

Introduction:

LEA: Hemet Unified School District **Contact (Name, Title, Email, Phone Number):** Paul Bailey, Principal, pbailey@hemetusd.org, 951-766-9030 **LCAP Year:** 2014-2017

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>HUSD district office held numerous public meetings (see below) about CCSS, SBAC, and LCAP for the general public and summaries of this information was provided to schools. These meetings reached parents, teachers, and community members.</p>	<p>All of these meetings and surveys were conducted before the writing of the LCAP. The input from each source was used to determine the priorities in the LCAP. For example, one of the most common concerns on the survey was the absence of a school counselor. That item became a high priority in this LCAP.</p>
<p>Western Center Academy (WCA) held 7 public meetings with information about CCSS, SBAC, and LCAP for present and incoming students.</p>	<p>All applicants to WCA are now required to attend an information night to learn about the school as a whole as well as LCAP, SBAC, and CCSS. WCA hosted 6 of</p>

WCA created an online survey sent to all present, former, and future applicants to provide feedback on LCAP and the priority areas before WCA began writing the LCAP. The survey allowed for written comments to be added at the end of each item.

The WCA Governing Council meets regularly and give suggestions and feedback on the LCAP and on progress towards meeting LCAP goals.

Teachers meet weekly in grade levels, content areas, and whole school and regularly receive progress reports on LCAP goals and give feedback and suggestions on the LCAP plan. Middle school teachers collaborate regularly with high school teachers through these meetings.

Annual Update:

Involvement Process

For the annual update, our district involved all stakeholders, including parents, teachers, administrators, students, and others through various methods. Surveys, school site meetings, district meetings, parent-teacher conferences, and parent workshops are all ways in which we involved stakeholder groups. The information gathered from this involvement was one of the data sources used in our annual update of the LCAP. It has provided guidance in the annual LCAP update in areas that would not otherwise have been considered. As a result of the stakeholder involvement and its positive impact on the goal setting process, a formal process is currently being created as more information is known and the rubrics from the state are being developed that will impact the annual gathering of data from each respective group.

these parent nights this year.

The results of the survey indicated that the most important items for families were: hiring a counselor, maintaining after school activities, increasing tutoring options, and ensuring that the focus of the school would remain to prepare students for college and careers. These items were woven into the LCAP document and the school has been working on them all year.

The Governing Council ensures that the focus of the school remains on the LCAP goals and high priority students.

One impact on LCAP that came from these meetings with teachers was a series of modifications to the Academic Probation process including additional tutoring opportunities, the addition of Club Mammoth (a study skills and organization program), and more frequent meetings with parents.

Annual Update:

Impact on LCAP

The annual update of the LCAP will be positively impacted through stakeholder involvement and input. Students have been the direct beneficiaries of increased stakeholder involvement, with increased opportunities that enhance and improve student outcomes. As the LCAP is updated annually and several areas of data are reviewed, it has become apparent that stakeholder input, as a part of the overall annual update process, has proven effective in improving student outcomes and meeting state priorities. With the addition of immediate data from the state tests, additional data is available to improve education at Western Center Academy.

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school’s budget that is submitted to the school’s authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA’s goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

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

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA’s budget?

GOAL 1:	WCA will teach a college guidance course and an online college guidance course to all high school students and 100% of students at both the middle and high school will have access to a counselor and a health technician.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
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Identified Need :	Need for a school counselor and health tech for college counseling, social/ emotional health, parent involvement, and stress management. Metrics include enrollment in college guidance course, counseling contacts data, health tech log book, graduation rate, a-g completion rate, and sign in sheets for parent and student college information meetings.
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Goal Applies to:	Schools: WCA Applicable Pupil Subgroups: Designated Low Income Students
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LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	We will have a teacher/counselor approved by the community college teaching dual enrollment college guidance, offering pro-active emotional health support, and supporting 12th graders and their parents in enrolling in the colleges of their choice and financing their college education. Our freshman will complete an online College Guidance class through a nearby community college.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to fund a portion of a counselor and guidance teacher to work with our designated sub-groups to promote student success.	School-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Continue to fund counselor and health tech, provide professional development, and begin after school and parenting programs. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 79,054
Continue the expanded services of health technician	School-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:	2000-2999: Classified Personnel Salaries Supplemental and Concentration 2,669

		(Specify)	
Fund college guidance class & access for designated sub-groups to additional college classes		<input checked="" 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)	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 2,500

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	We will have a counselor teaching dual enrollment college guidance, offering pro-active emotional health support, and supporting 12th graders and their parents in enrolling in the colleges of their choice and financing their college education.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to fund a portion of a counselor and guidance teacher to work with our designated sub-groups to promote student success.	School-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries Supplemental and Concentration 82,000
Continue the expanded services of health technician		<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)	2000-2999: Classified Personnel Salaries Supplemental and Concentration 3,500
Fund college guidance class & access for designated sub-groups to additional college classes		<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)	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 15,000

		<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)	
LCAP Year 3: 2018-19			
Expected Annual Measurable Outcomes:			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to fund a portion of a counselor and guidance teacher to work with our designated sub-groups to promote student success.		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries Supplemental and Concentration 85,000
Continue the expanded services of health technician		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	2000-2999: Classified Personnel Salaries Supplemental and Concentration 4,000

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

GOAL 2:	Increase the amount of technology available to students, the quality of the wifi available to them, and the number of classroom opportunities to use technology. 2014-2015 will be our baseline year and then each year after that, we will either improve each of these metrics or reach a rate of 90% of respondents rating the metric as "sufficient" or higher.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
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Identified Need : Increase student access to technology as measured by technology inventory, technology parent survey, technology teacher survey

Goal Applies to: Schools: WCA
 Applicable Pupil Subgroups: Designated Low Income students and All

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	Have online courses in place for remediation, acceleration, and college credits Continue to provide professional development opportunities Continue to update technology and subscriptions to digital supplemental services
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Have online courses in place for remediation, acceleration, and college credits (APEX, IXL, ALEKS, and Coastline) Continue to provide professional development opportunities Continue to update technology and subscriptions to digital supplemental services	School-wide	<input checked="" 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)	4000-4999: Books And Supplies Supplemental and Concentration 45,000 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 1,968

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Have online courses in place for remediation, acceleration, and college credits (APEX, IXL, ALEKS, and Coastline) Continue to provide professional development opportunities Continue to update technology and subscriptions to digital supplemental services	School-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	4000-4999: Books And Supplies Supplemental and Concentration 18,000 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 2,250

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Have online courses in place for remediation, acceleration, and college credits (APEX, IXL, ALEKS, and Coastline) Continue to provide professional development opportunities Continue to update technology and subscriptions to digital supplemental services		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	4000-4999: Books And Supplies Supplemental and Concentration 20,000 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 2,500

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

GOAL 3:	100% of our teachers will be highly qualified to teach rigorous curriculum, particularly in the high school grades for dual enrollment and advanced placement courses, 100% of our students will be enrolled in at least one Advanced Placement or Dual Enrollment college course.	Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 COE only: 9 _ 10 _ Local : Specify
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Identified Need : Highly qualified teachers providing rigorous curriculum as measured by Personnel review (credentials and degrees), registrations for Advanced Placement conferences, and enrollment in rigorous courses including college courses.

Goal Applies to: Schools: WCA
 Applicable Pupil Subgroups: "All" with extra support designated Low Income students

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes: Continue to fill any vacancies with highly qualified teachers, send existing teachers to the appropriate trainings, and expand into 12th grade with teachers who have Master's Degrees or experience teaching AP courses

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Fund dual enrollment courses and associated materials taught by community college staff. Send new teachers to Advanced Placement summer institutes.	9-12	<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)	1000-1999: Certificated Personnel Salaries Supplemental and Concentration 56,154 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 5,901
	School-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Fund dual enrollment courses and associated materials taught by community college staff. Send new teachers to Advanced Placement summer institutes.	9-12	<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)	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 6,250 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 60,000

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Fund dual enrollment courses and associated materials taught by community college staff. Send new teachers to Advanced Placement summer institutes.		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 6,500 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 62,500

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

GOAL 4:	Students, particularly SED students, will participate in opportunities to do open-ended projects, participate in job shadowing, hear from practicing scientists, prepare for STEM majors in college, visit colleges, and experience leadership and team work.	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 _ 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
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Identified Need : Although WCA students are generally highly motivated and interested in STEM subjects, it takes a variety of strategies to ensure that they are well-prepared to be STEM majors at the university of their choice and knowledgeable about STEM careers after earning a degree.

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

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes: Continue year 1 and year 2 activities.
 Create a "Senior Project" course where seniors will present a STEM related project with career connections to a panel of adult professionals.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Students, particularly SED students, will participate in opportunities to do open-ended projects, participate in job shadowing, hear from practicing scientists, prepare for STEM majors in college, visit colleges, and experience leadership and team work. Engineering days STEM Labs (middle school) STEM Studio (high school) College visits (high school) Science/Engineering guest speakers College student tutors	School-Wide	<input checked="" 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)	2000-2999: Classified Personnel Salaries Supplemental and Concentration 8,500 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 12,000
Provide summer school opportunities for remediation and acceleration through APEX and Coastline Provide STEM career information, counseling, and preparation		<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	1000-1999: Certificated Personnel Salaries Supplemental and Concentration 3,000

		English proficient _ Other Subgroups: (Specify)	
LCAP Year 2: 2017-2018			
Expected Annual Measurable Outcomes:	Continue year 2 and year 3 activities. Create a "Senior Project" course where seniors will present a STEM related project with career connections to a panel of adult professionals.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Students, particularly SED students, will participate in opportunities to do open-ended projects, participate in job shadowing, hear from practicing scientists, prepare for STEM majors in college, visit colleges, and experience leadership and team work. Engineering days STEM Labs (middle school) STEM Studio (high school) College visits (high school) Science/Engineering guest speakers College student tutors	School-Wide	_ All OR: <input checked="" type="checkbox"/> Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	2000-2999: Classified Personnel Salaries Supplemental and Concentration 9,000
Provide summer school opportunities for remediation and acceleration Provide STEM career information, counseling, and preparation	School-Wide	_ All OR: <input checked="" type="checkbox"/> Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries Supplemental and Concentration 3,500

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Students, particularly SED students, will participate in opportunities to do open-ended projects, participate in job shadowing, hear from practicing scientists, prepare for STEM majors in college, visit colleges, and experience leadership and team work.</p> <p>Engineering days STEM Labs (middle school) STEM Studio (high school) College visits (high school) Science/Engineering guest speakers College student tutors</p>		<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>2000-2999: Classified Personnel Salaries Supplemental and Concentration 8,750</p>
<p>Provide summer school opportunities for remediation and acceleration through APEX and Coastline</p> <p>Provide STEM career information, counseling, and preparation</p>		<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration 4,000</p>

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

Annual Update

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

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

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

Original GOAL 1 from prior year LCAP:	WCA will teach a college guidance course and an online college guidance course to all high school students and 100% of students at both the middle and high school will have access to a counselor and a health technician.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify	
Goal Applies to:	Schools: WCA Applicable Pupil Subgroups: Designated Low Income Students		
Expected Annual Measurable Outcomes:	We will have a counselor for our students, dual enrollment college guidance courses for all freshmen and sophomores and any new students in higher grades.	Actual Annual Measurable Outcomes: 100% of sophomores took an in-person college guidance course through the local community college. 100% of freshmen took an online college guidance course through a nearby community college. 100% of all WCA students have access to a counselor and health technician.	
LCAP Year: 2016-17			
Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
Continue to fund a portion of a counselor to work with our designated sub-groups to promote student success.			
Scope of Service	School-wide <input checked="" 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)	Scope of Service	 <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)
Counselor 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 79,054			

Expand services of health technician		2000-2999: Classified Personnel Salaries Supplemental and Concentration 2,699		
Scope of Service	School-wide		Scope of Service	
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input type="checkbox"/> 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)	
Fund college guidance classes		College Course Access 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 2,500		
Scope of Service	9-12		Scope of Service	
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?				

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

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

Original GOAL 2 from prior year LCAP:	Increase the amount of technology available to students, the quality of the wifi available to them, and the number of classroom opportunities to use technology. 2014-2015 will be our baseline year and then each year after that, we will either improve each of these metrics or reach a rate of 90% of respondents rating the metric as "sufficient" or higher.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
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Goal Applies to:	Schools: WCA	Applicable Pupil Subgroups: All with particular focus on low-income students
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Expected Annual Measurable Outcomes:	Provide professional development on student technology usage Provide open (filtered) wifi access to high school students with a partial bring your own device plan Continue to replace outdated technology and provide digital supplemental services	Actual Annual Measurable Outcomes:	100% of high school students have a chromebook checked out that they take home every day. 100% of middle school students have access to devices in class. Middle school students of poverty are allowed to check out a chromebook to take home. WiFi access has been updated and will be updated even more this summer. Broken Chromebooks are repaired regularly or replaced when repair is not an option.
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LCAP Year: 2016-17

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Provide professional development on student technology usage Purchase additional Chromebooks to phase out the iPad 1 units Continue to provide 1-to-1 Chromebooks for high school students Continue subscriptions to online services such as ALEKS, APEX, IXL, Criterion etc.	4000-4999: Books And Supplies Supplemental and Concentration 40,000 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 1,968		

<table border="1"> <tr> <td data-bbox="92 120 241 203">Scope of Service</td> <td data-bbox="241 120 567 203">School-wide</td> </tr> </table>	Scope of Service	School-wide		<table border="1"> <tr> <td data-bbox="1029 120 1186 203">Scope of Service</td> <td data-bbox="1186 120 1512 203"></td> </tr> </table>	Scope of Service		
Scope of Service	School-wide						
Scope of Service							
<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>						
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>							

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

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

Original GOAL 3 from prior year LCAP:	100% of our teachers will be highly qualified to teach rigorous curriculum, particularly in the high school grades for dual enrollment and advanced placement courses, 100% of our students will be enrolled in at least one Advanced Placement or Dual Enrollment college course.	Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 COE only: 9 _ 10 _ Local : Specify
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Goal Applies to:	Schools: WCA	Applicable Pupil Subgroups: "All" with extra support designated Low Income students
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Expected Annual Measurable Outcomes:	Continue to fill any vacancies with highly qualified teachers, send existing teachers to the appropriate trainings, and expand into 12th grade with teachers who have Master's Degrees or experience teaching AP courses	Actual Annual Measurable Outcomes:	100% of middle and high school teachers are highly qualified in their subject area. 100% of AP teachers have been to a summer institute. 100% of teachers teaching dual enrollment classes have a Masters Degree in their subject area and have been vetted by the community college.
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LCAP Year: 2016-17

Planned Actions/Services		Actual Actions/Services																																	
	Budgeted Expenditures		Estimated Actual Annual Expenditures																																
Fund dual enrollment courses and associated materials taught by community college staff.	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 5,901																																		
<table border="0" style="width: 100%;"> <tr> <td style="width: 10%;">Scope of Service</td> <td>9-12</td> </tr> <tr> <td colspan="2">_ All</td> </tr> <tr> <td colspan="2">OR:</td> </tr> <tr> <td><input checked="" type="checkbox"/> Low Income pupils</td> <td></td> </tr> <tr> <td><input type="checkbox"/> English Learners</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Foster Youth</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Redesignated fluent English proficient</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Other Subgroups: (Specify)</td> <td></td> </tr> </table>	Scope of Service	9-12	_ 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)			<table border="0" style="width: 100%;"> <tr> <td style="width: 10%;">Scope of Service</td> <td></td> </tr> <tr> <td colspan="2">_ All</td> </tr> <tr> <td colspan="2">OR:</td> </tr> <tr> <td><input type="checkbox"/> Low Income pupils</td> <td></td> </tr> <tr> <td><input type="checkbox"/> English Learners</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Foster Youth</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Redesignated fluent English proficient</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Other Subgroups: (Specify)</td> <td></td> </tr> </table>	Scope of Service		_ 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)		
Scope of Service	9-12																																		
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<input type="checkbox"/> Foster Youth																																			
<input type="checkbox"/> Redesignated fluent English proficient																																			
<input type="checkbox"/> Other Subgroups: (Specify)																																			

<p>Ensure that additional teachers hired with the expansion of the high school are credentialed and have degrees to teach rigorous courses. Continue to expand dual enrollment offerings, purchase textbooks for college courses and AP courses.</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration 56,154</p>		
<p>Scope of Service 9-12</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>			

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

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

Original GOAL 4 from prior year LCAP:	Students, particularly SED students, will participate in opportunities to do open-ended projects, participate in job shadowing, hear from practicing scientists, prepare for STEM majors in college, visit colleges, and experience leadership and team work.	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 _ 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: WCA Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Provide opportunities for 11th graders to job shadow in local high-tech companies and visit colleges. Enroll students in STEM related AP, Honors, and dual enrollment college courses. Enroll students in STEM Studio course where they will work as a team on STEM projects of their choosing under the supervision of a teacher.	Actual Annual Measurable Outcomes:	100% of high school students were enrolled in an Honors, AP, and/or dual enrollment course. 100% of high school students were enrolled in STEM Studio. 100% of middle school students were enrolled in hands-on STEM Lab. 100% of high school students heard from STEM guest speakers. 100% of high school students participated in college trips.
LCAP Year: 2016-17			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Students, particularly SED students, will participate in opportunities to do open-ended projects, participate in job shadowing, hear from practicing scientists, prepare for STEM majors in college, visit colleges, and experience leadership and team work. Engineering days STEM Labs (middle school) STEM Studio (high school) College visits (high school) Science/Engineering Guest Speakers College student tutors	2000-2999: Classified Personnel Salaries Supplemental and Concentration 8,500 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 12,000		

Scope of Service School-Wide		Scope of Service	
X 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)		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Provide summer school opportunities for remediation and acceleration Provide STEM career information, counseling, and preparation Train teachers in Culture of Poverty	1000-1999: Certificated Personnel Salaries Supplemental and Concentration 3,000		
Scope of Service Open to all including SED		Scope of Service	
<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)		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?			

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

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:	\$222,776
There is an anticipated \$126,396 of generated funds based on the current calculations for LCAP. These dollars will be used to support the identified student groups in strategic ways. Every student at the school has access to college coursework in grades 9-12. Funding will be used to increase the college course offerings. Strategic tutoring services will be created for students during and after school. Supplemental materials for students will be purchased to support closing achievement gaps. Professional development for staff will be focused on individualizing learning to enhance personal experiences for each child. Counseling services will be increased to connect these pupils with frequent personal and academic support by licensed professionals.	

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.

4.96	%
The small charter school serving 611 students has made “college readiness” our goal for all students. The pupil groups identified in this section will be provided with increased access to college course work at no charge to the student. Increased one on one meetings for success will be created by counselors. The movement to one to one computer access allows these students to master 21st century skills that transfer to the world of college and industry. The expertise of highly trained teachers in the area of STEM curriculum and project based learning allows for these students to have rich experiences in problem solving and collaborative activities. Of the total \$222,776 Summary Supplemental and Concentration Grant funding for the 2016-2017 school year, approximately 64% will be allocated towards staffing and targeted services as outlined in the LCAP for a total of approximately \$140,640. \$35,963 will be used to partially fund the counselor and health tech positions and an additional \$80,914 will be allocated for targeted academic intervention for designated low income students and the increased access to college courses. MPP is estimated to increase over the next three years. As percentages increase over the years there will subsequent increases to the services offered to students specifically targeted within the general LCAP plan. Many of these initiatives specifically target low income students and are designed to improve and accelerate the opportunities for college readiness, access to technology, ensuring high quality teachers, and access to STEM career preparation. Although this is not a complete list of programs/services to be implemented in the second LCAP year, these	

initiatives, in addition to the base action/services, will support WCA in meeting each of the eight state priorities.

Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2016-17	2017-2018	2018-19	2016-17- 2018-19 Total
All Funding Sources	211,776.00	0.00	216,746.00	199,500.00	193,250.00	609,496.00
Supplemental and Concentration	211,776.00	0.00	216,746.00	199,500.00	193,250.00	609,496.00

Total Expenditures by Object Type						
Object Type	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2016-17	2017-2018	2018-19	2016-17- 2018-19 Total
All Expenditure Types	211,776.00	0.00	216,746.00	199,500.00	193,250.00	609,496.00
1000-1999: Certificated Personnel Salaries	138,208.00	0.00	138,208.00	145,500.00	151,500.00	435,208.00
2000-2999: Classified Personnel Salaries	11,199.00	0.00	11,169.00	12,500.00	12,750.00	36,419.00
4000-4999: Books And Supplies	40,000.00	0.00	45,000.00	18,000.00	20,000.00	83,000.00
5800: Professional/Consulting Services And Operating Expenditures	22,369.00	0.00	22,369.00	23,500.00	9,000.00	54,869.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2016-17	2017-2018	2018-19	2016-17- 2018-19 Total
All Expenditure Types	All Funding Sources	211,776.00	0.00	216,746.00	199,500.00	193,250.00	609,496.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	138,208.00	0.00	138,208.00	145,500.00	151,500.00	435,208.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	11,199.00	0.00	11,169.00	12,500.00	12,750.00	36,419.00
4000-4999: Books And Supplies	Supplemental and Concentration	40,000.00	0.00	45,000.00	18,000.00	20,000.00	83,000.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	22,369.00	0.00	22,369.00	23,500.00	9,000.00	54,869.00

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).