

**Introduction:****Wasco Union High School District Local Control and Accountability Plan (LCAP) Executive Summary**

The Wasco Union High School District (WUHSD) has created a strong vertical alignment between the District's Goals, Vision, Mission Statement, and Goals of the Local Control and Accountability Plan.

**Vision** - Believing in Educational Excellence for All

**Mission Statement** - The Wasco Union High School District is a learning community dedicated to ensuring that students learn, maintain a culture of collaboration, and focusing on results so that our students graduate with the knowledge, skills, attitudes, and values essential to becoming responsible and productive members of a diverse democratic society.

**LCAP Goals and Summary of Expenditures -**

- **Goal #1 (Basic Services) - All district facilities will operate in a safe, secure, clean, compliant, and efficient manner, ensuring that decisions and resources prioritize student learning.**  
Expenditures include: increased administrative and support staff, increasing equipment and transportation resources, making safety improvements to existing facilities, and increasing classroom instructional equipment and supplies.
- **Goal #2 (Student Success) - All students will reach high standards in all content areas through a system of shared accountability and resources that ensures every student can be successful.**  
Expenditures include: increased educational agreements and services, increased counseling services, increased staff and curriculum development, and increased academic support for all students.
- **Goal #3 (Career Readiness) - All students will graduate from high school ready to begin a career with the option to continue their education in college, technical school, or the military.**  
Expenditures include: Increased access to college and career preparation resources, increased access to classroom technology, and increased access to electives and career oriented courses.
- **Goal #4 (Positive Climate) - Maintain a positive school climate by ensuring an environment that promotes health, equity, respect, communication, dialogue, and positive relationships with all stakeholders.** Expenditures include: Increased supervision and safety, increased efforts to improve student motivation and improve attendance, and increased efforts to communicate and engage all stakeholders, especially parents and students.

**LEA:** Wasco Union High

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**LCAP Year:** 2016-17

*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

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:

### **Informational Meetings – Reviewing LCFF and LCAP**

Multiple meetings were held with all stakeholders to review the LCFF and process for LCAP development, the timeline for stakeholder meetings, and the opportunities to provide input in the development of the 2016-2017 LCAP. Informational meetings were held on:

8/31/2015 - WUHSD Back to School Night - LCAP Parent Information Shared - Regular Meeting

11/10/2015 – Superintendent’s Council (Admin) – Regular Meeting

11/18/2016 – District / Site Leadership Team (DSLTL) – Regular Meeting

11/30/2015 – All WUHSD Staff Invite – Designated Informational Meeting

12/7/2015 – All WUHSD Staff Invite – Designated Informational Meeting

12/15/2015 – District English Learner Advisory Committee (DELAC) – Regular Meeting

1/5/2016 – All WUHSD Staff Invite – Designated Informational Meeting

1/7/2016 - District Advisory Committee (DAC) – Regular Meeting

### **LCAP Development – Stakeholder Review and Input**

Through a series of meetings, a review of current LCAP progress and data were reviewed by all stakeholder groups. Through surveys, email, and handouts, stakeholder input was collected in the process of developing the draft LCAP for 2016-2017. Stakeholder Review and Input meetings were held on:

1/13/2016 - WUHSD Parent Letter - General Mail

1/19/2016 - WUHS Parents / Community Members - Designated Meeting

1/26/2016 - WIHS Parents / Community Members - Designated Meeting

During the course of Stakeholder Involvement, all stakeholder groups expressed support for many of the expenditures described in the current year's LCAP. The following expenditures were specifically supported by stakeholder groups and will continue for 2016-2017, including: administrative support to insure safety, compliance, and efficiency, increased availability of student transportation (new vehicles) and equipment (to improve the safety of district facilities), improving the safety of athletic facilities (especially the gymnasium), increased budgets for classroom instructional materials, access to a Career Center, multiple opportunities for academic support (including credit recovery and extra courses available during Summer School), increased monitoring of English Learners (via a Language Assessor), increased availability of technology, and enhanced supervision and campus safety from a dedicated Resource Officer.

Students expressed enthusiasm for the increased classroom technology and additional class offerings. A few also indicated a desire for cleaner restrooms and longer nutrition and lunch times. Such requests will be considered; however, there are limitations on how clean a school restroom can be kept at all times and how long non-instructional time can occur.

Parents expressed support for the increase in additional courses taught before and after the regular school day, including the expanded offerings during the summer. Parent comments regarding improving teacher fairness, concerns about bullying, or improving student and teacher motivation will be reviewed to determine strategies to best address those concerns.

The DELAC and parent DAC both echoed the same support regarding increased course offerings and the increased availability of after school academic support. Neither group expressed any question that would require a response from the Superintendent.

Staff expressed strong support for the increase in departmental budgets to increase supplemental instructional supplies and equipment to improve student learning. One idea that will be considered is the addition of a school nurse or improving health services for students. One possibility of providing this service could be a stipend for existing Classified Staff to function as a Health Clerk to provide such services.

Administration is generally pleased with the improved services

1/26/2016 – CTA and CSEA Bargaining (Negotiating) Teams- Special Meetings

1/27/2016 - Classified Staff Meeting - Regular Meeting

1/19/2016 - WIHS Student Council - Regular Meeting

2/2/2016 - WUHS Student Council - Regular Meeting

2/2/2016 – District English Learner Advisory Committee (DELAC) – Regular Meeting

2/11/2016 – District Advisory Committee (DAC) – Regular Meeting

2/16/2016 – Superintendent’s Council (Admin) – Regular Meeting

2/17/2016 – District / Site Leadership Team (DSLTL)– Regular Meeting

1/11/2016 – WUHSD Certificated Staff – Regular Meeting

2/3/2016 - WIHS Certificated Staff - Regular Meeting

3/17/2016 - WUHS Student Voices - Special Meeting

### **LCAP Review – Reviewing the Draft LCAP for 2016-2017**

After all Stakeholder Review and Input meetings, LCAP input was reviewed, sorted, and organized according to State and Local Priorities as well as alignment with existing District and School Plans. The draft 2016-2017 LCAP was posted on the district website and announcements were made via email and Blackboard Connect that the draft 2016-2017 LCAP was available for review. The draft 2016-2017 LCAP was reviewed and shared with the DELAC and DAC and an opportunity was given to submit any questions regarding the draft LCAP.

4/12/2016 – District Advisory Committee (DAC) – Regular Meeting

4/26/2016 - District English Learner Advisory Committee (DELAC) – Regular Meeting

brought about by LCAP designated funds and wish to see those services continue. Many administrators, as well as some staff, support the use of Supplemental and Concentration Grant funding to support administrative and clerical costs that provide supplemental services (ie, Alternative Education Principal and Director of Categorical Programs) and are also interested in ways in which LCAP designated funds might be used to improve more equipment and facilities. While there are many facilities needs in the district, LCAP funds will be restricted to safety concerns when being considered to make facility improvements.

<p><b><u>LCAP Public Hearing and Approval</u></b></p> <p>June 8th, 2016: The District presented the LCAP and Budget at a Special Board Meeting for purposes of meeting the requirement to hold a <b>Public Hearing</b> for both the LCAP and the District Budget.</p> <p>June 9th, 2016: The District presented the LCAP and District Budget for <b>Board Approval</b> at a Regular Board Meeting. The WUHSD Board of Trustees approved both the LCAP and the District Budget.</p>	
<p><b>Annual Update:</b></p> <p>The same series of meetings that provided opportunities for stakeholder input were also used to report on the data, metrics and progress of the current year LCAP. This Annual Update preceded and established the guidance for discussions that recorded stakeholder input. The Annual Update meetings were held on:</p> <p>1/19/2016 - WUHS Parents / Community Members - Designated Meeting</p> <p>1/26/2016 - WIHS Parents / Community Members - Designated Meeting</p> <p>1/26/2016 – CTA and CSEA Bargaining (Negotiating) Teams– Special Meetings</p> <p>1/27/2016 - Classified Staff Meeting - Regular Meeting</p> <p>1/19/2016 - WIHS Student Council - Regular Meeting</p> <p>2/2/2016 - WUHS Student Council - Regular Meeting</p> <p>2/2/2016 – District English Learner Advisory Committee (DELAC) – Regular Meeting</p> <p>2/11/2016 – District Advisory Committee (DAC) – Regular Meeting</p> <p>2/16/2016 – Superintendent’s Council (Admin) – Regular Meeting</p> <p>2/17/2016 – District / Site Leadership Team (DSLTL)– Regular Meeting</p> <p>1/11/2016 – WUHSD Certificated Staff – Regular Meeting</p>	<p><b>Annual Update:</b></p> <p>Beginning in January 2016, Stakeholder engagement turned to the reporting of current LCAP progress (Annual Update) and the process of collecting input (LCAP Development) for the upcoming year. Stakeholder input was collected from surveys that also identified current LCAP progress, implementation, and data collected to date (for required metrics).</p> <p>Many stakeholders expressed support and excitement that the current year LCAP actions were being implemented, such as: classroom Chromebook Carts, the Ag Academy, and continued support for prior year LCAP expenditures. These actions will continue and were included in the 2016-2017 LCAP.</p> <p>Students reported the added value of the Career Center and the increased sense of safety from the added School Resource Officer. They also expressed gratitude for resolving the falling ceiling tiles in the gymnasium and inquired as to when the bleachers and other safety related improvements to the gymnasium would occur.</p> <p>Parents applauded the widespread increase in classroom technology and the overall achievements of the district (increasing graduation rate, decreasing truancy, etc...). Additionally, parents acknowledged increased credit recovery opportunities, but would still like to see more services provided at the alternative education (continuation) site.</p> <p>The DELAC and parent DAC expressed general support for LCAP expenditures and did not share any questions that would require a response from the Superintendent.</p>



2/3/2016 - WIHS Certificated Staff - Regular Meeting  
 3/17/2016 - WUHS Student Voices - Special Meeting  
 4/12/2016 – District Advisory Committee (DAC) – Regular Meeting  
 4/26/2016 - District English Learner Advisory Committee (DELAC) – Regular Meeting

Staff shared that increased funding (from Supplemental and Concentration Grant funds) were especially helpful to improving and restoring departmental budgets for classroom instructional materials. They also believe the additional course offerings, electives, credit recovery opportunities, and intervention support have complemented primary classroom instruction in a way that has shown an increase in student achievement. This has been evidenced by our increase in ELA and Math proficiency as measured by the Smarter Balanced Assessments (SBAC).

The Administrative Leadership Team (Superintendent's Council) expressed strong support for the overall objectives and expenditures of the LCAP. The added support has allowed for necessary improvements in safety for equipment and facilities, increased availability of providing student transportation to extra-curricular academic and athletic events, and improved student engagement from the increases in classroom technology, course offerings, and extra-curricular activities and events. It was acknowledged that many of these expenditures could not have taken place had it not been for Supplemental and Concentration Grant funds and a plan for how to align these resources to District goals (LCAP).

**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).

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

**Scope of Service:** Describe the scope of each action/service by identifying the 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?

<b>GOAL:</b>	<p>Goal #1 - All district facilities will operate in a safe, secure, clean, compliant, and efficient manner, ensuring that decisions and resources prioritize student learning.</p>	<p>Related State and/or Local Priorities: X                  1 _2 _3 _4 X 5 _6 _7 _8 Local:                  Board Adopted Goals: 1, 2, 3, 4, 5, 8,                  9, 10, 12                  LEA Plan Goals: 3, 4</p>
<b>Identified Need:</b>	<p>District facilities are mostly in good working order; however, some areas of athletic facilities and the Wasco High gymnasium are in need of repairs and upkeep to minimize the possibility of injury. Additionally, administrative expenditures that provide supplemental (Tier 3) services and decisions regarding basic services to the district are principally directed towards unduplicated pupils. Some of the planned expenditures for Goal 1 include:</p> <ul style="list-style-type: none"> <li>• 1 FTE (.80) Principal - This expenditure is for 80% of an alternative education Principal. The use of S/C funds is principally directed to the unduplicated pupils by funding most of an administrative position that is focused on ensuring that students that have not been successful in the comprehensive high school are able to find academic success and graduate from high school. This expenditure is supported by the district's increasing graduation rate (90.5%). This administrator is also the district's Director of Facilities and Planning, which has provided services to the district related to facilities improvements (ie., improving safety) as evidenced by our facilities rating of: Good.</li> <li>• 1 FTE (.25) Director of Categoricals and 1 FTE (.25) Clerical Support - These positions allow the use of S/C funds to be principally directed toward students by ensuring compliance with state and federal programs, ensuring all teachers are appropriately credentialed, and that facilities are in good repair. These expenditures are supported by 0 Uniform Complaints, 0 Teacher Misassignments, and an Overall Facility Rating of: Good.</li> <li>• MOT equipment and positions - The expenditures for MOT equipment and positions are principally directed towards</li> </ul>	

students by ensuring and improving safety, especially in the area of athletic facilities. Additionally, equipment (vehicles) are used to provide additional transportation services for students (including a late bus run, and extra vans to shuttle small student groups (5-8 students) to multiple, simultaneous athletic and academic events. These expenditures are supported by a decreasing dropout rate and an increasing graduation rate.

- Athletic Facility Improvements - The expenditures for athletic facility improvements are principally directed towards students by ensuring that athletic facilities and equipment are safe and in good working order. When facilities are safe and in good repair, students are engaged in school as evidenced by 50% of students participating in athletics (of which 91% maintain a 2.0 or better GPA). These expenditures are also supported by a decreasing dropout rate and an increasing graduation rate.
- Fully Credentialed Teachers - The expenditures related to teacher credentialing and support will help ensure that all teachers are fully credentialed. Currently, there are 2 teachers without full credentials and it is anticipated that 2 teachers may be hired without full credentials due to a shortage of fully credentialed teachers, especially in science. The use of S/C funds will be principally directed toward the unduplicated pupils by ensuring that unduplicated students are taught by fully credentialed teachers.

State Priority 1 – Basic Services

Overall Facility Rating: Good  
 Teacher Missassignments: 0 / 97% Teachers Fully Credentialed  
 Insufficiency of Textbooks or Instructional Materials: No findings or insufficiencies  
 Annual Credential Audit: No findings  
 Uniform Complaint Procedures Filed: 0

State Priority 5 – Pupil Engagement

Attendance Rate: 98%  
 Truancy Rate: 27.3%  
 Chronic Truancy Rate: 2.7%  
 Chronic Absenteeism Rate: 8.3%  
 High School Dropout Rate: 3.1%  
 Middle School Dropout Rate: N/A  
 Graduation Rate: 93.0%

<b>Goal Applies to:</b>	<b>Schools:</b>	All Schools
		Grades: All
	<b>Applicable Pupil Subgroups:</b>	All

<p><b>Expected Annual Measurable Outcomes:</b></p>	<p><u>State Priority 1 – Basic</u>                  Overall Facility Rating: Good                  Teacher Misassignments: 0 / 98% Teachers Fully Credentialed                  Insufficiency of Textbooks or Instructional Materials: 0                  Annual Credential Audit: No findings                  Uniform Complaint Procedures Filed: 0</p> <p><u>State Priority 5 – Pupil Engagement</u>                  Attendance Rate: 98%                  Truancy Rate: 25%                  Chronic Truancy Rate: 2.5%                  Chronic Absenteeism Rate: 8%                  High School Dropout Rate: 3.0%                  Middle School Dropout Rate: N/A                  Graduation Rate: 94.0%</p>		
<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>

<ul style="list-style-type: none"> <li>• 1 FTE Director of Categorical Programs (.25 from S/C)</li> <li>• 1 FTE District Accounting Secretary (.25 from S/C)</li> <li>• 1 FTE Principal of WIHS (.80 from S/C)</li> </ul> <p>1 FTE (.25) Director of Categoricals and 1 FTE (.25) Clerical Support - These positions allow the use of S/C funds to be principally directed toward students by ensuring compliance with state and federal programs, ensuring all teachers are appropriately credentialed, and that facilities are in good repair. These expenditures are supported by 0 Uniform Complaints, 0 Teacher Misassignments, and an Overall Facility Rating of: Good.</p> <p>1 FTE (.80) Principal - This expenditure is for 80% of an alternative education Principal. The use of S/C funds is principally directed to the unduplicated pupils by funding most of an administrative position that is focused on ensuring that students that have not been successful in the comprehensive high school are able to find academic success and graduate from high school. This expenditure is supported by the district's increasing graduation rate (90.5%). This administrator is also the district's Director of Facilities and Planning, which has provided services to the district related to facilities improvements (ie., improving safety) as evidenced by our facilities rating of: Good.</p>	<p>Districtwide</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>\$186,000 LCFF S/C Certificated Salaries and Benefits</p> <p>\$24,000 LCFF S/C Classified Salaries and Benefits</p> <p>\$175,000 (LCFF Base) Certificated (\$127K) and Classified Salaries (\$48K) and Benefits</p> <p>\$70,000 (Title I) Certificated (\$46K) and Classified (\$24K) Salaries and Benefits</p>
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<ul style="list-style-type: none"> <li>• 1 FTE Equipment Manager / Trainer</li> <li>• 1 FTE Custodian / Bus Driver</li> <li>• Classified Lead Positions Enhancements</li> <li>• 2 Vans for student transportation</li> <li>• 1 Ag Truck for student transportation</li> <li>• 1 Carpet Extractor for MOT</li> <li>• Fix / Repair Golf Carts as Needed</li> </ul> <p>MOT equipment and positions - The expenditures for MOT equipment and positions are principally directed towards students by ensuring and improving safety, especially in the area of athletic facilities. Additionally, equipment (vehicles) are used to provide additional transportation services for students (including a late bus run, and extra vans to shuttle small student groups (5-8 students) to multiple, simultaneous athletic and academic events. These expenditures are supported by a decreasing dropout rate and an increasing graduation rate.</p>	<p>Districtwide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>\$160,000 (LCFF S/C) Classified Salaries and Benefits</p> <p>\$110,000 (LCFF S/C) Equipment</p>
<ul style="list-style-type: none"> <li>• Replace non-ADA wooden bleachers with safe bleachers on South side of Gymnasium</li> <li>• Replace Fitness Center Equipment that is broken and/or unsafe</li> <li>• Replace / Add Fencing to improve safety to athletic facilities</li> </ul> <p>Athletic Facility Improvements - The expenditures for athletic facility improvements are principally directed towards students by ensuring that athletic facilities and equipment are safe and in good working order. When facilities are safe and in good repair, students are engaged in school as evidenced by 50% of students participating in athletics (of which 91% maintain a 2.0 or better GPA). These expenditures are also supported by a decreasing dropout rate and an increasing graduation rate.</p>	<p>Districtwide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>\$150,000 (LCFF S/C) Equipment</p>



<ul style="list-style-type: none"> <li>Supplemental Textbooks</li> <li>Instructional Materials</li> </ul>	Districtwide  Grades: All	_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$200,000 LCFF S/C Supplies
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**LCAP Year 2**

<b>Expected Annual Measurable Outcomes:</b>	<p><u>State Priority 1 – Basic</u>                  Overall Facility Rating: Good                  Teacher Misassignments: 0 / 99% Teachers Fully Credentialed                  Insufficiency of Textbooks or Instructional Materials: 0                  Annual Credential Audit: No findings                  Uniform Complaint Procedures Filed: 0</p> <p><u>State Priority 5 – Pupil Engagement</u></p> <p>Attendance Rate: 98%                  Truancy Rate: 20%                  Chronic Truancy Rate: 2.3%                  Chronic Absenteeism Rate: 7.5%                  High School Dropout Rate: 3.0%                  Middle School Dropout Rate: N/A                  Graduation Rate: 94.0%</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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<ul style="list-style-type: none"> <li>• 1 FTE Director of Categorical Programs (.25 from S/C)</li> <li>• 1 FTE District Accounting Secretary (.25 from S/C)</li> <li>• 1 FTE Principal of WIHS (.80 from S/C)</li> </ul> <p>1 FTE (.25) Director of Categoricals and 1 FTE (.25) Clerical Support - These positions allow the use of S/C funds to be principally directed toward students by ensuring compliance with state and federal programs, ensuring all teachers are appropriately credentialed, and that facilities are in good repair. These expenditures are supported by 0 Uniform Complaints, 0 Teacher Misassignments, and an Overall Facility Rating of: Good.</p> <p>1 FTE (.80) Principal - This expenditure is for 80% of an alternative education Principal. The use of S/C funds is principally directed to the unduplicated pupils by funding most of an administrative position that is focused on ensuring that students that have not been successful in the comprehensive high school are able to find academic success and graduate from high school. This expenditure is supported by the district's increasing graduation rate (90.5%). This administrator is also the district's Director of Facilities and Planning, which has provided services to the district related to facilities improvements (ie., improving safety) as evidenced by our facilities rating of: Good.</p>	<p>Districtwide</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>\$196,000 LCFF S/C Certificated Salaries and Benefits</p> <p>\$30,000 LCFF S/C Classified Salaries and Benefits</p> <p>\$175,000 (LCFF Base) Certificated (\$127K) and Classified Salaries (\$48K) and Benefits</p> <p>\$70,000 (Title I) Certificated (\$46K) and Classified (\$24) Salaries and Benefits</p>
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<ul style="list-style-type: none"> <li>• 1 FTE Equipment Manager / Trainer</li> <li>• 1 FTE Custodian / Bus Driver</li> <li>• Classified Lead Positions Enhancements</li> <li>• Additional Vehicles as needed</li> <li>• Additional Equipment as needed</li> <li>• Fix / Repair Golf Carts as Needed</li> </ul> <p>MOT equipment and positions - The expenditures for MOT equipment and positions are principally directed towards students by ensuring and improving safety, especially in the area of athletic facilities. Additionally, equipment (vehicles) are used to provide additional transportation services for students (includeing a late bus run, and extra vans to shuttle small student groups (5-8 students) to multiple, simultaneous athletic and academic events. These expenditures are supported by a decreasing dropout rate and an increasing graduation rate.</p>	<p>Districtwide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>\$160,000 (LCFF S/C) Classified Salaries and Benefits</p> <p>\$110,000 (LCFF S/C) Equipment</p>
<ul style="list-style-type: none"> <li>• Replace broken and unsafe athletic equipment as necessary</li> <li>• Repair and improve unsafe athletic facilities as necessary</li> </ul> <p>Athletic Facility Improvements - The expenditures for athletic facility improvements are principally directed towards students by ensuring that athletic facilities and equipment are safe and in good working order. When facilities are safe and in good repair, students are engaged in school as evidenced by 50% of students participating in athletics (of which 91% maintain a 2.0 or better GPA). These expenditures are also supported by a decreasing dropout rate and an increasing graduation rate.</p>	<p>Districtwide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>\$150,000 (LCFF S/C) Equipment</p>

<ul style="list-style-type: none"> <li>Supplemental Textbooks</li> <li>Instructional Materials</li> </ul>	Districtwide  Grades: All	_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$200,000 LCFF S/C Supplies
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**LCAP Year 3**

<b>Expected Annual Measurable Outcomes:</b>	<p><u>State Priority 1 – Basic</u>                  Overall Facility Rating: Good                  Teacher Misassignments: 0 / 100% Teachers Fully Credentialed                  Insufficiency of Textbooks or Instructional Materials: 0                  Annual Credential Audit: No findings                  Uniform Complaint Procedures Filed: 0</p> <p><u>State Priority 5 – Pupil Engagement</u></p> <p>Attendance Rate: 98%                  Truancy Rate: 15%                  Chronic Truancy Rate: 2.0%                  Chronic Absenteeism Rate: 7.0%                  High School Dropout Rate: 3.0%                  Middle School Dropout Rate: N/A                  Graduation Rate: 94.0%</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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<ul style="list-style-type: none"> <li>• 1 FTE Director of Categorical Programs (.25 from S/C)</li> <li>• 1 FTE District Accounting Secretary (.25 from S/C)</li> <li>• 1 FTE Principal of WIHS (.80 from S/C)</li> </ul> <p>1 FTE (.25) Director of Categoricals and 1 FTE (.25) Clerical Support - These positions allow the use of S/C funds to be principally directed toward students by ensuring compliance with state and federal programs, ensuring all teachers are appropriately credentialed, and that facilities are in good repair. These expenditures are supported by 0 Uniform Complaints, 0 Teacher Misassignments, and an Overall Facility Rating of: Good.</p> <p>1 FTE (.80) Principal - This expenditure is for 80% of an alternative education Principal. The use of S/C funds is principally directed to the unduplicated pupils by funding most of an administrative position that is focused on ensuring that students that have not been successful in the comprehensive high school are able to find academic success and graduate from high school. This expenditure is supported by the district's increasing graduation rate (90.5%). This administrator is also the district's Director of Facilities and Planning, which has provided services to the district related to facilities improvements (ie., improving safety) as evidenced by our facilities rating of: Good.</p>	<p>Districtwide</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>\$206,000 LCFF S/C Certificated Salaries and Benefits</p> <p>\$35,000 LCFF S/C Classified Salaries and Benefits</p> <p>\$175,000 (LCFF Base) Certificated (\$127K) and Classified Salaries (\$48K) and Benefits</p> <p>\$70,000 (Title I) Certificated (\$46K) and Classified (\$24) Salaries and Benefits</p>
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<ul style="list-style-type: none"> <li>• 1 FTE Equipment Manager / Trainer</li> <li>• 1 FTE Custodian / Bus Driver</li> <li>• Classified Lead Positions Enhancements</li> <li>• Additional Vehicles as needed</li> <li>• Additional Equipment as needed</li> <li>• Fix / Repair Golf Carts as Needed</li> </ul> <p>MOT equipment and positions - The expenditures for MOT equipment and positions are principally directed towards students by ensuring and improving safety, especially in the area of athletic facilities. Additionally, equipment (vehicles) are used to provide additional transportation services for students (including a late bus run, and extra vans to shuttle small student groups (5-8 students) to multiple, simultaneous athletic and academic events. These expenditures are supported by a decreasing dropout rate and an increasing graduation rate.</p>	<p>Districtwide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>\$160,000 (LCFF S/C) Classified Salaries and Benefits</p> <p>\$110,000 (LCFF S/C) Equipment</p>
<ul style="list-style-type: none"> <li>• Replace broken and unsafe athletic equipment as necessary</li> <li>• Repair and improve unsafe athletic facilities as necessary</li> </ul> <p>Athletic Facility Improvements - The expenditures for athletic facility improvements are principally directed towards students by ensuring that athletic facilities and equipment are safe and in good working order. When facilities are safe and in good repair, students are engaged in school as evidenced by 50% of students participating in athletics (of which 91% maintain a 2.0 or better GPA). These expenditures are also supported by a decreasing dropout rate and an increasing graduation rate.</p>	<p>Districtwide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>\$150,000 (LCFF S/C) Equipment</p>

<ul style="list-style-type: none"> <li>• Supplemental Textbooks</li> <li>• Instructional Materials</li> </ul>	<p>Districtwide</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>\$200,000 LCFF S/C Supplies</p>
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<b>GOAL:</b>	Goal #2 - All students will reach high standards in all content areas through a system of shared accountability and resources that ensures every student can be successful.	Related State and/or Local Priorities: _1 X 2 _3 X 4 _5 _6 _7 _8 Local: Board Adopted Goals: 1, 3, 4, 5 LEA Plan Goals: 1, 2
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<b>Identified Need:</b>	<p><u>State Priority 2 – Implementation of State Standards</u></p> <p>Implementation of CCSS ELA/ELD Standards: Substantial (90%) as measured by our LEA Plan monitoring tool</p> <p>Implementation of CCSS Math Standards: Substantial (90%) as measured by our LEA Plan monitoring tool</p> <p>Implementation of NGSS Science Standards: Substantial (90%) as measured by our LEA Plan monitoring tool</p> <p>Implementation of CA Social Science Standards: Substantial (100%) as measured by our LEA Plan monitoring tool</p> <p>Implementation of ELD Standards: Substantial; 100% of English Learners (EL) receive designated and integrated ELD</p>	
	<p><u>State Priority 4 – Pupil Achievement</u></p> <p>CAASPP ELA Met / Exceeded Standards: LEA-wide 48.6%, Hispanic/Latino: 49.1%, SED: 46.1%, EL 17.2%, SWD: 0.0%</p> <p>CAASPP Math Met / Exceeded Standards: LEA-wide 19.6%, Hispanic/Latino: 19.9%, SED: 16.5%, EL 2.0%, SWD: 0.0%</p> <p>API Score: LEA-wide: 739, Hispanic/Latino: 735, SED: 728, English Learners: 678, SWD: 405</p> <p>UC/CSU Completion: 21.1%</p> <p>CTE Course Completion (2S1): 100%</p> <p>English Learner AMAO 1: 46.8%, AMAO 2 (&lt;5years): 11.8%, AMAO 2 (5+years): 39.0%</p> <p>English Learner Reclassification Rate: 24.6%</p> <p>AP Exam Pass Rate (Score of 3 or higher): 54%</p> <p>EAP College Ready (ELA): Exempt – 13.6%, Conditionally Exempt 15.9% (Total: 29.5%)</p> <p>EAP College Ready (Math): Exempt – 3.9%, Conditionally Exempt 44.1% (Total: 48.0%)</p>	
<b>Goal Applies to:</b>	<b>Schools:</b>	All Schools
	<b>Grades:</b>	All
<b>Applicable Pupil Subgroups:</b>	All	
<b>LCAP Year 1</b>		

<b>Expected Annual Measurable Outcomes:</b>	<p><u>State Priority 2 – Implementation of State Standards</u></p> <p>Implementation of CCSS ELA/ELD Standards: Substantial (95%) as measured by our LEA Plan monitoring tool</p> <p>Implementation of CCSS Math Standards: Substantial (95%) as measured by our LEA Plan monitoring tool</p> <p>Implementation of NGSS Science Standards: Substantial (95%) as measured by our LEA Plan monitoring tool</p> <p>Implementation of CA Social Science Standards: Substantial (100%) as measured by our LEA Plan monitoring tool</p> <p>Implementation of ELD Standards: Substantial; 100% of English Learners (EL) receive designated and integrated ELD</p> <p><u>State Priority 4 – Pupil Achievement</u></p> <p>CAASPP ELA Met / Exceeded Standards: LEA-wide 50%, Hispanic/Latino: 50%, SED: 50%, EL 20%, SWD: 5.0%</p> <p>CAASPP Math Met / Exceeded Standards: LEA-wide 20%, Hispanic/Latino: 20%, SED: 20%, EL 10%, SWD: 5.0%</p> <p>API Score: LEA-wide: 739, Hispanic/Latino: 735, SED: 728, English Learners: 678, SWD: 405</p> <p>UC/CSU Completion: 25%</p> <p>CTE Course Completion (2S1): 100%</p> <p>English Learner AMAO 1: 50%, AMAO 2 (&lt;5years): 15%, AMAO 2 (5+years): 40%</p> <p>English Learner Reclassification Rate: 25%</p> <p>AP Exam Pass Rate (Score of 3 or higher): 55%</p> <p>EAP College Ready (ELA): Exempt – 15%, Conditionally Exempt 20% (Total: 35%)</p> <p>EAP College Ready (Math): Exempt – 5%, Conditionally Exempt 45% (Total: 50%)</p>		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>

<ul style="list-style-type: none"> <li>Maintain multiple annual educational support agreements that improve and enhance student learning.</li> </ul>	Districtwide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$210,000 LCFF S/C Services
Maintain Counseling and Language Support Services: <ul style="list-style-type: none"> <li>1 FTE Counselor (WUHS)</li> <li>1 FTE Counselor (WIHS)</li> <li>1 FTE Language Assessor</li> <li>Additonal Counseling time (Prep / OT)</li> </ul> Language Assessor expentitures are principally directed toward English Learners by assisting with monitoring English Learners, collecting and preparing data, monitoring Individual Learning Plans, and coordinating the Reclassification process for English Learners.	Districtwide Grades: All	_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$270,000 (LCFF S/C) Certificated Salaries and Benefits  \$60,000 (LCFF S/C) Classified Salaries and Benefits
Maintain Staff / Curriculum Development and Training <ul style="list-style-type: none"> <li>Induction Programs (CASC, BTSA, Intern)</li> <li>Staff Development Training and Conferences</li> <li>Curriculum Development</li> <li>Academic Coaching</li> </ul>	Districtwide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$105,000 LCFF S/C Certificated Salaries and Benefits  \$50,000 Educator Effectiveness C ertificated Salaries and Benefits

<p>Maintain Academic Support Programs</p> <ul style="list-style-type: none"> <li>• Academic Support and Intervention classes</li> <li>• 1 FTE Instructional Assistant (SPED)</li> <li>• Summer School and Freshman Academy classes</li> </ul>	<p>Districtwide Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>\$160,000 LCFF S/C Certificated Salaries and Benefits</p> <p>\$60,000 LCFF S/C Classified Salaries and Benefits</p> <p>\$15,000 LCFF S/C Supplies</p> <p>\$40,000 Title I Certificated Salaries and Benefits</p> <p>\$65,000 Wonderful Education Grant Certificated Salaries and Benefits</p>
<p><b>LCAP Year 2</b></p>			

<p><b>Expected Annual Measurable Outcomes:</b></p>	<p><u>State Priority 2 – Implementation of State Standards</u></p> <p>Implementation of CCSS ELA/ELD Standards: Substantial (100%) as measured by our LEA Plan monitoring tool</p> <p>Implementation of CCSS Math Standards: Substantial (100%) as measured by our LEA Plan monitoring tool</p> <p>Implementation of NGSS Science Standards: Substantial (100%) as measured by our LEA Plan monitoring tool</p> <p>Implementation of CA Social Science Standards: Substantial (100%) as measured by our LEA Plan monitoring tool</p> <p>Implementation of ELD Standards: Substantial; 100% of English Learners (EL) receive designated and integrated ELD</p> <p><u>State Priority 4 – Pupil Achievement</u></p> <p>CAASPP ELA Met / Exceeded Standards: LEA-wide 55%, Hispanic/Latino: 55%, SED: 55%, EL 25%, SWD: 10.0%</p> <p>CAASPP Math Met / Exceeded Standards: LEA-wide 25%, Hispanic/Latino: 25%, SED: 25%, EL 15%, SWD: 10.0%</p> <p>API Score: LEA-wide: 739, Hispanic/Latino: 735, SED: 728, English Learners: 678, SWD: 405</p> <p>UC/CSU Completion: 30%</p> <p>CTE Course Completion (2S1): 100%</p> <p>English Learner AMAO 1: 55%, AMAO 2 (&lt;5years): 20%, AMAO 2 (5+years): 45%</p> <p>English Learner Reclassification Rate: 30%</p> <p>AP Exam Pass Rate (Score of 3 or higher): 60%</p> <p>EAP College Ready (ELA): Exempt – 20%, Conditionally Exempt 25% (Total: 45%)</p> <p>EAP College Ready (Math): Exempt – 10%, Conditionally Exempt 50% (Total: 60%)</p>		
	<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>

<ul style="list-style-type: none"> <li>Maintain multiple annual educational support agreements that improve and enhance student learning.</li> </ul>	<p>Districtwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$210,000 LCFF S/C Services</p>
<p>Maintain Counseling and Language Support Services:</p> <ul style="list-style-type: none"> <li>1 FTE Counselor (WUHS)</li> <li>1 FTE Counselor (WIHS)</li> <li>1 FTE Language Assessor</li> <li>Additional Counseling time (Prep / OT)</li> </ul> <p>Language Assessor expenditures are principally directed toward English Learners by assisting with monitoring English Learners, collecting and preparing data, monitoring Individual Learning Plans, and coordinating the Reclassification process for English Learners.</p>	<p>Districtwide Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$275,000 (LCFF S/C) Certificated Salaries and Benefits  \$65,000 (LCFF S/C) Classified Salaries and Benefits</p>
<p>Maintain Staff / Curriculum Development and Training</p> <ul style="list-style-type: none"> <li>Induction Programs (CASC, BTSA, Intern)</li> <li>Staff Development Training and Conferences</li> <li>Curriculum Development</li> <li>Academic Coaching</li> </ul>	<p>Districtwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$110,000 LCFF S/C Certificated Salaries and Benefits  \$50,000 Educator Effectiveness Certificated Salaries and Benefits</p>

<p>Maintain Academic Support Programs</p> <ul style="list-style-type: none"> <li>• Academic Support and Intervention classes</li> <li>• 1 FTE Instructional Assistant (SPED)</li> <li>• Summer School and Freshman Academy classes</li> </ul>	<p>Districtwide Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>\$160,000 LCFF S/C Certificated Salaries and Benefits</p> <p>\$60,000 LCFF S/C Classified Salaries and Benefits</p> <p>\$15,000 LCFF S/C Supplies</p> <p>\$40,000 Title I LCFF S/C Certificated Salaries and Benefits</p> <p>\$65,000 Wonderful Education Grant Certificated Salaries and Benefits</p>
<p><b>LCAP Year 3</b></p>			

<p><b>Expected Annual Measurable Outcomes:</b></p>	<p><u>State Priority 2 – Implementation of State Standards</u></p> <p>Implementation of CCSS ELA/ELD Standards: Substantial (100%) as measured by our LEA Plan monitoring tool</p> <p>Implementation of CCSS Math Standards: Substantial (100%) as measured by our LEA Plan monitoring tool</p> <p>Implementation of NGSS Science Standards: Substantial (100%) as measured by our LEA Plan monitoring tool</p> <p>Implementation of CA Social Science Standards: Substantial (100%) as measured by our LEA Plan monitoring tool</p> <p>Implementation of ELD Standards: Substantial; 100% of English Learners (EL) receive designated and integrated ELD</p> <p><u>State Priority 4 – Pupil Achievement</u></p> <p>CAASPP ELA Met / Exceeded Standards: LEA-wide 60%, Hispanic/Latino: 60%, SED: 60%, EL 30%, SWD: 15.0%</p> <p>CAASPP Math Met / Exceeded Standards: LEA-wide 30%, Hispanic/Latino: 30%, SED: 30%, EL 20%, SWD: 15.0%</p> <p>API Score: LEA-wide: 739, Hispanic/Latino: 735, SED: 728, English Learners: 678, SWD: 405</p> <p>UC/CSU Completion: 35%</p> <p>CTE Course Completion (2S1): 100%</p> <p>English Learner AMAO 1: 60%, AMAO 2 (&lt;5years): 25%, AMAO 2 (5+years): 50%</p> <p>English Learner Reclassification Rate: 35%</p> <p>AP Exam Pass Rate (Score of 3 or higher): 65%</p> <p>EAP College Ready (ELA): Exempt – 25%, Conditionally Exempt 30% (Total: 55%)</p> <p>EAP College Ready (Math): Exempt – 15%, Conditionally Exempt 55% (Total: 70%)</p>		
<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>



<ul style="list-style-type: none"> <li>Maintain multiple annual educational support agreements that improve and enhance student learning.</li> </ul>	Districtwide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$210,000 LCFF S/C Services
Maintain Counseling and Language Support Services: <ul style="list-style-type: none"> <li>1 FTE Counselor (WUHS)</li> <li>1 FTE Counselor (WIHS)</li> <li>1 FTE Language Assessor</li> <li>Additonal Counseling time (Prep / OT)</li> </ul> Language Assessor expentitures are principally directed toward English Learners by assisting with monitoring English Learners, collecting and preparing data, monitoring Individual Learning Plans, and coordinating the Reclassification process for English Learners.	Districtwide Grades: All	_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$280,000 (LCFF S/C) Certificated Salaries and Benefits  \$70,000 (LCFF S/C) Classified Salaries and Benefits
Maintain Staff / Curriculum Development and Training <ul style="list-style-type: none"> <li>Induction Programs (CASC, BTSA, Intern)</li> <li>Staff Development Training and Conferences</li> <li>Curriculum Development</li> <li>Academic Coaching</li> </ul>	Districtwide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$125,000 LCFF S/C Certificated Salaries and Benefits  \$25,000 Educator Effectiveness C ertificated Salaries and Benefits

<p>Maintain Academic Support Programs</p> <ul style="list-style-type: none"> <li>• Academic Support and Intervention classes</li> <li>• 1 FTE Instructional Assistant (SPED)</li> <li>• Summer School and Freshman Academy classes</li> </ul>	<p>Districtwide Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$160,000 LCFF S/C Certificated Salaries and Benefits</p> <p>\$60,000 LCFF S/C Classified Salaries and Benefits</p> <p>\$15,000 LCFF S/C Supplies</p> <p>\$40,000 Title I LCFF S/C Certificated Salaries and Benefits</p> <p>\$65,000 Wonderful Education Grant Certificated Salaries and Benefits</p>
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<b>GOAL:</b>	<p>Goal #3 - All students will graduate from high school ready to begin a career with the option to continue their education in college, technical school, or the military.</p>	<p>Related State and/or Local Priorities:          _1 _2 _3 _4 _5 _6 X 7 X 8 Local:          Board Adopted Goals: 11          LEA Plan Goals: 5</p>
<b>Identified Need:</b>	<p><u>State Priority 7 – Course Access</u>          CTE Enrollment Rate: 34%          UC/CSU Enrollment Rate: 90%          AP Courses Offered: 8          AP Enrollment Rate: 15%          Remedial Enrollment Rate: 23%          SDC courses offered: 5</p> <p>All students have access to all courses in Ed Code 51220 and EL students are provided with ELD</p> <p><u>State Priority 8 – Other Pupil Outcomes</u>          CAHSEE ELA Proficiency Rate: N/A          CAHSEE Math Proficiency Rate: N/A          English Learner AMAO 1: 51%          AP Exam Participation Rate: 9%          PFT Grade 9 students in HFZ: 66.8% (AC), 54.6% (BC), 91.7% (AS), 98.2% (TE), 69.6% (UB), 90.6% (FL)</p>	
<b>Goal Applies to:</b>	<p><b>Schools:</b>          All Schools</p> <p>Grades: All</p>	<p><b>Applicable Pupil Subgroups:</b> All</p>
<p><b>LCAP Year 1</b></p>		

<b>Expected Annual Measurable Outcomes:</b>	<p><u>State Priority 7 – Course Access</u>  CTE Enrollment Rate: 36%  UC/CSU Enrollment Rate: 92%  AP Courses Offered: 8  AP Enrollment Rate: 16%  Remedial Enrollment Rate: 22%  SDC courses offered: 4</p> <p>All students have access to all courses in Ed Code 51220 and EL students are provided with ELD</p> <p><u>State Priority 8 – Other Pupil Outcomes</u>  CAHSEE ELA Proficiency Rate: N/A  CAHSEE Math Proficiency Rate: N/A  English Learner AMAO 1: 55%  AP Exam Participation Rate: 10%  PFT Grade 9 students in HFZ: 70% (AC), 55% (BC), 92% (AS), 98.5% (TE), 70% (UB), 91% (FL)</p>		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
Maintain Career Center <ul style="list-style-type: none"> <li>• 1 FTE Career Technician</li> <li>• Extra Time for college / career materials and field trips</li> </ul>	Districtwide  Grades: All	<input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other	\$55,000 LCFF S/C Classified Salaries and Benefits  \$10,000 LCFF S/C Supplies
Maintain Additional Class Sections: <ul style="list-style-type: none"> <li>• Additional non-remedial class sections (Period 0, 7)</li> <li>• 2 FTE Classroom Teachers for additional course offerings</li> </ul>	Schoolwide (WUHS)  Grades: All	<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	\$200,000 LCFF S/C Certificated Salaries and Benefits

<p>Maintain Ag Career Academy</p> <ul style="list-style-type: none"> <li>Wonderful Ag Careere Prep (WACP)</li> </ul>	<p>Schoolwide (WUHS) Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$250,000 LCFF S/C Certificated Salaries and Benefits  \$250,000 LCFF S/C Equipment, Supplies  \$150,000 CCPT Certificated Salaries and Benefits  \$150,000 CCPT Equipme nt, Supplies</p>
<p>Maintain Technology Support Services:</p> <ul style="list-style-type: none"> <li>1 FTE Network Specialist (.25 LCFF S/C)</li> <li>1 FTE Technology Typist / Clerk</li> <li>1 FTE Tech Coordinator (.5 LCFF S/C)</li> <li>1 FTE Computer Lab Supervisor</li> </ul>	<p>Districtwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$150,000 LCFF S/C Certificated Salaries and Benefits  \$135,000 LCFF S/C Classified Salaries and Benefits</p>

<p>Increase Access to Technology Resources:</p> <ul style="list-style-type: none"> <li>• 15 Chromebook Carts and Teacher Tablets</li> <li>• Replace 3 Computer Labs</li> <li>• Replace / Upgrade Classroom Technology as needed</li> </ul>	<p>Districtwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$450,000 LCFF S/C Equipment</p>
<p>Maintain Technology Infrastructure and Resources:</p> <ul style="list-style-type: none"> <li>• Wireless Network Upgrades and Support</li> <li>• Hardware Upgrades and Support</li> <li>• Software Upgrades and Support</li> <li>• Electrical Upgrades</li> </ul>	<p>Districtwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$80,000 LCFF S/C Equipment</p>

**LCAP Year 2**

<p><b>Expected Annual Measurable Outcomes:</b></p>	<p><u>State Priority 7 – Course Access</u>            CTE Enrollment Rate: 38%            UC/CSU Enrollment Rate: 94%            AP Courses Offered: 8            AP Enrollment Rate: 18%            Remedial Enrollment Rate: 21%            SDC courses offered: 3</p> <p>All students have access to all courses in Ed Code 51220 and EL students are provided with ELD</p> <p><u>State Priority 8 – Other Pupil Outcomes</u>            CAHSEE ELA Proficiency Rate: N/A            CAHSEE Math Proficiency Rate: N/A            English Learner AMAO 1: 60%            AP Exam Participation Rate: 11%            PFT Grade 9 students in HFZ: 75% (AC), 60% (BC), 94% (AS), 99% (TE), 75% (UB), 93% (FL)</p>
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<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>
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<p>Maintain Career Center</p> <ul style="list-style-type: none"> <li>• 1 FTE Career Technician</li> <li>• Extra Time for college / career materials and field trips</li> </ul>	<p>Districtwide Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$57,000 LCFF S/C Classified Salaries and Benefits  \$10,000 LCFF S/C Supplies</p>
<p>Maintain Additional Class Sections:</p> <ul style="list-style-type: none"> <li>• Additional non-remedial class sections (Period 0, 7)</li> <li>• 2 FTE Classroom Teachers for additional course offerings</li> </ul>	<p>Schoolwide (WUHS) Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$210,000 LCFF S/C Certificated Salaries and Benefits</p>
<p>Maintain Ag Career Academy</p> <ul style="list-style-type: none"> <li>• Wonderful Ag Careere Prep (WACP)</li> </ul>	<p>Schoolwide (WUHS) Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$350,000 LCFF S/C Certificated Salaries and Benefits  \$350,000 LCFF S/C Equipment, Supplies</p>

<p>Maintain Technology Support Services:</p> <ul style="list-style-type: none"> <li>• 1 FTE Network Specialist (.25 LCFF S/C)</li> <li>• 1 FTE Technology Typist / Clerk</li> <li>• 1 FTE Tech Coordinator (.5 LCFF S/C)</li> <li>• 1 FTE Computer Lab Supervisor</li> </ul>	<p>Districtwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$160,000 LCFF S/C Certificated Salaries and Benefits  \$145,000 LCFF S/C Classified Salaries and Benefits</p>
<p>Increase Access to Technology Resources:</p> <ul style="list-style-type: none"> <li>• Replace / Upgrade Classroom Technology as needed</li> </ul>	<p>Districtwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$450,000 LCFF S/C Equipment</p>
<p>Maintain Technology Infrastructure and Resources:</p> <ul style="list-style-type: none"> <li>• Wireless Network Upgrades and Support</li> <li>• Hardware Upgrades and Support</li> <li>• Software Upgrades and Support</li> <li>• Electrical Upgrades</li> </ul>	<p>Districtwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$80,000 LCFF S/C Equipment</p>
<p><b>LCAP Year 3</b></p>			



<p><b>Expected Annual Measurable Outcomes:</b></p>	<p><u>State Priority 7 – Course Access</u>                  CTE Enrollment Rate: 40%                  UC/CSU Enrollment Rate: 96%                  AP Courses Offered: 8                  AP Enrollment Rate: 20%                  Remedial Enrollment Rate: 20%                  SDC courses offered: 2</p> <p>All students have access to all courses in Ed Code 51220 and EL students are provided with ELD</p> <p><u>State Priority 8 – Other Pupil Outcomes</u>                  CAHSEE ELA Proficiency Rate: N/A                  CAHSEE Math Proficiency Rate: N/A                  English Learner AMAO 1: 65%                  AP Exam Participation Rate: 12%                  PFT Grade 9 students in HFZ: 80% (AC), 65% (BC), 95% (AS), 99.5% (TE), 80% (UB), 95% (FL)</p>		
<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>
<p>Maintain Career Center</p> <ul style="list-style-type: none"> <li>• 1 FTE Career Technician</li> <li>• Extra Time for college / career materials and field trips</li> </ul>	<p>Districtwide Grades: All</p>	<p><input type="checkbox"/> All -----  <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless  <input type="checkbox"/> Other</p>	<p>\$60,000 LCFF S/C Classified Salaries and Benefits  \$10,000 LCFF S/C Supplies</p>
<p>Maintain Additional Class Sections:</p> <ul style="list-style-type: none"> <li>• Additional non-remedial class sections (Period 0, 7)</li> <li>• 2 FTE Classroom Teachers for additional course offerings</li> </ul>	<p>Schoolwide (WUHS) Grades: All</p>	<p><input checked="" type="checkbox"/> All -----  <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless  <input type="checkbox"/> Other</p>	<p>\$200,000 LCFF S/C Certificated Salaries and Benefits</p>

<p>Maintain Ag Career Academy</p> <ul style="list-style-type: none"> <li>Wonderful Ag Careere Prep (WACP)</li> </ul>	<p>Schoolwide (WUHS) Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$400,000 LCFF S/C Certificated Salaries and Benefits  \$400,000 LCFF S/C Equipment, Supplies</p>
<p>Maintain Technology Support Services:</p> <ul style="list-style-type: none"> <li>1 FTE Network Specialist (.25 LCFF S/C)</li> <li>1 FTE Technology Typist / Clerk</li> <li>1 FTE Tech Coordinator (.5 LCFF S/C)</li> <li>1 FTE Computer Lab Supervisor</li> </ul>	<p>Districtwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$170,000 LCFF S/C Certificated Salaries and Benefits  \$155,000 LCFF S/C Classified Salaries and Benefits</p>
<p>Increase Access to Technology Resources:</p> <ul style="list-style-type: none"> <li>Replace / Upgrade Classroom Technology as needed</li> </ul>	<p>Districtwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$450,000 LCFF S/C Equipment</p>

<p>Maintain Technology Infrastructure and Resources:</p> <ul style="list-style-type: none"> <li>• Wireless Network Upgrades and Support</li> <li>• Hardware Upgrades and Support</li> <li>• Software Upgrades and Support</li> <li>• Electrical Upgrades</li> </ul>	<p>Districtwide Grades: All</p>	<p><input checked="" type="checkbox"/> All -----  <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless  <input type="checkbox"/> Other</p>	<p>\$80,000 LCFF S/C Equipment</p>
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<b>GOAL:</b>	Goal #4 - Maintain a positive school climate by ensuring an environment that promotes health, equity, respect, communication, dialogue, and positive relationships with all stakeholders.	Related State and/or Local Priorities: _1 _2 X 3 _4 X 5 X 6 _7 _8 Local: Board Adopted Goals: 6, 7, 13, 14 LEA Plan Goal: 4
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<b>Identified Need:</b>	<p><u>State Priority 3 – Parental Involvement</u></p> <p>Parent Club Meetings: 6 (WUHS), 6 (WIHS)</p> <p>School Site Council Meetings: 5 (WUHS), 5 (WIHS)</p> <p>DELAC / ELAC Meetings: 3 (district), 5 (WUHS), 5 (WIHS)</p> <p>Annual Title I Parent Meeting Attendance: 121</p> <p>SWD Parent Advisory Meetings: 0 (no Parent Involvement groups currently exist for SWD)</p> <p><u>State Priority 5 – Pupil Engagement</u></p> <p>Attendance Rate: 98%</p> <p>Truancy Rate: 30.7%</p> <p>Chronic Absenteeism Rate: 8.3%</p> <p>High School Dropout Rate: 3.1%</p> <p>Middle School Dropout Rate: N/A</p> <p>Graduation Rate: 93.0%</p> <p><u>State Priority 6 – School Climate</u></p> <p>Suspension Rate: 3.6%</p> <p>Expulsion Rate: 0.0%</p> <p>Student Voices Equity Survey: Maintained or made improvement in 18/18 questions</p>	
<b>Goal Applies to:</b>	<b>Schools:</b> All Schools	Grades: All
	<b>Applicable Pupil Subgroups:</b> All	

LCAP Year 1

**Expected Annual Measurable Outcomes:**

State Priority 3 – Parental Involvement

Parent Club Meetings: 6 (WUHS), 6 (WIHS)

School Site Council Meetings: 5 (WUHS), 5 (WIHS)

DELAC / ELAC Meetings: 3 (district), 5 (WUHS), 5 (WIHS)

Annual Title I Parent Meeting Attendance: 150

SWD Parent Advisory Meetings: 1

State Priority 5 – Pupil Engagement

Attendance Rate: 98%

Truancy Rate: 25%

Chronic Truancy Rate: 2.5%

Chronic Absenteeism Rate: 8%

High School Dropout Rate: 3.0%

Middle School Dropout Rate: N/A

Graduation Rate: 94.0%

State Priority 6 – School Climate

Suspension Rate: 3.0%

Expulsion Rate: 0.0%

Student Voices Equity Survey: Maintained or made improvement in 18/18 questions

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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<p>Maintain Campus Safety, Security, and Attendance:</p> <ul style="list-style-type: none"> <li>• 1 FTE Campus Resource Officer</li> <li>• 1 FTE Attendance Monitor</li> <li>• 1 FTE Campus Supervisor</li> <li>• Health Clerk Stipend (1)</li> <li>• School Safety training and supplies</li> </ul>	<p>Districtwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$124,000 LCFF S/C Services  \$115,000 LCFF S/C Classified Salaries and Benefits  \$46,000 LCFF S/C Supplies</p>
<p>Increase Video Surveillance and Alarm Monitoring:</p> <ul style="list-style-type: none"> <li>• Expand video surveillance system</li> <li>• Maintain alarm monitoring</li> </ul>	<p>Districtwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$76,844 LCFF S/C Equipment</p>
<p>Increase student participation in academic competition and recognition:</p> <ul style="list-style-type: none"> <li>• Increase participation in academic competitions</li> <li>• Increase academic awards and celebration</li> </ul>	<p>Districtwide Grades: All</p>	<p>_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities X Homeless _ Other</p>	<p>\$15,000 LCFF S/C Certificated Salaries and Benefits  \$10,000 LCFF S/C Supplies</p>
<p>Increase parent and student engagement:</p> <ul style="list-style-type: none"> <li>• Increase parent engagement (Parent Voices)</li> <li>• Increase student engagement (Student Voices, E3L)</li> <li>• Improve communication with all stakeholders</li> </ul>	<p>Districtwide Grades: All</p>	<p>_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities X Homeless _ Other</p>	<p>\$15,000 LCFF S/C Certificated Salaries and Benefits</p>

<p>Improve Communication with Stakeholders:</p> <ul style="list-style-type: none"> <li>Stakeholder Meetings</li> </ul>	<p>Districtwide Grades: All</p>	<p><input checked="" type="checkbox"/> All -----  <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless  <input type="checkbox"/> Other</p>	<p>\$20,000 LCFF S/C Certificated Salaries and Benefits  \$5,000 LCFF S/C Supplies</p>
<p><b>LCAP Year 2</b></p>			



<p><b>Expected Annual Measurable Outcomes:</b></p>	<p><u>State Priority 3 – Parental Involvement</u></p> <p>Parent Club Meetings: 6 (WUHS), 6 (WIHS)</p> <p>School Site Council Meetings: 5 (WUHS), 5 (WIHS)</p> <p>DELAC / ELAC Meetings: 3 (district), 5 (WUHS), 5 (WIHS)</p> <p>Annual Title I Parent Meeting Attendance: 160</p> <p>SWD Parent Advisory Meetings: 2</p> <p><u>State Priority 5 – Pupil Engagement</u></p> <p>Attendance Rate: 98%</p> <p>Truancy Rate: 20%</p> <p>Chronic Truancy Rate: 2.3%</p> <p>Chronic Absenteeism Rate: 7.5%</p> <p>High School Dropout Rate: 3.0%</p> <p>Middle School Dropout Rate: N/A</p> <p>Graduation Rate: 94.0%</p> <p><u>State Priority 6 – School Climate</u></p> <p>Suspension Rate: 2.5%</p> <p>Expulsion Rate: 0.0%</p> <p>Student Voices Equity Survey: Maintained or made improvement in 18/18 questions</p>		
<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>

<p>Maintain Campus Safety, Security, and Attendance:</p> <ul style="list-style-type: none"> <li>• 1 FTE Campus Resource Officer</li> <li>• 1 FTE Attendance Monitor</li> <li>• 1 FTE Campus Supervisor</li> <li>• Health Clerk Stipend (1)</li> <li>• School Safety training and supplies</li> </ul>	<p>Districtwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$130,000 LCFF S/C Services  \$120,000 LCFF S/C Classified Salaries and Benefits  \$50,000 LCFF S/C Supplies</p>
<p>Increase Video Surveillance and Alarm Monitoring:</p> <ul style="list-style-type: none"> <li>• Expand video surveillance system</li> <li>• Maintain alarm monitoring</li> </ul>	<p>Districtwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$20,000 LCFF S/C Equipment</p>
<p>Increase student participation in academic competition and recognition:</p> <ul style="list-style-type: none"> <li>• Increase participation in academic competitions</li> <li>• Increase academic awards and celebration</li> </ul>	<p>Districtwide Grades: All</p>	<p>_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities X Homeless _ Other</p>	<p>\$15,000 LCFF S/C Certificated Salaries and Benefits  \$10,000 LCFF S/C Supplies</p>
<p>Increase parent and student engagement:</p> <ul style="list-style-type: none"> <li>• Increase parent engagement (Parent Voices)</li> <li>• Increase student engagement (Student Voices, E3L)</li> <li>• Improve communication with all stakeholders</li> </ul>	<p>Districtwide Grades: All</p>	<p>_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities X Homeless _ Other</p>	<p>\$15,000 LCFF S/C Certificated Salaries and Benefits</p>

<p>Improve Communication with Stakeholders:</p> <ul style="list-style-type: none"> <li>Stakeholder Meetings</li> </ul>	<p>Districtwide Grades: All</p>	<p><input checked="" type="checkbox"/> All -----  <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless  <input type="checkbox"/> Other</p>	<p>\$20,000 LCFF S/C Certificated Salaries and Benefits  \$5,000 LCFF S/C Supplies</p>
<p><b>LCAP Year 3</b></p>			

<b>Expected Annual Measurable Outcomes:</b>	<p><u>State Priority 3 – Parental Involvement</u></p> <p>Parent Club Meetings: 6 (WUHS), 6 (WIHS)</p> <p>School Site Council Meetings: 5 (WUHS), 5 (WIHS)</p> <p>DELAC / ELAC Meetings: 3 (district), 5 (WUHS), 5 (WIHS)</p> <p>Annual Title I Parent Meeting Attendance: 175</p> <p>SWD Parent Advisory Meetings: 3</p> <p><u>State Priority 5 – Pupil Engagement</u></p> <p>Attendance Rate: 98%</p> <p>Truancy Rate: 15%</p> <p>Chronic Truancy Rate: 2.0%</p> <p>Chronic Absenteeism Rate: 7.0%</p> <p>High School Dropout Rate: 3.0%</p> <p>Middle School Dropout Rate: N/A</p> <p>Graduation Rate: 94.0%</p> <p><u>State Priority 6 – School Climate</u></p> <p>Suspension Rate: 2.0%</p> <p>Expulsion Rate: 0.0%</p> <p>Student Voices Equity Survey: Maintained or made improvement in 18/18 questions</p>		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>

<p>Maintain Campus Safety, Security, and Attendance:</p> <ul style="list-style-type: none"> <li>• 1 FTE Campus Resource Officer</li> <li>• 1 FTE Attendance Monitor</li> <li>• 1 FTE Campus Supervisor</li> <li>• Health Clerk Stipend (1)</li> <li>• School Safety training and supplies</li> </ul>	<p>Districtwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$135,000 LCFF S/C Services  \$125,000 LCFF S/C Classified Salaries and Benefits  \$55,000 LCFF S/C Supplies</p>
<p>Increase Video Surveillance and Alarm Monitoring:</p> <ul style="list-style-type: none"> <li>• Expand video surveillance system</li> <li>• Maintain alarm monitoring</li> </ul>	<p>Districtwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$20,000 LCFF S/C Equipment</p>
<p>Increase student participation in academic competition and recognition:</p> <ul style="list-style-type: none"> <li>• Increase participation in academic competitions</li> <li>• Increase academic awards and celebration</li> </ul>	<p>Districtwide Grades: All</p>	<p>_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities X Homeless _ Other</p>	<p>\$15,000 LCFF S/C Certificated Salaries and Benefits  \$10,000 LCFF S/C Supplies</p>
<p>Increase parent and student engagement:</p> <ul style="list-style-type: none"> <li>• Increase parent engagement (Parent Voices)</li> <li>• Increase student engagement (Student Voices, E3L)</li> <li>• Improve communication with all stakeholders</li> </ul>	<p>Districtwide Grades: All</p>	<p>_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities X Homeless _ Other</p>	<p>\$15,000 LCFF S/C Certificated Salaries and Benefits</p>

<p>Improve Communication with Stakeholders:</p> <ul style="list-style-type: none"> <li>Stakeholder Meetings</li> </ul>	<p>Districtwide Grades: All</p>	<p><input checked="" type="checkbox"/> All -----  <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless  <input type="checkbox"/> Other</p>	<p>\$20,000 LCFF S/C Certificated Salaries and Benefits  \$5,000 LCFF S/C Supplies</p>
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## Annual Update

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

### Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific 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?

<b>Original Goal from prior year LCAP:</b>	Goal #1: All district facilities will operate in a safe, secure, clean, compliant, and efficient manner, ensuring that decisions and resources prioritize student learning.		Related State and/or Local Priorities: X 1 _2 _3 _4 _5 _6 _7 _8 Local:
Goal Applies to:	Schools:	All Schools	
		Grades: All	
	Applicable Pupil Subgroups:	All	

Expected Annual Measurable Outcomes:	State Priority 1 – Basic:	Actual Annual Measurable Outcomes:	In 2016, the following measurable outcomes were:
	<ul style="list-style-type: none"> <li>• Overall Facility Rating: Good</li> <li>• Teacher Misassignments: 0</li> <li>• Annual Credential Audit: No findings</li> <li>• Insufficiency of Textbooks or Instructional Materials: 0</li> <li>• Uniform Complaint Procedures Filed: 0</li> </ul>		<p>Overall Facility Rating: Good</p> <p>Teacher Misassignments: 0 Annual Credential Audit: No findings</p> <p>Insufficiency of Textbooks or Instructional Materials: 0 Uniform Complaint Procedures Filed: 0</p> <p>Gymnasium – While the issue of falling and failing ceiling tiles were addressed (covered with insulated batting which prevented any further tiles falling on students), the replacement of non-ADA failing bleachers made little progress. Since this project has triggered the requirement for DSA approval and a much larger scope of work, only preliminary "soft costs" associated with planning were expended.</p> <p>MOT Vehicles – Additional vehicles (van) and equipment (tractor) were purchased to improve services for students. The van was used extensively to transport small numbers of students to academic and athletic events and the tractor was used to improve the ag farm and athletic fields, making facilities safer for students.</p>



LCAP Year: 2015-16				
Planned Actions/Services		Actual Actions/Services		
		Budgeted Expenditures		
			Estimated Actual Annual Expenditures	
Maintain Certificated administrative support for targeted students: <ul style="list-style-type: none"> <li>• 1 FTE Director of Categorical Prgms (.25 from S/C)</li> <li>• 1 FTE Principal of WIHS (.80 from S/C)</li> </ul>		\$170,000 - LCFF S/C Certificated Salaries \$110,000 - LCFF Base Certificated Salaries \$40,000 - Title I Certificated Salaries	Maintained Certificated administrative support for targeted students: <ul style="list-style-type: none"> <li>• 1 FTE Director of Categorical Prgms (.25 from S/C)</li> <li>• 1 FTE Principal of WIHS (.80 from S/C)</li> </ul>	
			\$175,830 LCFF S/C Certificated Salaries and Benefits \$117,283 LCFF Base Certificate d Salaries and Benefits \$39,206 Title I Certificated Sa laries and Benefits	
<b>Scope of service:</b>	Districtwide Grades: All		Scope of service:	Districtwide Grades: All
_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	

Maintain MOT Positions (added from 14-15 LCAP): <ul style="list-style-type: none"> <li>• 1 FTE Equipment Manager / Trainer</li> <li>• 1 FTE Custodian / Bus Driver</li> </ul> Add stipends for Lead / Head Classified Positions to improve efficiency in MOT organization: <ul style="list-style-type: none"> <li>• Lead / Head Stipends (Grounds / Custodial)</li> </ul>		\$160,000 LCFF S/C Classified Salaries	Maintained MOT Positions (added from 14-15 LCAP): <ul style="list-style-type: none"> <li>• 1 FTE Equipment Manager / Trainer</li> <li>• 1 FTE Custodian / Bus Driver</li> </ul> Added stipends for Lead / Head Classified Positions to improve efficiency in MOT organization: <ul style="list-style-type: none"> <li>• Lead / Head Stipends (Grounds / Custodial)</li> </ul>	\$152,509 LCFF S/C Classified Salaries and Benefits
<b>Scope of service:</b>	Districtwide Grades: All		Scope of service:	Districtwide Grades: All
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
Replace failing / broken MOT vehicles and equipment: <ul style="list-style-type: none"> <li>• 1 Van for student transportation</li> <li>• 1 Tractor for improvements to Athletics / Academy</li> <li>• 1 Utility Vehicle (Mule) for improvements to Grounds</li> <li>• Fix / Repair Golf Carts (as needed)</li> </ul>		\$90,000 LCFF S/C Equipment	Replaced failing / broken MOT vehicles and equipment: <ul style="list-style-type: none"> <li>• 1 Van for student transportation</li> <li>• 1 Tractor for improvements to Athletics / Academy</li> <li>• 1 Utility Vehicle (Mule) for improvements to Grounds</li> <li>• Fix / Repair Golf Carts (as needed)</li> </ul>	\$86,652 LCFF S/C Equipment
<b>Scope of service:</b>	Districtwide Grades: All		Scope of service:	Schoolwide (WUHS) Grades: All

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Improve Gymnasium safety: <ul style="list-style-type: none"> <li>• Replace Gymnasium bleachers as per Code / ADA</li> <li>• Improve Bathrooms / Doors as per ADA compliance</li> </ul>		\$176,625 LCF S/C Equipment	Improved Gymnasium safety: <ul style="list-style-type: none"> <li>• Started Planning / Design process to complete bleacher replacement and gymnasium improvements</li> </ul>		\$12,915 LCFF S/C Services
<b>Scope of service:</b>	Schoolwide  Grades: All		Scope of service:	Schoolwide (WUHS)  Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Replenish diminished supplemental textbooks and instructional materials reduced from prior budget cuts: <ul style="list-style-type: none"> <li>• Supplemental Textbooks</li> <li>• Instructional Materials</li> </ul>		\$70,000 LCFF S/C Supplies	Replenished diminished supplemental textbooks and instructional materials reduced from prior budget cuts: <ul style="list-style-type: none"> <li>• Added Supplemental Textbooks</li> <li>• Added Instructional Materials (allocated to Departments via Site Principal)</li> </ul>		\$80,803 LCFF S/C Supplies

<b>Scope of service:</b>	Districtwide Grades: All		Scope of service:	Districtwide Grades: All	
<p>_ All</p> <p>-----</p> <p>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>			<p>_ All</p> <p>-----</p> <p>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>		
<p>Maintain Classified administrative support for targeted students:</p> <ul style="list-style-type: none"> <li>1 FTE District Accounting Secretary (.25 from S/C)</li> </ul>		<p>\$25,000 LCFF S/C Classified Salary</p> <p>\$50,000 LCFF Base Classified Salary</p> <p>\$25,000 Title I Classified Salary</p>	<p>Maintained Classified administrative support for targeted students:</p> <ul style="list-style-type: none"> <li>1 FTE District Accounting Secretary (.25 from S/C)</li> </ul>		<p>\$22,653 LCFF S/C Classified Salary and Benefits</p> <p>\$45,305 LCFF Base Classified Salary and Benefits</p> <p>\$22,653 Title I Classified Salary and Benefits</p>
<b>Scope of service:</b>	Districtwide Grades: All		Scope of service:	Districtwide Grades: All	

<p><input type="checkbox"/> All</p> <p>-----</p> <p>X Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races X Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander X English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p><input type="checkbox"/> All</p> <p>-----</p> <p>X Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races X Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander X English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>
<p><b>What changes in actions, services, and expenditures</b></p>	<p>The goal and required metrics were analyzed and evaluated for progress and for consideration in the 2016-2017 LCAP. While the required metrics were all met, an analysis of effectiveness indicated that all planned Actions and/or Services should continue for next year. Slight increases will be made to budgeted expenditures that include salary and benefit increases. Also, continued expenditures are planned for vehicle replacements where existing vehicles are at the end of their use. Planned replacement of gymnasium bleachers will also require other necessary improvements to the gymnasium; other actions are planned that will improve the safety of our academic and athletic facilities.</p>	

<p><b>Original Goal from prior year LCAP:</b></p>	<p>Goal #2 - All students will reach high standards in all content areas through a system of shared accountability and resources that ensures every student can be successful.</p>		<p>Related State and/or Local Priorities:  <input type="checkbox"/>1 <input checked="" type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4 <input type="checkbox"/>5 <input type="checkbox"/>6 <input type="checkbox"/>7 <input type="checkbox"/>8 Local:</p>
<p>Goal Applies to:</p>	<p>Schools:</p>	<p>All Schools</p> <p>Grades: All</p>	
<p>Expected Annual Measurable Outcomes:</p>	<p>Applicable Pupil Subgroups:</p>	<p>All</p>	<p>Actual Annual Measurable Outcomes:</p>
	<p><u>State Priority 2 – Implementation of State Standards</u></p> <ul style="list-style-type: none"> <li>Implementation of CCSS ELA/ELD Standards: Substantial (90%) as measured by our LEA Plan monitoring tool</li> <li>Implementation of CCSS Math Standards: Substantial (90%) as measured by our LEA Plan monitoring tool</li> </ul> <p><u>State Priority 4 – Pupil Achievement</u></p>		<p><u>State Priority 2 – Implementation of State Standards</u></p> <p>Implementation of CCSS ELA/ELD Standards: Substantial (90%) as measured by our LEA Plan monitoring tool</p> <p>Implementation of CCSS Math Standards: Substantial (90%) as measured by our LEA Plan monitoring tool</p> <p>Implementation of NGSS Science Standards:</p>

- AYP ELA Participation: LEA-wide 45%, Hispanic/Latino: 45%, SED: 45%, EL 30%, SWD: 10%
- AYP Math Proficiency: LEA-wide 60%, Hispanic/Latino: 60%, SED: 60%, EL 50%, SWD: 20%
- API Score: LEA-wide: 750, Hispanic/Latino: 750, SED: 750, English Learners: 700, SWD: 450
- UC/CSU Completion: 25%
- CTE Course Completion (2S1): 98%
- English Learner AMAO 1: 60%, AMAO 2 (<5years): 20%, AMAO 2 (5+years): 40%
- English Learner Reclassification Rate: 20%
- AP Exam Pass Rate (Score of 3 or higher): 35%
- EAP College Ready (ELA): Exempt – 15% Conditionally Exempt 20% (Total: 35%)
- EAP College Ready (Math): Exempt – 5%, Conditionally Exempt 50% (Total: 55%)

Substantial (90%) as measured by our LEA Plan monitoring tool

Implementation of CA Social Science Standards: Substantial (100%) as measured by our LEA Plan monitoring tool

Implementation of ELD Standards: Substantial; 100% of English Learners (EL) received designated and integrated ELD

#### State Priority 4 – Pupil Achievement

CAASPP ELA Standards Met / Exceeded: LEA-wide 48.6%, Hispanic/Latino: 49.1%, SED: 46.1%, EL 17.2%, SWD: 0%

CAASPP Math Standards Met / Exceeded: LEA-wide 19.6%, Hispanic/Latino: 19.9%, SED: 16.5%, EL 2.0%, SWD: 0%

API Score: LEA-wide: 739, Hispanic/Latino: 735, SED: 728, English Learners: 678, SWD: 405

UC/CSU Completion: 21.1%

CTE Course Completion (2S1): 100%

English Learner AMAO 1: 46.8%, AMAO 2 (<5years): 11.8%, AMAO 2 (5+years): 39%

English Learner Reclassification Rate: 24.6%

AP Exam Pass Rate (Score of 3 or higher): 53%

EAP College Ready (ELA): Exempt – 13.6%, Conditionally Exempt 15.9% (Total: 29.5%)

EAP College Ready (Math): Exempt – 3.9%, Conditionally Exempt 44.1% (Total: 48.0%)

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Maintain Instructional Agreements, Contracts, and Programs that support student learning: <ul style="list-style-type: none"> <li>• Pivot Learning Partners</li> <li>• EADMS</li> <li>• Library Databases</li> <li>• KCSOS</li> <li>• Blackboard</li> <li>• Intel-Assess</li> <li>• iSafe</li> <li>• Revolution K12</li> </ul>	\$150,000 LCF F S/C Services \$150,000 Title I Services \$6,000 Title II Services	Maintained Instructional Agreements, Contracts, and Programs that support student learning: <ul style="list-style-type: none"> <li>• Pivot Learning Partners</li> <li>• EADMS</li> <li>• Library Databases</li> <li>• KCSOS</li> <li>• Blackboard</li> <li>• Intel-Assess</li> <li>• iSafe</li> <li>• Revolution K12</li> </ul>	\$188,491 LCFF S/C Services \$138,025 Title I Services \$5,985 Title II Services
<b>Scope of service:</b>	Districtwide Grades: All	<b>Scope of service:</b>	Districtwide Grades: All
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	

Maintain Counseling and Language Support Services: <ul style="list-style-type: none"> <li>• 1 FTE Counselor (WUHS) (.67 LCFF S/C)</li> <li>• 1 FTE Counselor (WIHS)</li> <li>• 1 FTE Language Assessor</li> <li>• Additional Counseling time (Prep / OT)</li> </ul>		\$215,000 LCF F S/C Certificated Salaries \$60,000 LCF F S/C Classified Salaries \$35,000 Migrant Certificated Salaries	Maintain Counseling and Language Support Services: <ul style="list-style-type: none"> <li>• 1 FTE Counselor (WUHS) (.67 LCFF S/C)</li> <li>• 1 FTE Counselor (WIHS)</li> <li>• 1 FTE Language Assessor</li> <li>• Additional Counseling time (Prep / OT)</li> </ul>		\$219,312 LCFF S/C Certificated Salaries and Benefits \$58,948 LCFF S/C Classified Salaries and Benefits \$36,042 Migrant Certificated Salaries and Benefits
<b>Scope of service:</b>	Districtwide Grades: All		Scope of service:	Districtwide Grades: All	
_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		



Maintain Staff / Curriculum Development and Training: <ul style="list-style-type: none"> <li>• Induction programs (CASC, BTSA, Intern)</li> <li>• Staff Development, Training, and Conferences</li> <li>• Curriculum Development</li> <li>• Academic Coaching</li> </ul>		\$250,000 LCF F S/C Certificated Salaries, Services  \$50,000 Title I Certificated Salaries, Services  \$5,000 Title II Certificated Salaries, Services	Maintain Staff / Curriculum Development and Training: <ul style="list-style-type: none"> <li>• Induction programs (CASC, BTSA, Intern)</li> <li>• Staff Development, Training, and Conferences</li> <li>• Curriculum Development</li> <li>• Academic Coaching</li> </ul>		\$199,551 LCFF S/C Certificated Salaries and Benefits  \$18,212 Title I Certificated Salaries and Benefits  \$1,087 Title II Certificated Salaries and Benefits
<b>Scope of service:</b>	Districtwide  Grades: All		Scope of service:	Districtwide  Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

Maintain Academic Support Programs: <ul style="list-style-type: none"> <li>Academic support and intervention classes</li> <li>Summer School and Freshmen Academy</li> </ul>		\$200,000 LCF F S/C Certificated Salaries, Services  \$65,000 Paramount Education Programs (PEP) Certificated Salaries, Services  \$35,000 Title I Certificated Salaries, Services	Maintain Academic Support Programs: <ul style="list-style-type: none"> <li>Academic support and intervention classes</li> <li>Summer School and Freshmen Academy</li> </ul>		\$162,049 LCFF S/C Certificated Salaries and Benefits  \$61,242 Paramount Education Program (PEP) Certificated Salaries and Benefits  \$33,650 Title I Certificated Salaries and Benefits
<b>Scope of service:</b>	Schoolwide (WUHS)  Grades: All		<b>Scope of service:</b>	Schoolwide (WUHS)  Grades: All	
_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

<b>What changes in actions, services, and expenditures</b>	The goal and required metrics were analyzed and evaluated for progress and for consideration in the 2016-2017 LCAP. While not all required metrics were met, an analysis of effectiveness indicated that all planned Actions and/or Services should continue for next year. Expenditures related to Goal #2 will remain relatively unchanged with slight modifications for growing and expanding services according to funding allowances. Some of the instructional support contracts and agreements may be modified and/or changed according to shifting needs and opportunities, such as the implementation of AmeriCorps Mentors. Counseling and English Learners support services remain unchanged as do staff development, induction programs, academic coaching, support / intervention classes, and the Fresman Academy Program during the summer.
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<b>Original Goal from prior year LCAP:</b>	Goal #3 - All students will graduate from high school ready to begin a career with the option to continue their education in college, technical school, or the military.	Related State and/or Local Priorities: _1 _2 _3 _4 _5 _6 X 7 X 8 Local:
Goal Applies to:	Schools:	All Schools
	Grades:	All
	Applicable Pupil Subgroups:	All

Expected Annual Measurable Outcomes:		Actual Annual Measurable Outcomes:	
	<p><u>State Priority 7 – Course Access</u></p> <ul style="list-style-type: none"> <li>• CTE Enrollment Rate: 40%</li> <li>• UC/CSU Enrollment Rate: 90% or better</li> <li>• AP Courses Offered: 8</li> <li>• AP Enrollment Rate: 16%</li> <li>• Remedial Enrollment Rate: 22%</li> <li>• SDC courses offered: 5</li> </ul>		<p><u>State Priority 7 – Course Access</u></p> <p>CTE Enrollment Rate: 34%</p> <p>UC/CSU Enrollment Rate: 90%</p> <p>AP Courses Offered: 8</p> <p>AP Enrollment Rate: 13%</p> <p>Remedial Enrollment Rate: 23%</p> <p>SDC courses offered: 5</p> <p>All students will have access to all courses in Ed Code 51220 and EL students will be provided with ELD</p>
	<p><u>State Priority 8 – Other Pupil Outcomes</u></p> <ul style="list-style-type: none"> <li>• CAHSEE ELA Proficiency Rate: 45%</li> <li>• CAHSEE Math Proficiency Rate: 60%</li> <li>• English Learner AMAO 1: 55%</li> <li>• AP Exam Participation Rate: 10%</li> <li>• PFT Grade 9 students in HFZ: 70% (AC), 60% (BC), 95% (AS), 99% (TE), 75% (UB), 95% (FL)</li> </ul>		<p><u>State Priority 8 – Other Pupil Outcomes</u></p> <p>CAHSEE ELA Proficiency Rate: N/A</p> <p>CAHSEE Math Proficiency Rate: N/A</p> <p>English Learner AMAO 1: 46.8%</p> <p>AP Exam Participation Rate: 10%</p> <p>PFT Grade 9 students in HFZ: 61.7% (AC), 51.8% (BC), 93.2% (AS), 98.1% (TE), 68.3% (UB), 93.2% (FL)</p>

LCAP Year: 2015-16					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
Maintain Career Center (added from 14-15 LCAP):		\$115,000 LCFF S/C Classified Salaries  \$5,000 LCFF S/C Supplies	Maintained Career Center (added from 14-15 LCAP):		\$69,276 LCFF S/C Classified Salaries and Benefits  \$2,978 LCFF S/C Supplies
<ul style="list-style-type: none"> <li>2 FTE Career Technicians</li> <li>Extra time for college / career materials / field trips</li> </ul>			<ul style="list-style-type: none"> <li>1 FTE Career Technicians (2nd Career Tech employment ended in Fall 2015)</li> <li>Extra time for college / career materials</li> </ul>		
<b>Scope of service:</b>	Schoolwide (WUHS)  Grades: All		Scope of service:	Schoolwide (WUHS)  Grades: All	
<p>_ All</p> <p>-----</p> <p>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>			<p>_ All</p> <p>-----</p> <p>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>		
Maintain additional class sections to support and enrich targeted students:		\$50,000 LCFF S/C Certificated Salaries	Maintained additional class sections to support and enrich targeted students:		\$16,136 LCFF S/C Certificated Salaries and Benefits
<ul style="list-style-type: none"> <li>Additional class sections (Period 0, Period 7)</li> </ul>			<ul style="list-style-type: none"> <li>Additional class sections (Period 0, Period 7)</li> </ul>		
<b>Scope of service:</b>	Schoolwide (WUHS)  Grades: All		Scope of service:	Schoolwide (WUHS)  Grades: All	

<p><input type="checkbox"/> All</p> <p>-----</p> <p>X Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races X Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander X English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p><input type="checkbox"/> All</p> <p>-----</p> <p>X Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races X Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander X English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	
<p>Maintain Ag Career Academy:</p> <ul style="list-style-type: none"> <li>Paramount Ag Career Academy</li> </ul>	<p>\$220,000 LCF F S/C Certificated Salaries</p> <p>\$40,000 LCFF S/C Supplies</p> <p>\$350,000 CA Career Pathways Trust Grant (CCPT) Certificated Salaries</p> <p>\$440,000 CA Career Pathways Trust Grant (CCPT) Supplies</p> <p>\$700,000 Resnick Family Foundation Equipment</p>	<p>Maintained Ag Career Academy:</p> <ul style="list-style-type: none"> <li>Wonderful Ag Career Prep (WACP) Academy</li> </ul>	<p>\$185,314 LCFF S/C Certificated Salaries and Benefits</p> <p>\$31,996 LCFF S/C Supplies</p>

<b>Scope of service:</b>	Schoolwide (WUHS) Grades: All		<b>Scope of service:</b>	Schoolwide (WUHS) Grades: All	
_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Maintain Technology Support Services: <ul style="list-style-type: none"> <li>• 1 FTE Network Specialist (.25 LCFF S/C)</li> <li>• 1 FTE Technology Typist / Clerk</li> <li>• 1 FTE Tech Coordinator (.5 LCFF S/C)</li> <li>• 1 FTE Computer Lab Supervisor</li> </ul>		\$65,000 LCFF S/C Certificated Salaries  \$135,000 LCFF S/C Classified Salaries  \$70,000 LCFF Base Classified Salaries  \$60,000 Title II Certificated Salaries	Maintained Technology Support Services: <ul style="list-style-type: none"> <li>• 1 FTE Network Specialist (.25 LCFF S/C)</li> <li>• 1 FTE Technology Typist / Clerk</li> <li>• 1 FTE Tech Coordinator (.5 LCFF S/C)</li> <li>• 1 FTE Computer Lab Supervisor</li> </ul>	\$64,186 LCFF S/C Certificated Salaries and Benefits  \$141,427 LCFF S/C Classified Salaries and Benefits  \$72,155 LCFF Base Classified Salaries and Benefits  \$62,254 Title II Certificated Salaries and Benefits	
<b>Scope of service:</b>	Districwide Grades: All		<b>Scope of service:</b>	Districtwide Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Increase Access to Technology Resources: <ul style="list-style-type: none"> <li>• 18 Chromebook Carts and Teacher Tablets</li> <li>• Replace 5 Computer Labs</li> </ul>		\$450,000 LCFF S/C Equipment	Increased Access to Technology Resources: <ul style="list-style-type: none"> <li>• 18 Chromebook Carts and Teacher Tablets</li> <li>• Replaced 5 Computer Labs</li> <li>• Replaced 6 Additional Classroom Computer Labs (5-32 workstations / classroom)</li> <li>• Added 2 Additional Chromebook Carts (ATS and ELD classrooms)</li> </ul>		\$528,065 LCFF S/C Equipment
<b>Scope of service:</b>	Districtwide  Grades: All		Scope of service:	Districtwide  Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		



Improve Technology Infrastructure and Resources: <ul style="list-style-type: none"> <li>• Wireless Network Upgrades</li> <li>• Hardware Upgrades (Multimedia, LCD Projectors)</li> <li>• Software Upgrades</li> <li>• Electrical Upgrades</li> </ul>		\$110,000 LCFF S/C Equipment	Improved Technology Infrastructure and Resources: <ul style="list-style-type: none"> <li>• Wireless Network Upgrades (including additional wireless access points)</li> <li>• Hardware Upgrades (Multimedia, LCD Projectors)</li> <li>• Software Upgrades</li> <li>• Electrical Upgrades</li> </ul>	\$143,008 LCFF S/C Equipment
<b>Scope of service:</b>	Districtwide  Grades: All		Scope of service:	Districtwide  Grades: All
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
<b>What changes in actions, services, and expenditures</b>	The goal and required metrics were analyzed and evaluated for progress and for consideration in the 2016-2017 LCAP. While not all of the required metrics were met, an analysis of effectiveness indicated that all planned Actions and/or Services should continue for next year. Expenditures related to the Wonderful Ag Prep Academy (WACP) will increase significantly as CCPT funding phases out. Additionally, expenditures to support the Career Center, additional sections and course offerings, network infrastructure, and classroom technology will continue. Two additional teachers may be added to support the additional course offerings as an action to meet the objective of this goal.			

<b>Original Goal from prior year LCAP:</b>	Goal #4 - Maintain a positive school climate by ensuring an environment that promotes health, equity, respect, communication, dialogue, and positive relationships with all stakeholders.	Related State and/or Local Priorities: _1 _2 X 3 _4 X 5 X 6 _7 _8 Local:
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Goal Applies to:	Schools:	All Schools Grades: All
	Applicable Pupil Subgroups:	All

Expected Annual Measurable Outcomes:		Actual Annual Measurable Outcomes:	
	<p><u>State Priority 3 – Parental Involvement</u></p> <ul style="list-style-type: none"> <li>• Parent Club Meetings: 6 (WUHS), 6 (WIHS)</li> <li>• School Site Council Meetings: 5 (WUHS), 5 (WIHS)</li> <li>• DELAC / ELAC Meetings: 3 (district), 5 (WUHS), 5 (WIHS)</li> <li>• Annual Title I Parent Meeting Attendance: 134</li> <li>• SWD Parent Advisory Meetings: 0 (no Parent Involvement groups currently exist for SWD)</li> </ul>		<p><u>State Priority 3 – Parental Involvement</u></p> <p>Parent Club Meetings: 6 (WUHS), 6 (WIHS)</p> <p>School Site Council Meetings: 5 (WUHS), 5 (WIHS)</p> <p>DELAC / ELAC Meetings: 3 (district), 5 (WUHS), 5 (WIHS)</p> <p>Annual Title I Parent Meeting Attendance: 134</p> <p>SWD Parent Advisory Meetings: 0 (district)</p>
	<p><u>State Priority 5 – Pupil Engagement</u></p> <ul style="list-style-type: none"> <li>• Attendance Rate: 98%</li> <li>• Chronic Absenteeism Rate: 11.2%</li> <li>• Dropout Rate: &lt; 5%</li> <li>• Graduation Rate: 90% or better</li> </ul>		<p><u>State Priority 5 – Pupil Engagement</u></p> <p>Attendance Rate: 98%</p> <p>Chronic Absenteeism Rate: 8.3%</p> <p>High School Dropout Rate: 5.9%</p> <p>Middle School Dropout Rate: N/A</p> <p>Graduation Rate: 90.3%</p>
	<p><u>State Priority 6 – School Climate</u></p> <ul style="list-style-type: none"> <li>• Suspension Rate: &lt; 4%</li> <li>• Expulsion Rate: 0%</li> <li>• Student Voices Equity Survey: Maintained or made improvement in 18/18 questions</li> </ul>		<p><u>State Priority 6 – School Climate</u></p> <p>Suspension Rate: 3.8%</p> <p>Expulsion Rate: 0%</p> <p>Student Voices Equity Survey: Maintain or make improvement in all questions</p>

LCAP Year: 2015-16					
Planned Actions/Services		Actual Actions/Services			
		Budgeted Expenditures			Estimated Actual Annual Expenditures
Improve Campus Safety, Security, and Attendance: <ul style="list-style-type: none"> <li>• 1 FTE Campus Resource Officer (KCSO Contract)</li> <li>• 1 FTE Attendance Monitor</li> <li>• 1 FTE Campus Supervisor</li> </ul>		\$120,000 LCF F S/C Services  \$100,000 LCFF S/C Classified Salaries	Improved Campus Safety, Security, and Attendance: <ul style="list-style-type: none"> <li>• 1 FTE Campus Resource Officer (KCSO Contract)</li> <li>• 1 FTE Attendance Monitor</li> <li>• 1 FTE Campus Supervisor</li> </ul>		\$120,304 LCFF S/C Services  \$100,469 LCFF S/C Classified Salaries and Benefits  \$23,147 LCFF S/C Supplies
<b>Scope of service:</b>	Districtwide  Grades: All		Scope of service:	Districtwide  Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Increase Video Surveillance and Alarm Monitoring: <ul style="list-style-type: none"> <li>• Replace / Expand Surveillance Cameras</li> <li>• Maintain Alarm Monitoring</li> </ul>		\$40,000 LCF F S/C Equipment  \$10,000 LCFF S/C Services	Increased Video Surveillance and Alarm Monitoring: <ul style="list-style-type: none"> <li>• Replace / Expand Surveillance Cameras (including expansion planned for out years that were moved up in priority according to the availability in funds)</li> <li>• Maintain Alarm Monitoring</li> </ul>		\$141,200 LCFF S/C Equipment  \$7,295 LCFF S/C Services

<b>Scope of service:</b>	Districtwide Grades: All		<b>Scope of service:</b>	Districtwide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Increase student participation and performance in academic competitions and recognition: <ul style="list-style-type: none"> <li>• Increase participation in academic competitions</li> <li>• Maintain academic awards recognition</li> </ul>		\$15,000 LCF F S/C Certificated Salaries  \$10,000 LCFF S/C Supplies	Increased student participation and performance in academic competitions and recognition: <ul style="list-style-type: none"> <li>• Increase participation in academic competitions</li> <li>• Maintain academic awards recognition</li> </ul>		\$19,001 LCFF S/C Supplies
<b>Scope of service:</b>	Districtwide Grades: All		<b>Scope of service:</b>	Districtwide Grades: All	
_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

Increase Parent and Student Engagement: <ul style="list-style-type: none"> <li>• Parent engagement (Parent Voices)</li> <li>• Student engagement (Student Voices, E3L)</li> </ul>		\$10,000 LCFF F S/C Supplies	Increased Parent and Student Engagement: <ul style="list-style-type: none"> <li>• Parent engagement (Parent Voices)</li> <li>• Student engagement (Student Voices)</li> </ul>	\$2,892 LCFF S/C Supplies
<b>Scope of service:</b>	Districtwide  Grades: All		Scope of service:	Districtwide  Grades: All
_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
Improve Communication with Stakeholders: <ul style="list-style-type: none"> <li>• Message Board Display Cases</li> <li>• Maintain Stakeholder Meetings</li> <li>• Text messaging service for parents</li> <li>• Automated Substitute Management Service</li> <li>• Customer service training</li> </ul>		\$15,000 LCFF S/C Equipment  \$10,000 LCFF Services	Improved Communication with Stakeholders: <ul style="list-style-type: none"> <li>• Maintain Stakeholder Meetings</li> <li>• Automated Substitute Management Service</li> </ul>	\$1,900 LCFF S/C Supplies  \$4,313 LCFF S/C Services
<b>Scope of service:</b>	Districtwide  Grades: All		Scope of service:	Districtwide  Grades: All
_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	

<b>What changes in actions, services, and expenditures</b>	The goal and required metrics were analyzed and evaluated for progress and for consideration in the 2016-2017 LCAP. While not all metrics were met regarding Priority 3, required metrics related to attendance, discipline, and graduation rate all improved significantly. An analysis of the effectiveness of each Action indicated that all planned Actions and/or Services should continue for next year. Some planned expenditures in this goal did not occur due to lack of identifying products, services, or strategies that met the district's needs. Added expenditures planned for next year include an Attendance tracking program (A2A) that will provide even better attendance data and continued exploration for strategies to improve communication with stakeholders.
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### Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

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

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, 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.)

<b>Total amount of Supplemental and Concentration grant funds calculated:</b>	3713461
<p><u>Above 55% districtwide:</u></p> <p>The combined estimate of Supplemental and Concentration Grant funding (\$3,713,461) was budgeted for expenditures detailed and described in Section 2: Goals, Actions, Expenditures, and Progress Indicators. Approximately 82% of the students enrolled in the Wasco Union High School District meet the definition of targeted, unduplicated students; therefore, the majority of the funding will be principally directed to meet the needs of the targeted, unduplicated students. However, since the percentage of targeted students exceeds 55%, Wasco Union High School District has elected to use Supplemental and Concentration Grant funding district wide as a means to best serve all students.</p> <p>Supplemental and Concentration Grant funds will be used to improve and increase services to students. The following actions describe key areas that principally support targeted students while also improving and increasing services for all students:</p> <ul style="list-style-type: none"> <li>• Enhance, improve, expand, and modernize Basic Services (especially facilities) beyond what can be supported with LCFF Base funds. These actions include MOT personnel and equipment that are necessary to support the added facilities (Athletic Complex) and replace / repair equipment and facilities that are not in good condition. These added services and equipment will enhance, improve, expand, and modernize the district's support for targeted students, and include: <ul style="list-style-type: none"> <li>◦ 1 FTE (.80) Principal - This expenditure is for 80% of an alternative education Principal. The use of S/C funds is principally directed</li> </ul> </li> </ul>	

to the unduplicated pupils by funding most of an administrative position that is focused on ensuring that students that have not been successful in the comprehensive high school are able to find academic success and graduate from high school. This expenditure is supported by the district's increasing graduation rate (90.5%). This administrator is also the district's Director of Facilities and Planning, which has provided services to the district related to facilities improvements (ie., improving safety) as evidenced by our facilities rating of: Good.

- 1 FTE (.25) Director of Categoricals and 1 FTE (.25) Clerical Support - These positions allow the use of S/C funds to be principally directed toward students by ensuring compliance with state and federal programs, ensuring all teachers are appropriately credentialed, and that facilities are in good repair. These expenditures are supported by 0 Uniform Complaints, 0 Teacher Misassignments, and an Overall Facility Rating of: Good.
- MOT equipment and positions - The expenditures for MOT equipment and positions are principally directed towards students by ensuring and improving safety, especially in the area of athletic facilities. Additionally, equipment (vehicles) are used to provide additional transportation services for students (including a late bus run, and extra vans to shuttle small student groups (5-8 students) to multiple, simultaneous athletic and academic events. These expenditures are supported by a decreasing dropout rate and an increasing graduation rate.
- Athletic Facility Improvements - The expenditures for athletic facility improvements are principally directed towards students by ensuring that athletic facilities and equipment are safe and in good working order. When facilities are safe and in good repair, students are engaged in school as evidenced by 50% of students participating in athletics (of which 91% maintain a 2.0 or better GPA). These expenditures are also supported by a decreasing dropout rate and an increasing graduation rate.
- Enhance and expand instructional services, including an increase in academic supports within and beyond the school day. Additionally, LCAP funds will be used to provide substantial professional development and training to prepare and/or support teachers and the implementation of state standards.
- Continue to provide improved access to career readiness opportunities and classroom technology. LCAP funds will be used to insure that all students have the personal and technological resources to succeed and compete with any student from any other geographic area.
- Continue to support multiple positions to provide increased and improved services to students beyond what can be supported with LCFF Base funds, including an Attendance Monitor and School Resource Officer. These positions are implemented with the intent to principally serve targeted students while improving and increasing services to all students.

Above 40% school sites:

Approximately 82% of the students enrolled in the Wasco Union High School District meet the definition of targeted, unduplicated students. The combined estimate of Supplemental and Concentration Grant funding (\$3,713,461) was budgeted for expenditures detailed and described in Section 2: Goals, Actions, Expenditures, and Progress Indicators and will be principally directed to both school sites in order to meet the needs of the targeted student populations.



- 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.

24.60	%
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Services for English Learners, Socioeconomic Disadvantaged, and Foster Youth will be increased and/or improved in the above sections of this Local Control and Accountability Plan (LCAP). Services indicated below are expected to increase and/or improve services for all students; however, these activities will be *principally directed to improve and/or increase services to targeted students by at least 24.58%*:

- Additional vehicles will allow for additional field trips, participation in athletic / extra-curricular events, and support of the Ag Academy
- Improvements to the safety and accessibility of the gymnasium bleachers will allow for increased seating capacity for athletic events and PE
- Additional supplemental instructional materials and supplemental textbooks will improve the quality of educational activities
- Additional support, intervention, and elective classes will improve the quality of education for targeted students who need extra support
- Additional CTE based programs (Ag Career Academy) will improve and increase the quality of education for targeted students
- Additional classroom technology resources will improve and increase the quality of education for targeted students
- Increased Campus Safety and Security will improve and increase the quality of education for targeted students

### 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).