

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

Introduction:

LEA: Wasco Union High School District **Contact (Name, Title, Email, Phone Number):** Robert Cobb, Director of Categorical Programs & Special Projects
rocobb@wasco.k12.ca.us, 661-758-8447 **LCAP Year:** 2014-2015

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

Final - Final

State Priorities

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

A. Conditions of Learning:

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

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

Course access: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (j), 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 (j), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>Stakeholder groups were engaged in the development of the Local Control Accountability Plan (LCAP) through multiple meetings, surveys, and dialogue. The following outline describes these events in order:</p> <p style="text-align: center;"><u>Establishing a Plan for Developing the LCAP</u></p> <p>November 20th, 2013: The District gave an informational presentation to the District / Site Leadership Team (DSLTT) regarding LCFF and the LCAP adoption process. The DSLT reviewed informational videos from the WestEd website.</p> <p>December 11th, 2013: The District / Site Leadership Team (DSLTT) reviewed the changes to school funding resulting from the LCFF and LCAP and responded to survey questions that helped to establish a baseline of services and programs currently in place.</p> <p style="text-align: center;"><u>Initial Collection of Stakeholder Input</u></p> <p>January 16th, 2014: The District distributed a Survey to WUHS and WHHS Certified and Classified Staff asking for input regarding improving services for all students. The surveys were completed by collaborative, small group discussions (by department) and summarized.</p> <p>January 30th, 2014: The District gave an LCFF / LCAP presentation to the Parent District Advisory Committee (DAC) and led table discussion surveys (same as staff). Parent input was recorded by staff members.</p> <p>March 4th, 2014: The District gave an LCFF / LCAP presentation to the WUHS Student Council during a regularly scheduled Student Council Meeting. Students participated in small group, collaborative discussions to answer survey questions regarding improving services in the District.</p>	<p>The following narrative describes the impact that event had on the development of the Local Control Accountability Plan (LCAP).</p> <p>The DSLT became the Site and District “experts” on the changes in school funding (LCFF) and the LCAP adoption process. Informational dialogue and informal conversations informal continued over the course of many weeks in departments, small groups, and various meetings.</p> <p>The DSLT helped to establish the initial survey questions that would later be used with all stakeholder groups. The DSLT established a baseline, or context of service, by responding to the survey questions from the perspective of what currently exists in the District. This baseline was communicated to stakeholders as a starting point prior to the survey.</p> <p>The Staff Survey (5 questions) was aligned to the 8 State Priorities and allowed the District to develop Goals and Actions Steps that were influenced by Stakeholder survey responses. Goals and Action Steps were reported back at multiple meetings in writing via presentations.</p> <p>The Parent Survey (5 questions) was aligned to the 8 State Priorities and allowed the District to develop Goals and Actions Steps that were influenced by Stakeholder survey responses. Goals and Action Steps were reported back at a following meeting in writing via a presentation.</p> <p>The Student Survey (5 questions) was aligned to the 8 State Priorities and allowed the District to develop Goals and Actions Steps that were influenced by Stakeholder survey responses. Goals and Action Steps were reported back at a following meeting in writing via a presentation.</p>

Involvement Process	Impact on LCAP
<p style="text-align: center;"><u>Reporting Back to Stakeholders</u></p> <p>March 11th, 2014: The District gave a follow up LCFF / LCAP presentation and summary report of LCAP Goals and Actions to the WUHS School Site Council (SSC) at a regularly scheduled SSC meeting. The SSC provided additional input regarding LCAP Goals and Actions.</p> <p>March 12th, 2014: The District gave a follow up LCFF / LCAP presentation and summary report of LCAP Goals and Actions to the WIHS Certificated and Classified Staff at a regularly scheduled Collaboration meeting. The WIHS Staff provided additional input regarding LCAP Goals and Actions.</p> <p>March 12th, 2014: The District gave a follow up LCFF / LCAP presentation and summary report of LCAP Goals and Actions to the District / Site Leadership Team (DSLTT) at a regularly scheduled DSLT meeting. The DSLT provided additional input regarding LCAP Goals and Actions.</p> <p>March 12th, 2014: The District gave a follow up LCFF / LCAP presentation and summary report of LCAP Goals and Actions to the WUHS English Learner Advisory Committee (ELAC) at a regularly scheduled ELAC meeting. The ELAC provided additional input regarding LCAP Goals and Actions.</p>	<p>Additional input was received by the WUHS School Site Council (SSC). The SSC contributed additional comments that supported the existing Goals and Actions, including: reinforcing the need for a Career Center and the support for additional staffing to monitor chronic truancy. The Superintendent responded in writing to comments received by the SSC by updating and distributing a summary of the LCAP Goals and Actions.</p> <p>Additional input was received by the WIHS Certificated and Classified Staff. The WIHS Staff contributed additional comments that supported the existing Goals and Actions, including: reinforcing the need for a Career Center, upgrading technology resources, and the support for additional staffing to monitor chronic truancy.</p> <p>Additional input was received by the District / Site Leadership Team (DSLTT). The DSLT contributed additional comments that supported the existing Goals and Actions, including: the need for greater shared leadership across Departments.</p> <p>Additional input was received by the WUHS English Learner Advisory Committee (ELAC). The ELAC contributed additional comments that supported the existing Goals and Actions, including: the support for additional staffing to monitor chronic truancy and improve student motivation to attend school. Additionally, comments about bullying related to School Climate and will be considered for review in the 2015-2016 LCAP revision. The Superintendent responded in writing to comments received by the ELAC by updating and distributing a summary of the LCAP Goals and Actions.</p>

Involvement Process	Impact on LCAP
<p>March 13th, 2014: The District gave a follow up LCFE / LCAP presentation and summary report of LCAP Goals and Actions to the WUHS Certificated Staff at a regularly scheduled Staff meeting. The WUHS Certificated Staff provided additional input regarding LCAP Goals and Actions.</p>	<p>Additional input was received by the WUHS Certificated Staff. The WUHS Certificated Staff contributed additional comments that supported the existing Goals and Actions, including: reinforcing the need for a Career Center and the need for additional student access to technology resources.</p>
<p>March 20th, 2014: The District gave a follow up LCFE / LCAP presentation and summary report of LCAP Goals and Actions to the Parent District Advisory Committee (DAC) at a regularly scheduled Parent Voices meeting. The Parent District Advisory Committee provided additional input regarding LCAP Goals and Actions.</p>	<p>Additional input was given by the Parent District Advisory Committee (DAC) and included many additional comments that supported the existing Goals and Actions, especially the Goals aligned to Basic Services (Campus Resource Officer) and Student Engagement (increased career counseling). Additionally, comments regarding increased elective offerings will be considered for review in the 2015-2016 LCAP revision. Many comments regarding increased communication or the request for services already provided by the District will be addressed outside of the LCAP. The Superintendent responded in writing to comments received by the Parent District Advisory Committee by updating and distributing a summary of the LCAP Goals and Actions.</p>
<p>March 24th, 2014: The District gave a follow up LCFE / LCAP presentation and summary report of LCAP Goals and Actions to the WUHS Certificated and Classified Staff at a voluntary, after-school staff meeting. Certificated and Classified Staff asked questions for clarification.</p>	<p>No additional input was received by the WUHS Certificated and Classified Staff. The WUHS Certificated and Classified Staff asked questions regarding the newly proposed positions, such as: Network Specialist, Parent Liaison Attendance Monitor, Campus Resource Officer, and Academic Coach. It was explained that new Job Descriptions will need approval from the Board of Trustees and details regarding terms of employment (hours and salary) would be discussed during the process of labor negotiations (bargaining).</p>
<p>March 25th, 2014: The District Administrative Team met with the local CTA and CSEA Executive Board (Bargaining Units) to discuss LCAP goals, actions steps, levels of staff involvement, and proposed budget items.</p>	<p>The local CTA and CSEA Executive Boards (Bargaining Units) responded to the draft LCAP with support, but also communicated that staff may not have realized the significance of the Stakeholder input survey. As a result, extra communication was planned and made available to staff. Discussion also focused on the differences between Base funds and Targeted funds, the addition of new positions, and the LCAP approval process and timeline.</p>

Involvement Process	Impact on LCAP
<p>March 27th, 2014: The District gave a follow up LCFF / LCAP presentation and summary report of LCAP Goals and Actions to the WUHS Certificated and Classified Staff at a voluntary, after-school staff meeting.</p>	<p>No additional input was received by the WUHS Certificated and Classified Staff. The WUHS Certificated and Classified Staff expressed continued support and enthusiasm regarding the potential for increased funding and services for students.</p>
<p>March 29th, 2014: The District gave a follow up LCFF / LCAP presentation and summary report of LCAP Goals and Actions to any and all stakeholders at a Community LCAP Workshop. District Certificated and Classified Staff provided additional input regarding LCAP Goals and Actions. One member of the community attended.</p>	<p>Additional input was received during the Community LCAP Workshop. The WUHSD Certificated and Classified Staff contributed additional comments that supported the existing Goals and Actions, including: the need for additional technology resources and more flexibility in student scheduling. Additionally, comments regarding community wide WIFI will be considered for review in the 2015-2016 LCAP revision. Some comments focused on the need for a new Gymnasium. It was explained that LCFF Targeted Funds could not be used for construction purposes.</p>
<p>April 5th, 2014: The District gave a follow up LCFF / LCAP presentation and summary report of LCAP Goals and Actions to any and all stakeholders at a Community LCAP Workshop. Certificated and Classified Staff provided additional input regarding LCAP Goals and Actions. One member of the community attended.</p>	<p>Additional input was received during the Community LCAP Workshop. The WUHSD Certificated and Classified Staff contributed additional comments that supported the existing Goals and Actions, including: the need for additional staff development in the area of technology and CCS implementation. Additionally, comments regarding a community tutoring center will be considered for review in the 2015-2016 LCAP revision.</p>
<p>April 10th, 2014: The District gave a follow up LCFF / LCAP presentation and summary report of LCAP Goals and Actions to the WUHS Board of Trustees at a regularly scheduled Board of Trustees meeting. Board members asked clarifying questions regarding LCAP requirements.</p>	<p>The WUHS Board of Trustees generated questions and sought clarification focused on the LCAP approval process and the reality of additional revenues anticipated from LCFF. Also, the Board of Trustees was given the opportunity as stakeholders to comment and make recommendations; however, they had no recommendations regarding the drafted LCAP Goals and Action Steps.</p>
<p>April 22nd, 2014: The District gave a follow up LCFF / LCAP presentation and summary report of LCAP Goals and Actions to the WUHS Student Council at a regularly scheduled Student Council meeting. Student Council members provided additional input regarding LCAP Goals and Actions.</p>	<p>Additional input was received by the WUHS Student Council and included comments that supported the existing Goals and Actions, especially the addition of a Career Center and increased access to technology resources. Additionally, comments regarding increased field trips and achievement incentives will be considered for review in the 2015-2016 LCAP revision.</p>

Involvement Process	Impact on LCAP
<p>May 14th, 2014: The District gave a follow up LCFF / LCAP presentation and summary report of LCAP Goals and Actions to the WUHS School Site Council (SSC) at a regularly scheduled SSC meeting. The SSC provided additional input regarding LCAP Goals and Actions.</p>	<p>Additional input was received by the WUHS School Site Council (SSC). The SSC contributed additional comments that supported the existing Goals and Actions, especially those focused on upgrading technology resources for students. Comments were brief and limited to the need for technology resources; no other comments were communicated. The Superintendent responded in writing to comments received by the SSC by updating and distributing a summary of the LCAP Goals and Actions.</p>
<p>May 14th, 2014: The District gave a follow up LCFF / LCAP presentation and summary report of LCAP Goals and Actions to the District English Learner Advisory Committee (DELAC) at a regularly scheduled DELAC meeting. The DELAC provided additional input regarding LCAP Goals and Actions.</p>	<p>Additional input was received by the District English Learner Advisory Committee (DELAC). The DELAC contributed additional comments that supported the existing Goals and Actions, including: greater college and career guidance, greater attendance intervention for chronic truancy, and additional academic support for struggling students. Additionally, comments about increasing teacher compassion will be considered for review in the 2015-2016 LCAP revision. The Superintendent responded in writing to comments received by the DELAC by updating and distributing a summary of the LCAP Goals and Actions.</p>
<p style="text-align: center;"><u>Public Hearing and Approval</u></p> <p>June 11th, 2014: The District presented the LCAP and Budget at a Special Board Meeting for purposes of meeting the requirement to hold a Public Hearing for both the LCAP and the District Budget.</p>	<p>The Public Hearing was posted in the local newspaper and in the required locations within the District. However, the Superintendent did not respond in writing to comments because no comments were made at the Public Hearing.</p>
<p>June 12th, 2014: The District presented the LCAP and District Budget for Board Approval at a Regular Board Meeting. The WUHSD Board of Trustees approved the LCAP (5-0). The WUHSD Board of Trustees approved the District Budget (5-0).</p>	<p>A presentation was made to the Board of Trustees on the LCAP and the Budget during the Superintendent's Report. Questions from Board members were answered prior to the Board of Trustees approving both the LCAP and the Budget.</p>

Section 2: Goals and Progress Indicators

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

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

Guiding Questions:

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to "Engagement" (e.g., pupil and parent)?
- 4) What are the LEA's goal(s) to address locally-identified priorities?

- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority and/or to review progress toward goals in the annual update?
- 9) What information was considered / reviewed for individual school sites?
- 10) What information was considered / reviewed for subgroups identified in Education Code section 52052?
- 11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Goal #1: By 2017, the WUHSD will increase the cleanliness, safety, security, and basic services of all District facilities.

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different / improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs all priorities in statute must be included and identified)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	LCAP YEAR Year 2: 2015-2016	LCAP YEAR Year 3: 2016-2017	
<p>Currently: Annual Williams' Reports are rated: EXEMPLARY Suspension: 5.25% Expulsion: 0%</p> <p>Need: The District needs to maintain Basic Services and reduce Suspension Rate.</p> <p>Metrics: Williams Settlement Report Suspension Rate Expulsion Rate</p>	<p>GOAL #1: By 2017, the WUHSD will increase the cleanliness, safety, security, and basic services of all District facilities.</p>	All Students English Learners	All Schools	Williams Settlement Report Suspension Rate Expulsion Rate	By 2015, the WUHSD will maintain a Williams Settlement Rating of: EXEMPLARY By 2015, the WUHSD will reduce the Suspension Rate to: 5% or less.	By 2016, the WUHSD will reduce the Suspension Rate to: 4% or less.	By 2017, the WUHSD will reduce the Suspension Rate to: 3% or less.	<p>Priorities: (1) Basic Services (6) School Climate</p>

Goal #2: By 2017, the WUHSD will improve student achievement in core academic areas: ELA/ELD, Math, Science, and Social Science.

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different / improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	LCAP YEAR Year 2: 2015-2016	LCAP YEAR Year 3: 2016-2017	
<p>Currently: Student achievement is progressing as follows: 2013 Data: CAHSEE ELA 76% Passed CAHSEE Math 82% Passed API – 739 AYP – No Met 10 of 18</p> <p>Need: WUHSD needs to continue accelerating student achievement growth for all students</p> <p>Metrics: ACES scores API Scores</p>	<p>GOAL #2: By 2017, the WUHSD will improve student achievement in core academic areas: ELA/ELD Mathematics Science Social Science</p>	<p>All Students English Learners Socioeconomic Disadvantaged</p>	<p>All Schools</p>	<p>ACES scores API Scores</p>	<p>By 2015, the WUHSD will improve student achievement as measured by: 60% pass rate on Core ACES (ALL Grades)</p> <p>The District API is suspended for 2014-2015 at: 739 (All) 678 (EL) 728 (SED)</p>	<p>By 2016, the WUHSD will improve student achievement as measured by: 70% pass rate on Core ACES (ALL Grades)</p> <p>By 2016, the District API scores for all, EL, and SED student populations will establish a Base API of at least: 740 (All) 680 (EL) 730 (SED)</p>	<p>By 2017, the WUHSD will improve student achievement as measured by: 80% pass rate on Core ACES (ALL Grades)</p> <p>By 2017, the District API scores for all, EL, and SED student populations will establish a Growth API of at least: 750 (All) 700 (EL) 750 (SED)</p>	<p>Priorities: (2) Implement Common Core Standards (4) Student Achievement (7) Course Access (8) Other School Outcomes</p>

Goal #3: By 2017, the WUHSD will improve A-G course completion and graduation rate in order to improve college and career readiness.

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different / improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	LCAP YEAR Year 2: 2015-2016	LCAP YEAR Year 3: 2016-2017	
<p>Currently: The current graduation rate for WUHSD is 83% and less than 25% of students complete all A-G courses.</p> <p>Need: The WUHSD needs to improve college and career readiness by improving A-G course completion and the graduation rate.</p> <p>Metric: A-G completion Graduation Rate</p>	<p>GOAL #3: By 2017, the WUHSD will improve A-G course completion and graduation rate in order to improve college and career readiness for all students.</p>	<p>All Students English Learners Socioeconomic Disadvantaged</p>	<p>All Schools</p>	<p>A-G Completion Rate Graduation Rate</p>	<p>By 2015, 84% of students will graduate and 25% will meet a-g eligibility.</p>	<p>By 2016, 87% of students will graduate and 30% will meet a-g eligibility.</p>	<p>By 2017, 90% of students will graduate and 35% will meet a-g eligibility.</p>	<p>Priorities: (3) Parent Involvement (5) Student Engagement (7) Course Access (8) Other Student Outcomes</p>

Goal #4: By 2017, the WUHSD will increase the Graduation Rate by increasing access to technology and 21st Century Learner skills.

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals				Annual Update: Analysis of Progress	What will be different / improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)	All Students		All Schools	LCAP YEAR Year 1: 2014-2015	LCAP YEAR Year 2: 2015-2016	
<p>Currently: Graduation Rate: 83% Dropouts: 7.2%</p> <p>Need: WUHSD needs to infuse technology throughout the curriculum in order to create greater student engagement for 21st Century Learners.</p> <p>Metrics: Graduation Rate Dropout Rate</p>	<p>GOAL #4: By 2017, the WUHSD will increase the Graduation Rate by increasing access to technology and 21st Century Learner skills.</p>				<p>Graduation Rate Dropout Rate</p>	<p>By 2015, the WUHSD will improve student engagement by increasing the Graduation Rate to 84%.</p>	<p>By 2016, the WUHSD will improve student engagement by increasing the Graduation Rate to 87%.</p>	<p>By 2017, the WUHSD will improve student engagement by increasing the Graduation Rate to 90%.</p>	<p>Priorities: (5) Student Engagement (7) Course Access (8) Other Student Outcomes</p>

Section 3: Actions, Services, and Expenditures

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

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

Guiding Questions:

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

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

Section 3A: Base Services							
Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR 1 2014-2015	LCAP YEAR 2 2015-2016	LCAP YEAR 3 2016-2017
GOAL #1: By 2017, the WUHSD will improve the cleanliness, safety, security, and basic services of all District facilities.	(1) Basic Services (6) School Climate	1. Increase campus safety and security services (0511)	Schoolwide WUHHS	Williams Settlement Report Suspension Rate Expulsion Rate	Add 1 FTE Campus Resource Officer \$120,000 LCFF Add 1 FTE Attendance Monitor \$50,000 LCFF Maintain 1 FTE Campus Supervisor \$45,000 LCFF	Maintain 1 FTE Campus Resource Officer \$122,000 LCFF Maintain 1 FTE Attendance Monitor \$51,000 LCFF	Maintain 1 FTE Campus Resource Officer \$124,000 LCFF Maintain 1 FTE Attendance Monitor \$52,000 LCFF
		2. Maintain support for basic services (0512)	Districtwide		Maintain 1 FTE Director of Categorical Prog. \$35,000 LCFF \$105,000 LCFF/11 Maintain 1 FTE District Accounting Secretary \$20,000 LCFF \$50,000 LCFF/11	Maintain 1 FTE Director of Categorical Prog. \$36,000 LCFF \$106,000 LCFF/11 Maintain 1 FTE District Accounting Secretary \$21,000 LCFF \$51,000 LCFF/11	Maintain 1 FTE Director of Categorical Prog. \$37,000 LCFF \$107,000 LCFF/11 Maintain 1 FTE District Accounting Secretary \$22,000 LCFF \$52,000 LCFF/11

Section 3A: Base Services							
Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR 1 2014-2015	LCAP YEAR 2 2015-2016	LCAP YEAR 3 2016-2017
		(Continued...) Maintain support for basic services			Maintain 1 FTE WIHS Principal \$120,000 LCFF \$30,000 LCFF	Maintain 1 FTE WIHS Principal \$121,000 LCFF \$31,000 LCFF	Maintain 1 FTE WIHS Principal \$122,000 LCFF \$32,000 LCFF
		3. Increase MOT Services (0513)	Districtwide		Add 1 FTE Equipment Manager / Trainer \$60,000 LCFF Add 1 FTE Custodian / Bus Driver \$40,000 LCFF	Maintain 1 FTE Equipment Manager / Trainer \$61,000 LCFF Maintain 1 FTE Custodian / Bus Driver \$41,000 LCFF	Maintain 1 FTE Equipment Manager / Trainer \$62,000 LCFF Maintain 1 FTE Custodian / Bus Driver \$42,000 LCFF
		4. Increase MOT vehicles and equipment (0514)	Districtwide		Add 1 Scissor Lift for maintenance \$20,000 LCFF Add 1 Mule for Equip. Manager \$10,000 LCFF Add 2 Golf Carts for Supervision \$10,000 LCFF	Add 1 Van for transportation \$40,000 - 0 - - 0 - - 0 -	Add 1 Van for transportation \$40,000 - 0 - - 0 - - 0 -

Section 3A: Base Services							
Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR 1 2014-2015	LCAP YEAR 2 2015-2016	LCAP YEAR 3 2016-2017
		5. Improve safety in Gymnasium by replacing floor and bleachers (0515)	Schoolwide WUHS		- 0 -	Improve / replace Gymnasium floor and bleachers \$160,000 LCFF	- 0 -
		6. Maintain sufficient access to textbooks and instructional materials (0516)	Districtwide		Maintain sufficient textbooks \$0 LCFF \$145,000 Lottery	Maintain sufficient textbooks \$175,000 LCFF \$45,000 Lottery	Maintain sufficient textbooks \$175,000 LCFF \$45,000 Lottery
		7. Increase video surveillance and monitoring (0517)	Districtwide		Maintain sufficient instructional materials \$25,000 LCFF	Maintain sufficient instructional materials \$25,000 LCFF	Maintain sufficient instructional materials \$25,000 LCFF
					Increase video surveillance cameras \$20,000 LCFF	- 0 -	- 0 -
					Maintain video surveillance monitoring \$10,000 LCFF	Maintain video surveillance monitoring \$10,000 LCFF	Maintain video surveillance monitoring \$10,000 LCFF

Section 3A: Base Services							
Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR 1 2014-2015	LCAP YEAR 2 2015-2016	LCAP YEAR 3 2016-2017
GOAL #2: By 2017, the WUHSD will improve student achievement in core academic areas: ELA/ELD, Math, Science, and Social Science.	(2) Implement Common Core Standards (4) Student Achievement (7) Course Access (8) Other School Outcomes	1. Maintain service agreements and contracts that support instruction (0521)	Districtwide	ACES Scores API Scores	Maintain Pivot Learning Partners \$160,000 LCFE \$140,000 TI/TIII	Maintain Pivot Learning Partners \$160,000 LCFE \$140,000 TI/TIII	Maintain Pivot Learning Partners \$160,000 LCFE \$140,000 TI/TIII
		2. Increase counseling services (0522)		Districtwide	Maintain 1 FTE Counselor WUHSD \$60,000 LCFE \$30,000 Migrant	Maintain 1 FTE Counselor WUHSD \$61,000 LCFE \$31,000 Migrant	Maintain 1 FTE Counselor WUHSD \$62,000 LCFE \$32,000 Migrant
					Maintain other agreements EADMS \$9000 BlackBrd \$4000 KCSOS \$4500 Library \$7500 Others \$5000 All LCFE	Maintain other agreements EADMS \$9000 BlackBrd \$4000 KCSOS \$4500 Library \$7500 Others \$5000 All LCFE	Maintain other agreements EADMS \$9000 BlackBrd \$4000 KCSOS \$4500 Library \$7500 Others \$5000 All LCFE
					Add extra time for counseling at-risk students \$55,000 LCFE	Add extra time for counseling at-risk students \$55,000 LCFE	Add extra time for counseling at-risk students \$55,000 LCFE
					Maintain 1 FTE Counselor WIHS \$85,000 LCFE	Maintain 1 FTE Counselor WIHS \$86,000 LCFE	Maintain 1 FTE Counselor WIHS \$87,000 LCFE

Section 3A: Base Services							
Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR 1 2014-2015	LCAP YEAR 2 2015-2016	LCAP YEAR 3 2016-2017
		3. Increase staff and curriculum development (0523)	Districtwide		Maintain CCSS implementation training - 0 - LCFF \$100,000 CCSS	Maintain CCSS implementation training \$10,000 LCFF \$0 CCSS	Maintain CCSS implementation training \$10,000 LCFF \$0 CCSS
					Maintain extra time for teacher curriculum development - 0 - LCFF \$100,000 CCSS	Maintain extra time for teacher curriculum development \$50,000 LCFF \$0 CCSS	Maintain extra time for teacher curriculum development \$50,000 LCFF \$0 CCSS
					Add/Provide BTSA support for new teachers \$60,000 LCFF	Maintain BTSA support for new teachers \$60,000 LCFF	Maintain BTSA support for new teachers \$60,000 LCFF
					Maintain AERIES conferences \$5000 LCFF	Maintain AERIES conferences \$5000 LCFF	Maintain AERIES conferences \$5000 LCFF
					Maintain AP Summer Institute trainings \$5000 LCFF	Maintain AP Summer Institute trainings \$5000 LCFF	Maintain AP Summer Institute trainings \$5000 LCFF
					Maintain other standards aligned training events \$5000 LCFF	Maintain other standards aligned training events \$5000 LCFF	Maintain other standards aligned training events \$5000 LCFF

Section 3A: Base Services							
Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR 1 2014-2015	LCAP YEAR 2 2015-2016	LCAP YEAR 3 2016-2017
		4. Increase Academic Support (0524)	Districtwide		Add/Provide RevolutionK12 online academic support \$25,000 LCFF	Maintain RevolutionK12 online academic support \$25,000 LCFF	Maintain RevolutionK12 online academic support \$25,000 LCFF
		5. Increase academic coaching in core academic areas (0525)	Schoolwide WUHS		Add/Provide Academic Coaching \$30,000 LCFF	Maintain Academic Coaching \$40,000 LCFF	Maintain Academic Coaching \$40,000 LCFF
		6. Maintain Summer Freshman Academy for Incoming Freshman (0526)	Districtwide		Maintain Freshman Academy for Incoming students \$30,000 LCFF \$30,000 Title I \$60,000 PEP	Maintain Freshman Academy for Incoming students \$30,000 LCFF \$30,000 Title I \$60,000 PEP	Maintain Freshman Academy for Incoming students \$30,000 LCFF \$30,000 Title I \$60,000 PEP
		7. Increase student academic performance in academic competitions (0527)	Schoolwide WUHS		Maintain access to academic competitions \$10,000 LCFF	Maintain access to academic competitions \$10,000 LCFF	Maintain access to academic competitions \$10,000 LCFF

Section 3A: Base Services							
Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR 1 2014-2015	LCAP YEAR 2 2015-2016	LCAP YEAR 3 2016-2017
GOAL #3: By 2017, the WUHSD will improve a-g course completion and graduation rate in order to improve college and career readiness for all students.	(3) Parent Involvement (5) Student Engagement (7) Course Access (8) Other Student Outcomes	1. Improve college and career guidance by establishing a Career Center (0541)	Schoolwide WUHS	A-G Completion Rate Graduation Rate	Add 2 FTE Career Techs \$110,000 LCFF	Maintain 2 FTE Career Techs \$112,000 LCFF	Maintain 2 FTE Career Techs \$114,000 LCFF
		2. Increase the school day for students needing academic support (0542)	Schoolwide WUHS		Add additional sections of classes to extend the day \$60,000 LCFF	Maintain and add additional sections of classes to extend the day \$80,000 LCFF	Maintain and add additional sections of classes to extend the day \$100,000 LCFF
		3. Increase career education by establishing an Ag Academy Pathway (0543)	Schoolwide WUHS			Plan for an Ag Career Academy in Plant Science and Ag Mechanics - 0 - LCFF	Add an Ag Career Academy in Plant Science and Ag Mechanics \$330,000 LCFF

Section 3A: Base Services							
Goal (include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR 1 2014-2015	LCAP YEAR 2 2015-2016	LCAP YEAR 3 2016-2017
GOAL #4: By 2017, the WUHSD will increase the Graduation Rate by increasing access to technology and 21 st Century Learner skills.	(5) Student Engagement (7) Course Access (8) Other Student Outcomes	1. Increase technology support (0551) 2. Increase instructional technology assistance (0552)	Districtwide Districtwide	Graduation Rate Dropout Rate	Add 1 FTE Network Specialist \$20,000 LCFF \$60,000 LCFF	Maintain 1 FTE Network Specialist \$21,000 LCFF \$61,000 LCFF	Maintain 1 FTE Network Specialist \$22,000 LCFF \$62,000 LCFF
					Add 1 FTE Typist / Clerk \$40,000 LCFF	Maintain 1 FTE Typist / Clerk \$41,000 LCFF	Maintain 1 FTE Typist / Clerk \$42,000 LCFF
		3. Increase access to technology resources (0553)	Schoolwide WUHS		Add Classroom Technology Carts \$80,000 LCFF \$100,000 CCSS	Add Classroom Technology Carts \$120,000 LCFF \$0 CCSS	Add Classroom Technology Carts \$150,000 LCFF \$0 CCSS
					Replace 2 Computer Labs \$60,000 LCFF	Replace 1 Computer Lab \$40,000 LCFF	Replace 1 Computer Lab \$40,000 LCFF

Section 3A: Base Services							
Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR 1 2014-2015	LCAP YEAR 2 2015-2016	LCAP YEAR 3 2016-2017
		4. Improve technology infrastructure and resources (0554)	Districtwide		Upgrade hardware and software as needed \$50,000 LCFF Upgrade and/or add electrical infrastructure as needed (for technology installations) \$10,000 LCFF	Upgrade hardware and software as needed \$20,000 LCFF Upgrade and/or add electrical infrastructure as needed (for technology installations) \$10,000 LCFF	Upgrade hardware and software as needed \$20,000 LCFF Upgrade and/or add electrical infrastructure as needed (for technology installations) \$10,000 LCFF

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

Section 3B: Supplemental Services							
Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR 1 2014-2015	LCAP YEAR 2 2015-2016	LCAP YEAR 3 2016-2017
GOAL #1: By 2017, the WUHSD will improve the cleanliness, safety, security, and basic services of all District facilities.	(1) Basic Services (6) School Climate	ENGLISH LEARNERS 1. Maintain sufficient access to English Learner (EL) supplemental instructional materials (0516)	Districtwide	Williams Settlement Report Suspension Rate Expulsion Rate	Maintain sufficient EL supplemental instructional materials \$0 LCFF \$65,000 Title III	Maintain sufficient EL supplemental instructional materials \$0 LCFF \$40,000 Title III	Maintain sufficient EL supplemental instructional materials \$0 LCFF \$40,000 Title III

Section 3B: Supplemental Services									
Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?				
					LCAP YEAR 1 2014-2015	LCAP YEAR 2 2015-2016	LCAP YEAR 3 2016-2017		
<p>GOAL #2: By 2017, the WUHSD will improve student achievement in core academic areas: ELA/ELD, Math, Science, and Social Science.</p>	<p>(2) Implement Common Core Standards (4) Student Achievement (7) Course Access (8) Other School Outcomes</p>	<p>SOCIOECONOMIC DISADVANTAGED 1. Maintain ELA and Math support classes for targeted students (0524)</p>	<p>Schoolwide WUHS</p>	<p>ACES Scores API Scores</p>	<p>Maintain English 9 and Algebra Support classes \$180,000 LCFF</p>	<p>Maintain English 9 and Algebra Support classes \$185,000 LCFF</p>	<p>Maintain English 9 and Algebra Support classes \$190,000 LCFF</p>		
					<p>ENGLISH LEARNERS 1. Increase support for monitoring and assessing English Learners (0522)</p>	<p>Districtwide</p>	<p>Maintain 1 FTE Language Assessor \$55,000 LCFF</p>	<p>Maintain 1 FTE Language Assessor \$56,000 LCFF</p>	<p>Maintain 1 FTE Language Assessor \$57,000 LCFF</p>
					<p>2. Increase and improve parent involvement for parents of English Learners (0528)</p>	<p>Districtwide</p>	<p>Maintain Parent Voices \$2,500 LCFF</p>	<p>Maintain Parent Voices \$2,500 LCFF</p>	<p>Maintain Parent Voices \$2,500 LCFF</p>
		<p>3. Increase and improve student engagement for English Learners (0528)</p>	<p>Districtwide</p>		<p>Maintain E3L Student Voices \$2,500 LCFF</p>	<p>Maintain E3L Student Voices \$2,500 LCFF</p>	<p>Maintain E3L Student Voices \$2,500 LCFF</p>		

Section 3B: Supplemental Services							
Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR 1 2014-2015	LCAP YEAR 2 2015-2016	LCAP YEAR 3 2016-2017
<p>GOAL #3: By 2017, the WUHSD will improve a-g course completion and graduation rate in order to improve college and career readiness for all students.</p>	<p>(3) Parent Involvement (5) Student Engagement (7) Course Access (8) Other Student Outcomes</p>	<p>SOCIOECONOMIC DISADVANTAGED 1. Increase college and career counseling support for the Socioeconomic Disadvantaged (0541) ENGLISH LEARNERS 1. Increase college and career counseling support for English Learners (0541)</p>	<p>Schoolwide WUHS Schoolwide WUHS</p>	<p>A-G Completion Rate Graduation Rate</p>	<p>Provide extra time and materials for college / career counseling \$5,000 LCFF</p>	<p>Maintain extra time and materials for college / career counseling \$5,000 LCF</p>	<p>Maintain extra time and materials for college / career counseling \$5,000 LCF</p>

Section 3B: Supplemental Services							
Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR 1 2014-2015	LCAP YEAR 2 2015-2016	LCAP YEAR 3 2016-2017
<p>GOAL #4: By 2017, the WUHSD will increase the Graduation Rate by increasing access to technology and 21st Century Learner skills.</p>	<p>(5) Student Engagement (7) Course Access (8) Other Student Outcomes</p>	<p>Actions and Services Serve All Students</p>	<p>Districtwide</p>	<p>Graduation Rate Dropout Rate</p>			

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

1. Wasco Union High School District's increase in funds from LCFF (based on Supplemental and Concentration Grants) for 2014-2015 will be: \$1,900,000.00.
2. The District is expending its LCFF Supplemental and Concentration Grant funds as determined by our Goals outlined in Section 2 of this LCAP and its actions for implementing these goals, as outlined in Section 3B.
3. Districtwide and Schoolwide Justifications:

At approximately 80%, the Wasco Union High School District's unduplicated count of pupils exceeds the Districtwide threshold of 55%. Likewise, both Wasco Union High School (WUHS) and Wasco Independence High School (WIHS) unduplicated count of pupils are similar, which exceed the 40% Schoolwide threshold. Therefore, the District has determined that the most effective use of its LCFF Supplemental and Concentration Grant funds would be to enhance services to targeted students (low income, English Learners, Foster Youth) across the District and at both school sites.

Likewise, because of the high percentage of unduplicated pupils throughout the District, all Goals and Actions intended to target support for priority subgroups will be implemented on a schoolwide basis.

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

<p>1. According to the minimum proportionality percentage (MPP) calculation, the percentage by which Wasco Union High School District will increase or improve services is 14.34%.</p> <p>2. Services for Low Income, English Learners, and Foster Youth will be increased and/or improved as identified in Section 3B of this LCAP. More specifically, the following list identifies areas where services to targeted students were increased or improved:</p> <p><u>Increased Services:</u></p> <ul style="list-style-type: none">- Increased number of support classes- Increased access to college and career counseling- Increased support for Parent and Student Voices- Increased support for monitoring and assessing English Learners <p><u>Improved Services:</u></p> <ul style="list-style-type: none">- Improvement in quality of textbook resources- Improvement in quality of supplemental instructional materials
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NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575,

42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001,

Education Code: 20 U.S.C. Section 6312.