)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Having new facilities across the district and no Williams complaints received, the goal remains appropriate with the focus of expenditures on student safety.		

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:	To develop college and career readiness for 100% of students through the implementation of Common Core State Standards at each grade level.		Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools:	All		
Expected Annual Measurable Outcomes:		Determine levels from previous year baseline data and develop goals for 2015-16 based on that data.	Actual Annual Measurable Outcomes:	2014-2015 Baseline Data (Smarter Balanced Assessment Consortium Results) English/Language Arts SBAC Results (% of students who Met or Exceeded Standards) All Grades: 60% (State Average: 42%) Grade 3: 58% (State Average: 38%) Grade 4: 51% (State Average: 40%) Grade 5: 57% (State Average: 44%) Grade 6: 60% (State Average: 57%) Grade 7: 65% (State Average: 56%) Grade 8: 65% (State Average: 55%) Mathematics SBAC Results (% of students who Met or Exceeded Standards) All Grades: 37% (State Average: 35%) Grade 3: 51% (State Average: 40%) Grade 4: 44% (State Average: 35%) Grade 5: 29% (State Average: 30%) Grade 6: 26% (State Average: 33%) Grade 7: 37% (State Average: 34%) Grade 8: 39% (State Average: 33%)
LCAP Year: 2015-16				
Planned Actions/Services		Budgeted Expenditures		Actual Actions/Services
Provide Tech Mentors and a Teacher on Special Assignment to guide the technology program and train all district teachers in technology.		The District will employ a Tech Mentor - TOSA 1000-1999: Certificated Personnel Salaries Other 102,000 Site-based Technology Mentors - add 2 total additional stipend positions: Anza (grades 3-5) and for Dana (grades 6-8) 1000-1999: Certificated Personnel Salaries Other 10,000		Provide Tech Mentors and a Teacher on Special Assignment to guide the technology program and train all district teachers in technology. The District continues to provide a Tech Mentor - Teacher on Special Assignment 1000-1999: Certificated Personnel Salaries Other \$112,000 The District added two additional Tech Mentor positions, one at Anza and one at Dana. 1000-1999: Certificated Personnel Salaries Other \$10,000
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 checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners

<p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Provide supplemental Common Core instructional materials</p>	<p>Provide funding for sites to purchase supplemental common core materials for Unduplicated Count Pupils 4000-4999: Books and Supplies Supplemental 9,600 Provide funding for sites to purchase supplemental common core materials for Non -Unduplicated Count Pupils 4000-4999: Books and Supplies Base 10,400</p>	<p>Provide supplemental Common Core instructional materials</p>	<p>The District allocated \$9,600 for the school sites to purchase supplemental materials for the Common Core State Standards for the Unduplicated Pupils. The sites spent more than budgeted, as they spent a combined \$10,500. 4000-4999: Books and Supplies Supplemental \$10,500 The District allocated \$10,400 for the school sites to purchase supplemental material for the Common Core State Standards for the Non-unduplicated Pupils. The sites spent more than budgeted, as they spent \$10,650. 4000-4999: Books and Supplies Base \$10,650</p>
<p>Scope of Service: LEA-Wide</p> <p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: LEA Wide</p> <p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Provide training and collaboration time for all teachers to develop lessons and assessments that are guided by Common Core State Standards.</p>	<p>The District plans to enter into a contract with Talking Teaching Network 5000-5999: Services and Other Operating Expenditures Other 30,000 Hourly/ Substitute Costs for Grade Level/ Department Release Time 1000-1999: Certificated Personnel Salaries Other 35,000 Teacher Stipends for Committee and Hub work. 1000-1999: Certificated Personnel Salaries Base 35,000 Pilot Instructional Rounds Protocols at Dana for development of Professional Learning Communities 1000-1999: Certificated Personnel Salaries Other 7,000</p>	<p>Provide training and collaboration time for all teachers to develop lessons and assessments that are guided by Common Core State Standards.</p>	<p>The District entered into a contract with Talking Teaching Network 5000-5999: Services and Other Operating Expenditures Other \$30,000 The District is providing funding for hourly / substitute costs for grade level / department release time. Note: Expenditures to date are \$13,000. District anticipates spending close to the budgeted amount by the end of the year. 1000-1999: Certificated Personnel Salaries Other \$35,000 The District is providing funding for teachers to participate in committee and hub work. Note: Expenditures to date are \$6,300. District has lowered budget to \$20,000. 1000-1999: Certificated Personnel Salaries Base \$20,000 The District has begun to pilot instructional round protocols at Dana for the development of Professional Learning Communities. The majority of these costs are substitute teachers to provide release time for MLC activities. 1000-1999: Certificated Personnel Salaries Other \$7,000</p>
<p>Scope of Service: 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>Scope of Service: 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>What changes in actions, services, and expenditures will be made as a result of reviewing past progress</p>	<p>SBAC Assessment data indicates a continued need to building organizational capacity towards Common Core implementation with depth of knowledge for students and instructional delivery for teachers.</p>		

and/or changes to goals?

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 5 from prior year LCAP:	Increase parent participation in school activities and committees.		Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 _ 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify		
Goal Applies to:	Schools:	All			
		Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	Increase parent participation in Back to School night from 86% to 87%. Increase total number of parents participating in committee work by an additional 5%. Develop baseline participation rate for parent attendance at scheduled conferences expected at 97%.		Actual Annual Measurable Outcomes:	Parent Participation Back to School Night Fall 2015: Anza: 601 families -- 523 participated or 87% Burnett: 457 families -- 411 participated or 90% Cabrillo: 467 families -- 416 participated or 89% Overall: 1,525 families -- 1,350 participated or 89% 2015-2016 Average Parent Attendance: School Site Council (Monthly) Anza: 10 members -- 7 participated or 70% Burnett: 10 members -- 4 participated or 40% Cabrillo: 10 members -- 5 participated or 50% Overall: 30 members -- 16 participated or 53% ELAC/DELAC (Quarterly) Anza: 8 members -- 4 participated or 50% Burnett: 7 members -- 2 participated or 29% Cabrillo: 7 members -- 3 participated or 43% Overall: 21 members -- 9 participated or 43% PTA Meetings (Monthly) Anza: 437 members -- 24 participated or 5% Burnett: 394 members -- 25 participated or 6% Cabrillo: 402 members -- 20 participated or 5% Overall: 1,233 members -- 69 participated or 6% Parent Conference Participation: Anza: 601 families -- 601 participated or 100% Burnett: 457 families -- 453 participated or 99% Cabrillo: 467 families -- 457 participated or 98%	
LCAP Year: 2015-16					
Planned Actions/Services		Budgeted Expenditures		Actual Actions/Services	
				Estimated Actual Annual Expenditures	
Coordinate online systems to create simplicity and increase parental involvement	The District plans to purchase one year term for School Messenger software 5000-5999: Services and Other		Coordinate online systems to create simplicity and increase parental involvement	The District purchased the School Messenger annual membership. 5000-5999: Services and Other Operating	

	<p>Operating Expenditures Base 5,000</p> <p>Expand Google Apps for Education Family Workshops 0000: Unrestricted Base 2,500</p> <p>Initiate contract and procedures for online registration of students 5000-5999: Services and Other Operating Expenditures Base 10,000</p>		<p>Expenditures Base \$2,600</p> <p>The District has held numerous workshops at the school sites for the expansion of Google Apps for Education 0000: Unrestricted Base \$2,500</p> <p>The District entered into a contract with School Mint for the purposes of online student registration. 5000-5999: Services and Other Operating Expenditures Base \$8,500</p>
<p>Scope of Service</p> <p>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</p> <p>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>Outreach and incentives for parent participation in decision making groups and informational workshops</p>	<p>Outreach and meeting hospitality/ child care for meetings 0000: Unrestricted Base 2,000</p>	<p>Outreach and incentives for parent participation in decision making groups and informational Workshops</p>	<p>The District has provided numerous workshops for outreach to increase student participation in decision making groups. Examples include Technology Nights, Literacy Workshops, Math Family Events, etc. Per Board request, look to expand budget line item for 2016-17. 0000: Unrestricted Base \$1,000</p>
<p>Scope of Service</p> <p>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</p> <p>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>Provide support services including interpreters, parenting classes, English Language classes, and other supports</p>	<p>The District will pay for and necessary Interpreter costs 5000-5999: Services and Other Operating Expenditures Supplemental 3,000</p> <p>The District plans to contract with an outside vendor to provide English Language classes for parents 5000-5999: Services and Other Operating Expenditures Supplemental 12,000</p>	<p>Provide support services including interpreters, parenting classes, English Language classes, and other supports</p>	<p>The District has allocated \$3,000 for the cost of interpreters. Note: No expenses to date for this type of interpreter services. District has decreased the projected expenses to to \$0.00 5000-5999: Services and Other Operating Expenditures Supplemental \$0.00</p> <p>The District contracted with a vendor to provide English Language classes to parents. Note: Unfortunately, the class was cancelled due to low enrollment. Expenses to date are \$2,600. 5000-5999: Services and Other Operating Expenditures Supplemental \$2,600</p>
<p>Scope of Service</p> <p>LEA-Wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p>		<p>Scope of Service</p> <p>LEA Wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p>	

_ 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?	While participating parents in school committees have been deeply committed and consistent in attendance and participation, a need for further outreach to other parents is indicated.		

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 6 from prior year LCAP:	Students will show continued growth on proficiency levels in English Language Arts and Math.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	Students will be expected to improve by 5% on baseline SBAC data from the previous year. A newly reconstituted Academic Performance Index baseline was also be set in 2015-16. In the absence of API calculations, the District will use local data generated from AR/STRA assessments with an expectation that more than 72% of students will exceed the State benchmark in reading. In Math, 80% of students will show proficiency on My Math unit tests.	<p>Actual Annual Measurable Outcomes:</p> <p>2014-2015 Baseline Data (Smarter Balanced Assessment Consortium Results)</p> <p>English/Language Arts SBAC Results</p> <p>All WUSD Student Results:</p> <p>Exceeded Standard: 19% (State Average: 15%) Met Standard: 41% (State Average: 27%) Nearly Met Standard: 26% (State Average: 25%) Did Not Meet Standard: 14% (State Average: 34%)</p> <p>Significant Subgroups: (Met or Exceeded Standards)</p> <p>All WUSD: 60% African American: 62% Asian/Pacific Islander: 76% Caucasian: 73% Latino: 54% English Learners: 27% Redesignated Fluent English Proficient (RFEP): 61% English Only: 62% Female: 65% Male: 53% Socioeconomically Disadvantaged (SES): 51% Non-SES: 67% Special Education: 30% Non-Special Education: 63%</p> <p>Mathematics SBAC Results</p> <p>All WUSD Students:</p> <p>Exceeded Standard: 10% (State Average: 15%) Met Standard: 27% (State Average: 20%) Nearly Met Standard: 40% (State Average: 30%) Did Not Meet Standard: 23% (State Average: 36%)</p> <p>Significant Subgroups: (Met or Exceeded Standards)</p> <p>All WUSD: 37% African American: 35% Asian/Pacific Islander: 60% Caucasian: 52%</p>

Latino: 32%
 English Learners: 20%
 Redesignated Fluent English Proficient (RFEP): 34%
 English Only: 40%
 Female: 36%
 Male: 38%
 Socioeconomically Disadvantaged (SES): 29%
 Non-SES: 45%
 Special Education: 24%
 Non-Special Education: 39%

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services					
	Budgeted Expenditures		Estimated Actual Annual Expenditures				
District will continue to reduce class size in TK - 3rd Grade to provide a lower student to teacher ratio and improve student performance.	The District will provide continued funding for 5 teaching positions that reduced class sizes 1000-1999: Certificated Personnel Salaries Other 400,000	District will continue to reduce class size in TK - 3rd Grade to provide a lower student to teacher ratio and improve student performance.	The District continued to fund 5 teaching positions that have lowered class sizes. Note: The original Budget of \$400,000 was originally paid from Measure CL funds. The District has initiated the process of absorbing these costs back into the General Fund in the event that Measure CL is not renewed. Therefore, Measure CL contribution has decreased, and will continue to decrease each year. 1000-1999: Certificated Personnel Salaries Other \$320,000				
<table border="1"> <tr> <td>Scope of Service</td> <td>Grades TK-3</td> </tr> </table>	Scope of Service	Grades TK-3		<table border="1"> <tr> <td>Scope of Service</td> <td>Grades TK-3</td> </tr> </table>	Scope of Service	Grades TK-3	
Scope of Service	Grades TK-3						
Scope of Service	Grades TK-3						
X All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		X All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)					
Continued increase in staffing levels to achieve State goal of 24:1 class size ratio in grades K-3	Sustain 2 teaching positions for continued reduction in class size 1000-1999: Certificated Personnel Salaries Base 140,000	Continued increase in staffing levels to achieve State goal of 24:1 class size ratio in grades K-3	The District continued to fund 2 teaching positions for continued class size reduction of 24:1. Note: The District has already reached the State requirement of 24:1 ratio in Grades TK - 3 and will maintain this ratio. 1000-1999: Certificated Personnel Salaries Base \$140,000				
<table border="1"> <tr> <td>Scope of Service</td> <td>Grades TK-3</td> </tr> </table>	Scope of Service	Grades TK-3		<table border="1"> <tr> <td>Scope of Service</td> <td>Grades TK-3</td> </tr> </table>	Scope of Service	Grades TK-3	
Scope of Service	Grades TK-3						
Scope of Service	Grades TK-3						
X All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		X All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)					
Increase support for Arts Education programs	The District plans to contract with vendor PS Arts for District Arts coordination 5000-5999: Services and Other Operating Expenditures Other 60,000 The District will continue to sustain Orchestra and Concert Band program at Dana (1FTE) 1000-1999: Certificated	Increase support for Arts Education programs	The District has entered into a contract with P.S. Arts for coordination of the VAPA program as well as a VAPA teacher. 5000-5999: Services and Other Operating Expenditures Other \$94,000 The District continued to fund the Orchestra and Band program				

	<p>Personnel Salaries Base 90,000</p> <p>Initiate Instrumental Music program at Grade 5 (.4 FTE) 1000-1999: Certificated Personnel Salaries Other 35,000</p> <p>The District wishes to purchase Musical Instruments and Equipment 4000-4999: Books and Supplies Other 60,000</p>		<p>at Dana with 1 FTE 1000-1999: Certificated Personnel Salaries Base \$99,500</p> <p>The District initiated an Instrumental Program at Grade 5 (.4 FTE) 1000-1999: Certificated Personnel Salaries Other \$35,000</p> <p>The District has purchased musical instruments and equipment. Note: Expenditures to date are \$22,500. District is decreasing the Budget to \$33,000 4000-4999: Books and Supplies Other \$33,000</p>
<p>Scope of Service 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>Scope of Service 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>Develop a comprehensive and robust system for student data analysis.</p>	<p>Purchase student data system 5000-5999: Services and Other Operating Expenditures Other 30,000</p> <p>Add Data Aesessment Coordinator (.5 FTE) to coordinate student information system, online textbook assessment, and 3rd party support providers into one integrated system for data analysis 2000-2999: Classified Personnel Salaries Other 50,000</p>	<p>Develop a comprehensive and robust system for student data analysis.</p>	<p>The District purchased the use of a student data system with Schoolzilla. Startup phase began in December of 2015 and is ongoing. 5000-5999: Services and Other Operating Expenditures Other \$27,500</p> <p>The District agreed to split the costs with the Da Vinci Schools for a Data Assessment Coordinator. 2000-2999: Classified Personnel Salaries Other \$50,000</p>
<p>Scope of Service 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>Scope of Service 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>Maintain Project Lead the Way program as a district signature practice at middle school and elementary levels.</p>	<p>Sustain Dana master schedule with PLTW into 6th grade wheel 1000-1999: Certificated Personnel Salaries Base 53,000</p> <p>Teacher training/supplies for Project Lead the Way Courses at Grades 5-8 4000-4999: Books and Supplies Other 35,000</p>	<p>Maintain Project Lead the Way program as a district signature practice at middle school and elementary levels.</p>	<p>The District continues to fund a teaching position that allowed PLTW to be taught in 6th Grade 1000-1999: Certificated Personnel Salaries Base \$78,000</p> <p>The District provides training/supplies for the Project Lead The Way Program. This is funded through corporate sponsors, specifically Chevron. 4000-4999: Books and Supplies Other \$35,000</p>
<p>Scope of Service 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</p>		<p>Scope of Service 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</p>	

<p><input type="checkbox"/> Other Subgroups: (Specify)</p> <p>Provide a healthy PE program across Grades 1-5</p> <p>Scope of Service: Grades 1-5</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>Develop and sustain a 1:1 student to computer ratio as a tool for 21st century learning with Common Core State Standards</p> <p>Scope of Service: 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>Provide increased academic and behavioral intervention supports for all students with a focus towards low income students, English Learners and Foster Youth.</p> <p>Scope of Service: LEA-Wide</p> <p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth</p>	<p>Expand district contribution for PE program at Grades 1 and 2 5000-5999: Services and Other Operating Expenditures Other 22,000</p> <p>Maintain Elementary PE program at grades 3-5 5000-5999: Services and Other Operating Expenditures Other 58,000</p> <p>Annual ongoing additional costs of 1:1 rollout 0000: Unrestricted Other 268,000</p> <p>Equipment and Supplies purchases for 1:1 rollout 4000-4999: Books and Supplies Other 356,000</p> <p>Provide Board Certified Behavior Analyst 1000-1999: Certificated Personnel Salaries Supplemental 100,000</p> <p>Expand Intervention offerings at all schools 0000: Unrestricted Supplemental 14,000</p>	<p><input type="checkbox"/> Other Subgroups: (Specify)</p> <p>Provide a healthy PE program across grades 1-5</p> <p>Scope of Service: Grades 1 - 5</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>Develop and sustain a 1:1 student to computer ratio as a tool for 21st century learning with Common Core State Standards</p> <p>Scope of Service: 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>Provide increased academic and behavioral intervention supports for all students with a focus towards low income students, English Learners and Foster Youth.</p> <p>Scope of Service: LEA Wide</p> <p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth</p>	<p>The District expanded the contract with YMCA to include Physical Education instruction for Grades 1 and 2 5000-5999: Services and Other Operating Expenditures Other \$25,000</p> <p>The District continues the contract with YMCA for Physical Education instruction in Grades 3 through 5. 5000-5999: Services and Other Operating Expenditures Other \$47,500</p> <p>The district continues to invest in the annual costs of the 1 to 1 student to computer ratio program 0000: Unrestricted Other \$268,000</p> <p>The District continues to invest in the equipment and supplies that the 1 to 1 program requires. Note: The District has spent \$369,500 to date. The District "advanced" an additional \$50,500 from the projected ending balance of the Measure CL fund in order to complete the Grade 3 rollout. Budget increased to \$406,500. 4000-4999: Books and Supplies Other \$406,000</p> <p>The District hired a Board Certified Behavior Analyst to start the 2015-16 school year. 1000-1999: Certificated Personnel Salaries Supplemental \$111,000</p> <p>The District has expanded the Intervention offerings at all schools. Note: District increased the projected expenses to \$38,000. 0000: Unrestricted Supplemental \$38,000</p>
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<input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" 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?	SBAC Assessment data indicates that students are not yet ready to show proficiency at high levels based on Common Core assessments. Continued professional development and data systems are needed for the continued improvements in students achievement for Math and English Language Arts.		

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 7 from prior year LCAP:	English Learners in the 5 years or more cohort will show progress and proficiency in English Language Arts that is reflective of the progress of all students in the Wiseburn Unified School District.		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools:	All		
		Applicable Pupil Subgroups:	English Learners	
Expected Annual Measurable Outcomes:	In the 5 years or more cohort, English Learners will show progress in English proficiency at the 60% level according to the California English Language Development Test. The reclassification rate for English Learners will maintain above 18%.		Actual Annual Measurable Outcomes:	<p>In a 4-year comparison of CELDT scores, students scoring Advanced or Early Advanced have remained above the 60% level. The largest shifts in results came in the 2014-2015 school year results, and outpaced the state results by over 30%.</p> <p>CELDT Proficiencies (4 year comparison)</p> <p>Advanced/Early Advanced 2012-2013: 60% (State Average: 36%) 2013-2014: 63% (State Average: 37%) 2014-2015: 70% (State Average: 37%) 2015-2016: 64% (Oct-Feb Test Dates)</p> <p>Intermediate 2012-2013: 29% (State Average: 34%) 2013-2014: 26% (State Average: 34%) 2014-2015: 21% (State Average: 34%) 2015-2016: 26% (Oct-Feb Test Dates)</p> <p>Beginning/ Early Intermediate 2012-2013: 11% (State Average: 29%) 2013-2014: 10% (State Average: 29%) 2014-2015: 9% (State Average: 29%) 2015-2016: 10% (Oct-Feb Test Dates)</p> <p>On Smarter Balanced Assessment Consortium (SBAC) exams, WUSD English Language Learners Met or Exceeded Standards at rates over double the state average, though at rates still lower than their Redesignated Fluent English Proficient (RFEP), Initially Fluent English Proficient (IFEP), and English only Wiseburn peers. Also notable is that virtually no achievement gap exists between RFEP and English only students, and IFEP student results slightly exceed those of their English only peers.</p> <p>The reclassification rate for English Learners was maintained at 21%, and was above the Expected Annual Measurable Outcome of 18%.</p> <p>English/Language Arts SBAC Results (% of students who Met or Exceeded Standards)</p> <p>English Language Learners: 27% (State Average: 11%) RFEP: 61% (State Average: 51%) IFEP: 69% (State Average: 68%) English Only: 62% (State Average: 49%)</p> <p>Mathematics SBAC Results (% of students who Met or Exceeded Standards)</p>

English Language Learners: 20% (State Average: 11%)
 RFEP: 34% (State Average: 38%)
 IFEP: 42% (State Average: 59%)
 English Only: 40% (State Average: 40%)

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
Scope of Service: LEA Wide <hr/> _ All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service: LEA Wide <hr/> _ All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Provide additional services for English Learners	The District plans to continue to fund the program that provides English Language Development teachers and instructional aides 0000: Unrestricted Supplemental 595,000	Provide additional services for English Language Learners	The District continued to fund the increased programs for English Language Learners, via certificated and classified employees. 0000: Unrestricted Supplemental \$567,000
Scope of Service: LEA-Wide <hr/> _ All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service: LEA Wide <hr/> _ All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
To identify English Language Learners, provide annual assessments for identified English Language Learners and provide support materials for instruction	Staffing costs to administer CELDT testing during summer months 1000-1999: Certificated Personnel Salaries Supplemental 16,000 Materials to administer CELDT testing 4000-4999: Books and Supplies Supplemental 5,500 Add an on-line instructional component for English Language Learners in grades 4-8 5000-5999: Services and Other Operating Expenditures Supplemental 18,000	To identify English Language Learners, provide annual assessments for identified English Language Learners and provide support materials for instruction	The District paid the costs associated to administer the CELDT testing (Certificated and Classified) 0000: Unrestricted Supplemental \$11,200 The District paid the costs to administer the CELDT testing (testing materials). Note: District decreased the Budget to \$1,000 4000-4999: Books and Supplies Supplemental \$1,500 The District contracted with Curriculum Associates for an added on-line instructional component for English Language Learners in Grades 4 - 8. Note: When the Budget was developed, the \$18,000 was only an estimate. 5000-5999: Services and Other Operating Expenditures Supplemental \$6,200
Scope of Service: LEA-Wide <hr/> _ All OR:		Scope of Service: LEA Wide <hr/> _ All OR:	

<input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	A review of Title III accountability results and of English Learner Parent Surveys indicates that progress is being made in the area of ELD. The goal remains appropriate with expenditures to be focused on Long Term English Learners in Grades 4-8.		

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 8 from prior year LCAP:	Socioeconomically disadvantaged students and students in foster care will show academic growth at levels commensurate with the overall student population.		Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	Socioeconomically disadvantaged; Foster youth		
Expected Annual Measurable Outcomes:	Decrease achievement gap on SBAC assessments for socioeconomically disadvantaged students and foster youth by an additional one percent.		Actual Annual Measurable Outcomes:	<p>Socioeconomically disadvantaged (SES) students in WUSD Met or Exceeded Standards on the Smarter Balanced Assessment Consortium (SBAC) exams at rates over 20% higher than their state peers in English/Language Arts, and 8% higher in Math. Also significant is that 20% fewer Wiseburn SES students scored Not Met than their state SES peers.</p> <p>English/Language Arts SBAC Results (SES Students Only)</p> <p>Exceeded Standard: 12% (State Average: 7%) Met Standard: 39% (State Average: 22%) Nearly Met Standard: 30% (State Average: 28%) Did Not Meet Standard: 19% (State Average: 43%)</p> <p>Mathematics SBAC Results (SES Students Only)</p> <p>Exceeded Standard: 5% (State Average: 6%) Met Standard: 24% (State Average: 15%) Nearly Met Standard: 42% (State Average: 31%) Did Not Meet Standard: 29% (State Average: 48%)</p> <p>In looking at the achievement gap between SES students and their Non-SES peers, 2014-2015 baseline SBAC data reveals that Wiseburn SES students Met or Exceed Standards at a rate 16% lower than their Non-SES peers in both ELA and Math, which is less than half of the achievement gap present at the state level for both tests.</p> <p>English/Language Arts SBAC Results (Met/Exceeded Standards)</p> <p>SES: 51% (State Average: 29%) Non-SES: 67% (State Average: 63%)</p> <p>Mathematics SBAC Results (Met/Exceeded Standards)</p> <p>SES: 29% (State Average: 21%) Non-SES: 45% (State Average: 55%)</p>
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
Scope of Service	LEA Wide		Scope of Service	LEA Wide

<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Provide instructional program intervention supports and improved instructional methodology based on Common Core State Standards</p>	<p>The District will sustain a Math Coach (1 FTE) - Teacher on Special Assignment 1000-1999: Certificated Personnel Salaries Supplemental 60,000 The District will add one elementary Math TOSA position (Cotsen Foundation) 1000-1999: Certificated Personnel Salaries Other 85,000</p>	<p>Provide instructional program intervention supports and improved instructional methodology based on Common Core State Standards</p>	<p>The District continued to fund 1 FTE Math Coach - Teacher on Special Assignment. Note: When Budget was developed, staff estimated the cost of the teacher to fill-in for the TOSA's regular teaching job. The Budget has been updated to reflect the actual cost of the .8 FTE TOSA position. 1000-1999: Certificated Personnel Salaries Supplemental \$86,000 The District added one elementary Math TOSA, to be funded from the Cotsen Foundation Grant (MLC) 1000-1999: Certificated Personnel Salaries Other \$102,000</p>
<p>Scope of Service: LEA-Wide</p>		<p>Scope of Service: LEA Wide</p>	
<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Provide counseling services that provide social/emotional support to students.</p>	<p>The District intends to increase counselor staffing at Dana by .4 FTE to focus on support for low income and foster youth. 1000-1999: Certificated Personnel Salaries Supplemental 36,000 The District intends to increase 2 FTE Counselors for social skills and social/emotional support for elementary students with a specific focus on low income and foster youth. 1000-1999: Certificated Personnel Salaries Supplemental 194,000 The District plans to provide Counselor Assistants/Interns across all schools to support the work of the counselors. 2000-2999: Classified Personnel Salaries Supplemental 60,000</p>	<p>Provide counseling services that provide social/emotional support to students.</p>	<p>The District increased the Counselor assignment at Dana by 0.4 FTE to focus on support for low income and foster youth. 1000-1999: Certificated Personnel Salaries Supplemental \$50,000 The District hired 2 FTE Counselors for social skills and social/emotional support for elementary students with a focus on low income and foster youth. 1000-1999: Certificated Personnel Salaries Supplemental \$218,000 The District has not yet implemented the Counselor Assistant positions. Staff will look at implementation in Spring 2016. Note: Projected expenses have been reduced to \$0.00 2000-2999: Classified Personnel Salaries Supplemental \$0.00</p>
<p>Scope of Service: LEA-Wide</p>		<p>Scope of Service: LEA Wide</p>	
<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	

What changes in actions, services, and expenditures | A review of multi-year data in Math and ELA indicates a continued achievement gap for socioeconomically disadvantaged students and foster youth. The goal remains appropriate with a focus on

will be made as a result of reviewing past progress and/or changes to goals?

academic and social-emotional supports for these students.

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 9 from prior year LCAP:	All students will have equal access to all courses and the core curriculum.		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools:	All		
		Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	Decrease anomaly differential by one percent in Career Tech Education courses.		Actual Annual Measurable Outcomes:	<p>2014-2015 baseline Smarter Balanced Assessment Consortium (SBAC) results show that enrollment in Arts and Project Lead the Way (PLTW) courses have a positive correlation with students enrolled in those courses as compared to the Wiseburn average.</p> <p>English/Language Arts SBAC Results: (Met or Exceeded Standards)</p> <p>Wiseburn Average: 60% Students Enrolled in Arts Courses: 70% Students Enrolled in PLTW Courses: 69%</p> <p>Mathematics SBAC Results: (Met or Exceeded Standards)</p> <p>Wiseburn Average: 34% Students Enrolled in Arts Courses: 39% Students Enrolled in PLTW Courses: 45%</p> <p>Enrollment differentials for PLTW access over the last three years have decreased significantly for all subgroups, especially for Female and Latino students, who are 2-3 times as likely to be enrolled in Career Tech courses than they were three years ago.</p> <p>PLTW Enrollment Gaps (0% is Equal Access, Positive % is over-representation, Negative % is under-representation):</p> <p>African American Students (slightly over-represented consistently by 1%) 2012-2013: 1% 2013-2014: 1% 2014-2015: 1%</p> <p>Asian/Pacific Islander Students (3% increase in over-representation) 2012-2013: 0% 2013-2014: 2% 2014-2015: 3%</p> <p>Caucasian Students (7% decrease in over-representation) 2012-2013: 9% 2013-2014: 1% 2014-2015: 2%</p> <p>Latino Students</p>

	<p>(10% increase in representation, though still 6% under-represented) 2012-2013: -16% 2013-2014: -3% 2014-2015: -6%</p> <p>Female Students (12% increase in representation, though still 4% under-represented) 2012-2013: -16% 2013-2014: -8% 2014-2015: -4%</p> <p>Male Students (12% decrease in over-representation) 2012-2013: 16% 2013-2014: 8% 2014-2015: 4%</p> <p>Socioeconomically Disadvantaged (SES) Students (8% increase in representation, though still 7% under-represented) 2012-2013: -15% 2013-2014: 1% 2014-2015: -7%</p> <p>English Language Learner (ELL) Students (slightly under-represented consistently by -2%) 2012-2013: -2% 2013-2014: -2% 2014-2015: -2%</p>
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Ensure equal access and support for all courses and services by monitoring equity levels and maintaining availability to all students.	The District plans on contracting with outside vendor for the use of a Student Information System 5000-5999: Services and Other Operating Expenditures Base 14,000 The District intends to enter into a contract for CALPADS data consulting 5000-5999: Services and Other Operating Expenditures Base 14,000 The District will support Project Lead The Way - Engineering/STEM programs without Gender Bias 0000: Unrestricted Other 35,000 The District wished to provide universal screening for GATE identification of all 3rd grade students 5000-5999: Services and Other Operating Expenditures Base 3,000 Provide universal screening for Reading for all students in grades K-1 5000-5999: Services and Other Operating Expenditures Supplemental 12,000	Ensure equal access and support for all courses and services by monitoring equity levels and maintaining availability to all students.	The District has an ongoing contract with Power School, the Student Information System. 5000-5999: Services and Other Operating Expenditures Base \$12,000 The District has an ongoing contract with CSMC for CALPADS support 5000-5999: Services and Other Operating Expenditures Base \$13,200 The District continues to invest in the Project Lead The Way Program (materials and supplies) 4000-4999: Books and Supplies Other \$35,000 The District initiated universal screening for GATE identification of all Grade 3 students 4000-4999: Books and Supplies Base \$3,000 The District has continued benchmark testing in reading on all students in Grades 1 - 8 through STAR/ Renaissance Learning. Note: Universal screening for Grades K and 1 through STAR Early Literacy is currently in the pilot stage. 5000-5999: Services and Other Operating Expenditures Supplemental \$12,000
Scope of Service	LEA-Wide	Scope of Service	LEA Wide
<u>All</u>		<u>All</u>	
OR:		OR:	

<input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The results indicate that there is currently not a significant variance for race or gender in access to Project Lead The Way courses. The goal remains appropriate with a focus of expenditures on equity tracking.		

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 10 from prior year LCAP:	Student engagement will be measured by an increase in overall student attendance levels, a decrease in chronic absenteeism and a decrease in the middle school dropout rate. Students will report feeling safe while at school and suspension/expulsion rates will continue to decrease as a measure of school climate.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
Expected Annual Measurable Outcomes:	Students will show increased engagement in school with: Attendance rate above 96%, Chronic Absentee rate below 2.2%, and Middle School Dropout Rate at 0%. The student suspension rate will be below 1.8% and the expulsion rate will be below .1%. At least 83% of students will report feeling safe or very safe at school based on the California Healthy Kids Survey.	Actual Annual Measurable Outcomes: Average Daily Attendance (ADA) for all school sites has remained consistently above 96% for the last three years, and above 97% at nearly all sites. ADA by School: (4-year comparison) Juan de Anza Elementary 2012-2013: 96.87% 2013-2014: 97.26% 2014-2015: 97.21% 2015-2016: 97.0% Peter Burnett Elementary: 2012-2013: 97.66% 2013-2014: 97.56% 2014-2015: 97.51% 2015-2016: 97.6% Juan Cabrillo Elementary: 2012-2013: 96.16% 2013-2014: 96.86% 2014-2015: 96.54% 2015-2016: 96.7% Richard Henry Dana Middle: 2012-2013: 97.17% 2013-2014: 97.43% 2014-2015: 97.14% 2015-2016: 97.1% Chronic Absenteeism, or students absent more than 10% of days), has remained below 2.2% for all sites, and is now below 2% at nearly all sites. Chronic Absenteeism: (4-year comparison) All Wiseburn Schools: 2012-2013: 1.19% 2013-2014: 1.2% 2014-2015: 1.6% 2015-2016: 1.6%

Juan de Anza Elementary
 2012-2013: 2.07%
 2013-2014: 1.54%
 2014-2015: 1.31%
 2015-2016: 1.34%

Peter Burnett Elementary:
 2012-2013: .51%
 2013-2014: .94%
 2014-2015: 1.14%
 2015-2016: 1.99%

Juan Cabrillo Elementary:
 2012-2013: 2.01%
 2013-2014: 2.09%
 2014-2015: 2.01%
 2015-2016: 1.28%

Richard Henry Dana Middle:
 2012-2013: .52%
 2013-2014: .63%
 2014-2015: 1.77%
 2015-2016: 2.14%

The Middle School Dropout Rate has fallen from 1 student per year to 0 students in 2014-2015.

Number of Middle School Dropouts
 (4-year comparison)
 2012-2013: 1
 2013-2014: 1
 2014-2015: 0
 2015-2016: 0

The WUSD suspension rate has remained stable at 1.2% for the last three years, .6% below the goal. Individual school rates have varied by site, and also remained below the 1.8% target with the exception of the most recent year at Dana, where the suspension rate slightly exceeded the target rate by .1%. The WUSD expulsion rate has remained stable at 0% for the last three years. A single student was expelled in the 2012-2013 school year, and one other in the 2014-2015 school year. No expulsions in 2015-2016.

All Wiseburn Schools:
 2012-2013: 1.2%
 2013-2014: 1.2%
 2014-2015: 1.2%
 2015-2016: 0.8%

Juan de Anza Elementary
 2012-2013: 1.1%
 2013-2014: .9%
 2014-2015: .6%
 2015-2016: 1.17%

Peter Burnett Elementary:
 2012-2013: .7%
 2013-2014: .5%
 2014-2015: .4%
 2015-2016: 0.2%

Juan Cabrillo Elementary:
 2012-2013: .5%

		<p>2013-2014: 0% 2014-2015: 1% 2015-2016: 0.0%</p> <p>Richard Henry Dana Middle: 2012-2013: 1% 2013-2014: 1.3% 2014-2015: 1.9% 2015-2016: 1.42%</p> <p>According to results from the three most recent Healthy Kids Surveys, the sense of students feeling safe at school has generally increased over time for both 5th and 7th grade students, and the average safety rating for WUSD was above the 83% target at 86% in the most recent 2015- 2016 results. While 5th grade students remain consistently above the 83% mark, 7th graders have continued to move steadily towards it over the last seven years, and have achieved the 83% goal as of the 2015-2016 survey.</p> <p>Healthy Kids Survey Results (Do you feel safe at school?)</p> <p>WUSD Average Safety Ratings 2015-2016: 86% 2012-2013: 85% 2010-2011: 81% 2008-2009: 81%</p> <p>Grade 5 Responses (Yes, Most/All of the Time) 2015-2016: 88% 2012-2013: 91% 2010-2011: 89% 2008-2009: 86%</p> <p>Grade 7 Responses (Agree/Strongly Agree) 2015-2016: 83% 2012-2013: 78% 2010-2011: 72% 2008-2009: 75%</p>
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Build a positive school environment and create incentives to increase attendance levels and decrease truancy	The District intends to develop and implement a public awareness campaign to improve student attendance 0000: Unrestricted Base 500	Build a positive school environment and create incentives to increase attendance levels and decrease truancy	The District has implemented a public awareness campaign encouraging increased attendance. 0000: Unrestricted Base \$1,250
	The District will develop a restorative justice / bullying intervention programs though Positive Behavioral Intervention Support Teams developed at all sites 1000-1999: Certificated Personnel Salaries Supplemental 26,000		The District has developed and continues to develop a restorative justice/ bullying intervention program through Positive Behavior Intervention Support Teams 1000-1999: Certificated Personnel Salaries Supplemental \$17,500
	The District intends to implement an Attendance/ "On time" incentive program 0000: Unrestricted Supplemental 4,000		The District has implemented an Attendance/ On-Time incentive program 0000: Unrestricted Supplemental \$2,000
	Initiate "Where Everyone Belongs" program at Dana to support middle school transition and school connectedness 0000: Unrestricted Supplemental 12,000		The District has initiated "Where Everyone Belongs" program at Dana to support middle school transition and school connectedness.
	The District will provide a Peer Tutoring program at upper		Note: District has reduced projected expenses to \$7,100.

		elementary level through Learning 2Gether 0000: Unrestricted Supplemental 10,000			0000: Unrestricted Supplemental \$7,100 The District has not yet implemented the Learning 2Gether peer tutoring program. To begin in Spring 2016. Note: The District has reduced the projected expenses to \$0.00 5000-5999: Services and Other Operating Expenditures Supplemental \$0.00
Scope of Service	LEA-Wide		Scope of Service	LEA Wide	
_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)			_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		While overall absence rates are being maintained above 96%, there has been a growth in the chronic absentee rate. Through LCAP committee discussions, the goal remains appropriate with expenditures towards positive behavioral intervention supports for the improvement of school climate. An inquiry will be made regarding the calculation of chronic absenteeism in order to be sure that year over year figures are consistent and credible.			

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:	\$1,615,000
<p>The District allocated approximately \$1,421,000 of Local Control Funding Formula (LCFF) Supplemental funds with programs and support for English Language learners, socio-economic disadvantaged students and Foster Youth in the 2015-16 school year. This was approximately \$599,000 more than the District allocated for the supplemental instruction for the Unduplicated Pupils in 2014-15. For school year 2015-16, the District had 315 English Language (EL) students, 1,124 low income students, and 2 Foster Youth. On CalPADS Census Day, the District's 2015-16 enrollment was 2,510, of which 1,220 or 48.6% were considered eligible to qualify the District to receive Supplemental funding. These students are referred to as "Unduplicated", i.e., Free or Reduced Price Meal/ English Learners/ Foster Youth for purposes of the LCFF. Total funding for the Unduplicated pupils in 2016-17 is projected to be approximately \$1,615,000 and the proportionality percentage is 9.09%.</p> <p>The Supplemental funding is being used for a variety of additional services and programs, including an increase in counselors, an increase to the District's Reading Intervention Program, an increase in accessibility and understanding of pertinent student data in order to better serve the unduplicated students, and to add a "Student Safety Liaison" position at Dana Middle School to facilitate a peaceful school climate. In addition, the District is using the Supplemental funding to provide increased services (targeted instruction) through before and after school programs to English Language Learners. Supplemental funds are also used to purchase the instructional materials required to run this English Language program. Supplemental funds are also being used to pay for any interpreter services required in order to effectively communicate with parents or guardians where English is not the primary language. Additionally, Supplemental funds are being used to provide English Language Classes for parents/guardians of our non-English Language students.</p> <p>Supplemental funds are also being used to fund additional teachers working as Teachers on Special Assignment (TOSA). For the 2016-17 school year, we will have a Math TOSA, an Technology TOSA, an English Language Arts TOSA, and a TOSA participating in Cotsen, a program that is designed to transform good teachers into great teachers by providing proven educators both coaching and mentoring to achieve the highest levels of teaching excellence.</p> <p>All "Additional Annual Actions" are targeted and provide an overview of the types of services and programs that these specific students will benefit from because of the additional/improved actions and services. With the "unduplicated" count of targeted students at 48.6%, the Wiseburn Unified School District exceeds the 40% threshold which allows for a school-wide approach. As in our schools with Title I programs, our services to Unduplicated pupils are provided on a school-wide approach. District LCAP goals will best be met and Unduplicated pupils will best be served where programs are able to be organized without segregation of services to specific student populations, which can result in stigmatization of and labeling of students. In a school-wide approach, all students are able to be served and no student populations are singled out based on their "unduplicated" status. Given the truly diverse nature of student demographics in Wiseburn Unified, a school-wide approach is being employed.</p>	

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.

9.09	%
<p>Services offered to low income, EL students and foster youth will increase in the 2016-17 school year due to an increase in LCFF funding, enabling the District to increase staffing, resources, outreach, and materials directly to the Unduplicated (targeted) students at all of the school sites. Although the District will be providing more services for all students due to an increase in the total LCFF funding amounts to a projected \$7,975 per ADA, the Unduplicated students will generate approximately an additional \$663 per ADA than the "non-unduplicated" students generate.</p> <p>In the 2016-17 fiscal year the District is projected to receive an additional \$194,000 in Supplemental funding for the Unduplicated pupils above the estimated \$1,421,000 that was expended by the District in 2015-16. In total, the District will be allocated approximately \$1,615,000, or 9.09% in supplemental funding to provide additional programs and/or services for the Unduplicated students. Although the proportionality calculation of 9.09% represents the minimum level of increased programs/services that will be provided to the Unduplicated students above an beyond what the Non-Unduplicated pupils will be provided, the District has budgeted for Supplemental expenses in the amount of \$1,700,000, greater than the minimum required. The increase in Supplemental funding by approximately \$194,000 will provide an increase in both quantity and quality of services, which include the following new programs/ services:</p> <p>Increase behavioral intervention support - employ an additional counselor Increase academic intervention support - employ a reading intervention specialist/coordinator Increase academic intervention support - increase English Language Development courses at Dana Middle School</p>	

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	6,761,500.00	6,789,400.00	5,727,000.00	5,679,000.00	5,446,000.00	16,852,000.00
Base	1,546,400.00	1,664,300.00	2,279,500.00	2,334,000.00	2,337,000.00	6,950,500.00
Locally Defined	0.00	0.00	36,000.00	36,000.00	36,000.00	108,000.00
Measure CL	0.00	0.00	631,000.00	623,000.00	608,000.00	1,862,000.00
Other	4,022,000.00	3,984,500.00	25,500.00	170,000.00	85,000.00	280,500.00
State Mandate Funds (1X \$)	0.00	0.00	1,025,000.00	810,000.00	700,000.00	2,535,000.00
Supplemental	1,193,100.00	1,140,600.00	1,700,000.00	1,676,000.00	1,650,000.00	5,026,000.00
Title II	0.00	0.00	30,000.00	30,000.00	30,000.00	90,000.00

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	6,761,500.00	6,789,400.00	5,727,000.00	5,679,000.00	5,446,000.00	16,852,000.00
0000: Unrestricted	3,563,000.00	904,550.00	2,168,000.00	2,492,500.00	2,517,500.00	7,178,000.00
0001-0999: Unrestricted: Locally Defined	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	1,431,000.00	1,441,000.00	1,779,500.00	2,052,500.00	1,998,500.00	5,830,500.00
2000-2999: Classified Personnel Salaries	225,000.00	173,000.00	135,000.00	142,000.00	142,000.00	419,000.00
4000-4999: Books and Supplies	1,251,500.00	1,186,750.00	1,336,000.00	683,500.00	478,500.00	2,498,000.00
5000-5999: Services and Other Operating Expenditures	291,000.00	281,100.00	308,500.00	308,500.00	309,500.00	926,500.00
6000-6999: Capital Outlay	0.00	2,003,000.00	0.00	0.00	0.00	0.00
7000-7439: Other Outgo	0.00	800,000.00	0.00	0.00	0.00	0.00

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	6,761,500.00	6,789,400.00	5,727,000.00	5,679,000.00	5,446,000.00	16,852,000.00
0000: Unrestricted	Base	645,000.00	11,250.00	994,000.00	1,019,500.00	1,019,500.00	3,033,000.00
0000: Unrestricted	Measure CL	0.00	0.00	286,000.00	306,000.00	331,000.00	923,000.00
0000: Unrestricted	Other	2,283,000.00	268,000.00	0.00	0.00	0.00	0.00
0000: Unrestricted	State Mandate Funds (1X \$)	0.00	0.00	199,000.00	506,000.00	506,000.00	1,211,000.00
0000: Unrestricted	Supplemental	635,000.00	625,300.00	689,000.00	661,000.00	661,000.00	2,011,000.00
0001-0999: Unrestricted: Locally Defined	Base	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	325,000.00	337,500.00	708,000.00	741,000.00	743,000.00	2,192,000.00
1000-1999: Certificated Personnel Salaries	Locally Defined	0.00	0.00	36,000.00	36,000.00	36,000.00	108,000.00
1000-1999: Certificated Personnel Salaries	Measure CL	0.00	0.00	103,000.00	105,000.00	80,000.00	288,000.00
1000-1999: Certificated Personnel Salaries	Other	674,000.00	621,000.00	25,500.00	170,000.00	85,000.00	280,500.00
1000-1999: Certificated Personnel Salaries	State Mandate Funds (1X \$)	0.00	0.00	0.00	104,000.00	184,000.00	288,000.00
1000-1999: Certificated Personnel Salaries	Supplemental	432,000.00	482,500.00	907,000.00	896,500.00	870,500.00	2,674,000.00
2000-2999: Classified Personnel Salaries	Base	115,000.00	123,000.00	108,000.00	114,000.00	114,000.00	336,000.00
2000-2999: Classified Personnel Salaries	Other	50,000.00	50,000.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Supplemental	60,000.00	0.00	27,000.00	28,000.00	28,000.00	83,000.00
4000-4999: Books and Supplies	Base	415,400.00	356,250.00	420,000.00	410,000.00	410,000.00	1,240,000.00
4000-4999: Books and Supplies	Measure CL	0.00	0.00	87,000.00	57,000.00	42,000.00	186,000.00
4000-4999: Books and Supplies	Other	815,000.00	818,500.00	0.00	0.00	0.00	0.00
4000-4999: Books and Supplies	State Mandate Funds (1X \$)	0.00	0.00	826,000.00	200,000.00	10,000.00	1,036,000.00
4000-4999: Books and Supplies	Supplemental	21,100.00	12,000.00	3,000.00	16,500.00	16,500.00	36,000.00
5000-5999: Services and Other Operating Expenditures	Base	46,000.00	36,300.00	49,500.00	49,500.00	50,500.00	149,500.00
5000-5999: Services and Other Operating Expenditures	Measure CL	0.00	0.00	155,000.00	155,000.00	155,000.00	465,000.00
5000-5999: Services and Other Operating Expenditures	Other	200,000.00	224,000.00	0.00	0.00	0.00	0.00
5000-5999: Services and Other Operating Expenditures	Supplemental	45,000.00	20,800.00	74,000.00	74,000.00	74,000.00	222,000.00
5000-5999: Services and Other Operating Expenditures	Title II	0.00	0.00	30,000.00	30,000.00	30,000.00	90,000.00
6000-6999: Capital Outlay	Other	0.00	2,003,000.00	0.00	0.00	0.00	0.00
7000-7439: Other Outgo	Base	0.00	800,000.00	0.00	0.00	0.00	0.00

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).