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

**Introduction:**

LEA: **Wasco Union Elementary School District**  
Contact: **Kelly Richers, Superintendent, 661 758-7100**  
LCAP Year: **2014**

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

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

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

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

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

The LCAP is intended to be a comprehensive planning tool. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.
For each section of the template, LEAs should comply with instructions and use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

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

A. Conditions of Learning:

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

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

**Course access**: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (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:

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

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

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

**Section 1: Stakeholder Engagement**

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

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

**Guiding Questions:**

1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, community organizations representing English learners, and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?

2) How have stakeholders been included in the LEA’s process in a timely manner to allow for engagement in the development of the LCAP?

3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA’s engagement processes?

5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01?

6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

<table>
<thead>
<tr>
<th>Involvement Process</th>
<th>Impact on LCAP</th>
</tr>
</thead>
<tbody>
<tr>
<td>In December of 2013 District leadership determined a schedule to meet with stakeholders. Subsequent to that the LCAP, LCFF and CCSS information available was aligned into a PowerPoint presentation, comment cards were designed and personnel were scheduled to set up, conduct and record verbal comments for each meeting. For all meetings involving outside stakeholders notices were sent home, notices were placed on school marquees and postings were done at school sites, locations within the community and in the local newspaper. At each of these meetings data was presented on the change in funding, the shift engendered by CCSS and the current progress of students, divided by subgroups and grade levels. State scores on standardized testing, attendance figures, information on extracurricular offerings and state expectations were presented. The intent of the LCAP was discussed and the groups informed of the importance of their input. The meetings as held generated over 1200 comments from stakeholders, which were recorded electronically from either the verbal comments (transcribed by a district secretary at each meeting) or from the written comments. These comments were sorted into general areas or categories (i.e. extra help needed, summer school, etc.), and the comments that were reiterated the most were highlighted under each category. Numbers of comments in each category were recorded and the comments then listed in order of most to fewest in any category. In addition, input was sought from the head of MOT and the head of Technology, the head of Psychological Services and the Principals at each site for priorities, cost of implementation of projects, and status of progress toward the CCSS implementation, SBAC readiness and infrastructure needs. All the above information was assimilated into a presentation by the Superintendent to the Board of Trustees on February 7, 2014 at a special workshop for the board. The board then set priorities for the spending of the funds with all the above information available to them. All comments were put on flash drives for the board review, the principal, special education, MOT and technology information was presented, the comment summaries were reviewed, and the priorities set at that meeting. The local priorities established, (not in any order) based on the information from all the above input are:</td>
<td></td>
</tr>
</tbody>
</table>
### Involvement Process

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 21, 2014</td>
<td>Teresa Burke Elementary School Site Council presentation and request for input</td>
</tr>
<tr>
<td>January 22</td>
<td>Meeting at the Thomas Jefferson gym for all certificated personnel (Wasco Elementary Teachers Association) to present LCAP and take verbal and written input</td>
</tr>
<tr>
<td>January 28, 2014</td>
<td>District Parent Advisory Committee, District English Language Advisory Committee presentation and request for input (significant group)</td>
</tr>
<tr>
<td>February 6, 2014</td>
<td>Community meeting at Karl Clemens Elementary presentation and request for input. This site was selected as it is within walking distance of the largest number of our EL and low socio-economic students and parents. (significant groups)</td>
</tr>
<tr>
<td>February 12, 2014</td>
<td>Migrant Parent Group presentation and request for input (significant group)</td>
</tr>
<tr>
<td>January - March</td>
<td>Request for student input from sites First week in March: Compile, sort and analyze data from all stakeholder groups by district staff Presentation of the twice revised document was then made to the DAC/DELAC committee on June 17, and each item was reviewed line-by-line. Minutes were kept and there were no questions when the formal request was asked of the committee for such comments or questions.</td>
</tr>
</tbody>
</table>

### Impact on LCAP

1. Upgrade, prepare and maintain facilities
2. Provide summer school for extra preparation
3. Provide more funds for standard supplies for students
4. Provide collaboration and guidance time and funding for implementation of the CCSS
5. Improve services for special needs students
6. Update the technology of sites and the district and maintain at a high level for implementation of the SBAC
7. Hire and retain fully qualified teachers, including competitive pay and benefit package
8. Hire and retain quality administration, including competitive pay and benefit package
9. Provide after school intervention
10. Reduce class size in accordance with the K-3 expectations and keep class size at current or lower levels in all other grades.
11. Provide more opportunities for students in leadership, extracurricular activities and electives, particularly at the middle grades level.
12. Provide a reserve for construction of a new school
13. Provide adequate facilities for the district office to serve parents, hold meetings and conduct district business

### Section 2: Goals and Progress Indicators

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

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

**Guiding Questions:**

1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?

2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?

3) What are the LEA’s goal(s) to address state priorities related to “Engagement” (e.g., pupil and parent)?

4) What are the LEA’s goal(s) to address locally-identified priorities?

5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?

6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA’s goals for all pupils?

7) What are the specific predicted outcomes/metrics/noticeable changes associated with each of the goals annually and over the term of the LCAP?

8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority and/or to review progress toward goals in the annual update?

9) What information was considered/reviewed for individual school sites?

10) What information was considered/reviewed for subgroups identified in Education Code section 52052?

11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?
<table>
<thead>
<tr>
<th>Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)</th>
<th>Goals</th>
<th>What will be different/improved for students? (based on identified metric)</th>
<th>Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description of Goal</td>
<td>Applicable Pupil Subgroups (identify applicable subgroups as defined in EC 52052) or indicate “all” for all pupils.</td>
<td>School(s) Affected (Indicate “all” if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)</td>
<td>Annual Update: Analysis of Progress</td>
</tr>
<tr>
<td>Adequate and safe facilities for students and staff; Basic Services. facilities, safety procedures and recommendations by law enforcement for campus safety</td>
<td>1. Adequate classrooms, furniture, protection of sites, facility improvements and maintenance and quality sites, adequate transportation, safe routes to play areas</td>
<td>All</td>
<td>All</td>
</tr>
<tr>
<td>Metric 4: Student Achievement. Academic improvement in core subjects as</td>
<td>3. Continuous improvement in ELA to 70% of the students at proficient or</td>
<td>All</td>
<td>All</td>
</tr>
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<td>-------------------------------------------------------------------------</td>
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<tr>
<td>Measured by state and local measurements from 48% grade 2 level, 28% grade 3 level, 45% grade 4 level, 41% grade 6 level 38% grade 7 level and 37% grade 8 (Overall 40%) level as measured by STAR results</td>
<td>Advanced as measured by state and local measurements by 2017</td>
<td>Combination for following years</td>
<td>Level</td>
</tr>
<tr>
<td>Metric 4: Student Achievement. Academic improvement in core subjects as measured by state and local measurements from 57% Grade 2, 58% grade 3, 59% grade 4, 52%</td>
<td>4. Continuous improvement in math to 70% of the students at proficient or advanced as measured by state and local measurements by 2017</td>
<td>All</td>
<td>State and local measurements as available. Local for 2014-15, combination for following years</td>
</tr>
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<tr>
<td>grade 5, 39% grade 6, 35% grade 7 and 42% overall grade 8, total overall 48% average level as measured by STAR results</td>
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</tr>
<tr>
<td>Metric 4: Student achievement. Improved delivery of services to students of special needs as determined by SELPA and county audit and recommendations, (more SWDS, not enough detail in IEPs, timeline compliance, county and state</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Improvement of services of Psychology department</td>
<td>Special Needs students</td>
<td>All</td>
<td>Surveys to sites, progression of IEP reports, county and state monitoring</td>
</tr>
<tr>
<td>Identified Need and Metric</td>
<td>Goals</td>
<td>What will be different/improved for students? (based on identified metric)</td>
<td>Related State and Local Priorities</td>
</tr>
<tr>
<td>---------------------------</td>
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<td>---------------------------------------------------------------------</td>
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<tr>
<td>(What needs have been identified and what metrics are used to measure progress?)</td>
<td></td>
<td></td>
<td>(Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)</td>
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<td>Annual Update: Analysis of Progress</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>LCAP YEAR</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Year 1: 2014-15</td>
</tr>
<tr>
<td>Monitoring and outside advisory provider</td>
<td></td>
<td></td>
<td>Year 2: 2015-16</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td>Year 3: 2016-17</td>
</tr>
<tr>
<td>Metric 5: Student Engagement. Metric 6: School Climate. Increase in pupil engagement and improvement of school climate based on need expressed by surveys, study of suspension rates. (expulsion rate already at 0 or nearly so)</td>
<td>6. Increase in pupil engagement and improvement of school climate</td>
<td>All</td>
<td>Thomas Jefferson Middle School</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4.a, 4.b, 4/c (N/A), 4.d, 4.e, 4.f (N/AQ), 4.g (N/A) 5.a, 5.b, 5.c (N/A) Local Priority 11</td>
</tr>
<tr>
<td>Identified Need and Metric</td>
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<td>---------------------------</td>
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</tr>
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<tbody>
<tr>
<td>Metric 2: CCSS Implementation. Preparation for full implementation of common core, shift to common core as measured by completion of lesson plans, pacing calendar and assessments. District is currently at a partial implementation of CCSS</td>
<td></td>
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<tr>
<td>7. Provide expedited preparation for CCSS implementation</td>
<td>ALL</td>
<td>ALL</td>
</tr>
<tr>
<td></td>
<td>Completion of lesson plans, pacing calendar and assessments reviewed on a regular basis, classroom observations, PLC meetings, training sign in sheets</td>
<td>Enhanced transition to learning CCSS, preparation for SBAC and strategic thinking skills Implementation of full year of pacing calendar, partial internal assessments, lesson plans</td>
</tr>
<tr>
<td>Metric 1. Basic Services. Wasco Elem. Has fallen far behind the county average in salary and benefits in an effort to not</td>
<td></td>
<td></td>
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<tr>
<td>9. Hire and retain fully qualified teachers and administrators, reduce the number of</td>
<td>All</td>
<td>All</td>
</tr>
<tr>
<td></td>
<td>Number of teacher misassignments to reach full HQT levels</td>
<td>Reduction to 0 misassigned teachers or maintenance of 0 level of misassigned teachers</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What will be different/improved for students? (based on identified metric)</th>
<th>Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)</th>
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<tbody>
<tr>
<td>LCAP YEAR Year 1: 2014-15</td>
<td>2.a, 2.b, 2.c, 4.a, 4.b, 4/c (N/A), 4.d, 4.e, 4.f (N/A), 4.g (N/A) 5.a, 5.b, 5.c (N/A), 7.a, 7.b, 7.e, 8.b, Local priority 4, 7</td>
</tr>
<tr>
<td>Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)</td>
<td>Goals</td>
</tr>
<tr>
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<td>---</td>
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<tr>
<td><strong>Description of Goal</strong></td>
<td><strong>Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate “all” for all pupils.)</strong></td>
</tr>
<tr>
<td>lose teachers. There is a significant need as an outlying rural area to hire and retain fully qualified teachers and administrators. Current administrators average under 1 year experience in current positions, 19 overall new and replacement teachers needed.</td>
<td>teachers and administrators leaving the district for other positions</td>
</tr>
</tbody>
</table>
| Reduction of class size K-3 and not increasing class size in other grades as requested by | 10. Compliance with class size reduction without reducing services to | All | All | Review weekly class size and pupil counts | Reduction to keep pace with state class size reduction plan. Each school site varies | Reduction to keep pace with state class size reduction plan. Each | Reduction to keep pace with state class size reduction plan. Each | 3.a, 3.b, 3.c, 4.a, 4.b, 4.c (N/A), 4.d, 4.e, 4.f (N/A), 4.g (N/A) 5.a, 5.b, 5.c(N/A), 6.a,
<table>
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<th>School(s) Affected (Indicate “all” if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)</th>
<th>Annual Update: Analysis of Progress</th>
<th>What will be different/improved for students? (based on identified metric)</th>
<th>Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>parents</td>
<td>other grades</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
2) How do these actions/services link to identified goals and performance indicators?
3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA’s budget?
4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?
3.A What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

<table>
<thead>
<tr>
<th>Goal (Include and identify all goals from Section 2)</th>
<th>Related State and Local Priorities (from Section 2)</th>
<th>Actions and Services</th>
<th>Level of Service (Indicate if school-wide or LEA-wide)</th>
<th>Annual Update: Review of actions/services</th>
<th>What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Adequate and safe facilities for students and staff</td>
<td>#1.3,3.a, 3.b, 3.c #6 Local Priority #1</td>
<td>Maintain, install and equip portable classrooms</td>
<td>Thomas Jefferson site</td>
<td>Lease and install portables $116,000 Fund 01-Resource 0000 Object 4300 Fund 25</td>
<td>Year 1: 2014-15</td>
</tr>
<tr>
<td>1. Adequate and safe facilities for students and staff</td>
<td>#1.3,3.a, 3.b, 3.c #6 Local Priority #1</td>
<td>Provide furniture for new needed classrooms</td>
<td>All school sites</td>
<td>Provide desks, operating equipment for reduced class size $87,132 Fund 01-Resource 0000 Object 4300</td>
<td>Year 2: 2015-16</td>
</tr>
<tr>
<td>1. Adequate and safe facilities for students and staff</td>
<td>#1.3,3.a, 3.b, 3.c #6 Local Priority #1</td>
<td>Equip sites with protection from intruders</td>
<td>LEA wide</td>
<td>Improved safety with new lock/ hardware materials $80,000 Fund 01-Resource 0000 Object 4300</td>
<td>Year 3: 2016-17</td>
</tr>
<tr>
<td>Adequate and</td>
<td>6.c, 8.1 (student)</td>
<td>“School</td>
<td>LEA wide</td>
<td>Trainers</td>
<td></td>
</tr>
<tr>
<td>Goal (Include and identify all goals from Section 2)</td>
<td>Related State and Local Priorities (from Section 2)</td>
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<tr>
<td>safe facilities for students and staff</td>
<td>safety)</td>
<td>Shepherds’ crisis response training</td>
<td></td>
<td></td>
<td>LCAP YEAR 2014-15: And teacher time $53,000 Fund 01-Resource 0000 Object 5800</td>
</tr>
<tr>
<td>1. Adequate and safe facilities for students and staff</td>
<td>#3.a, 3.b, 3.c Local Priority #1,</td>
<td>Reconfigure ERC for transition of district functions</td>
<td>LEA wide</td>
<td>Reconfiguration for district office functions, updated restrooms $70,000 Fund 01-Resource 0000 Object 6200</td>
<td></td>
</tr>
<tr>
<td>1. Adequate and safe facilities for students and staff</td>
<td>#1.3, Local Priority 1</td>
<td>Maintain and improve transportation for students</td>
<td>LEA wide</td>
<td>Reconfiguration for district office functions, $20,000 Fund 01-Resource 0000</td>
<td></td>
</tr>
<tr>
<td>1. Adequate and safe facilities for students and staff</td>
<td>#6 Local Priority #1</td>
<td>Roof repair, concrete work, asphalt, painting, lead abatement,</td>
<td>All sites</td>
<td>Custodial, Carpet replacement, roof repair,</td>
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<td>Custodial, Carpet replacement, roof repair,</td>
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<td>Custodial, Carpet replacement, roof repair,</td>
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<td>Custodial, Carpet replacement, roof repair,</td>
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<tr>
<td>staff</td>
<td></td>
<td>tree trimming, tree replacement, soft fall material, sprinklers, HVAC tools</td>
<td></td>
<td>painting, trees $151,279 Fund 01 Resource 0000 Object 2000-6100 Fund 14</td>
<td>painting, trees $150,000 Fund 14</td>
</tr>
<tr>
<td>1. Adequate and safe facilities for students and staff</td>
<td>#6 Local Priority #1</td>
<td>Rebuild failing retaining wall on path to play area</td>
<td>Prueitt Elementary</td>
<td>Rebuild retaining wall $140,000 Fund 01 Resource 0000 Object 6100</td>
<td></td>
</tr>
<tr>
<td>3. Continuous improvement in core subjects as measured by state and local measurements</td>
<td>#1, #2, #4, #5</td>
<td>Hire additional staff for class size reduction to meet the state established goal annually and meet need of increased enrollment (15 teachers for 2014-15)</td>
<td>LEA wide</td>
<td>Hire teachers: 7 teachers for class size reduction ($630,000) 1 elective teacher at Thomas Jefferson ($90,000)</td>
<td>Hire teachers: 7 teachers for class size reduction ($630,000) 1 elective teacher at Thomas Jefferson ($90,000)</td>
</tr>
<tr>
<td></td>
<td>#1, #2, #4, #5 Local Priority #7</td>
<td>Retain certificated staff and obtain fully credentialed teachers, retain classified staff</td>
<td>LEA wide</td>
<td>Raises, step and column increases $846,000 Fund 01 Resource 0000-</td>
<td>Raises, step and column increases $500,000 Fund 01 Resource 0000-</td>
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<td>Raises, step and column increases $500,000 Fund 01 Resource 0000-</td>
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<td>Goal</td>
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<tr>
<td>3. 4. Continuous improvement in core subjects as measured by state and local measurements</td>
<td>#2.a, 2.b, 2.c, 3.a, 3.b, 3.c, 4.1, 4.b, 4.c (N/A), 4.d, 4.e, 4.f (N/A), 4.g (N/A), #5.a, 5.b, 5.c (N/A)</td>
<td>Provide additional assistance on a per student basis to sites for printing, supplies, EL intervention, extra time</td>
<td>LEA wide</td>
<td>Provide supplies ($361 per student) $582,850 Fund 01 Resource 0000 Object 1000-5900</td>
<td>Provide supplies ($361 per student) $582,850 Fund 01 Resource 0000 Object 1000-5900</td>
</tr>
<tr>
<td>3. 4. Continuous improvement in core subjects as measured by state and local measurements</td>
<td>#2.a, 2.b, 2.c, 3.a, 3.b, 3.c, 4.1, 4.b, 4.c (N/A), 4.d, 4.e, 4.f (N/A), 4.g (N/A), #5.a, 5.b, 5.c (N/A) Local Priority #2</td>
<td>Provide targeted summer school to prepare for the next year</td>
<td>LEA wide</td>
<td>Teachers, supplies, training, $776,599 Fund 01 Resource 0000 &amp; 6500 Object 1000-5800</td>
<td>Teachers, supplies, training, $600,000 Fund 01 Resource 0000 &amp; 6500 Object 1000-5800</td>
</tr>
<tr>
<td>7. Provide expedited teacher preparation for CCSS implementation</td>
<td>0.a, 2.b, 2.c, 4.a, 4.b, 4/c (N/A), 4.d, 4.e, 4.f (N/A0, 4.g (N/A) ) 5.a, 5.b, 5.c (N/A), 7.a, 7.b, 8.a, 8.b, Local priority 4, 7,</td>
<td>CCSS in-service training</td>
<td>LEA wide</td>
<td>8 days of CCSS PLC development $536,000 Fund 01 Resource 0000 Object 1000-5800</td>
<td>4 days of CCSS PLC development $268,000 Fund 01 Resource 0000 Object 1000-5800</td>
</tr>
<tr>
<td>3. Continuous improvement in</td>
<td>#1, #2, #3, #4, #5, #6, #7, #8</td>
<td>After school intervention for</td>
<td>All sites</td>
<td>2 teachers, each site, 3 day per</td>
<td>2 teachers, each site, 3 day per</td>
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<tr>
<td>Core subjects as measured by state and local measurements</td>
<td>Local Priority #4</td>
<td>level II intervention</td>
<td></td>
<td>LCAP Year 2014-15</td>
<td>Year 2: 2015-16</td>
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<tr>
<td>9. Hire and retain fully qualified teachers and administrators,</td>
<td>1.a, 1.b, 1.c (N/A), 2.a, 2.b, 2.c,</td>
<td>Provide BTSA and new teacher support to all teachers in need of attaining appropriate credentials</td>
<td>LEA wide</td>
<td>week for 30 weeks $373,265 Fund 01 Resource 0000 Object 1000-3999</td>
<td>week for 30 weeks $373,265 Fund 01 Resource 0000 Object 1000-3999</td>
</tr>
<tr>
<td>9. Hire and retain fully qualified teachers and administrators, leaving the district for other positions</td>
<td>#2.a, 2.b, 2.c #3.a, 3.b, 3.c, 4.1, 4.b, 4.c (N/A), 4.d, 4.e, 4.f (N/A), 4.g. (N/A), #5.a, 5.b, 5.c (N/A)</td>
<td>Purchase new ELA/ELD and/or math state approved materials during adoption cycle</td>
<td>LEA wide</td>
<td>$35,000 Fund 01 Resource 4035 Object 1000-5800</td>
<td>$35,000 Fund 01 Resource 4035 Object 1000-5800</td>
</tr>
<tr>
<td>4. Continuous improvement in math to 70% of the students at proficient or advanced as measured by state and local measurements</td>
<td>#2.a, 2.b, 2.c #3.a, 3.b, 3.c, 4.1, 4.b, 4.c (N/A), 4.d, 4.e, 4.f (N/A), 4.g. (N/A), #5.a, 5.b, 5.c (N/A)</td>
<td>Hire district math resource person to facilitate CCSS mathematics instruction techniques</td>
<td>LEA wide</td>
<td>1 certificated $90,000 Fund 01 Resource 0000</td>
<td>1 certificated $90,000 Fund 01 Resource 0000</td>
</tr>
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<td>Goal</td>
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</table>
| 4. Continuous improvement in math to 70% of the students at proficient or advanced as measured by state and local measurements by 2017 | #2.a, 2.b, 2.c 3.a, 3.b, 3.c, 4.1, 4.b, 4.c (N/A), 4.d, 4.e, 4.f (N/A), 4.g. (N/A), #5.a, 5.b, 5.c (N/A) | Purchase safety equipment for science and STEM, purchase consumables and improve science equipment | Thomas Jefferson | Safety equipment $5,000
Consumables $3,000
New Standards $5,000
Fund 01 Resource 0000 Object 4300 | Science and STEM equipment $5,000
Consumables $3,000
Fund 01 Resource 0000 Object 4300 |
| 3. Continuous improvement in math and ELA to 70% of the students at proficient or advanced as measured by state and local measurements by 2017 | #2.a, 2.b, 2.c 3.a, 3.b, 3.c, 4.1, 4.b, 4.c (N/A), 4.d, 4.e, 4.f (N/A), 4.g. (N/A), #5.a, 5.b, 5.c (N/A) | Contract for California Streaming through KCSOS for access to online video content | Contract with KCSOS $9000 | | Contract with KCSOS $9000 |
| 3. Continuous improvement in ELA to 70% of the students at proficient or advanced as measured by | #2.a, 2.b, 2.c 3.a, 3.b, 3.c, 4.1, 4.b, 4.c (N/A), 4.d, 4.e, 4.f (N/A), 4.g. (N/A), #5.a, 5.b, 5.c (N/A) | Provide Kindergarten readiness | All or selected sites depending on numbers of participants | Start date Jun 1 2015
$40,000 | Start date June 2016
$40,000 |
<table>
<thead>
<tr>
<th>Goal</th>
<th>Related State and Local Priorities (from Section 2)</th>
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<td>state and local measurements by 2017</td>
<td></td>
<td>Key Data Systems contract to provide LCAP feedback, CELDT movement Analysis, EL Subgroup lists, AMAO report, Foster youth profiles</td>
<td>LEA wide</td>
<td>$8,500 Fund 01 Resource 3010 &amp; 4203 Object 5800</td>
<td>$8,500 Fund 01 Resource 3010 &amp; 4203 Object 5800</td>
</tr>
<tr>
<td>3. Continuous improvement in ELA to 70% of the students at proficient or advanced as measured by state and local measurements by 2017</td>
<td>#2.a, 2.b, 2.c 3.a, 3.b, 3.c, 4.1, 4.b, 4.c (N/A), 4.d, 4.e, 4.f (N/A), 4.g, (N/A), #5.a, 5.b, 5.c (N/A)</td>
<td>Purchase hardware, software and related materials to allow the site to function as a fully ready SBAC testing location</td>
<td>Prueitt Elementary</td>
<td>43 computers, 17 projectors, 6 smart boards, etc $74,000 Fund 01 Resource 0000 Object 4400</td>
<td>Similar materials $75,000</td>
</tr>
<tr>
<td>7. Provide expedited preparation for CCSS implementation</td>
<td>1.1 (N/A), 1.2, 1.3, 2.a, 2.b, 2.c, 3.a, 3.b, 3.c, 4.b, 4.c (N/A), 4.d, 4.e, 4.f (N/A), 4.g, (N/A), 5.a, 5.b, 5.c (N/A), 6.a, 6.b, 6.c (N/A) 7.a, 7.b, 8.a, 8.b, Local Priority #6</td>
<td>Purchase hardware, software and related materials to allow the site to function as a fully ready SBAC</td>
<td>Clemens Elementary</td>
<td>66 computers, 7 projectors, 2 smartboards, etc $71,000 Fund 01 Resource 0000 Object 4400</td>
<td>Similar materials $75,000</td>
</tr>
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<tr>
<td><strong>7. Provide expedited preparation for CCSS implementation</strong></td>
<td>(N/A).6.a, 6.b, 6.c (N/A) 7.a, 7.b, 8.a, 8.b, Local Priority #6</td>
<td>testing location</td>
<td></td>
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<tr>
<td><strong>7. Provide expedited preparation for CCSS implementation</strong></td>
<td>1.1 (N/A), 1.2, 1.3, 2.a, 2.b, 2.c, 3.a, 3.b, 3.c, 3.d, 4.a, 4.b, 4.c (N/A), 4.d, 4.e, 4.f (N/A), 4.g (N/A) 5.a, 5.b, 5.c (N/A) 6.a, 6.b, 6.c (N/A) 7.a, 7.b, 8.a, 8.b, Local Priority #6</td>
<td>Purchase hardware, software and related materials to allow the site to function as a fully ready SBAC testing location</td>
<td>Palm Avenue</td>
<td></td>
<td>37 computers, 29 projectors, 1 smartboard, etc $48,000 Fund 01 Resource 0000 Object 4400</td>
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<tr>
<td><strong>7. Provide expedited preparation for CCSS implementation</strong></td>
<td>1.1 (N/A), 1.2, 1.3, 2.a, 2.b, 2.c, 3.a, 3.b, 3.c, 3.d, 4.a, 4.b, 4.c (N/A), 4.d, 4.e, 4.f (N/A), 4.g (N/A) 5.a, 5.b, 5.c (N/A) 6.a, 6.b, 6.c (N/A) 7.a, 7.b, 8.a, 8.b, Local Priority #6</td>
<td>Purchase hardware, software and related materials to allow the site to function as a fully ready SBAC testing location</td>
<td>Teresa Burke Elementary</td>
<td></td>
<td>Similar materials $75,000 Fund 01 Resource 0000 Object 4400</td>
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<tr>
<td><strong>7. Provide expedited preparation for CCSS</strong></td>
<td>1.1 (N.A), 1.2, 1.3, 2.a, 2.b, 2.c, 3.a, 3.b, 3.c, 3.d, 4.a, 4.b, 4.c (N/A), 4.d, 4.e, 4.f (N/A), 4.g (N/A) 5.a, 5.b, 5.c (N/A) 6.a, 6.b, 6.c (N/A) 7.a, 7.b, 8.a, 8.b, Local Priority #6</td>
<td>Purchase hardware, software and related materials</td>
<td>Thomas Jefferson Middle School</td>
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<td>Similar materials $75,000 Fund 01</td>
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</tbody>
</table>

LCP YEAR
Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17
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<td>implementation</td>
<td>4.d, 4.e, 4.f (N/A), 4.g (N/A) 5.a, 5.b, 5.c (N/A), 6.a, 6.b, 6.c (N/A) 7.a, 7.b, 8.a, 8.b, Local Priority #6</td>
<td>to allow the site to function as a fully ready SBAC testing location</td>
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<td>phones, 5 speakers, 10 surge protectors, 2 universal mounts $89,067.82 Fund 01 Resource 0000 Object 4400</td>
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<tr>
<td>7. Provide expedited preparation for CCSS implementation</td>
<td>1.1 (N.A), 1.2, 1.3, 2.a, 2.b, 2.c, 3.a, 3.b, 3.c, a, 4.b, 4.c (N/A), 4.d, 4.e, 4.f (N/A), 4.g (N/A) 5.a, 5.b, 5.c (N/A), 6.a, 6.b, 6.c (N/A) 7.a, 7.b, 8.a, 8.b, Local Priority #6</td>
<td>Purchase hardware, software and related materials to allow the site to function as a fully ready SBAC testing location</td>
<td>LEA wide, all schools</td>
<td>Upgrade data center $95,000 Fund 01 Resource 0000 Object 4400</td>
<td>Upgrade data center $95,000 Fund 01 Resource 0000 Object 4400</td>
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<tr>
<td>7. Provide expedited preparation for CCSS implementation</td>
<td>1.1 (N.A), 1.2, 1.3, 2.a, 2.b, 2.c, 3.a, 3.b, 3.c, a, 4.b, 4.c (N/A), 4.d, 4.e, 4.f (N/A), 4.g (N/A) 5.a, 5.b, 5.c (N/A), 6.a, 6.b, 6.c (N/A) 7.a, 7.b, 8.a, 8.b, Local Priority #6</td>
<td>Hire one Tech-site certificated trainer</td>
<td>LEA wide, all schools</td>
<td></td>
<td>$90,000 Fund 01 Resource 0000 Object 1000-3999</td>
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<td>Local Priority #6</td>
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<td>5. Improvement of services of Psychology department</td>
<td>2.c, 3.a, 3.b, 3.c, 4.a, 4.b, 4.c (N/A), 4.d, 4.e, 4.f (N/A), 4.g (N/A) 5.a, 5.b, 5.c (N/A) 7.a, 7.b, 8.a, 8.b, Local Priority #5</td>
<td>Hire additional psychologist</td>
<td>LEA wide, all schools</td>
<td>$103,650 Fund 01 Resource 0000 Object 1000-3999</td>
<td>$106,000 Fund 01 Resource 0000 Object 1000-3999</td>
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<tr>
<td>5. Improvement of services of Psychology department</td>
<td>2.c, 3.a, 3.b, 3.c, 4.a, 4.b, 4.c (N/A), 4.d, 4.e, 4.f (N/A), 4.g (N/A) 5.a, 5.b, 5.c (N/A) 7.a, 7.b, 8.a, 8.b, Local Priority #5</td>
<td>Hire Psychology Department Secretary</td>
<td>LEA wide, all schools</td>
<td>$50,100 Fund 01 Resource 0000 Object 2000-3999</td>
<td>$52,000 Fund 01 Resource 0000 Object 2000-3999</td>
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<td>5. Improvement of services of Psychology department</td>
<td>2.c, 3.a, 3.b, 3.c, 4.a, 4.b, 4.c (N/A), 4.d, 4.e, 4.f (N/A), 4.g (N/A) 5.a, 5.b, 5.c (N/A) 7.a, 7.b, 8.a, 8.b, Local Priority #5</td>
<td>Hire Psychology Department Intern</td>
<td>LEA wide, all schools</td>
<td>$23,700 Fund 01 Resource 6512 Object 1000-3999</td>
<td>$23,700 Fund 01 Resource 6512 Object 1000-3999</td>
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<tr>
<td>6. Increase in pupil engagement and improvement of school climate</td>
<td>4.a, 4.b, 4.c (N/A), 4.d, 4.e, 4.f (N/A), 4.g (N/A)</td>
<td>Expand extracurricular program to include additional sports, drama,</td>
<td>Thomas Jefferson</td>
<td>$24,000 Fund 01 Resource 0000 Object 1000-3999</td>
<td>$24,000 Fund 01 Resource 0000 Object 1000-3999</td>
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<td></td>
<td>Priority 11</td>
<td>other leadership activities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Increase in pupil engagement and improvement of school climate</td>
<td>(N/A), 4.d, 4.e, 4.f (N/A), 4.g (N/A) 5.a, 5.b, 5.c (N/A) Local Priority 11</td>
<td>Hire certificated ½ time student leadership director</td>
<td>All sites</td>
<td>$45,000 Fund 01 Resource 0000 Object 1000-3999</td>
<td>$45,000 Fund 01 Resource 0000 Object 1000-3999</td>
</tr>
<tr>
<td>6. Increase in pupil engagement and improvement of school climate</td>
<td>4.a, 4.b, 4.c (N/A), 4.d, 4.e, 4.f (N/A), 4.g (N/A) 5.a, 5.b, 5.c (N/A) Local Priority 11</td>
<td>Add K-6 second counselor</td>
<td>2 elementary sites</td>
<td>$103,000 Fund 01 Resource 0000 Object 1000-3999</td>
<td>$103,000 Fund 01 Resource 0000 Object 1000-3999</td>
</tr>
</tbody>
</table>

3.B Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA’s budget.
<table>
<thead>
<tr>
<th>Goal (Include and identify all goals from Section 2, if applicable)</th>
<th>Related State and Local Priorities (from Section 2)</th>
<th>Actions and Services</th>
<th>Level of Service (Indicate if school-wide or LEA-wide)</th>
<th>Annual Update: Review of actions/services</th>
<th>What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>)</td>
<td>For low income pupils:</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>All goals pages 17-26 (89% of students are low income)</td>
<td>All priorities pages 17-26 (89% of students are low income)</td>
<td>As indicated pages 17-26</td>
<td>As related for each section pages 17-26</td>
<td>As related for each section pages 17-26</td>
<td>As related for each section pages 17-26</td>
</tr>
<tr>
<td>For English learners:</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Add summer school opportunities to targeted students, after school intervention to targeted students</td>
<td>#2.a, 2.b, 2.c 3.a, 3.b, 3.c, 4.1, 4.4, 4.c (N/A), 4.d, 4.e, 4.f (N/A), 4.g. (N/A), #5.a, 5.b, 5.c (N/A) Local Priority #2</td>
<td>LEA wide</td>
<td>Teachers, supplies, training, $0</td>
<td>Teachers, supplies, training, $0</td>
<td>Teachers, supplies, training, $0</td>
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<tr>
<td></td>
<td>Provide targeted summer school to prepare for the next year</td>
<td></td>
<td>See previous table</td>
<td>See previous table</td>
<td>See previous table</td>
</tr>
<tr>
<td>pupil engagement and improvement of school climate</td>
<td>(N/A), 4.d, 4.e, 4.f (N/A), 4.g (N/A), 5.a, 5.b, 5.c (N/A) Local Priority 11</td>
<td>Hire certificated ½ time student leadership director</td>
<td>All sites</td>
<td>$0</td>
<td>$0</td>
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<td></td>
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<td>See previous table</td>
<td>See previous table</td>
</tr>
<tr>
<td>Continuous improvement in ELA to 70% of the students at proficient or advanced as measured by</td>
<td>#2.a, 2.b, 2.c 3.a, 3.b, 3.c, 4.1, 4.4, 4.c (N/A), 4.d, 4.e, 4.f (N/A), 4.g. (N/A), #5.a, 5.b, 5.c (N/A)</td>
<td>Key Data Systems contract to provide LCAP feedback, CELDT movement Analysis, EL Subgroup lists, AMAO report,</td>
<td>LEA wide</td>
<td>$0</td>
<td>$0</td>
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<td>See previous table</td>
<td>See previous table</td>
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</tbody>
</table>

LCAP YEAR Year 1: 2014-15 Year 2: 2015-16 Year 3: 2016-17
<table>
<thead>
<tr>
<th>Goal (Include and identify all goals from Section 2, if applicable)</th>
<th>Related State and Local Priorities (from Section 2)</th>
<th>Actions and Services</th>
<th>Level of Service (Indicate if school-wide or LEA-wide)</th>
<th>Annual Update: Review of actions/services</th>
<th>What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?</th>
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</thead>
<tbody>
<tr>
<td>state and local measurements by 2017</td>
<td>Foster youth profiles</td>
<td>LEA wide</td>
<td>Teachers, supplies, training, $0 See previous table</td>
<td>Teachers, supplies, training, $0 See previous table</td>
<td>Teachers, supplies, training, $0 See previous table</td>
</tr>
<tr>
<td>Add summer school opportunities to targeted students, after school intervention to targeted students</td>
<td>#2.a, 2.b, 2.c 3.a, 3.b, 3.c, 4.1, 4.b, 4.c (N/A), 4.d, 4.e, 4.f (N/A), 4.g. (N/A), #5.a, 5.b, 5.c (N/A) Local Priority #2</td>
<td>Provide targeted summer school to prepare for the next year</td>
<td>Teachers, supplies, training, $0 See previous table</td>
<td>Teachers, supplies, training, $0 See previous table</td>
<td>Teachers, supplies, training, $0 See previous table</td>
</tr>
<tr>
<td>pupil engagement and improvement of school climate</td>
<td>For Foster Youth: (Note, foster youth are only 0 to 2 students average yearly, no foster homes currently in Wasco</td>
<td>For each applicable site</td>
<td>$1,000</td>
<td>$1,000</td>
<td>$1,000</td>
</tr>
<tr>
<td>Continuous improvement in ELA to 70% of the</td>
<td>#2.a, 2.b, 2.c 3.a, 3.a, 3.b, 3.c, 4.1, 4.b, 4.c (N/A), 4.d, 4.e, 4.f</td>
<td>Key Data Systems contract to provide LCAP feedback, CELDT</td>
<td>LEA wide</td>
<td>$0 See previous table</td>
<td>$0 See previous table</td>
</tr>
<tr>
<td>Goal (Include and identify all goals from Section 2, if applicable)</td>
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</tr>
<tr>
<td>students at proficient or advanced as measured by state and local measurements by 2017</td>
<td>(N/A), 4.g, (N/A), #5.a, 5.b, 5.c (N/A)</td>
<td>movement Analysis, EL Subgroup lists, AMAO report, Foster youth profiles</td>
<td></td>
<td></td>
<td>LCAP YEAR Year 1: 2014-15 Year 2: 2015-16 Year 3: 2016-17</td>
</tr>
<tr>
<td>pupil engagement and improvement of school climate</td>
<td></td>
<td>For redesignated fluent English proficient pupils: (Note: currently redesignated FEP student outperform all other student groups), new STEM elective will include these qualifying students</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Continuous improvement in math to 70% of the</td>
<td>#2.a, 2.b, 2.c 3.a, 3.b, 3.c, 4.1, 4.b, 4.c (N/A), 4.d, 4.e, 4.f (N/A),</td>
<td>Purchase safety equipment for science and STEM, purchase</td>
<td>Thomas Jefferson</td>
<td>Safety equipment $0 Consumables Science and STEM equipment $0 Science and STEM equipment $0</td>
<td></td>
</tr>
<tr>
<td>Goal (Include and identify all goals from Section 2, if applicable)</td>
<td>Related State and Local Priorities (from Section 2)</td>
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<td>---</td>
</tr>
<tr>
<td>students at proficient or advanced as measured by state and local measurements by 2017</td>
<td>4.g. (N/A), #5.a, 5.b, 5.c (N/A)</td>
<td>consumables and improve science equipment</td>
<td></td>
<td></td>
<td>LCAP YEAR: Year 1: 2014-15</td>
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<tr>
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<td></td>
<td>$0</td>
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<tr>
<td></td>
<td></td>
<td></td>
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<td></td>
<td>New Standards $0</td>
</tr>
</tbody>
</table>
3.C Describe the LEA’s increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district’s goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

Based on the Minimum Proportionality Percentage calculator using estimated prior year expenditures for Unduplicated Pupils of $1,879,848, the 2014/15 Supplemental and Concentration Grant funding is estimated to be $3,976,469. These funds are being used on a Districtwide basis as the district’s Unduplicated student percentage is over 91%.

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

With 89% of students in low-income status and 47% of students English learners, the total unduplicated percentage of student in the Wasco Union Elementary School District is over 91%. (Foster students vary yearly from 0 to 2 students over the past three years). Improvement of all services impacts the targeted students with additional learning, -summer school, for instance is impacting over 60% of district students where it was not offered at all prior to LCAP planning.

The funding increase for the Wasco Union Elementary School District is $3,976,469, or an increase of 18.46%. Thus the MPP is a minimum of 18.46%. The actual budgeting for spending in the LCAP is $5,479,749, or substantially higher than the MPP.
The district will increase and improve services for its unduplicated count of pupils in the following manner:

Increased staffing, improved technology, more and varied instructional materials, highly trained teachers and administrators via professional development, improved facilities leading to greater safety and improved school climate.