

**Introduction:**

**LEA: Woodside Elementary School District** Contact (Name, Title, Email, Phone Number): Dr. Beth Polito, Superintendent, [bpolito@woodsideschool.us](mailto:bpolito@woodsideschool.us)

**LCAP Year: 2016-17**

Woodside Elementary School District is not focusing all our goals on certain state priorities due to the nature of our student population and the outcome of our needs assessment that took place three years ago when preparing for a five year strategic plan. For example our school climate priorities revolve around SEL and communication rather than suspension and expulsion rates.

Woodside School District completed a strategic plan process in 2011-2012 that included thorough constituent engagement. The strategic goals are reviewed every other month at the Board level. In addition to our strategic goals we have established annual SPSA goals that compliment our strategic goals as well as focus our attention on the needs of our sub groups of students. We have GATE, EL and Tinsley program related goals every year. Our Tinsley program consists of our receiving approximately 10% of our students from Ravenswood School District annually. Students participate through a lottery that places a designated number of students in Kindergarten through 2<sup>nd</sup> grade.

All of our goals listed either in our strategic plan or this LCAP are intended to serve all Woodside students. Our educational program is built from two angles. The first angle is to provide targeted support for students who may not be accessing the core curriculum successfully. These programs include substantial support in reading intervention through the direct and consulting services of 1.6 FTE in reading intervention expertise, push in and pull out early intervention in math, a robust Student Study Team system that addresses the need of any student who requires additional support or challenge, special education services, English Learner services, and counseling and small group social skills with our full time psychologist. The second angle is broad academic rigor for all our students which includes; a robust and fully integrated TK-8<sup>th</sup> grade Social and Emotional Learner program, small class sizes (TK-8<sup>th</sup> grade no more than 20 and middle school math no more than 12), differentiated instruction in reading, writing and math in all classes, integration of design thinking protocol into instructional experiences in every class, art, music and PE for all students TK-8<sup>th</sup> grade, a fully implemented CCSS academic program and a rigorous world languages program that all 5-8<sup>th</sup> grade students participate in. The five goals included in our three-year plan are included in either our five-year (2016-17 is year five) strategic plan or 2015-16 SPSA.

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

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

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

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

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

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

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

## **State Priorities**

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

### **A. Conditions of Learning:**

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

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

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

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

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

### **B. Pupil Outcomes:**

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

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

**C. Engagement:**

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

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

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

**Section 1: Stakeholder Engagement**

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

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

**Guiding Questions:**

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community

organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?

- 2) How have stakeholders been included in the LEA’s process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA’s engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
<p><b>Input gathered during meetings with parents, teachers, School Site Council/LCAP Advisory, and the Board of Trustees</b></p> <p>The LCAP Advisory Committee includes equal number of staff and parents. Staff representatives include most members of our intervention team: Student Services Director, Speech Pathologist, K-5 Resource Teacher (also Co Woodside Teacher Association President), and School Psychologist. The entire administrative team serves on this dual functioning team as well (SSC and LCAP Advisory). The Student Services Director leads all English Learner programs as well. Parent representatives include parents with a vested interest in special education, 504, EL and GATE programs. We also have a Board of Trustees member who services on the committee as well. SSC/LCAP advisory works on the goals of the LCAP/SPSA throughout the year but their more concrete review of 2015-16 LCAP goals occurred at the 4/18/2016 and 5/9/2016 meetings. The SSC/LCAP advisory is set to approve the 2016-17 LCAP at their 6/6/2016 meeting.</p> <p>The staff received a break down of the 2015-16 goals in the following areas;</p>	<p><b><i>All constituent groups were alerted to the annual process for LCAP and given opportunities to participate. Invitations for participation were shared via PTA, SSC/LCAP advisory, Board, staff and WTA meetings.</i></b></p> <p><b><i>Constituents reviewed data gathered regarding each goal area and the following actions were identified in each goal area based on this feedback.</i></b></p> <p><b><u>Goal 1 GATE</u></b>  <b><i>More work needs to be done on depth and complexity strategies support</i></b>  <b><i>We need to establish a base level of math differentiation</i></b>  <b><i>More resources are needed for our highly gifted learners</i></b>  <b><i>An action to address specifics of “testing out”</i></b></p> <p><b><u>Goal 2 EL</u></b></p>

GATE, ELD, Middle School, Design Thinking and CCSS on March 25<sup>th</sup>, 2016. During our March 30<sup>th</sup> staff meeting grade levels and departments reviewed the progress made toward these goals and provided input.

Woodside Teacher's Association leadership meets with the superintendent twice a month and reviewed progress toward 2015-16 goals numerous times over the course of the school including May 3<sup>rd</sup> and 24<sup>th</sup>.

SSC/LCAP Advisory reviewed progress made toward 2015-16 goals at their January 11 and February 8<sup>th</sup> meetings.

The DELAC and Outreach committees reviews progress made toward 2015-16 goals at their February 23<sup>rd</sup> meeting.

**PTA feedback 5/4/2016**

Staff took parents through a process of reviewing 2015-16 goals and progress made thus far. Parents were given a chance to better understand the rationale behind each goal and then provide input and feedback regarding each goal area as we move forward. Their input is provided below.

*Goal 2*

*Appreciation for translation services*

*Questions about students who IFEP and whether services are offered at all post assessment*

*Goal 3*

*Need a system for better explanation of elective program for rising fifth graders*

*Positive feedback on modified block schedule*

*And a question about how the MS schedule is communicated to families*

*Goal 4*

*Need to do a better job of communicating the broad goal of the program*

*Parents and students are seeing the big picture of integrating design, problem solving, community service and SEL*

*It was suggested we share projects via instagram or another venue*

***Primary classroom teachers need more resources to support ELs***

***The information system, inform requires more training***

***We need a clear program description for app use and outcomes***

***Add action to address interest is IFEP student support***

***Add action regarding best practices in securing more parent involvement***

**Goal 3 MS**

***Should we conduct a more formal review of the elective program***

***More support for how long instructional periods are to be effectively used***

***Add an action regarding MS schedule communication to 4,5<sup>th</sup> grades***

**Goal 4 Design Thinking**

***Menu items for primary grade activities in the lab***

***More collaboration time needed***

***MS needs facilitated support for effective use of design thinking program***

***Add communication and celebration action***

***Add action about seeking student input regarding integration topics/projects***

**Goal 5 CCSS**

***More time for implementation of CCSS materials***

***Add action about seeking student input regarding compacting effects***

**Staff feedback – see above**

**Staff reviewed the current year's goals and progress thus far. They also spent time reviewing ways to move forward in each goal area. Suggestions/input are as follows.**

*Goal 1*

*3,4,5<sup>th</sup> Cluster pilot needs review*

*Resource of GATE/Differentiation expert helpful for assessment and instructional consult*

*We're getting better at using the SST process for students who require challenge*

*We need to define what a base level of differentiation is for TK-5 math*

*Need more resources for highly gifted students*

*Goal 2*

*Primary ELD support needed*

*We need more training on how to use inform to support support for EL students*

*We need to better communicate how we will and have used ipads to support EL students*

*Goal 3*

*Can we still review the elective program*

*Can we review how to guide the use of long instructional periods*

*Goal 4*

*Explore menu items for primary grade classes*

*Collaboration time needed*

*Activities planned by trimester than quarter*

*Middle School needs to continue to work on integration of design thinking*

*Goal 5*

*Need time to work on new math materials, assessment and program*

*Need more information about MS math program development*

**Student Feedback 5/10/2016**

**Student council which is made up of 6, 7, and 8<sup>th</sup> grade students went through an exercise with the Middle School Principal to review each goal area in great depth so students would understand the nature of the goal. Students were then given time to review and comment on their impressions of each program. Their feedback/input is as follows.**

*Goal 1*

*SST's should be available to students who want a challenge*

*Students have enjoyed having access to coding as an enrichment activity*

*Students enjoy enrichment as a challenge overall*

*Students like the opportunity to "test out" of units but would like to see the threshold be lowered from 100% to allow more students the opportunity*

*Goal 2*

*Students feel that increased parent involvement would help English learners*

*Students feel that tablets and apps are a good way to provide support to English learners*

*Students suggest more strategic use of peers to support English learners*

*Goal 3*

*Students very much enjoy the modified block schedule and feel that it provides them to a more reasonable pace, more time for testing and projects and it spreads homework out*

*The elective program is largely endorsed and students feel it is a way to specialize their learning*

*At least one student would like to see the world language program include French*

*Goal 4*

*Students enjoy their time in the design lab*

*Students feel that younger students may be adapting to the design thinking program better than older students*

*MS students wonder that design thinking integration should not be forced onto activities or subjects that may not easily lend themselves*

*Students wonder if math and science should be the subjects most integrated  
Students feel that the design program is a “fun change of pace and real world connection”*

**Goal 5**

*Some students feel that the most able MS math class is trying to accomplish too many courses in three years*

*Some students feel that the option of allow those most able to move ahead is great  
CCSS testing feels tedious and that explanation for simple steps not necessary*

**Board Input-5/17/2016**

Questions gathered during hearing:

Formal evaluation of the 3rd-5th cluster model.... When and how will this take place?

Exit projects in all three grade levels .... Are we doing this???

Parent and teacher assessment of design integration at middle school level....how and when?

These questions were addressed via written updates shared with the Board and SSC/LCAP Advisory via LCAP updates and revisions to the final LCAP.

Answers are:

Feedback was gathered by the cluster teachers, the K-5 Principal and GATE coach. Feedback will be shared with the admin team and recommendations for further implementation will be made one the teaching staff at those grades have been secured.

Exit projects are currently in implementation stage and evaluation will occur later in the month. Current plans are for exit/cross-curricular projects at each middle school grade next year.

MS design integration is taking the form of the 8<sup>th</sup> grade exit project, some integrated work from first trimester and skill sessions. The design

<p>committee completed an assessment of the program and the MS staff has done a year in review that have both resulted in some design program adjustments for the fall.</p>	
<p><b>Annual Update:</b></p> <p>The Board of Trustees receives updates on all strategic plan goals every other month during open session discussion of our board meetings. All five LCAP goals are found in our five-year strategic plan. Our board retreat included an in-depth analysis of under performing students in mathematics both within our system and in their 9<sup>th</sup> and 10<sup>th</sup> grade placements.</p> <p>The SSC/LCAP Advisory meets monthly and has subcommittees working on three of our LCAP goals ongoing; GATE, ELD and Middle School. Every other month these meetings include sub committee work time and the next months meeting includes subcommittee updates for the entire council. Review of 2015-16 LCAP goals and progress was led by the TK-5 and 6-8 Principals (the Superintendent was unavailable due to a family crisis from March 26-May 15<sup>th</sup>).</p> <p>TK-5 and Middle School staff meetings include regular updates regarding our progress in full implementation of the CCSS.</p> <p>The Design committee meets monthly to progress monitor the program. The Superintendent meets monthly with the Design Lead and Instructional Tech Lead to progress monitor the program.</p> <p>All constituent feedback was recorded and shared with each group respectively as well as the Board in the format of the draft LCAP.</p>	<p><b>Annual Update:</b></p> <p>The data collected indicated that attendance, expulsion and suspension rates were consistent with years past and considered a success indicator.</p> <p>The data showed that our facility is in excellent condition and that our work in earning a gold award for the state green school award system is an indicator that we are moving in the right direction in our efforts toward sustainability.</p> <p>Baseline data was collected regarding student performance using the CELDT and CAASP tests.</p> <p>Specific data analysis of student performance in mathematics revealed an interest is better utilization of our student information systems to support learning plans for students performing below grade level in Math and ELA. Action steps in CCSS and EL reflect this interest for the next three years.</p> <p>The Board of Trustees wishes to continue monitoring progress made toward goals through the existing strategic plan structure.</p> <p>The SSC/LCAP Advisory will meet in June 2016 to determine likely goal areas for their work in 2016-17.</p> <p>CCSS progress monitoring will be lead by the administrative team in conjunction with input from staff.</p>

	<p><b>The Design committee will continue to meet monthly and the program will be monitored by the Superintendent for the 2016-17 school year.</b></p>
--	---

**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?

GOAL:	<p>Gifted and Talented Education  All students will benefit from a differentiated learning experience in key subject areas regularly. Students who require support and those who require challenge will be supported in their specific learning goals.  State Priorities:  Implementation of State Standards: See base program description  Parent Involvement: Gate Goals are monitored by SSC  Pupil achievement: Academic outcomes monitored by SSC</p>	<p>Related State and/or Local Priorities:  1__ 2_X 3_X 4_X 5__ 6_ 7_ 8_  COE only: 9__ 10__</p> <p>Local : Specify _____</p>		
Identified Need :	<b>Students need exposure to instruction that provides greater depth and complexity when accessing CCSS as well as regular opportunities to receive directed instruction in key academic subject areas</b>			
Goal Applies to:	Schools:	Woodside Elementary		
	Applicable Pupil Subgroups:	All		
<b>LCAP Year 1: 2016-17</b>				
Expected Annual Measurable Outcomes:	Teachers will receive training in depth and complexity strategies and the 3-5 <sup>th</sup> grade students will continue to be placed in math cluster placements with all the 3-8 <sup>th</sup> grade students will continue to have structured differentiated instructional opportunities in math. Outcomes are measured by the documentation of program descriptions that reflect intentions listed here. This annual outcome was adjusted based on student and staff feedback about lack of clarity around the cluster model and differentiation expectations in mathematics.			
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

<p>Base Program: All WESD students received differentiated instruction in reading and math through Readers and Writer’s Workshop. All 3,4, and 5<sup>th</sup> grade students are given the opportunity to “test out” of each math unit and to have challenge work. MS math has ability groupings for math that are flexibly assigned each year. Our goal is to confirm current structures in 3-8<sup>th</sup> grade.</p> <p>A formal evaluation of the cluster model in 3, 4, 5<sup>th</sup> grades will be completed.</p> <p>Students will receive differentiated instruction in math unit, by unit.</p>	All Students	<input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Instructional Materials RWW \$12,000 Resource: Lottery, 1100 Object:4310
<p>All WESD students received differentiated instruction in reading and math through Readers and Writer’s Workshop. All 3,4, and 5<sup>th</sup> grade students are given the opportunity to “test out” of each math unit and to have challenge work. MS math has ability groupings for math that are flexibly assigned each year. Our goal is to confirm current structures in 3-8<sup>th</sup> grade.</p> <p>Program descriptions for math differentiation will be established.</p> <p>Students and families will know what to expect in terms of differentiated instruction in math.</p>	All Students	<input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No Additional Cost
<p>All WESD teachers receive world class professional development, we provide an in-house BTSA program and our salary schedule allows us to hire fully qualified teachers for open spots.</p>	All Students	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Highly Qualified Teachers: Base LCFF:

<p>Continued training and support for our continued 100% highly qualified teachers in the use of depth and complexity instructional strategies</p> <p>Students will receive instruction from highly qualified teachers.</p>			<p>\$4,319,493 R:0000, Object:1100</p> <p>Professional Development RWW &amp; SVM Base LCFF \$35,000 R: Teacher Effectiveness 6264, O: 5250 Coaching \$18,000 R: 0000, O:1112</p>
---	--	--	--

**LCAP Year 2: 2017-2018**

<p>Expected Annual Measurable Outcomes:</p>	<p>Students will be introduced to depth and complexity icons and will use icons for at least three instructional activities          Students will have opportunities to explore their individual interests first identified through an interest survey implemented with all students          Outcomes will be measured by the implementation of the goals set forth here.          Annual outcomes were established based on feedback from students about interest driven instructional opportunities as well as the desire to revisit the benchmark for compacting in math units.</p>
---	--

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>All WESD teachers receive world class professional development, we provide an in-house BTSA program and our salary schedule allows us to hire fully qualified teachers for open spots.</p> <p>TK-8 Teachers, whom will remain 100% highly qualified will receive training in depth and complexity instructional strategies</p>	<p>All staff/students</p>	<p><u>X</u> ALL</p> <p>OR:</p> <p><u>  </u> Low Income pupils <u>  </u> English Learners  <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient  <u>  </u> Other Subgroups:(Specify) _____</p>	<p>Highly Qualified Teachers:          Base LCFF:          \$4,541,192          R:0000,          Object:1100</p> <p>Base LCFF</p>

<p>Students will receive instruction that provides for appropriate challenge.</p>			<p>Coaching \$9,000 R:0000, O:1112</p>
<p>All WESD teachers receive world class professional development, we provide an in-house BTSA program and our salary schedule allows us to hire fully qualified teachers for open spots.</p> <p>6-8 Teachers will receive training in the use of assessments to determine compacting and contract opportunities</p> <p>Students will receive opportunities to show mastery and be given challenge options.</p>	<p>6-8</p>	<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups:(Specify) <u> Middle School</u></p>	<p>Professional Development Base LCFF \$4400 R:0000, O:5250</p>
<p>Our current GATE/Differentiation program focuses on open ended instructional experiences as well as cluster/ability grouping where appropriate.</p> <p>A TK-8 student interest survey will be piloted at the beginning of the school year to help guide instructional experiences based on interest</p> <p>Students interests and talents will be used to inform instructional decisions.</p>	<p>All students</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Professional Development Base LCFF \$5000 R:0000, O:5250</p>

**LCAP Year 3: 2018-2019**

<p>Expected Annual Measurable Outcomes:</p>	<p>Teachers, families and upper grade students will evaluate the overall GATE program to determine effectiveness of initiatives. Outcomes will be measured by evaluation data gathered</p> <p>Annual outcomes were established based on feedback from staff about the need for a program review of the ability grouping in MS and the use of depth and complexity strategies, specifically for compacting. Student input also revealed interest in opening up the SST process to more students.</p>
---	---

<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
-------------------------	-------------------------	---	------------------------------

<p>Ability grouping has been in place for four years in middle school math classes. Groupings are reviewed using multiple measures annually and at the six week point at the beginning of year to confirm placements.</p> <p>A thorough review of ability grouping in Middle School to include all constituents</p> <p>Students will benefit from a fine tuned ability grouping program for MS math.</p>	<p>All Middle School constituents</p>	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Middle School</u></p> <p>Students _____</p>	<p>Math Teachers Base LCFF \$210,817 R:0000, O:1100</p>
<p>The 2015-16 school year included the first use of SST for students who require challenge.</p> <p>Students will evaluate how the SST process and ability grouping/compacting is used to serve students who need challenge</p> <p>Students will benefit from a fine tuned SST process for challenge opportunities.</p>	<p>Middle School Students</p>	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Middle School</u></p> <p>Students _____</p>	<p>No additional costs</p>
<p>All TK-8 Teachers, whom will remain 100% highly qualified will receive training in depth and complexity instructional strategies.</p> <p>All WESD students received differentiated instruction in reading and math through Readers and Writer’s Workshop. All 3,4, and 5<sup>th</sup> grade students are given the opportunity to “test out” of each math unit and to have challenge work. MS math has ability groupings for math that are flexibly assigned each year.</p>	<p>All TK-8 constituents</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>Highly Qualified Teachers: Base LCFF: \$4,591,145, R:0000, O:1100</p> <p>Instructional Materials RWW \$12,000 Resource:</p>

<p>A thorough review of compacting and depth and complexity activities to include all constituents</p> <p>Students will benefit from a fine tuned model for depth and complexity instructional practices.</p>		<p>Lottery, 1100 Object:4310</p>
---	--	--------------------------------------

<p>GOAL:</p>	<p>English Language Development All WES EL students will continue to be supported as outlined in their ILPs. Current and former ELs will be monitored for progress and be exited from direct EI services as appropriate. ELs and their families will be supported for full involvement in WES.</p> <p>State priorities: Implementation of state standards: See CAASP related goals for student performance Parent Involvement: See goal setting around parent involvement Pupil achievement: See CELDT and CAASP related goals for student performance Course Access: See program description/full access of all EL students</p>	<p>Related State and/or Local Priorities: 1__ 2_X 3_X 4_X 5__ 6_ 7_X 8_ COE only: 9__ 10__</p> <p>Local : Specify _____</p>
--------------	--	---

Identified Need : **Students need timely CELDT assessment data to inform class placement and support services as well as determine reclassification procedures.**

Goal Applies to: Schools: Woodside Elementary  
Applicable Pupil Subgroups: EL, RFEP, IFEP

**LCAP Year 1: 2016-17**

<p>Expected Annual Measurable Outcomes:</p>	<p>Current EL's will move forward one level on CELDT exam per instructional year and we will continue supplemental instruction through a push in/pull out model 5% increase in reclassification rate from the prior year 5% increase in EL performance on CAASP from prior year Annual outcomes were established by DELAC data analysis, student, staff and parent input.</p>
---	---

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Base Program Our base program includes all the legal mandates related to EL students. Our students have individualized programs that include push in or pullout services until they are FEP'd.</p> <p>Parents are to receive progress reports three</p>	<p>EL, IFEP, RFEP</p>	<p>__ALL</p> <p>OR: __Low Income pupils __XEnglish Learners __Foster Youth __X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>ELD specialist 50%: Supplemental LCFF \$43,000 Resource: 0000, Object: 1100</p>

<p>times per year with trimester report cards. Progress reports will include ways to support students' language development and academic growth at home.</p> <p>This progress monitoring will occur for both EL and reclassified students.</p> <p>EL and reclassified students will be supported in a more structured way to ensure current and future success.</p>			<p>Reading specialist Base Program LCFF: \$85,250 Resource: 0000, Object:1100</p>
<p>Current practice is to use CELDT and grades primarily to assess EL and reclassified student progress.</p> <p>Teams will utilize CELDT, MARS, District WA, DRA and grades to monitor individual student progress and continue supplemental instruction through a pull out/push in instructional model. Student improvement and support plans will be tailored to local conditions as measured by local assessments.</p>	<p>EL, IFEP, RFEP</p>	<p><input type="checkbox"/>__ALL</p> <hr/> <p>OR:  <input type="checkbox"/>__Low Income pupils <input checked="" type="checkbox"/>_X_ English Learners  <input type="checkbox"/>__Foster Youth <input checked="" type="checkbox"/>_X_ Redesignated fluent English proficient  <input type="checkbox"/>__Other Subgroups:(Specify)_____</p>	<p>Software Supplemental LCFF: \$5000, Resource:000 0. Object: 4327</p>
<p>Current practice is to provide EL and SDAIE training to all staff.</p> <p>Strategic training in EL and SDAIE strategies will be provided to all relevant staff as it pertains to CCSS and the to be established EL state assessment tool.</p> <p>Students will receive support in their efforts to meet CCSS performance requirements.</p>	<p>EL, IFEP, RFEP</p>	<p><input type="checkbox"/>__ALL</p> <hr/> <p>OR:  <input type="checkbox"/>__Low Income pupils <input checked="" type="checkbox"/>_X_ English Learners  <input type="checkbox"/>__Foster Youth <input checked="" type="checkbox"/>_X_ Redesignated fluent English proficient  <input type="checkbox"/>__Other Subgroups:(Specify)_____</p>	<p>Professional Development \$5410 Resource: 4025, O:5250</p>

**LCAP Year 2: 2017-2018**

<p>Expected Annual Measurable Outcomes:</p>	<p>Maintain progress and improvement on CELDT by EL students.                      5% improvement from prior year for IFEP and RFEP students on the CAASP exam per instructional year in ELA and Mathematics as well as improve reclassification rate.                      Annual outcomes were established by DELAC, student, staff and parent input.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>Current CELDT performance varies by student and instructional year.</p> <p>EL students will improve CELDT scores by one level each academic year</p> <p>Students will benefit from a clear performance goal.</p>	<p>EL, IFEP, RFEP</p>	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>ELD specialist                      50%:                      Supplemental LCFF \$44,290                      Resource:                      0000, Object:                      1100</p> <p>Reading specialist                      Base Program LCFF:                      \$87,808                      Resource:                      0000,                      Object:1100</p>
<p>Current IFEP and RFEP students receive progress monitoring from their classroom teacher. IFEP and RFEP progress monitoring will include resource support in math and ELA weekly. Students will receive additional support in a small group setting to focus on specific instructional goals.</p>	<p>EL, IFEP, RFEP</p>	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>No additional costs</p>

<p>Current IFEP and RFEP monitoring takes place annually.</p> <p>IFEP and RFEP progress monitoring will include a mid year check on ILP progress with families and students.</p> <p>Students will receive more intermittent support to instructional goals.</p>	<p>EL, IFEP, RFEP</p>	<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Inform Software, Replacement Software LCFF Supplemental \$5000, R: 0000, O:4327</p>
---	-----------------------	--	--

**LCAP Year 3: 2018-2019**

<p>Expected Annual Measurable Outcomes:</p>	<p>Enhance instructional materials and outreach opportunities to better meet the needs of students in the Beginning and Early Intermediate ranges.</p> <p>Use of additional assessment beyond CELDT/ELPAC to measure trimester progress (Pearson has a nice assessment piece included after each unit)</p> <p>5% increase from prior year on reclassification rate</p> <p>Outcomes will be measured by instructional and assessment materials created/gathered and used with EL students as well as outreach materials as listed below.</p>
---	---

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>ELD specialist to provide teacher consultation, including supplying lists of grade by grade academic vocabulary and concrete strategies to support academic vocabulary development in the general education classroom. (EL support provider will be meeting with grade level teams monthly to consult and will use the UC Berkeley/Berkeley Unified SD vocab lists and strategies)</p> <p>Student progress on CELDT will improve by one level per academic year.</p>	<p>EL students</p>	<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)_____</p>	<p>ELD specialist 50%: Supplemental LCFF \$46,239 Resource: 0000, Object: 1100</p> <p>Reading specialist Base Program</p>

			LCFF: \$91,671 Resource: 0000, Object:1100
<p>Current outreach takes the form of pre-year orientation and school year parent education events.</p> <p>Outreach to Tinsley families prior to entering the District with pre-academic activities, games, and other resources to support ELD and K readiness. Ongoing support throughout the year to support parents for meetings and educational events</p> <p>Students will arrive in WESD more prepared to succeed.</p>	EL/Tinsely students	__ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	Outreach Support 20% of Office support staff LCFF Supplemental \$12,000 Resource:0000, Object:2400  Parent Education \$7,500 Resource:9020, Object 5811
<p>CELDT and class grades are currently used to measure academic progress.</p> <p>Local assessments will be piloted to measure progress of beginning and early intermediate EL students as well as reclassified students.</p> <p>Students will have opportunities to show progress more regularly throughout the year.</p>	EL students	__ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	Software LCFF Supplemental \$2500, R: 0000, O:4327

--	--	--

<b>GOAL:</b>	<p>Middle School Instructional Program and Schedule          The Middle School instructional program will be adjusted to contain regular opportunities for in depth study in key subject areas, CCSS aligned instruction in mathematics, flexible ability grouping and a meaningful elective program.</p> <p>State Priorities:          Basic: WESD continues to have 100% of their teachers highly qualified, our instructional materials are all CCSS aligned, we report complete Williams compliance on a quarterly basis and our facilities receives a score of 96.45 on the FIT scale.          Implementation of state standards: All students are receiving CCSS aligned instruction in ELA and Math          Pupil achievement: As measured by our CAASP data which is well above the state average in every area tested          School climate: WESD has designated a great deal of time and resources to address climate issues especially in the middle grades. Our work to create a modified schedule was done in part to address student stress load          Course access: All ability groups are flexible and all students have full access to the entire MS program</p>	<p>Related State and/or Local Priorities:          1 <u>X</u> 2 <u>X</u> 3_ 4 <u>X</u> 5__ 6 <u>X</u> 7 <u>X</u> 8_          COE only: 9__ 10__</p> <p>Local : Specify _____</p>
--------------	---	--

<b>Identified Need :</b>	Students need regular opportunities for in depth study in all academic subject areas as well as access to CCSS aligned mathematics instruction and opportunities for extended course access in mathematics.
--------------------------	---

<b>Goal Applies to:</b>	Schools: Woodside Elementary
	Applicable Pupil Subgroups: Middle School

**LCAP Year 1: 2016-17**

<b>Expected Annual Measurable Outcomes:</b>	<p>Establish concrete objectives for MS instructional outcomes to ensure a consistent academic experience for all students in terms of teacher collaboration time, exit projects and student support processes via inform data. Outcomes will be measured by the creation of an evaluation and the next steps associated with the data collected. Annual outcomes established through staff feedback.</p> <p>Maintain current expulsion (0), suspension (0), chronic absentee (0) absence rate (96%) and middle school dropout rate of (0%).</p>
---	--

WESD continues to have 100% of their teachers highly qualified, our instructional materials are all CCSS aligned, we report complete Williams compliance on a quarterly basis and our facilities receives a score of 96.45 on the FIT scale.

Implementation of state standards: All students are receiving CCSS aligned instruction in ELA and Math

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Base Program All MS students have access to an 8<sup>th</sup> period program that contains; 2 periods of ELA, Social Studies, Math, Science, PE, Music, Art, World Language and an Elective. Facilities provides</p> <p>1 FTE of maintenance staff and 2 FTE of custodian staff to maintain the facilities in a good condition.</p> <p>Common preparation time for MS teachers will be explored to allow for greater collaboration and integration</p> <p>An engaging MS program designed for the developmental readiness of adolescents results in a 0% suspension and expulsion rate that we intend to continue to foster.</p>	All Students	<p><u>  </u> ALL</p> <hr/> <p>OR:</p> <p><u>  </u> Low Income pupils <u>  </u> English Learners  <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient  <u>  X</u> Other Subgroups: (Specify) <u>  </u> Middle School Students _____</p>	<p>Base LCFF            50% FTE: For electives            \$50,000,            R:0000, O:            1100.            Base LCFF: 3 FTE Facilities and Maintenance            \$ 235,000            Resource:0000, O:2240</p>
<p>Currently only 8<sup>th</sup> grade has an integrated exit project.</p> <p>Collective outcomes established for exit projects in all three grade levels.</p> <p>Students will experience an integrated exit project in all three Middle School years.</p>	All Students	<p><u>  </u> ALL</p> <hr/> <p>OR:</p> <p><u>  </u> Low Income pupils <u>  </u> English Learners  <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient  <u>  X</u> Other Subgroups: (Specify) Middle school students _____</p>	<p>20% Design Teacher, Supplemental LCFF            \$19,000            R:0000,            O:1100</p>

<p>Currently, inform is used to make general assessment decisions regarding subgroup performance and program.</p> <p>Inform will be used to measure students progress and establish a working plan for each student performing below grade level in ELA and/or Math.</p> <p>Student progress will be monitored more closely with individual reports on standardized assessments.</p>	All Students	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups:(Specify)<u>below grade level</u></p>	<p>Inform Software Base LCFF: \$10,000 Resource: 0000, O:4327</p>
--	--------------	--	---

**LCAP Year 2: 2017-2018**

<p>Expected Annual Measurable Outcomes:</p>	<p>Consistent implementation of integrated instructional experiences that draw on design thinking protocol. Annual outcomes established through staff feedback, specifically informed by MS and Design committee reviews. Maintain current expulsion (0), suspension (0), chronic absentee (0) and absence rate (96%). WESD continues to have 100% of their teachers highly qualified, our instructional materials are all CCSS aligned, we report complete Williams compliance on a quarterly basis and our facilities receives a score of 96.45 on the FIT scale.</p> <p>Implementation of state standards: All students are receiving CCSS aligned instruction in ELA and Math</p>
---	---

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Base Program</p> <p>All MS students have access to at least the design thinking base exit project at each grade level.</p> <p>Implement integrated instructional experiences that draw on design thinking protocol through content and activities that lend themselves to design protocol like science fair etc.</p>	All MS students	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups:(Specify)<u>Middle School Students</u></p>	<p>.20% FTE , Supplemental LCFF, Design Lab Teacher \$19,570 R:0000, O:1100</p> <p>Base LCFF: 3 FTE Facilities</p>

<p>An engaging MS program designed for the developmental readiness of adolescents results in a 0% suspension and expulsion rate that we intend to continue to foster.</p> <p>Students will use design practices to develop their ability to understand others, analyze challenges, and reflect on their work.</p> <p>1 FTE of maintenance staff and 2 FTE of custodian staff to maintain the facilities in a good condition.</p>			<p>and Maintenance \$ 242,050 Resource:0000, O:2240</p>
<p>Currently students are not assessed against design outcomes.</p> <p>Evaluate integrated instructional experiences utilizing design thinking protocol including gathering and considering student assessment of the program.</p> <p>Students will receive feedback regarding their progress toward design thinking outcomes.</p>	<p>All MS students</p>	<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>    Middle School Students    </u></p>	<p>Design Committee Base LCFF: \$5000, Resource:0000, O: 1112</p>
<p>No current evaluation of the design thinking program exists.</p> <p>Parent and teacher assessment of design integration at the middle school level.</p> <p>Students will benefit from a fine tuned design thinking program.</p>	<p>All MS students</p>	<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>    Middle School Students    </u></p>	<p>No additional costs</p>
<p><b>LCAP Year 3: 2018-2019.</b></p>			
<p>Expected Annual</p>	<p>Communicate the Woodside Middle School advantage to the larger educational community</p>		

<p>Measurable Outcomes:</p>	<p>Outcomes will be measured by communication tools shared with all constituent groups.  Annual outcomes established by SSC/LCAP advisory.  Maintain current expulsion (0), suspension (0), chronic absentee (0) and absence rate (96%).  WESD continues to have 100% of their teachers highly qualified, our instructional materials are all CCSS aligned, we report complete Williams compliance on a quarterly basis and our facilities receives a score of 96.45 on the FIT scale.  Implementation of state standards: All students are receiving CCSS aligned instruction in ELA and Math</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>In the 2015-16 school year instagram accounts were established for TK-5 and Middle School.</p> <p>Leveraging social media to celebrate and communicate MS program successes</p> <p>An engaging MS program designed for the developmental readiness of adolescents results in a 0% suspension and expulsion rate that we intend to continue to foster.</p> <p>Students will benefit from community support for the MS program.</p> <p>1 FTE of maintenance staff and 2 FTE of custodian staff to maintain the facilities in a good condition.</p>	<p>Middle school</p>	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>  Middle school</u></p>	<p>Base LCFF: 3 FTE Facilities and Maintenance \$ 249,664 Resource:000 0, O:2240</p>
<p>An alumni facebook page was established in spring of 2016.</p> <p>Tracking WESD alumni via alumni facebook page</p> <p>Students will benefit from community support for WESD.</p>	<p>Middle School</p>	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>  Middle school</u></p>	<p>No additional costs</p>

<p>Current community involvement includes; science fair judges, operetta support and community service connections.</p> <p>Leveraging greater community resources to support Middle school programs such as science fair, design exit projects, community service and general outreach.</p> <p>Students will benefit from connections and support with community institutions and members.</p>	<p>Middle school</p>	<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Middle Schools</u></p>	<p>No additional costs</p>
<p>GOAL:</p>	<p>Design Thinking All WES students will be fully versed in design thinking theory and protocol as a tool for problem solving. All WES students will use design thinking protocol to problem solve and enhance every day instructional experiences</p> <p>State Priorities: Parent involvement: Through SSC and board oversight the design program is monitored closely School climate: The design program is closely partnered with our Social and Emotional Literacy program and all design activities start with an empathy component. Many design activities center around giving to others. Community service is a huge component of our program including a 30 hour graduation requirement</p>		<p>Related State and/or Local Priorities: 1__ 2_ 3_X 4_ 5__ 6_X 7_ 8_ COE only: 9__ 10__</p> <p>Local : Specify _____</p>
<p>Identified Need :</p>	<p>Students need opportunities to engage in instructional experiences that utilize design thinking protocol</p>		
<p>Goal Applies to:</p>	<p>Schools:</p>	<p>Woodside Elementary</p>	
	<p>Applicable Pupil Subgroups:</p>	<p>All</p>	
<p><b>LCAP Year 1: 2016-17</b></p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>All students will have at least four design thinking integrated instructional experiences as well as the creation of a design lab utilization plan in order to fully use design thinking strategies to enhance learning</p> <p>Outcomes will be measured by the creation of the lab schedule to show lesson and space access.</p> <p>Annual outcomes were established by SSC/LCAP advisory and Design committee input.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>

<p>Base Program All students have at least three projects in the lab over the course of the year. All students have access to open time in the lab and all classes have access to skill building lessons in the lab. All teachers will have continued access to at least three design training sessions.</p> <p>All teachers will receive training in design thinking at least three sessions provided through the design committee.</p> <p>All students will experience integrated design lessons as appropriate by grade span.</p>	All Students	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:  <input type="checkbox"/> Low Income pupils   <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth   <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>80% Design Lab Teacher, Supplemental LCFF \$76,000  R:0000,  O:1100  Design Committee: \$5000, Base LCFF Resource:0000, O: 1112</p>
<p>The lab opened in the fall of 2015-16 school year. No evaluation of the use of space has occurred yet.</p> <p>Evaluation of how lab time is used and the success of integration of academic and design thinking protocols.</p> <p>Students will benefit from equal access to the design program and space.</p>	All Students	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:  <input type="checkbox"/> Low Income pupils   <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth   <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Design Committee, Base LCFF: \$5000, Resource:0000, Object: 1112</p>
<p>No evaluation currently exists.</p> <p>Evaluation of the integration of design thinking and SEL</p> <p>Students benefit from a fully integrated SEL/Design program.</p>	All Students	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:  <input type="checkbox"/> Low Income pupils   <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth   <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Design Committee, Base LCFF: \$5000, Resource:0000, Object: 1112</p>

**LCAP Year 2: 2017-2018**

Expected Annual	All students will have at least five design thinking integrated instructional experiences in order to fully utilize design
-----------------	--

Measurable Outcomes:	thinking strategies to problem solve Outcomes will be measured by the design program calendar Annual outcomes were established by the SSC/LCAP Advisory and Design Committee		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Currently all staff receive training at least twice during each school year.</p> <p>Continued training provided through the design committee.</p> <p>Students benefit from a well trained classroom teacher who collaborates with the design teacher to establish design based instructional experiences.</p>	All staff/students	<input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Design Committee, Base LCFF: \$5000, Resource:000 0, Object: 1112
<p>Currently we offer summer institute stipends to attend up to five days of pre-approved PD in the area of design thinking.</p> <p>Summer participation in d.school or Nueva design institutes</p> <p>Students benefit from a well trained classroom teacher who collaborates with the design teacher to establish design based instructional experiences.</p>	All staff/students	<input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Professional Development, Base LCFF \$8,000 R:0000, O:5250
<p>Currently design and instructional tech operate separately.</p> <p>Establishment of 3, 4, 5<sup>th</sup> grade design/instructional tech program.</p> <p>Students will benefit from an integrated approach</p>	3, 4, 5 <sup>th</sup> grade students	<input type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) _____ 3-5 <sup>th</sup> Grade	Design Committee, Base LCFF: \$5000, Resource:000 0, O: 1112

to skills building through a design/instructional tech program.

**LCAP Year 3: 2018-2019**

**Expected Annual Measurable Outcomes:** The design committee will consider community outreach to other school systems to share best practices  
 Outcomes will be measured by committee minutes and outreach activity agendas  
 Annual outcomes are established by SSC/LCAP Advisory and Design Committee

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>We are currently in the beginning stages of program development.</p> <p>Design committee will consider what best practices might be shared with other systems</p> <p>Students will benefit from crosspollination between WESD and other design programs.</p>	All students	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)___</p>	<p>Design Committee,            Base LCFF:            \$5000,            Resource:            0000, Object:            1112</p>
<p>We are currently in the beginning stages of program development.</p> <p>Design committee will explore which local educational systems might want to work closely with us regarding best practices</p> <p>Students will benefit from crosspollination between WESD and other design programs.</p>	All students	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)_</p>	<p>Design Committee,            Base LCFF:            \$5000,            Resource:            0000, Object:            1112</p>
<p>We are currently in the beginning stages of program development.</p> <p>Design committee will provide one open house to start relationship with community partners</p> <p>Students will benefit from crosspollination between WESD and other design programs.</p>	All students	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)_____</p>	<p>Design Committee:            Base LCFF            \$5000,            Resource:000            0, O: 1112</p>

<b>GOAL:</b>	<p>CCSS All students will have access to a fully integrated CCSS aligned instructional experience in all key subject areas. State priorities: Implementation of state standards: All students at WESD have full access to CCSS aligned instruction and materials in ELA and Math Parent involvement: Parents have input through the SSC, PTA and Board regarding material adoption as well as updates on student assessment Pupil achievement: We monitor student progress using multiple assessment tools including CAASP, MARS, DRA, a local writing assessment and CELDT. WESD student performance is well above the state average in every academic area. Students operating below grade level are being closely monitored. Course access: All students have complete access to all courses offered including our EL students, and Special education students</p>	<p>Related State and/or Local Priorities: 1__ 2_X 3_X 4_X 5_ 6_ 7_X 8_ COE only: 9__ 10__</p> <p>Local : Specify _____</p>
--------------	---	--

Identified Need : **Students need access to a fully integrated CCSS aligned program**

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

**LCAP Year 1: 2016-17**

<b>Expected Annual Measurable Outcomes:</b>	<p>Student performance in ELA and Math will improve with the second year of CAASP implementation Outcomes measured by CAASSP data No specific action/service for foster youth that do not currently exist at WESD Wrap around services are in place for any student of need should our student population change to include foster and homeless youth Annual outcomes were established by SSC/LCAP Advisory, DELAC staff and board feedback.</p>
---	--

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Base program Our base program includes the following TK-5 Daily readers and writers workshop with the CCSS aligned units of study Daily math instruction using Envision and	All Students	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Instructional Materials Base LCFF \$24,000 Resource:

<p>numerous supplemental programs.  Science and Social studies  Art, Music, PE, SEL, Design and world languages starting in fifth grade  Our base program in Middle School includes an 8 period program of 2 ELA, Math, Science, Social Science, PE/Music, Art (weekly), Advisory/SEL (weekly) and elective</p> <p>A baseline for improvement goals will be established with the 2016 scores</p> <p>WESD attendance rate for the 2015-16 school year is 96% (with no chronic absenteeism) and we provide an engaging program to ensure at least this attendance rate or better annually</p> <p>Student performance goals established.</p>			1100, Object: 4310
<p>No baseline for EL student performance on state standardized tests exist.</p> <p>A baseline for improvement goals will be established for EL students with the 2016 scores</p> <p>EL students performance goals established.</p>	EL Students	<input type="checkbox"/> _ALL ----- OR: <input type="checkbox"/> _Low Income pupils <input checked="" type="checkbox"/> _English Learners <input type="checkbox"/> _Foster Youth <input type="checkbox"/> _Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____	Assessment Software: Base LCFF \$10,000 R:0000 O:4327
<p>No baseline for performance on state standardized tests exist for low income students.</p> <p>A baseline for improvement goals will be established for our low income students with the 2016 scores</p> <p>Low income students performance goals</p>	Low Income Students	<input type="checkbox"/> _ALL ----- OR: <input checked="" type="checkbox"/> _Low Income pupils <input type="checkbox"/> _English Learners <input type="checkbox"/> _Foster Youth <input type="checkbox"/> _Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____	Assessment Software: Base LCFF \$10,000 R:0000 O:4327

established.

**LCAP Year 2: 2017-2018**

Expected Annual Measurable Outcomes: Full implementation of Next Generation Science Standards and instructional materials  
 Outcomes will be measured by instructional program description including materials use as well as goals set for the general and subgroup populations  
 No specific action/service for foster youth that do not currently exist at WESD  
 Wrap around services are in place for any student of need should our student population change to include foster or homeless youth  
 Annual outcomes established by SSC/LCAP Advisory and staff feedback

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
TK-5 NGSS aligned materials are in place.  As a result of the 2016-17 pilot, new NGSS materials will be implemented in Middle School  Students will have full access to NGSS aligned instructional materials.	Middle School Students	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Middle School</u>	Instructional Materials \$12,000 Lottery Resource: 1100, Object 4310
No NGSS annual goals exist.  Annual goals will be set for Science performance based on 2017 CAASP scores  Students will have performance standards set for NGSS.	All Students	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Assessment Software: Base LCFF \$10,000 R:0000 O:4327
No NGSS annual goals exist.  Annual goals will be set for Science performance for our EL, low income and special needs students  WESD attendance rate for the 2015-16 school year is 96% (with no chronic absenteeism) and we	EL, low incomes and special education	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Special Education</u>	PD, Base LCFF: Resource: 0000, O:5250 \$2500

provide an engaging program to ensure at least this attendance rate or better annually

EL, low income and special needs students will have performance standards in NGSS.

**LCAP Year 3: 2018-2019**

Expected Annual Measurable Outcomes:

Analysis of assessment coordination between state mandated assessment and local assessment  
 Outcomes will be measured by evaluation of local and state assessment goals.  
 No specific action/service for foster youth that do not currently exist at WESD  
 Wrap around services are in place for any student of need should our student population change to include foster and homeless youth  
 Annual outcomes established by staff feedback

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>State and local assessment information is gathered and analysis to inform placement and instruction is being explored.</p> <p>Student data information systems will be analyzed for actionable information to support students below grade level in ELA and Math</p> <p>Students will benefit from holistic review of their performance on state and local assessments.</p>	<p>All students</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>Software, LCFF Supplement \$10000            R:0000, O: 4327</p>
<p>State and local assessment information is gathered and analysis to inform placement and instruction is being explored.</p> <p>Student data information systems will be analyzed for actionable information that informs formative instruction</p> <p>Students will benefit from formative assessment</p>	<p>All students</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>Software, LCFF Supplement \$10000            R:0000, O: 4327</p>

information in the use of compacting and small group placements.			
<p>State and local assessment information is gathered and analysis to inform placement and instruction is being explored.</p> <p>Student data information systems will be analyzed for parent communication readiness</p> <p>WESD attendance rate for the 2015-16 school year is 96% (with no chronic absenteeism) and we provide an engaging program to ensure at least this attendance rate or better annually</p> <p>Students will benefit from parent engagement.</p>	All students	<input checked="" type="checkbox"/> X ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	Software, LCFF Supplement \$10000 R:0000, O: 4327

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

### Annual Update

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

**Guiding Questions:**

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

- 3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

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

Original GOAL from prior year LCAP:	Gifted and Talented Education All students will benefit from a differentiated learning experience in key subject areas regularly. Students who require support and those who require challenge will be supported in their specific learning goals.	Related State and/or Local Priorities: 1__ 2_X 3_X 4X 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: Woodside Elementary	Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	All students will experience differentiated instruction in reading, writing and math regularly	Actual Annual Measurable Outcomes:	All students received differentiated instruction in reading and writing on a daily basis. Math differentiation is a work in progress. We have opportunities for all 3-8 <sup>th</sup> grade students to work at a prescribed level that allows for challenge. We are still working on the appropriate level of challenge in primary grades. This outcome is measured by the program and bell schedule for TK-5 and Middle School.
<b>LCAP Year: 2015-16</b>			
Planned Actions/Services		Actual Actions/Services	
		Budgeted	Estimated

		Expenditures		Actual Annual Expenditures
Explore training opportunities in depth and complexity strategies for math instruction		Professional Development Resource:0000, Property Tax, O:5250, 5811 \$7000, \$4000 for SVMI, MARS conferences R: 0000, O:5250	A GATE/Differentiation specialist was hired to work with the entire staff to learn more about using assessment to identify students for differentiation. Two training sessions were held over the course of the year and each grade level team worked with their administrator to identify assessment strategies to help in this endeavor. This outcome is measured by the professional development calendar.	Professional Development, R:6264 O:5811 \$7000 GATE conference \$3100 R: 4035, O:5250
Scope of service:	All students		Scope of service:	All students
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Implementation of Student Study Team process to address the needs of students who require challenge or extension		No additional costs	The SST process was used for at least three students requiring challenge rather than support. This outcome is measured by the SST notes of the three students brought before the team.	No Additional Cost
Scope of service:	All students		Scope of service:	All students
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Through the thorough implementation of new math curriculum, teacher will agree and deliver a base level of		No additional costs		Math Coach Coach \$9000

differentiated instruction in mathematics in TK-5 classrooms				Base LCFF R:0000, O:1104, SVMl materials training; Envision & Big Ideas \$65,000 Lottery:1100, O:4310
Scope of service:	All students		Scope of service:	All students
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<p>Training in differentiation strategies will continue to focus on assessment and compacting.</p> <p>Student feedback revealed an interest on their part to continue to have SST's a vehicle for challenge. This practice will continue and teachers will be encouraged by the administrator to seek opportunities to use this tool to further challenge more students.</p>
--	--

Original GOAL from prior year LCAP:	English Language Development All WES EL students will continue to be supported as outlined in their ILPs. Current and former ELs will be monitored for progress and be exited from direct EL service as appropriate. ELs and their families will be supported for full involvement in WES.	Related State and/or Local Priorities: 1__ 2X 3X 4X 5__ 6__ 7X 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: Woodside Elementary Applicable Pupil Subgroups: EL, RFEP, IFEP		
Expected Annual	Students will experience a more predictable EL program model that includes push in and pull out	Actual Annual	All EL students received a predictable model for support through push in and pull out services.

Measurable Outcomes:	services as appropriate. 100% of our EL students will be assessed for re-designation and program monitoring. WES reclassification rate will increase by 5% each year starting in 2016-17.	Measurable Outcomes:	100% of our EL students were assessed for re-designation and program monitoring. 15% of our students were re-classified during the 2015-16 school year.
----------------------	---	----------------------	---

**LCAP Year: 2015-16**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Implementation of researched ELD apps for use on one to one ipads	Resource: Supplemental 0000, O:1311 \$1128	Apps were piloted and selected for use by grade span. ipads will be available in all K/1 classrooms next year for daily use.	Resource: Supplemental, 0000, O: 4400 \$4400
Scope of service:	EL Students	Scope of service:	EL Students
<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Parent Participation in DELAC will be expanded to include 3 EL Parents	Resource: 0000 Property Tax/Supplemental, KP, PD, Staff Allocation \$2235	We held DELAC meetings and outreached to parents to expand participation. Will continue to recruit parents to the group and have a bilingual support staff to help coordinate the communication and scheduling.	Resource: 0000 Property Tax/Supplemental, KP, PD, Staff Allocation \$2235
Scope of service:	EL Students. RFEP, IFEP	Scope of service:	EL Students
<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners	

<input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
DELAC and ELD team will utilize the inform student database to track student progress toward proficiency in English and progress on standards		Pearson Inform \$2542	The DELAC and ELD team used EL reporting data to analyze student performance. This outcome is measured by meeting minutes. 3 DELAC meetings were held, system used to generate student data reports for progress monitoring and parent communication and one parent was added to the DELAC.		Inform 25% Resource: Supplemental 0000 O: 4324 \$2500
Scope of service:	EL students		Scope of service:	EL students	
<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		The Student Services Director is working with the EL support provider to ensure that each reclassified student has a team of teachers to consult with about progress monitoring and that a system is in place for data collection.			
Original GOAL from prior year LCAP:	Middle School Instructional Program and Schedule The Middle School instructional program will be adjusted to contain regular opportunities for in depth study in key subject areas, extended minutes in mathematics instruction and a meaningful elective program.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify _____		
Goal Applies to:	Schools: Woodside Elementary Applicable Pupil Subgroups: MS				
Expected Annual Measurable Outcomes:	Implementation of modified block schedule to allow for more opportunity for in depth instructional experiences	Actual Annual Measurable Outcomes:	The modified block schedule was implemented fully during the 2015-16 school year. Both students and staff found the longer class periods and lack of daily classes meeting to be extremely helpful. This outcome is measured by the program and bell		

schedule for Middle School.

**LCAP Year: 2015-16**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Exploration of elective program to ensure these are a good use of instructional minutes	Resource:0000, Property Tax Supplemental O:1100, \$1831	Electives were expanded to include coding, design based toy and game creation. An informal assessment was conducted to determine effectiveness of the current elective program. This outcome is measured by the elective course descriptions.	50% FTE \$50000 Resource: Property Tax O:1100
Scope of service:	All students	Scope of service:	All students
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Establish standard for use of long periods for integrated instructional experiences	Design Committee collaboration time \$10,340		Design Committee collaboration Supplemental \$5000 Resource:0000, Object 1112
Scope of service:	All students	Scope of service:	All students
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	

<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Implement modified block schedule		No additional cost	The modified block schedule was implemented fully this year. The students and staff very much enjoyed the longer period and the ease of all classes not meeting each day. This outcome is measured by the bell schedule.		No additional cost
Scope of service:	All Middle School Students		Scope of service:	All Middle School Students	
<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Middle School</u> Students_____			<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Middle School</u> Students_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		The elective program requires a more formal assessment and will be conducted in the 2016-17 school year. The modified block schedule will remain in place for the foreseeable future.			
Original GOAL from prior year LCAP:	Design Thinking All WES students will be fully versed in design thinking theory and protocol as a tool for problem solving. All WES students will use design thinking protocol to problem solve and enhance every day instructional experiences.		Related State and/or Local Priorities: 1__ 2__ 3 <del>X</del> 4__ 5__ 6 <del>X</del> 7__ 8__ COE only: 9__ 10__ Local : Specify _____		
Goal Applies to:	Schools:	Woodside Elementary			
	Applicable Pupil Subgroups:	All			
Expected Annual Measurable Outcomes:	All students will receive instruction twice during the first quarter in design theory. Teachers will design curriculum and instructional experiences that will utilize design thinking strategies		Actual Annual Measurable Outcomes:	All students received three design lessons/activities over the course of the school year. The second semester included skillbuilding lessons on a menu format. This outcome is measured by the design calendar.	
<b>LCAP Year: 2015-16</b>					
Planned Actions/Services			Actual Actions/Services		
Budgeted			Estimated		

		Expenditures		Actual Annual Expenditures
Consistent integrated design thinking instructional activities at least each quarter		Resource:0000 Property Tax/Supplemental \$1297	All students received three design lessons/activities over the course of the school year. The second semester included skillbuilding lessons on a menu format. This outcome is measured by the design calendar.	.3 FTE Design Teacher \$33,000, LCFF Supplemental Resource: 0000 Object:1100
Scope of service:	All students		Scope of service:	All students
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Middle School plan of implementation – evaluate integrated instructional experiences utilizing design thinking protocol		Design Committee Resource:0000 Property Tax/Supplemental O: 1104 \$10,340	The MS team met numerous times to plan, implement and evaluate the 8 <sup>th</sup> grade exit project as well as strategize about how to find reasonable ways to integrate all subject areas into design projects. This outcome is measured by the middle school meeting minutes.	Design Committee, \$5000, Supplemental Resource: 0000, O:1112
Scope of service:	All students		Scope of service:	All students
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Design Lab utilization plan and community outreach plan		Design	The MS team met numerous times to plan, implement and evaluate the 8 <sup>th</sup> grade exit project as well as strategize	Design

		Committee Resource:0000 Property Tax/Supplemental \$10,340	about how to find reasonable ways to integrate all subject areas into design projects. This outcome is measured by the middle school meeting minutes.	Committee, \$5000, Supplemental Funds; Resource: 0000, O:1112
Scope of service:	All students		Scope of service:	All students
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Design lessons/activities will continue to be offered to all classes. The design lead will ensure that there is equity of access to the program and space. The offering of skill building lessons was a big hit and will likely be prevalent than integrated design activities.		
Original GOAL from prior year LCAP:	CCSS All students will have access to a fully integrated CCSS aligned instructional experience in all key subject areas.		Related State and/or Local Priorities: 1__X 2__X 3__X 4__X 5__ 6__ 7__X 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: Woodside Elementary			
	Applicable Pupil Subgroups: All			
Expected Annual Measurable Outcomes:	8 <sup>th</sup> grade students will have CCSS aligned math curriculum during the 2015-16 school year.	Actual Annual Measurable Outcomes:	8 <sup>th</sup> grade students have completed 8 <sup>th</sup> grade common core curriculum as well as some ability groups having access to algebra and geometry.	
<b>LCAP Year: 2015-16</b>				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	

All middle school students will take 6,7, 8 <sup>th</sup> grade CCSS math		Resource:000 0 Property Tax/Supplemental, Staff Allocation \$1532	All middle school students have and will complete 6,7,8 <sup>th</sup> grade CCSS math. At least two sections of students will also complete algebra in their 8 <sup>th</sup> grade year and one group will have some exposure to geometry. This outcome is measured by the Middle School program and course rosters/descriptions	No additional costs
Scope of service:	All Middle School Students		Scope of service:	All Middle School Students
<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Middle School Students</u>			<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Middle School Students</u>	
CCSS aligned math materials implemented along with appropriate assessments		Resource:000 0 Property Tax/Supplemental, Staff Allocation \$1532	Purchased Envision math materials for grades K-5 and 6-8 Big Ideas	Resource:000 0, Property Tax Supplemental, Resource:110 0 Object 4310 allocation \$65,000 PD: Resource 4035 Object 5250 \$7900
Scope of service:	All Middle School Students		Scope of service:	All Middle School Students
<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Middle School</u>			<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Middle School</u>	

Students _____			Students _____		
Our most able students will have the ability to be considered to compact at two different points in their middle school career to have access to algebra in their 7 <sup>th</sup> or 8 <sup>th</sup> grade year to ultimately have access to geometry		Resource:000 0 Property Tax/Supplem ental, Staff Allocation \$1778	All middle school students have and will complete 6,7,8 <sup>th</sup> grade CCSS math. At least two sections of students will also complete algebra in their 8 <sup>th</sup> grade year and one group will have some exposure to geometry. This outcome is measured by the Middle School math program description.		No additional costs
Scope of service:	All Middle School Students		Scope of service:	All Middle School Students	
__ALL			__ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient <u>X</u> Other Subgroups:(Specify) <u>Middle School</u> Students _____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient <u>X</u> Other Subgroups:(Specify) <u>Middle School</u> Students _____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		No changes will be made.			

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

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	\$ 64,944
<p>For the 16-17 school year, the supplemental grant funds are estimated to be \$64,944. This is based on unduplicated student count of 45 students and a ratio of 11% of the total student population. We anticipate our services to exceed this funding as our targeted intervention services exceed the amount of funds provided by the LCFF supplemental funding. These funds are anticipated to be fully spent on targeted student through dedicated EL instruction through a push in and pull out instructional models, professional development for teachers on differentiating instruction for EL , coaching for teachers to develop best practices regarding differentiated instruction and purchasing students instructional materials that align with CCSS in science and language arts.</p> <p>These supplemental funds are anticipated to be fully spent on targeted students through dedicated EL Instruction through a push in and pull out instructional model, Teacher training and EL services are in addition to the base instructional program services provided to all students and are specifically designed to meet the needs of our English Language Learner students.</p> <p>Our low SES students are closely aligned with our EL students and we use EL as a proxy for our low SES. Through the Tinsley program we outreach to the Tinsley students and provide 1:1 support for parents needing help with forms and accessing our programs, we also provide parent education and ensure that our Tinsley families receive help to facilitate their participation.</p> <p>Funding of these programs and services are necessary to meet the goals of improved service models in GATE, EL, Design Thinking, Middle School and the full implementation of CCSS. By improving service models, we anticipate improved student achievement on annual assessments and improved student and parent engagement.</p> <p>These goals were evaluated by teacher, parent and student input and feedback. The objective is to improve student achievement for our</p>	

unduplicated students by supporting there areas of specific needs. These needs are generally in the areas of English language development. If we had foster students we would provide the same level of assessment and individual support as for our other designated students. Although many materials are available for all students our neediest students are assessed and monitored through Inform. Once students are identified, the District works to ensure that all teachers are trained and using best practices to engage these students during classtime. For students needing additional support a pull out and push in model of small group instruction is used to bring students up to grade level and provide differentiated instruction.

- 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.

2.19	%
------	---

The MPP will be met in the following ways;

2.19% is the MPP and is calculated by dividing the supplemental grant funds of \$64,944 by the Base Grant funding of \$2,945,681.

MPP will be met in the following way: These supplemental funds are anticipated to be fully spend on targeted student through dedicated EL Instruction through a push in and pull out instructional model, Teacher training and These services are in addition to the standard services provided to all students and are specifically designed to meet the needs of our English Language Learner students.

These services demonstrate a 2.19% increase in services for unduplicated students. During 15-16 the District emphasized developing electives, design and SEL training for all students to offer a broad range of educational opportunities in addition to individualized instruction. For 16-17 the District is focused on utilizing assessment data, coaching and professional development to help instructors modify regular instructional materials to integrate best practices for SEL, English language learners and those students needing differentiated instruction.

## 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).

01-13-15 [California Department of Education]