

Windsor Unified School District

2019-20 LCAP OVERVIEW

Local Control Funding Formula (LCFF)



8 State Priorities

1. Basic Services
2. Academic Standards
3. Parent Involvement
4. Student Achievement
5. Student Engagement
6. School Climate
7. Course Access
8. Other Outcomes

California's Local Control Funding Formula (LCFF) provides Base, Supplemental, and Concentration (S&C) funding to school districts. S&C funds are the only funds targeted to improve student outcomes for all students - especially for English learner, foster youth, and low income students.

The Local Control Accountability Plan (LCAP) shows how these funds will improve student outcomes and performance for all students – especially English learners, low-income students, and foster youth.

Local Control Accountability Plan (LCAP)

2019-20 Total LCFF Funding



\$2,389,461.

\$35,049,937.

Base S & C

OVERVIEW



Communities Served: Windsor



5,165 Students



8 Schools



594 Full- and Part-time Staff

Student Ethnicity

African American	0.54%
Asian	1.43%
Filipino	0.29%
Hispanic/Latino	52.18%
White	41.16%
Multiracial	0.1%

Student Groups

19%	39%	<1%
English Learners	Low Income	Foster Youth

Unduplicated Students: students who are English learners, low income, and/or foster youth

2019-20 LCAP AT-A-GLANCE



4 LCAP Goals



36 LCAP Actions & Services



32 LCAP Measures



22,611,344. LCAP Budget

LCAP Goals

- 1 Provide a rigorous curriculum based on the California Common Core State Standards to maximize student progress and achievement.
- 2 Students will be engaged in their learning in order to be successful.
- 3 Create and maintain optimum learning and working environments for students and staff.
- 4 Build effective and relevant family partnerships to increase student achievement and engagement in school

Funding for LCAP Goals

Goal 1 is supported by \$2,356,055.87 in total funding

Goal 2 is supported by \$31,844.00 in total funding

Goal 3 is supported by \$17,944,851.16 in total funding

NEW 2019-20 BUDGET ONE PAGERS



One page summaries are included this year in Appendix C of the LCAP packet.

These summaries show all the funding that supports LCAP Goals including:
 1) LCFF Base (for all students), 2) LCFF Supplementary/Concentration (to help high need students), and 3) Restricted Grant Funding (for specific uses).

Goal 4 is supported by \$368,007.74 in total funding

Supplementary & Concentration Funding by LCAP Goal

- Goal 1** \$1,749,180.
- Goal 2** \$156,858.
- Goal 3** \$100,332.
- Goal 4** \$291,641.

What is in Windsor Unified School District’s LCAP?

The 2018-19 LCAP will primarily focus upon stabilizing the many new initiatives begun in the district within the past three years, as well as leaving time and resources to continue to cultivate ways in which the educational program for students can be broadened, providing multiple ways to remove barriers and add strategies to improve student success. The major areas of focus in the LCAP will include:

1. Best First Instruction in Math and English Language Arts, including focus upon strategies to remove barriers and improve student success at all levels, especially for students with disabilities, English Learners, and Hispanic/Latino students.
2. Continued professional development and coaching in implementation of the CCSS math standards, with an emphasis on implementing The Standards for Mathematical Practice, increasing student achievement in math, and providing intervention support to students in need.
3. Continued focus upon implementation of the social/emotional learning programs; Responsive Classroom, Community Building Circles, and Big Picture Learning, and increasing the social-emotional skills of students.
4. Continued efforts to increase the number of high school students who graduate college/career ready, especially English Learners.
5. Continued efforts to build positive student relationships with adults at school.
6. Continued efforts to provide parent education in areas where it's most needed based upon parent interest and feedback.

MAJOR CHANGES FOR 2019-20 LCAP

While there are no major changes in the 2018/19 LCAP, there are some actions and services that have been discontinued in the LCAP, and some new actions and services that have been added. They are indicated below.

**LCAP Goal 1:
 Provide a rigorous curriculum based on the California Common Core State Standards to maximize student progress and achievement.**



Goal 1 Budget = \$2,356,055.87

- Related State Priorities:**
- Academic Standards
 - Student Achievement
 - Course Access
 - Other Outcomes

1) DISCONTINUED: With on-going support from the DLT, teachers will identify 1-3 new additional strategies & best practices to implement from Visible Learning for Teachers, Maximizing Impact on Learning by John Hattie.

X All Schools

2) Work continues with renewed data and assessment management system with the capability of providing CCSS aligned common formative and summative assessments, and a means to monitor student progress via a continuous improvement cycle.	X	All Schools
3) Teachers will continue to receive professional development regarding the CCSS aligned "bridge" and adopted math materials implementation	X	All Schools
4) DISCONTINUED- All schools will continue to build upon having visuals that communicate a college/career focused culture.	X	All Schools
5) DISCONTINUE- Teachers in grades TK-5 continue to provide physical activity to meet state minute requirements. The instruction includes opportunities to routinely develop aerobic capacity, flexibility, and strength.		
6) The Accelerated English program will continue, with 5 days of training and in class coaching teachers.		
7) 5.0 Additional FTE will be maintained to respond to and monitor and address students' academic needs in ELA & math in grades TK-12 when they are not making progress on district common assessments.		
8) DISCONTINUE- Establish a third professional learning network of twenty-five teachers with the goal of enhancing technology integration. Support these teachers with student technology to ensure at least a 1:5 ratio of devices to students.	X	All Schools
9) DISCONTINUE- Professional Development Day for certificated staff focused upon CCSS Implementation and 21st century learning	X	All Schools
10) DISCONTINUE- District to maintain increased technology staff to support school sites	X	All Schools
11) District to continue to provide after school tutoring support in grades TK-12, including transportation home		
12) INCORPORATED INTO #2 ABOVE- Site leads continue to train colleagues and facilitate work sessions to create common assessments in ELA and math.		
13) District continues to provide additional supervised during and after school computer lab/ library access to students in grades 2-12		Specific Schools: WCE, BES, WMS, & WHS
14) INCORPORATED INTO #3 ABOVE- High quality professional development focused upon curriculum delivery and implementation of The Standards for Mathematical Practice will continue.		
15) DISCONTINUED- District to continue to provide cutting-edge professional development in order to attract and retain high -quality teachers, and deliver the best possible educational program to students.		
16) Students are continued to be encouraged and counseled to meet the CCI requirements, including A-G to be college/career "prepared".		Specific Schools: WMS, WHS, NBMA, & WOA
17) Students enrolling in AP classes are continued to be encouraged to participate in the AP exams.		
18) WMS, WHS, & NBMA provide strong academy and pathway programs at grades 6-12 in an effort to increase the percentage of CTE completers at WHS & NBMA.		Specific Schools: WMS, WHS, & NBMA
19) Continue to provide funding for Advancement Via Individual Determination (AVID) Program		Specific Schools: WMS & WHS

LCAP Goal 2:

Students will be engaged in their learning in order to be successful.



Goal 2 Budget = \$31,844.00

Related State Priorities:
Student Engagement

1) Hold SARB hearings monthly, and systematize SARB process at each site.	X	All Schools
2) Continue to utilize SEL programs (Responsive Classroom in grades TK-8, Community Building Circles in grades 9-12, and Big Picture Learning in grades 9-12 at NBMA & 10-12 at WOA to emphasize the importance of regular school attendance and build up	X	All Schools

each student's sense of belonging to the learning community.	
3) DISCONTINUE- Continue to explore the possibilities of adding more vocational training and/or work based learning opportunities for students.	
4) Provide summer school to credit deficient high school students in incoming grades 10-12	Specific Schools: WHS, NBMA, & WOA
DISCONTINUE: Transportation to be provided to unduplicated count students in order to better ensure regular school attendance.	

**LCAP Goal 3:
Create and maintain optimum learning and working environments for students and staff.**



Goal 3 Budget = \$17,944,851.16

Related State Priorities:

Basic Services
School Climate

1) The District's maintenance department continues to remedy the findings in the FIT Report so all schools meet the criteria for "good" condition by generating work orders directly from the FIT report findings.	<u>X</u> All Schools
2) The maintenance of 2 social/emotional counselor (MFT or LCSW) improves services to students in the areas of social skills/ conflict resolution skills, crisis/ grief support, maintaining reduced suspension/ expulsion rates, and promoting a positive learning environment. Twenty additional hours per week (10 at WHS and 10 at TK-5) to be provided by SOS Community Counseling.	Specific Schools: WMS, WHS, NBMA, & WOA
3) The District will continue with providing professional development for new certificated staff in the identified social-emotional learning approaches "Responsive Classroom" for grades TK-8, and "Restorative Resources Community Building Circles" in grades 9-12. Each site will check on implementation and provide a status update. District to provide all employees with professional development addressing meaningful adult/student relationships.	<u>X</u> All Schools
4) DISCONTINUE- District to continue to qualify for multi-year grant funding to support additional counseling services for district students.	
5) Continue to utilize vetted WHS students to earn community service hours by providing parent education nights to demonstrate the latest capabilities of social media, with a particular emphasis on how and where cyber-bullying takes place.	<u>X</u> All Schools
6) Elementary Intervention Program Child Aides (Special Friends) continue to help TK-5 students get a good start in school by fostering a healthy self-concept and developing social skills, thereby improving school adjustment and academic achievement.	Specific Schools: MWE & BES
7) The district continues to recruit and retain highly qualified and dynamic certificated staff.	<u>X</u> All Schools
8) DISCONTINUE: The District continues to implement alternative model "Big Picture School," for Windsor Oaks Academy in order to increase high school graduation rate, increase the perception that the school is providing and safe and positive learning environment, reduce drop-out rate, reduce the percentage of students who are struggling socially and emotionally, and decrease the suspension/expulsion rate.	<u>X</u> All Schools
9) The District works to implement the recommendations from the Sonoma County Office of Education Technology Audit regarding infrastructure.	<u>X</u> All Schools
10) All schools will implement "The Power of Being Seen", in an effort for staff to know their students well, and improve student:adult relationships.	
11) 5th-12th grade students to participate in surveys regarding what meaningful student/teacher relationships look like to them. Information is shared with teachers as a means to validate approaches that are working, and provide feedback for desired approaches.	Specific Schools: BES, WMS, WHS, WOA, & NBMA

LCAP Goal 4:

Build effective and relevant family partnerships to increase student achievement and engagement in school



Goal 4 Budget = \$368,007.74

Related State Priorities:
Parent Involvement

1) Bilingual community liaisons continue to work 8 hours per day at each site to provide a bridge between Spanish speaking parents and English speaking staff.	X All Schools
2) DISCONTINUE- Renew subscription for Aeries AIR (Aeries Online Enrollment) for new students continues to allow parents to pre-enroll students electronically in Aeries students database, saving time and money for office staff at school sites, and adding additional security and efficiency in obtaining contact information from parents. Aeries data confirmation subscription fee allows parents to complete the annual re-registration electronically, online, and to update contact information as needed throughout the school year. Via the Aeries parent portal, parents will continue to be able to access their student's grade and attendance information.	X All Schools
3) Parents continue to be provided access to computer lab during parent conferences to complete annual online survey, in hopes of increasing response rate, particularly for those with no internet or electronic device.	Specific Schools: MWE & BES
4) Parent Education nights continue to be provided in areas identified by parents as needs.	X All Schools
5) ELAC/DELAC meetings will continue to be scheduled at different sites, and will include required agenda items, as well as items of interest to parents such as: Gang awareness, Graduation and A-G requirements, College/Career Readiness & Scholarship opportunities, Parenting, Technology, Emergency Preparedness, Nutrition/Fitness, and Internet Safety, with a goal of educating parents, as well as promoting their participation. EL Site Coordinators and site administrators will continue to attend.	X All Schools
Apptegy program continues to be implemented as a replacement to Blackboard Connect- Apptegy includes website, phone, text, and smart phone app all used as a means to communicate with families.	X All Schools



Goal 8 Budget = \$

Related State Priorities:
Other Outcomes

LCAP MEASURES



We want to maintain:

GOAL 1 METRICS

2) Students will continue to have participated in three ELA and math common assessments as a means to monitor progress on mastery of the CCSS

10) 20-24% of students in grades TK-12 continue to be enrolled in an academic intervention class (2016/17= 24%)

11) All maintain access to the full course of study described in Education Code

GOAL 2 METRICS

4) The high school drop out rate will maintain between 1% to 3%. (2017= 1%)



We want to increase:

GOAL 1 METRICS

4) 2% more, or 39% of students complete A-G requirements (2017= 39%)

5) 2% more, or 18% of students participate in AP exams. (2016= 16, 2017= not available)

6) 3% more, or 60% of students complete a 9-12 CTE course (2017= 57%)

7) NEW: A self-completed rubric will establish a baseline for CCSS implementation, and a goal set from the baseline

9) English Learner progress on fall 2018



We want to decrease:

GOAL 1 METRICS

3) 3% fewer Students, parents, and staff combined, or 45% (2017= 48%) will identify math as the subject students need more help with

GOAL 2 METRICS

2) The chronic absenteeism rate will reduce 2% to 8%. (2017= 10%)

GOAL 3 METRICS

4) The student suspension rate maintains at less than 5%. The Dashboard decreases by .5% overall, and .4% for Students with Disabilities.

7) The ratio of academic counselors at the

<p>GOAL 3 METRICS</p> <p>1) The rate of teacher misassignment continues to be <1%.</p> <p>2) Student access to standards-aligned instructional materials continues to be 100%.</p> <p>3) The updated FIT report shows that all facilities are in overall good condition, and the district score maintains overall good condition (2017= 94.46%)</p> <p>4) The student suspension rate maintains at less than 5%.</p> <p>5) The student expulsion rate continues to be <1%.</p> <p>6) The school learning environment survey feedback maintains between 90-95%. (2017= 92%)</p> <p>GOAL 4 METRICS</p> <p>4) Spanish speaking parents will maintain 90-95% to survey indicating that "There is someone I can communicate with in my home language" (2017= 96%)</p>	<p>Dashboard will indicate an increase of 3% to 71.9% (Fall 2017= 68.9%)</p> <p>12) English Learners will demonstrate a 3% net increase, or 59% maintaining 80% proficiency on Accelerated English common benchmark assessments (from benchmark #1 to benchmark #3) (2017= 56%).</p> <p>13) 3% more, or 82% of students will earn an AP exam score of 3 or higher in 2018/19. (2016/17= 79%, information not yet available for 2017/18).</p> <p>14) 5% more or 49% of students in grades 3-8 and 11 will MEET or EXCEED standards on the ELA portion of the SBAC summative assessment (2017= 44%); or an increase of 3 points on Fall 2018 Dashboard.</p> <p>15) 5% more or 34% of students in grades 3-8 and 11 will MEET or EXCEED standards on the mathematics portion of the 2018 SBAC summative assessment (2017= 29%); or an increase of 3 points on the Fall 2018 Dashboard</p> <p>16) 5% more or 48.6% of students are prepared for college/career according to Fall 2018 Dashboard (Fall 2017= 43.6%)</p> <p>GOAL 2 METRICS</p> <p>1) The school attendance rate will increase .5% to 95.93% (2017= 95.43%)</p> <p>5) The high school graduation rate will increase by 1% to 92%. (2016= 91%, 2017= NOT AVAILABLE) The Hispanic/Latino graduation rate will increase by 2% to 90%. (2016= 88%, 2017= NOT AVAILABLE) The Dashboard Change will increase by .5% to 96% and maintain Very High (Blue) status.</p> <p>GOAL 3 METRICS</p> <p>8) 2% more, or 88% of staff report that our schools support students who are struggling socially/ emotionally. (2017= 86%)</p> <p>9) NEW: 5% more, or 85% of students will report that the school has adults who really care about students.</p> <p>GOAL 4 METRICS</p> <p>1) 5% more, or 88% of parents responding to surveys indicate that the schools regularly seek parent input and</p>	<p>high school level decreases from 1/439 to TBA.</p>
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	<p>participation.(2017= 83%)</p> <p>2) The response rate for parents on the 2018 survey will increase by 10%, from 25% to 35%.</p> <p>3) Attendance tracking for program and events will have a baseline established with a goal of increasing 10% over baseline.</p> <p>5) 80% of parents will indicate that "Apptegy is useful to me as a communication tool regarding school and district communication".</p>	
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STAKEHOLDER ENGAGEMENT

WUSD & LCAP Core Committee Team Definitions:

1. Board of Trustees: Five elected and/or appointed individuals who are: 18 years of age or older, a citizen of the state, a resident of the school district, a registered voter, and not disqualified by the constitution or laws of the state from holding a civil office. The school board's role is to govern the schools in their district by being responsive to the values, beliefs, and priorities of its community. The board fulfills this role by working together as a governance team with the superintendent to make decisions that will best serve all the students in the community. They accomplish this by:

- A. Setting the direction for the community's schools
- B. Establishing an effective and efficient structure for the school district that supports the district vision and empowers the professional staff
- C. Providing support to the superintendent and staff as they carry out the direction of the board
- D. Ensuring accountability to the public by monitoring and evaluating the performance of its schools
- E. Acting as community leaders by being advocates for students, the district's educational programs and public education

2. District Administrative Team (DAT): Superintendent, CBO, Director of Educational Services, Director of Human Resources, Director of Information Technology and Director of Special Education work collaboratively to lead the district in conducting its day to day business and achieving its vision and goals.

3. District Leadership Team (DLT): DAT, plus site administrators, Director of Maintenance and Operations, Transportation Coordinator, and Director of Food Service work collaboratively to lead the district in achieving its vision and goals.

4. School Site Council (SSC): Site Principal, and equal numbers of school staff and parents. Student reps are included at the high school level, and optional at the elementary and middle school levels. School Site Councils are responsible for development, monitoring, and revision of the Single Plan for Student Achievement, including a budget that provides for the expenditure of all state and federal funds that are allocated to a school as reported on the Consolidated Application.

5. English Learner Advisory Committee (ELAC): English Language Development (ELD) Site Coordinator, Principal, parents, staff, and community members specifically designated to advise school officials on English Learner program services.

6. District English Learner Advisory Committee (DELAC): DELAC Coordinator and ELAC representatives from each site advise district's local governing board on programs and services for English Learners.

7. Windsor District Educator's Association (WDEA): Certificated unit member employee association in WUSD, whose purpose is:

- A. To represent its members in their relations with their employer, and to seek to be the exclusive representative of appropriate units of school employees in all matters relating to employment conditions and employer-employee relations including, but not limited to, wages, hours, and other terms and conditions of employment;
- B. To form a representative body capable of developing group opinion on professional matters to speak with authority for teachers;
- C. To provide an opportunity for continuous study and action on problems of the profession;
- D. To provide a means of representation for its ethnic-minority members;
- E. To promote professional attitudes and ethical conduct among members;
- F. To encourage cooperation and communication between the profession and the community; and
- G. To foster good fellowship among members. (www.mywdea.com)

8. California School Employees Association, Windsor Chapter No. 673 (CSEA): Classified unit member employee association in WUSD:

The California School Employees Association is the largest classified school employees union in the United States, representing more than 215,000 school support staff throughout California. CSEA members perform a wide range of essential work in public schools and community colleges, including security, food services, office and clerical work, school maintenance and operations, transportation, academic assistance and paraeducator services, library and media assistance, computer services and more. Today, CSEA continues to thrive as a member-run union, democratically controlled by member volunteers in more than 750 local chapters throughout the state. The union is led by the CSEA Board of Directors. Labor Relations Representatives and other professional staff work under the authority of CSEA's Executive Director. CSEA strives everyday to carry out its mission to improve the lives of its members, students and communities. (members.csea.com)

9. Local Control and Accountability (LCAP) Core Committee: A representative steering committee from all of the above teams that works collaboratively and serves as liaisons between their represented group and the LCAP Core Committee in monitoring and updating the district's Local Control and Accountability Plan (LCAP).

On or before July 1, school districts and county offices of education are required to adopt a local control and accountability plan

(LCAP) using a template adopted by the State Board of Education (SBE). The plan will be effective for 3 years, with an update prepared before July 1 of each year.

The LCAP shall include the annual goals for all pupils, to be achieved for each of the state and local priorities, and the specific actions the school district and County Office of Education will take during each year of the plan. District goals and budget must be aligned with and address the following state priorities:

1. Basic resources that pupils need to learn
2. Implementation of the academic content and performance standards
3. Parental Involvement
4. Pupil achievement
5. Pupil engagement
6. School climate
7. Pupil access to a broad curriculum
8. Pupil outcomes

The LCAP must show evidence that the governing board has consulted with teachers, principals, administrators, other school personnel, parents, and pupils in developing a local control and accountability plan. Is 11/17

District LCAP (DLCAP) Parent Committee

2018/19: TBA



View measures & most up-to-date data on our LCAP Dashboard:

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

K A-G- A-G Course Requirements for College Entrance E AP- Advanced Placement Y API- Academic Performance Index BEST- Building Effective Schools Together CAASPP- California Assessment of Student A Performance and Progress C CBO- Community Based Organization R CCSS – Common Core State Standards O CDE- California Department of Education N CELDT - CA English Language Development Test Y CHKS - CA Healthy Kids Survey M CSO- Campus Safety Officer S CSU- California State University CTE- Career Technical Education	DDI - Data Driven Instruction EAP- Early Assessment Program ELA - English Language Arts EL or ELL - English Language Learner FTE- Full-Time Equivalent FY - Foster Youth IEP- Individualized Education Program K- Kindergarten LCAP- Local Control Accountability Plan LCFF - Local Control Funding Formula LEP- Limited English Proficient LI - Low Income NGSS- Next Generation Science Standards PO- Professional Development PFT - Physical Fitness Test	PI - Program Improvement PSAT - Preliminary Scholastic Assessment Test PTA - Parent Teacher Association S3 - Safe, Supportive Schools Program S&C - Supplementary & Concentration Funds SARC - School Accountability Report Card SAT - Scholastic Assessment Test SBAC - Smarter Balanced Assessment Consortium SRO - School Resource Officer SST- Student Study Team STEM – Science, Technology, Engineering, Math TK -Transitional Kindergarten UC - University of California
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