

WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT

2015—2016 LCAP Cover Sheet

LCAP and Annual Update Template Summary

Introduction :

The **Local Control and Accountability Plan (LCAP)** is a planning tool for districts to show how they will improve student outcomes and overall performance.

Eight State of California priorities must be covered: Basic Services, Academic Standards, Parent Involvement, Student Achievement, Student Engagement, School Climate, Course Access, and Other Outcomes. **LCAP** is a **3 year plan** for the upcoming school year and next 2 years. "Year 1" changes each year. For the 2015—16 LCAP:

Year 1 = 2015—2016

Year 2 = 2016—2017

Year 3 = 2017—2018

Section 1: Stakeholder Engagement

Section 1 details WCCUSD's plans to engage stakeholders (parents, pupils and others), and shares the anticipated impact. (p 3 –6)

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

Part One: 2015-16 LCAP Goals (p 6-22)

Goal 1: Improve student achievement for all students and accelerate student learning increases for English Language Learner (ELL) and Low Income (LI) students. (p 9-13)

Goal 2: Improve instructional practice through professional development and professional learning. (p 14-16)

Goal 3: Increase parent and community engagement, involvement, and satisfaction. (p 16-17)

Goal 4: Improve student engagement and climate outcomes, and allocate services to EL and LI students. (p 17-20)

Goal 5: Provide basic services to all students, including facilities and access to materials and technology. (p 21-22)

Part Two: 2014-15 LCAP Annual Update (p 22-44)

Provides an overview of how the district performed on each of the 2014-2015 LCAP goals. Defines the changes in actions, services, and expenditures that will be made as a result of the review.

Section 3: Use of Supplemental and Concentration Grant Funds and Proportionality

A. WCCUSD identifies the amount of supplemental funding received and how it is spent. (p 45)

B. WCCUSD shows the percentage by which services for unduplicated pupils must be improved or increased. (p 46)

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Please visit www.wccusd.net/lcap for LCAP and related documents.

EXECUTIVE SUMMARY

In 2013, the California State Legislature changed more than 40 years of schools funding calculations known as the “Revenue Limit.” The change resulted in what is now known as the Local Control Funding Formula (LCFF). The LCFF eliminated most “categorical” programs—restricted funds that could be used only for specific purposes. State funding now comes with a “base grant” that is the same for all school districts as well as supplemental and concentration funding based on the number of students who are English language learners, low income or foster youth. The LCFF will bring a significant increase in funding to the West Contra Unified School District (WCCUSD) over the next few years, but reduced enrollment and additional commitments placed on school districts by the state have tempered expectations.

The new funding that is generated through the LCFF is dedicated to improve the learning outcomes for three groups of students: English learners (EL), low-income (LI) students and foster youth (FY). In addition to the base grant, districts receive additional funding based on the unduplicated count of students who qualify in one of those three groups. For each student in one of those three categories, districts receive what is known in the LCFF as a “supplemental grant.” Districts that have more than 55 percent of their students in one of those three categories also receive a “concentration grant.”

The district serves about 29,145 students from pre-K to Grade 12, three-quarters of which are English language learners, low-income, and/or foster youth (Table 1).

Under the LCFF formula, the district receives supplemental and concentration grants for the unduplicated count of students in those groups. Under the LCFF, the district is scheduled to receive consistent increases in funding until the year 2020-21, when the state expects to fully fund the formula. For 2015-16, the district will receive a base grant of \$204 million (including \$4.7 million of transportation and Targeted Instructional Improvement dollars), plus \$36.3 million in supplemental and concentration grants (Table 2).

Funding generated through the supplemental and concentration grants must be spent to increase or improve services for students who are English learners, low-income or foster youth. Districts have flexibility in determining which services to provide and how they will be implemented. Districts can distribute those funds through:

- Targeted Student Services—one-to-one services that go only to EL, LI or FY students.
- Schoolwide programs—for schools with 100% eligible students or on programs that primarily benefit EL, LI, and FY students.
- Districtwide Programs—initiatives for all that have achievement gap closing benefits to EL, LI and FY students.

Many of the programs and instructional methodologies that have proven effective in improving outcomes for the targeted student groups have been demonstrated to benefit all students.

The LCFF brings new resources and new accountability measures to WCCUSD. In enacting the LCFF, the Legislature also approved the Local Control Accountability Plan (LCAP), which mandates that districts describe how they intend to meet annual goals for all students and address state and local priorities. The accountability plan must align goals to the defined priorities, set targets for improvement based on data and link expenditures to the District’s goals.

In creating the LCAP requirement, the California legislature established priorities that must be included in the plan. These include:

- *Conditions of Learning*
 - Basic: Williams Settlement Criteria
 - Implementation of Common Core State Standards
 - Course Access
- *Pupil Outcomes*
 - Pupil Achievement
 - Other Student Outcomes
- * *Engagement*
 - Parent Involvement
 - Pupil Engagement
 - School Climate

The Legislature also established requirements for stakeholder engagement in the process, including specific review by parents. The district's stakeholder engagement is detailed in Section I of the LCAP. In order to comply with the parental involvement mandate and to ensure the plan aligns with the community's goals and priorities, the WCCUSD Board of Education in January 2014 approved the formation of the District Local Control Accountability Parent Committee. The purpose of the committee is to advise the Board on the Local Control Accountability Plan. The committee is composed of parents or guardians of elementary and secondary WCCUSD students representing each high school attendance area, representatives from stakeholder groups who are parents or guardians of District students and students from each high school.

In addition to the committee meetings and regular updates to the Board of Education, the District has hosted five town hall meetings that brought together members of the community to offer their feedback. Three meetings were held for the general community, one for partner organizations and one for students.

MAJOR CHANGES FOR 2015-2016

The LCAP has a different look due to significant changes mandated by the State Board of Education, encouraged by county officials and prompted by feedback received from District stakeholders. The changes include:

- * Modifications to the LCAP template that were mandated by the State Board of Education
- * Consolidation of the 14 goals to 5, which was encouraged by county office of education officials
- * Inclusion of only the supplemental and concentration grant funds, which was prompted by stakeholder feedback regarding the complexity of the document

It is hoped these changes give our stakeholders a more focused and less fractured look at the LCAP. Due to the changes ordered by the state Board of Education, the LCAP template now combines the Annual Measurable Outcomes with Actions, Services and Budget (Figure 1) and requires an annual review to compare plans with actual services, actions and expenditures (Figure 2).

The consolidation from 14 goals in 2014-2015 to five in 2015-2016 will provide more focus, improve the link between goals and services and allow the District and its stakeholders to better prioritize the work outlined in the LCAP.

The final change to the LCAP is the inclusion of only supplemental and concentration funds. The plan for 2014-2015 includes elements from some state and federal grants, capital improvement and general fund resources, which caused confusion for stakeholders and staff alike. With this change, it is hoped that stakeholders will have a better understanding of the funding that is covered by the LCAP and will be able to better identify the expenditures that should be prioritized.

2015-2016 GOALS AND EXPENDITURES *

GOAL 1

Improve student achievement for all students and accelerate student learning increases for ELL and low income students.

\$11,373,797

GOAL 2

Improve instructional practice through professional development and professional learning communities at schools and recruiting and retaining high quality teachers and principals.

\$6,181,890

GOAL 3

Increase parent and community engagement, involvement, and satisfaction.

\$1,777,289

GOAL 4

Improve student engagement and climate outcomes, and allocate services to ELL and LI students.

\$11,577,617

GOAL 5

Provide basic services to all students, including facilities, access to materials and technology.

\$1,081,590

* \$4,344,883 of Supplemental and Concentration funds will be prioritized for allocation by the Board of Education in 2015-16

§ 15497.5. Local Control and Accountability Plan and Annual Update Template.

Revised 6/17/15

Introduction:

LEA: West Contra Costa Unified

Contact (Name, Title, Email, Phone Number): Nicole Joyner, Director Accountability, njoyner@wccusd.net, 510-307-4502

LCAP Year: 2015-16

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
Details of Meeting Dates and Stakeholder group:	<p>A variety of over 30 district-wide and site-based meetings were organized to reach parents, students, community organizations, central office personnel, local bargaining units, and the community at large. Tools and materials were created, translated, and shared to better engage all stakeholders. LCAP progress updates were presented at the board meetings and DLCAP meetings to inform the community about progress toward our indicator goals and major activities completed.</p> <p>The stakeholder engagement process informed the development and refinement of the LCAP and served as an example of how the District includes and involves parents, community organizations, and the community at large in the decision-making of the district. The stakeholder engagement process was highly focused on informing stakeholders about the LCAP, reporting district and site-level strategies for LCAP funds, and collecting input and feedback.</p>
<p>September 30, 2014 – District LCAP Parent Committee (DLCAP) Meeting November 13, 2014 – DLCAP Meeting January 15, 2015 – DLCAP Meeting</p>	<p>The District LCAP Committee is ethnically diverse and includes equal representation across all six feeder families. The committee includes parents of English Learners, Special Education, and Low Income, and is actively seeking to recruit foster parents. Committee members include representatives from 14 community organizations. Based on DLCAP participant feedbacks for more meetings, additional meetings were scheduled in November and January. During the meetings, parent participants received LCAP progress updates, budget updates, and more in-depth training about the LCAP. Participants also drafted a stakeholder engagement plan. In addition, Based on DLCAP feedback, LCAP Infographics (Overall District and Site Based) were developed and used as a training tool at subsequent LCAP meetings. All materials were provided in English and Spanish and are available online: http://www.wccusd.net/Page/5246. Parents provided feedback that the LCAP 2014-15 template was too long and complicated with too many goals. In response, the district developed the 2015-16 template to consolidate the goals from 14 to 5 and remove actions and services that were coming out of base funds so that the LCAP could focus on outcomes specific to supplemental and concentration funds of the LCFF.</p>
<p>January 20, 2015 – Solutions Team Meeting February 5, 2015 – Solutions Team Meeting March 5, 2015 – Solutions Team Meeting March 25, 2015 – Solutions Team Meeting May 1, 2015 – Solutions Team Meeting</p>	<p>The Solution Team provides a forum for communication and collaboration and is comprised of representatives from bargaining units (Local 1, SSA, WCCAA, UTR), School Board, and the district. Solution Team members received LCAP updates, reviewed and provided feedback on LCAP documents, and the community engagement plan. During these meetings, the district received valuable feedback on tools including district and site infographics. As a result, the district developed a more comprehensive infographic (http://www.wccusd.net/Page/5246) so that all stakeholders could better understand the process and the LCAP. LCAP measures surrounding professional development for teachers were further developed.</p>
<p>January 28, 2015 – School Board Study Session February 25, 2015 – School Board Study Session March 5, 2015 – School Board Study Session</p>	<p>The School Board Study Sessions focused on creating parameters for the development of the 2015-16 LCAP. The Board reviewed the LCAP and overall budget for 2015-16 and provided general direction for the staff to incorporate into the LCAP and 2015-16 Budget. The meetings provided the necessary groundwork for the Board to guide the formation of the</p>

	2015-16 LCAP.
<p>January 26, 2015 – Youth Commission Meeting February 9, 2015 – Youth Commission Meeting February 23, 2015 – Youth Commission Meeting March 23, 2015 – Youth Commission Meeting March 30, 2015 – Youth Commission Meeting April 13, 2015 – Youth Commission Meeting</p>	<p>Youth Commission members were charged with developing an LCAP student engagement plan and implementing at least one major event from the plan in April. During preparation meetings, Youth Commission members received training about the LCFF and the LCAP. They were also trained as group facilitators, which enabled them to lead groups during the Student Town Hall Meeting. Commission members gained leadership skills and developed a method to receive feedback from students representing each high school. Since few of the committee members were seniors, training this year's Youth Commission also built the capacity to increase student engagement in the upcoming years as members continue to participate.</p>
<p>February 10, 2015 – Academic Subcommittee Town Hall Meeting February 12, 2015 – Community Town Hall Meeting February 28, 2015 – Community Town Hall Meeting March 5, 2015 – Community Partner Town Hall Meeting March 7, 2015 – Community Town Hall Meeting April 16, 2015 – Student Community Town Hall Meeting</p>	<p>The 2015 Community Town Hall Meetings served as a way to inform, engage, and gather input and feedback from critical stakeholders: Parents, students, teachers, principals, staff, community partners, and community organizations. The Superintendent provided an informative LCFF/LCAP presentation and then participants rotated through group presentations on 16 support services. At the end of the meetings, participants voted for their top 3 priorities, which had been slated for addition or expansion in the 2015-16 LCAP. All materials were provided in English and Spanish. This information was used to revise 2015-16 priorities in the LCAP. In addition, other needs were identified; staff took note and incorporated these needs into the LCAP. For example, based on feedback, the District developed the African- American Achievement Task Force, which will meet quarterly to discuss the status of our students. In addition, the need for an online, interactive LCAP was identified; the District developed this tool and it is now available online at http://www.wccusd.net/Page/5292.</p>
<p>January 20, 2015 - Full Service Community Schools Leadership Advisory Committee (FSCSLAC) Meeting February 24, 2015 – FSCSLAC Meeting March 17, 2015 – FSCSLAC Meeting April 21, 2015 – FSCSLAC Meeting May 19, 2015 – FSCSLAC Meeting</p>	<p>LCAP overview and details about the alignment with the strategic plan were presented to committee members; LCAP Infographics distributed and discussed; update on LCAP Town Hall meetings and Youth Commission event; discussed update to LCAP draft, LCAP website navigation; and LCAP goal alignment presentation.</p>
<p>January 29-30 - Multilingual District Advisory Committee (MDAC) Meeting April 23-24 - Multilingual District Advisory Committee (MDAC) Meeting</p>	<p>After an extensive community engagement process the WCCUSD Board of Education adopted a new Master Plan for English language learners in August 2014. As a result of feedback from this committee, specific LCAP actions were aligned with the District's English Learner Master Plan.</p>
<p>April 15, 2015 – LCAP Community Partner meeting June 16, 2015 – LCAP Community Partner meeting</p>	<p>Met with coalition of community partners to discuss LCAP draft, respond to questions, and gather feedback on stakeholder engagement process.</p>
<p>March 31, 2015 – DLCAP Meeting April 23, 2015 – DLCAP Meeting May 11, 2015 – DLCAP Meeting</p>	<p>The draft LCAP presentation and updated iterations were posted on the district website for public review and feedback. The feedback and questions from stakeholders about the draft LCAP were responded to in writing, posted on the District website, and used to build the final LCAP. Stakeholders expressed a need for more tools to understand and visualize the LCAP measures, actions and service. In response to this feedback, the district developed an interactive LCAP and an online data dashboard located at http://www.wccusd.net/dashboard. These tools serve to simplify the LCAP and provide more transparency.</p>

<p>May 20, 2015 – LCAP First Reading June 10, 2015 – LCAP Public Hearing June 24, 2015 – LCAP Adoption</p>	<p>Board meetings which focused on LCFF/LCAP were served as additional opportunities for the community to give feedback on the LCAP plan. During these meetings, the need to improve school climate at middle schools was identified as one that could benefit from LCAP funds. As a direct result, Goal 4, Actions & Services Item 4 was updated to specify that middle school extracurricular programs will focus on school climate.</p>
<p>Annual Update:</p>	<p>Annual Update:</p>
<p>September 17, 2014 – School Board Meeting presentation September 30, 2014 – District LCAP Parent Committee (DLCAP) Meeting October 1, 2014 – School Board Meeting presentation November 13, 2014 – DLCAP Meeting December 9, 2014 – School Board Meeting presentation December 17, 2014 – School Board Meeting presentation February 1, 2015 – School Board Meeting presentation April 1, 2015 – School Board Meeting presentation May 6, 2015 – School Board Meeting presentation May 20, 2015 – School Board Meeting presentation</p>	<p>As a result of the stakeholder engagement meetings and feedback from our progress report presentations:</p> <ul style="list-style-type: none"> - All School Site plans reflect the goals listed in our LCAP - LCAP goals were consolidated and the LCAP was revised (please see annual update tables for detailed information) - LCAP Infographics (Overall District and Site Based) were developed and used as a training tool (available in English and Spanish at http://www.wccusd.net/Page/5246) - An online, interactive LCAP was developed (available in English and Spanish at http://www.wccusd.net/Page/5292) - The district developed a fully interactive online data dashboard to help visualize LCAP measures, actions, and services: http://www.wccusd.net/dashboard. - LCAP actions and services were refined to better meet the needs of our English Learner, Low Income, Foster Youth, and Special Education students. - Youth Commission leaders were trained and a pipeline created for future commission leaders. - School climate issues became a greater focus for the LCAP.
<p>March 31, 2015 – DLCAP Meeting April 23, 2015 – DLCAP Meeting May 11, 2015 – DLCAP Meeting</p>	<p>Completed Annual Update tables were presented at March, April, and May DLCAP meetings and feedback was incorporated into the Annual Update tables.</p>

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

Instructions:

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

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

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

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

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 school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site.

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 school sites 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 school sites and specific subgroups, including pupils with disabilities, both at the LEA level and at the school site level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in

Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

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

Scope of Service: Describe the scope of each action/service by identifying the school sites 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 school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for 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:	Goal 1: Improve student achievement for all students and accelerate student learning increases for EL and low income students		Related State and/or Local Priorities: 1__ 2__ 3__ 4 <u>X</u> 5__ 6__ 7 <u>X</u> 8 <u>X</u> COE only: 9__ 10__ Local: Specify _____	
Identified Need:	To support all students to have equal access to high quality instructional programs so they may reach high academic standards that will ensure college and career readiness by the end of 12th grade			
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
LCAP Year 1: 2015-16				
Expected Annual Measurable Outcomes:	a. Maintain course access at 100% (7A-C) b. API Score – establish baseline in 2015-16 (4B) c. Increase CAASPP ELA and Math proficiency based on 14-15 baselines (4A) d. CAHSEE Pass Rate in English will increase by 2% (4A) e. CAHSEE Pass Rate in Math will increase by 2% (4A) f. PSAT Selection Index will increase 3% (8A) g. UC/CSU completion rate will increase 2% (4C) h. # of Students completing CTE program will increase by 3% (8A) i. # of AP exams taken will increase by 2% (8A) j. % passing AP exams will increase by 2% (4F)		k. % students Ready for College/Conditional in EAP English will increase by 2% (4G) l. % students Ready for College/Conditional in EAP math will increase by 2% (4G) m. % of students scoring Early Advanced/ Advanced on the CELDT will increase by 3% (4D) n. EL reclassification rate will increase by 2% (4E) o. Double Targets for LI, EL, FY students: increase CAHSEE pass rate by 4%, increase PSAT Selection Index by 6%, AP pass rate by 4%, increase EAP Ready for College/Conditional in English and math by 4%, CAASPP goal based on 14-15 baseline data (4A, 4F, 4G, 8A)	
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
	1) Sustain critical parts of the Schoolwide Improvement Grant/Quality Education Investment Act (SIG/QEIA) components in order to continue to improve/increase student achievement and college readiness (Helms Middle, De Anza High School)	School-wide	<u>X</u> _ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Use \$1,300,000 from supplemental and concentration funds
	2) Library book, science & arts materials refresh & Renaissance Learning at K-8	LEA-wide	<u>X</u> _ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Use \$301,000 in supplemental & concentration grants
	3) Continue to provide, and expand & improve college & career ready programs & services –e.g. college counseling & support for college going culture and linked	LEA-wide	<u>X</u> _ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient	Add counseling staff, programs & services \$3,176,767 from supplemental & concentration grants

<p>learning implementation</p> <p>4) Expand innovative STEM opportunity – Fab Lab (located at Kennedy High school)</p>	<p>LEA-wide</p>	<p>__Other Subgroups:(Specify)_____</p> <p><input type="checkbox"/>_X_ALL</p> <p>-----</p> <p>OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>Implementation of Fab Lab for KHS family of schools \$300,000 from supplemental, concentration grants</p>
<p>5) Implement full day kindergarten at district schools (20 schools in 2015-16)</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>Extend school day for kindergarteners at 9 additional schools with \$1,113,996 supplemental & concentration funds</p>
<p>6) Whole school intervention model (Stege Elementary)</p>	<p>School-wide</p>	<p><input type="checkbox"/>_ALL</p> <p>-----</p> <p>OR: <input type="checkbox"/>_X_Low Income pupils <input checked="" type="checkbox"/>_X_English Learners <input checked="" type="checkbox"/>_X_Foster Youth <input checked="" type="checkbox"/>_X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>At 1 school extend school day, school year, add support services with \$552,255 from supplemental & concentration funds</p>
<p>7) Psychological services for highest needs schools (11 elementary, 4 middle, and 5 high in 2015-16)</p>	<p>School-wide</p>	<p><input type="checkbox"/>_ALL</p> <p>-----</p> <p>OR: <input type="checkbox"/>_X_Low Income pupils <input checked="" type="checkbox"/>_X_English Learners <input checked="" type="checkbox"/>_X_Foster Youth <input checked="" type="checkbox"/>_X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>Expand psychologists for students in highest needs schools with \$340,667 in supplemental & concentration funds</p>
<p>8) Continue to support and improve services for English Language Learner assessment, reclassification processes and materials</p>	<p>LEA-wide</p>	<p><input type="checkbox"/>_ALL</p> <p>-----</p> <p>OR: <input type="checkbox"/>_X_Low Income pupils <input checked="" type="checkbox"/>_X_English Learners <input checked="" type="checkbox"/>_X_Foster Youth <input checked="" type="checkbox"/>_X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>Support and improve ELL assessment & reclassification services & materials with \$934,585 in supplemental & concentration funds</p>
<p>9) Staffing at high schools to improve learning of targeted students at high need schools (Kennedy, Richmond, North Campus, Gompers)</p>	<p>School-wide</p>	<p><input type="checkbox"/>_ALL</p> <p>-----</p> <p>OR: <input type="checkbox"/>_X_Low Income pupils <input checked="" type="checkbox"/>_X_English Learners <input checked="" type="checkbox"/>_X_Foster Youth <input checked="" type="checkbox"/>_X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>Staffing at high schools over 75% unduplicated student count with \$1,001,236 in supplemental & concentration funding</p>
<p>10) Continue to provide out-of-school time services to highest need students</p>	<p>LEA-wide</p>	<p><input type="checkbox"/>_ALL</p> <p>-----</p> <p>OR: <input type="checkbox"/>_X_Low Income pupils <input checked="" type="checkbox"/>_X_English Learners <input checked="" type="checkbox"/>_X_Foster Youth <input checked="" type="checkbox"/>_X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>Summer school with \$584,053 supplemental & concentration funding</p>
<p>11) Add psychiatric social work services at high need middle schools</p>	<p>School-wide</p>	<p><input type="checkbox"/>_ALL</p> <p>-----</p> <p>OR: <input type="checkbox"/>_X_Low Income pupils <input checked="" type="checkbox"/>_X_English Learners <input checked="" type="checkbox"/>_X_Foster Youth <input checked="" type="checkbox"/>_X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>Continue using \$44,238 in supplemental & concentration funding to add psychiatric social work services to highest need middle schools</p>
<p>12) Develop and provide trainings on foster youth data policy and practice to stakeholders; provide ongoing consultation to school level staff on foster youth data issues as needed</p>	<p>LEA-wide</p>	<p><input type="checkbox"/>_ALL</p> <p>-----</p> <p>OR: __Low Income pupils __English Learners <input checked="" type="checkbox"/>_X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>Use \$25,000 in supplemental & concentration funds to provide trainings/consultations</p>
<p>13) Continue Grad Tutor Pilot Initiative focused on supporting the learning center model at high need schools (This includes professional development.)</p>	<p>LEA-wide</p>	<p><input type="checkbox"/>_ALL</p> <p>-----</p> <p>OR: <input type="checkbox"/>_X_Low Income pupils <input checked="" type="checkbox"/>_X_English Learners <input checked="" type="checkbox"/>_X_Foster Youth <input checked="" type="checkbox"/>_X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>Use \$1,700,000 in supplemental & concentration funds</p>

<p>Expected Annual Measurable Outcomes:</p>	<p>a) Maintain course access at 100% b) API Score c) Increase CAASPP ELA and Math proficiency based on baselines d) CAHSEE Pass Rate in English will increase by 2% e) CAHSEE Pass Rate in Math will increase by 2% f) PSAT Selection Index will increase 3% g) UC/CSU completion rate will increase 2% h) # of Students completing CTE program will increase by 3% i) # of AP exams taken will increase by 2% j) % passing AP exams will increase by 2%</p>	<p>k) % students Ready for College/Conditional in EAP English will increase by 2% l) % students Ready for College/Conditional in EAP math will increase by 2% m) % of students scoring Early Advanced/ Advanced on the CELDT will increase by 3% n) EL reclassification rate will increase by 2% o) Double Targets for LI, EL, FY students: increase CAHSEE pass rate by 4%, increase PSAT Selection Index by 6%, AP pass rate by 4%, increase EAP Ready for College/Conditional in English and math by 4%, CAASPP goal based on 14-15 baseline data</p>	
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>1) Sustain critical parts of the Schoolwide Improvement Grant/Quality Education Investment Act (SIG/QEIA) components in order to continue to improve/increase student achievement and college readiness (Helms Middle, De Anza High School)</p>	<p>School-wide</p>	<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>Use \$1,300,000 from supplemental and concentration funds</p>
<p>2) Library book, science & arts materials refresh & Renaissance Learning at K-8</p>	<p>LEA-wide</p>	<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>Use \$301,000 in supplemental & concentration grants</p>
<p>3) Continue to provide, and expand & improve college & career ready programs & services –e.g. college counseling & support for college going culture and linked learning implementation</p>	<p>LEA-wide</p>	<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>Add counseling staff, programs & services \$3,176,767 from supplemental & concentration grants</p>
<p>4) Expand innovative STEM opportunity – Fab Lab (located at Kennedy HS)</p>	<p>LEA-wide</p>	<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>Implementation of Fab Lab for KHS family of schools \$300,000 from supplemental, concentration grants</p>
<p>5) Implement full day kindergarten at district schools</p>	<p>School-wide</p>	<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>Extend school day for kindergarteners at additional schools with \$1,113,996 supplemental & concentration funds</p>
<p>6) Whole school intervention model (Stege Elementary)</p>	<p>School-wide</p>	<p><input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>At 1 school extend school day, school year, add support services with \$552,255 from supplemental & concentration funds</p>
<p>7) Psychological services for highest needs schools</p>	<p>School-wide</p>	<p><input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Expand psychologists for students in highest needs schools with \$340,667 in supplemental & concentration funds</p>
<p>8) Continue to support and improve services for English Language Learner assessment, reclassification processes and materials</p>	<p>LEA-wide</p>	<p><input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p>	<p>Support and improve ELL assessment & reclassification services & materials with \$934,585 in supplemental & concentration</p>

		__Other Subgroups:(Specify)_____	funds
9) Staffing at middle and high schools to improve learning of targeted students at high need schools	School-wide	__ _ALL ----- OR: __X__Low Income pupils __X__English Learners __X__Foster Youth __X__Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Staffing at high schools over 75% unduplicated student count with \$1,001,236 in supplemental & concentration funding
10) Continue to provide out-of-school time services to highest need students	LEA-wide	__ _ALL ----- OR: __X__Low Income pupils __X__English Learners __X__Foster Youth __X__Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Summer school with \$584,053 supplemental & concentration funding
11) Add psychiatric social work services at high need middle schools	School-wide	__ _ALL ----- OR: __X__Low Income pupils __X__English Learners __X__Foster Youth __X__Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Continue using \$44,238 in supplemental & concentration funding to add psychiatric social work services to highest need middle schools
12) Develop and provide trainings on foster youth data policy and practice to stakeholders; provide ongoing consultation to school level staff on foster youth data issues as needed	LEA-wide	__ _ALL ----- OR: __Low Income pupils __English Learners __X__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Use \$25,000 in supplemental & concentration funds to provide trainings/consultations
13) Continue Grad Tutor Pilot Initiative focused on supporting the learning center model at high need schools (This includes professional development.)	LEA-wide	__ _ALL ----- OR: __X__Low Income pupils __X__English Learners __X__Foster Youth __X__Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Use \$1,700,000 in supplemental & concentration funds

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	a) Maintain course access at 100%	k) % students Ready for College/Conditional in EAP English will increase by 2%
	b) API Score	l) % students Ready for College/Conditional in EAP math will increase by 2%
	c) Increase CAASPP ELA and Math proficiency based on baselines	m) % of students scoring Early Advanced/ Advanced on the CELDT will increase by 3%
	d) CAHSEE Pass Rate in English will increase by 2%	n) EL reclassification rate will increase by 2%
	e) CAHSEE Pass Rate in Math will increase by 2%	o) Double Targets for LI, EL, FY students: increase CAHSEE pass rate by 4%, increase PSAT Selection Index by 6%, AP pass rate by 4%, increase EAP Ready for College/Conditional in English and math by 4%, CAASPP goal based on 14-15 baseline data
	f) PSAT Selection Index will increase 3%	
	g) UC/CSU completion rate will increase 2%	
	h) # of Students completing CTE program will increase by 3%	
	i) # of AP exams taken will increase by 2%	
	j) % passing AP exams will increase by 2%	

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1) Sustain critical parts of the Schoolwide Improvement Grant/Quality Education Investment Act (SIG/QEIA) components in order to continue to improve/increase student achievement and college readiness (Helms Middle, De Anza High School)	School-wide	__X__ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Use \$1,300,000 from supplemental and concentration funds
2) Library book, science & arts materials refresh & Renaissance Learning at K-8	LEA-wide	__X__ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient	Use \$301,000 in supplemental & concentration grants

		__Other Subgroups:(Specify)_____	
3) Continue to provide, and expand & improve college & career ready programs & services –e.g. college counseling & support for college going culture and linked learning implementation	LEA-wide	<input checked="" type="checkbox"/> _ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Add counseling staff, programs & services \$3,176,767 from supplemental & concentration grants
4) Expand innovative STEM opportunity – Fab Lab (located at Kennedy HS)	LEA-wide	<input checked="" type="checkbox"/> _ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Implementation of Fab Lab for KHS family of schools \$300,000 from supplemental, concentration grants
5) Implement full day kindergarten at district schools	School-wide	<input checked="" type="checkbox"/> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Extend school day for kindergarteners at additional schools with \$1,113,996 supplemental & concentration funds
6) Whole school intervention model (Stege Elementary)	School-wide	__ _ALL ----- OR: __ <input checked="" type="checkbox"/> _Low Income pupils __ <input checked="" type="checkbox"/> _English Learners __ <input checked="" type="checkbox"/> _Foster Youth __ <input checked="" type="checkbox"/> _Redesignated fluent English proficient __Other Subgroups:(Specify)_____	At 1 school extend school day, school year, add support services with \$552,255 from supplemental & concentration funds
7) Psychological services for highest needs schools	School-wide	__ _ALL ----- OR: __ <input checked="" type="checkbox"/> _Low Income pupils __ <input checked="" type="checkbox"/> _English Learners __ <input checked="" type="checkbox"/> _Foster Youth __ <input checked="" type="checkbox"/> _Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Expand psychologists for students in highest needs schools with \$340,667 in supplemental & concentration funds
8) Continue to support and improve services for English Language Learner assessment, reclassification processes and materials	LEA-wide	__ _ALL ----- OR: __ <input checked="" type="checkbox"/> _Low Income pupils __ <input checked="" type="checkbox"/> _English Learners __ <input checked="" type="checkbox"/> _Foster Youth __ <input checked="" type="checkbox"/> _Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Support and improve ELL assessment & reclassification services & materials with \$934,585 in supplemental & concentration funds
9) Staffing at middle and high schools to improve learning of targeted students at high need schools	School-wide	__ _ALL ----- OR: __ <input checked="" type="checkbox"/> _Low Income pupils __ <input checked="" type="checkbox"/> _English Learners __ <input checked="" type="checkbox"/> _Foster Youth __ <input checked="" type="checkbox"/> _Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Staffing at high schools over 75% unduplicated student count with \$1,001,236 in supplemental & concentration funding
10) Continue to provide out-of-school time services to highest need students	LEA-wide	__ _ALL ----- OR: __ <input checked="" type="checkbox"/> _Low Income pupils __ <input checked="" type="checkbox"/> _English Learners __ <input checked="" type="checkbox"/> _Foster Youth __ <input checked="" type="checkbox"/> _Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Summer school with \$584,053 supplemental & concentration funding
11) Add psychiatric social work services at high need middle schools	School-wide	__ _ALL ----- OR: __ <input checked="" type="checkbox"/> _Low Income pupils __ <input checked="" type="checkbox"/> _English Learners __ <input checked="" type="checkbox"/> _Foster Youth __ <input checked="" type="checkbox"/> _Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Continue using \$44,238 in supplemental & concentration funding to add psychiatric social work services to highest need middle schools
12) Develop and provide trainings on foster youth data policy and practice to stakeholders; provide ongoing consultation to school level staff on foster youth data issues as needed	LEA-wide	__ _ALL ----- OR: __Low Income pupils __English Learners <input checked="" type="checkbox"/> _Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Use \$25,000 in supplemental & concentration funds to provide trainings/consultations
13) Continue Grad Tutor Pilot Initiative focused on supporting the	LEA-wide	__ _ALL	Use \$1,700,000 in supplemental &

learning center model at high need schools (This includes professional development.)		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups:(Specify) _____	concentration funds
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Complete a copy of this table for each of the LEA’s goals. Duplicate and expand the fields as necessary.

GOAL:	Goal 2: Improve instructional practice through professional development and professional learning communities at schools and recruiting and retaining high quality teachers and principals.		Related State and/or Local Priorities: 1__ 2_ <input checked="" type="checkbox"/> 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____
Identified Need:	To support teachers, administrators, and other staff with basic credentialing needs; to provide competitive salaries for teachers in order to recruit and retain; and to provide professional development opportunities to improve academic performance for all students		
Goal Applies to:	Schools: <u>All</u>	Applicable Pupil Subgroups:	<u>All</u>
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	a. Establish 2015-16 baselines for observational tool to measure CCSS implementation (2A, 2B) b. LCAP Student Survey responses of ‘often’ on CCSS-related questions will increase by 3% (2A) c. % of new teachers who stay into their 4th year will increase by 3% d. % of principals who stay into their 4th year will increase by 5%		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1) Provide additional calendar days for teacher professional development that includes classroom management strategies	LEA-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 Other Subgroups:(Specify) _____	Provide additional calendar days for teacher professional development using \$2,570,300 in supplemental & concentration funds
2) District-wide staff development day, plus targeted training for classified staff	LEA-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 Other Subgroups:(Specify) _____	Provide professional development for classified staff using \$10,000 in supplemental & concentration funds
3) Decentralize funding to schools for implementation of school plans	LEA-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 Other Subgroups:(Specify) _____	Direct allocation to schools using \$3,000,000 in supplemental & concentration grants
4) Convene best practices conference, summer of innovation contest, and response to intervention/universal design for learning	LEA-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 Other Subgroups:(Specify) _____	Continue best practices conference, summer of innovation contest, scholar in residence and response to intervention with \$457,500 in supplemental & concentration funds
5) Implementation of CCSS, ELL Standards, Next Generation Science standards in all schools with an equity lens	LEA-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 Other Subgroups:(Specify) _____	Provide professional coaches, data support tools, professional development using \$144,090 in supplemental and concentration funds

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	a) Set goals based on 2015-16 baseline data for observational tool to measure CCSS implementation b) LCAP Student Survey responses of 'often' on CCSS-related questions will increase by 3% c) % of new teachers who stay into their 4th year will increase by 3% d) % of principals who stay into their 4th year will increase by 5%		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1) Provide additional calendar days for teacher professional development that includes classroom management strategies	LEA-wide	_ X _ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Provide additional calendar days for teacher professional development using \$2,570,300 in supplemental & concentration funds
2) District-wide staff development day, plus targeted training for classified staff	LEA-wide	_ X _ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Provide professional development for classified staff using \$10,000 in supplemental & concentration funds
3) Decentralize funding to schools for implementation of school plans	LEA-wide	_ X _ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Direct allocation to schools using \$3,000,000 in supplemental & concentration funds
4) Convene best practices conference, summer of innovation contest, and response to intervention/universal design for learning	LEA-wide	_ X _ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Continue best practices conference, summer of innovation contest, scholar in residence and response to intervention with \$457,500 in supplemental & concentration funds
5) Implementation of CCSS, ELL Standards, Next Generation Science standards in all schools with an equity lens	LEA-wide	_ X _ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Provide professional coaches, data support tools, professional development using \$144,090 in supplemental and concentration funds

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	a. Establish baselines for observational tool to measure CCSS implementation b. LCAP Student Survey responses of 'often' on CCSS-related questions will increase by 3% c. % of new teachers who stay into their 4th year will increase by 3% d. % of principals who stay into their 4th year will increase by 5%		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1) Provide additional calendar days for teacher professional development that includes classroom management strategies	LEA-wide	_ X _ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Provide additional calendar days for teacher professional development using \$2,570,300 in supplemental & concentration funds
2) District-wide staff development day, plus targeted training for classified staff	LEA-wide	_ X _ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Provide professional development for classified staff using \$10,000 in supplemental & concentration funds

3) Decentralize funding to schools for implementation of school plans	LEA-wide	<input checked="" type="checkbox"/> _X_ ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Direct allocation to schools using \$3,000,000 in supplemental & concentration grants
4) Convene best practices conference, summer of innovation contest, and response to intervention/universal design for learning	LEA-wide	<input checked="" type="checkbox"/> _X_ ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Continue best practices conference, summer of innovation contest, scholar in residence and response to intervention with \$457,500 in supplemental & concentration funds
5) Implementation of CCSS, ELL Standards, Next Generation Science standards in all schools with an equity lens	LEA-wide	<input checked="" type="checkbox"/> _X_ ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Provide professional coaches, data support tools, professional development using \$144,090 in supplemental and concentration funds

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

GOAL:	Goal 3: Increase parent and community engagement, involvement, and satisfaction.			Related State and/or Local Priorities: 1__ 2__ 3_ <input checked="" type="checkbox"/> _ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____
Identified Need:	To provide opportunities for parents to build capacity so they can support children with their learning			
Goal Applies to:	Schools: <input type="checkbox"/> All	----- Applicable Pupil Subgroups: <input type="checkbox"/> All		
LCAP Year 1: 2015-16				
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> a. California School Parent Survey response rate will increase by 10% (3A) b. California School Parent Survey will measure engagement, involvement, and satisfaction (baseline data collected in 2014-15) (3A) c. Number of Parent University graduates will increase from 290 in 2014-15 to 500 graduates (3B, 3C) d. Community partner surveys will measure engagement and satisfaction (baseline data collected in 2015-16) 			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
1) Increase services in schools for parent liaison/school community worker, coordination of full services community schools & volunteers & lower barriers for parent volunteers & participation (This includes professional development.)	LEA-wide	<input type="checkbox"/> _ALL ----- OR: <input checked="" type="checkbox"/> _X_ Low Income pupils <input checked="" type="checkbox"/> _X_ English Learners <input checked="" type="checkbox"/> _X_ Foster Youth <input checked="" type="checkbox"/> _X_ Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify) _____	Continue parent liaison for targeted schools for full services community schools foundation & volunteer coordination using \$1,777,289 in supplemental & concentration grants	
LCAP Year 2: 2016-17				
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> a. California School Parent Survey response rate will increase by 5% b. California School Parent Survey will measure engagement, involvement, and satisfaction c. Number of Parent University graduates will increase to 650 graduates d. Community partner surveys will measure engagement and satisfaction (goals will be set for 2016-17) 			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	

1) Increase services in schools for parent liaison/school community worker, coordination of full services community schools & volunteers & lower barriers for parent volunteers & participation (This includes professional development.)	LEA-wide	__ ALL ----- OR: __X__ Low Income pupils __X__ English Learners __X__ Foster Youth __X__ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Continue parent liaison for targeted schools for full services community schools foundation & volunteer coordination using \$1,777,289 in supplemental & concentration grants
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LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	a. California School Parent Survey response rate will increase by 5% b. California School Parent Survey will measure engagement, involvement, and satisfaction (baseline data collected in 2014-15) c. Number of Parent University graduates will increase to 750 graduates d. Community partner surveys will measure engagement and satisfaction (goals will be set for 2016-17)
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1) Increase services in schools for parent liaison/school community worker, coordination of full services community schools & volunteers & lower barriers for parent volunteers & participation (This includes professional development.)	LEA-wide	__ ALL ----- OR: __X__ Low Income pupils __X__ English Learners __X__ Foster Youth __X__ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Continue parent liaison for targeted schools for full services community schools foundation & volunteer coordination using \$1,777,289 in supplemental & concentration grants

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

GOAL:	Goal 4: Improve student engagement and climate outcomes, and allocate services to EL and LI students	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__X__ 6__X__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____
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Identified Need:	To provide systems, programs, and opportunities that directly support the nutritional, mental and physical health of all students		
Goal Applies to:	Schools: All	Applicable Pupil Subgroups:	All

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	a. School attendance rates will increase by 0.5% for all schools with lower than 95% attendance rate (5A) b. EL, LI, FY attendance rate will increase by 2% (5A) c. % students chronically absent will decrease by 3% (5B) d. # of middle school dropouts will decrease by 5% (5C) e. High School dropout rate will decrease by 0.5% (5D) f. Number of EL, LI, FY dropouts will decrease by 5% (5D)	g. Graduate rate will increase by 2% (5E) h. EL, LI, FY graduate rate will increase by 3% (5E) i. # of out-of-school suspensions will decrease by 3% (6A) j. # of out-of-school suspensions of EL, LI, FY students will decrease by 5% (6A) k. Maintain low level of expulsions (6B) l. LCAP Student Survey responses will show 2% increase in "often" response on climate-related questions. (6C)
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1) Enhance the implementation of Restorative Justice, BEST, Toolbox & Mindful Life and Selena Jackson practices	LEA-wide	__X__ ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Use \$416,632 in supplemental & concentration grant funds

2) Provide for basic student safety and social-emotional support – Psychologists, SROs, Campus Safety Officers, Safe, Supporting Schools Program (S3)	LEA-wide	<input checked="" type="checkbox"/> _X _ALL ----- OR: <input type="checkbox"/> _Low Income pupils <input type="checkbox"/> _English Learners <input type="checkbox"/> _Foster Youth <input type="checkbox"/> _Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify) _____	Use \$3,389,265 in supplemental & concentration grant funds
3) Increase services for students and provide coordination to arts and high performing programs, as well as training for teachers	LEA-wide	<input checked="" type="checkbox"/> _X _ALL ----- OR: <input type="checkbox"/> _Low Income pupils <input type="checkbox"/> _English Learners <input type="checkbox"/> _Foster Youth <input type="checkbox"/> _Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify) _____	Use \$415,000 in supplemental & concentration funds
4) Add extracurricular programs at secondary schools and support for coordination within schools. <u>Middle school programs will focus on school climate.</u>	LEA-wide	<input checked="" type="checkbox"/> _X _ALL ----- OR: <input type="checkbox"/> _Low Income pupils <input type="checkbox"/> _English Learners <input type="checkbox"/> _Foster Youth <input type="checkbox"/> _Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify) _____	Use \$455,000 in supplemental and concentration grant funding
5) Implement the 2014 English Language Learner master plan including professional development for parents and staff	LEA-wide	<input type="checkbox"/> _ _ALL ----- OR: <input checked="" type="checkbox"/> _X _Low Income pupils <input checked="" type="checkbox"/> _X _English Learners <input checked="" type="checkbox"/> _X _Foster Youth <input checked="" type="checkbox"/> _X _Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify) _____	Continue staffing including professional development coaches and materials with \$1,601,302 from supplemental & concentration funds
6) Provide “Playworks” at elementary schools with greater than 65% ELL, low income & foster youth students (25 elementary schools)	School-wide	<input type="checkbox"/> _ _ALL ----- OR: <input checked="" type="checkbox"/> _X _Low Income pupils <input checked="" type="checkbox"/> _X _English Learners <input checked="" type="checkbox"/> _X _Foster Youth <input checked="" type="checkbox"/> _X _Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify) _____	Use \$1,320,840 in supplemental & concentration funds to provide “Playworks” at elementary schools with greater than 70% ELL, low income & foster youth students
7) Provide technology coaches at targeted schools	School-wide	<input type="checkbox"/> _ _ALL ----- OR: <input checked="" type="checkbox"/> _X _Low Income pupils <input checked="" type="checkbox"/> _X _English Learners <input checked="" type="checkbox"/> _X _Foster Youth <input checked="" type="checkbox"/> _X _Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify) _____	Use \$218,257 in supplemental & concentration funds to provide technology coaches at highest need schools
8) Continue to support coordination and programs for Full Services Community Schools	LEA-wide	<input type="checkbox"/> _ _ALL ----- OR: <input checked="" type="checkbox"/> _X _Low Income pupils <input checked="" type="checkbox"/> _X _English Learners <input checked="" type="checkbox"/> _X _Foster Youth <input checked="" type="checkbox"/> _X _Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify) _____	Use \$561,321 in supplemental & concentration grant funds.
9) Augment Special Education services provided to LI, EL, FY	LEA-wide	<input type="checkbox"/> _ _ALL ----- OR: <input checked="" type="checkbox"/> _X _Low Income pupils <input checked="" type="checkbox"/> _X _English Learners <input checked="" type="checkbox"/> _X _Foster Youth <input checked="" type="checkbox"/> _X _Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify) _____	Use \$3,200,000 in supplemental & concentration grant funds.

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	a. School attendance rates will increase by 0.5% for all schools with lower than 95% attendance rate	f. Number of EL, LI, FY dropouts will decrease by 5%
	b. EL, LI, FY attendance rate will increase by 2%	g. Graduate rate will increase by 2%
	c. % students chronically absent will decrease by 3%	h. EL, LI, FY graduate rate will increase by 3%
	d. # of middle school dropouts will decrease by 5%	i. # of out-of-school suspensions will decrease by 3%
	e. Dropout rate will decrease by 0.5%	j. # of out-of-school suspensions of EL, LI, FY students will decrease by 5%
		k. Maintain low level of expulsions
Actions/Services	Scope of Service	Pupils to be served within identified scope of service
		Budgeted Expenditures

1) Enhance the implementation of Restorative Justice, BEST, Toolbox & Mindful Life and Selena Jackson practices	LEA-wide	<input type="checkbox"/> _X _ALL ----- OR: <input type="checkbox"/> _Low Income pupils <input type="checkbox"/> _English Learners <input type="checkbox"/> _Foster Youth <input type="checkbox"/> _Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____	Use \$416,632 in supplemental & concentration grant funds
2) Provide for basic student safety and social-emotional support – Psychologists, SROs, Campus Safety Officers, Safe, Supporting Schools Program (S3)	LEA-wide	<input type="checkbox"/> _X _ALL ----- OR: <input type="checkbox"/> _Low Income pupils <input type="checkbox"/> _English Learners <input type="checkbox"/> _Foster Youth <input type="checkbox"/> _Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____	Use \$3,389,265 in supplemental & concentration grant funds
3) Increase services for students and provide coordination to arts and high performing programs, as well as training for teachers	LEA-wide	<input type="checkbox"/> _X _ALL ----- OR: <input type="checkbox"/> _Low Income pupils <input type="checkbox"/> _English Learners <input type="checkbox"/> _Foster Youth <input type="checkbox"/> _Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____	Use \$415,000 in supplemental & concentration funds
4) Add extracurricular programs at secondary schools and support for coordination within schools. <u>Middle school programs will focus on school climate.</u>	LEA-wide	<input type="checkbox"/> _X _ALL ----- OR: <input type="checkbox"/> _Low Income pupils <input type="checkbox"/> _English Learners <input type="checkbox"/> _Foster Youth <input type="checkbox"/> _Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____	Use \$455,000 in supplemental and concentration grant funding
5) Implement the 2014 English Language Learner master plan including professional development for parents and staff	LEA-wide	<input type="checkbox"/> _ _ALL ----- OR: <input checked="" type="checkbox"/> _X Low Income pupils <input checked="" type="checkbox"/> _X English Learners <input checked="" type="checkbox"/> _X Foster Youth <input checked="" type="checkbox"/> _X Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____	Continue staffing including professional development coaches and materials with \$1,601,302 from supplemental & concentration funds
6) Provide “Playworks” at elementary schools with greater than 65% ELL, low income & foster youth students (25 elementary schools)	School-wide	<input type="checkbox"/> _ _ALL ----- OR: <input checked="" type="checkbox"/> _X Low Income pupils <input checked="" type="checkbox"/> _X English Learners <input checked="" type="checkbox"/> _X Foster Youth <input checked="" type="checkbox"/> _X Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____	Use \$1,279,021 in supplemental & concentration funds to provide “Playworks” at elementary schools with greater than 70% ELL, low income & foster youth students
7) Provide technology coaches at targeted schools	School-wide	<input type="checkbox"/> _ _ALL ----- OR: <input checked="" type="checkbox"/> _X Low Income pupils <input checked="" type="checkbox"/> _X English Learners <input checked="" type="checkbox"/> _X Foster Youth <input checked="" type="checkbox"/> _X Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____	Use \$218,257 in supplemental & concentration funds to provide technology coaches at highest need schools
8) Continue to support coordination and programs for Full Services Community Schools	LEA-wide	<input type="checkbox"/> _ _ALL ----- OR: <input checked="" type="checkbox"/> _X Low Income pupils <input checked="" type="checkbox"/> _X English Learners <input checked="" type="checkbox"/> _X Foster Youth <input checked="" type="checkbox"/> _X Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____	Use \$561,321 in supplemental & concentration grant funds.
9) Augment Special Education services provided to LI, EL, FY	LEA-wide	<input type="checkbox"/> _ _ALL ----- OR: <input checked="" type="checkbox"/> _X Low Income pupils <input checked="" type="checkbox"/> _X English Learners <input checked="" type="checkbox"/> _X Foster Youth <input checked="" type="checkbox"/> _X Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____	Use \$3,200,000 in supplemental & concentration grant funds.

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	a. School attendance rates will increase by 0.5% for all schools with lower than 95% attendance rate	f. Number of EL, LI, FY dropouts will decrease by 5%
	b. EL, LI, FY attendance rate will increase by 2%	g. Graduate rate will increase by 2%
	c. % students chronically absent will decrease by 3%	h. EL, LI, FY graduate rate will increase by 3%
	d. # of middle school dropouts will decrease by 5%	i. # of out-of-school suspensions will decrease by 3%
		j. # of out-of-school suspensions of EL, LI, FY students will decrease by 5%

e. Dropout rate will decrease by 0.5%		k. Maintain low level of expulsions	
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1) Enhance the implementation of Restorative Justice, BEST, Toolbox & Mindful Life and Selena Jackson practices	LEA-wide	<input checked="" type="checkbox"/> _X _ALL ----- OR: <input type="checkbox"/> _Low Income pupils <input type="checkbox"/> _English Learners <input type="checkbox"/> _Foster Youth <input type="checkbox"/> _Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____	Use \$416,632 in supplemental & concentration grant funds
2) Provide for basic student safety and social-emotional support – Psychologists, SROs, Campus Safety Officers, Safe, Supporting Schools Program (S3)	LEA-wide	<input checked="" type="checkbox"/> _X _ALL ----- OR: <input type="checkbox"/> _Low Income pupils <input type="checkbox"/> _English Learners <input type="checkbox"/> _Foster Youth <input type="checkbox"/> _Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____	Use \$3,389,265 in supplemental & concentration grant funds
3) Increase services for students and provide coordination to arts and high performing programs, as well as training for teachers	LEA-wide	<input checked="" type="checkbox"/> _X _ALL ----- OR: <input type="checkbox"/> _Low Income pupils <input type="checkbox"/> _English Learners <input type="checkbox"/> _Foster Youth <input type="checkbox"/> _Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____	Use \$415,000 in supplemental & concentration funds
4) Add extracurricular programs at secondary schools and support for coordination within schools. <u>Middle school programs will focus on school climate.</u>	LEA-wide	<input checked="" type="checkbox"/> _X _ALL ----- OR: <input type="checkbox"/> _Low Income pupils <input type="checkbox"/> _English Learners <input type="checkbox"/> _Foster Youth <input type="checkbox"/> _Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____	Use \$455,000 in supplemental and concentration grant funding
5) Implement the 2014 English Language Learner master plan including professional development for parents and staff	LEA-wide	<input type="checkbox"/> _ _ALL ----- OR: <input checked="" type="checkbox"/> _X _Low Income pupils <input checked="" type="checkbox"/> _X _English Learners <input checked="" type="checkbox"/> _X _Foster Youth <input checked="" type="checkbox"/> _X _Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____	Continue staffing including professional development coaches and materials with \$1,601,302 from supplemental & concentration funds
6) Provide “Playworks” at elementary schools with greater than 65% ELL, low income & foster youth students (25 elementary schools)	School-wide	<input type="checkbox"/> _ _ALL ----- OR: <input checked="" type="checkbox"/> _X _Low Income pupils <input checked="" type="checkbox"/> _X _English Learners <input checked="" type="checkbox"/> _X _Foster Youth <input checked="" type="checkbox"/> _X _Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____	Use \$1,279,021 in supplemental & concentration funds to provide “Playworks” at elementary schools with greater than 70% ELL, low income & foster youth students
7) Provide technology coaches at targeted schools	School-wide	<input type="checkbox"/> _ _ALL ----- OR: <input checked="" type="checkbox"/> _X _Low Income pupils <input checked="" type="checkbox"/> _X _English Learners <input checked="" type="checkbox"/> _X _Foster Youth <input checked="" type="checkbox"/> _X _Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____	Use \$218,257 in supplemental & concentration funds to provide technology coaches at highest need schools
8) Continue to support coordination and programs for Full Services Community Schools	LEA-wide	<input type="checkbox"/> _ _ALL ----- OR: <input checked="" type="checkbox"/> _X _Low Income pupils <input checked="" type="checkbox"/> _X _English Learners <input checked="" type="checkbox"/> _X _Foster Youth <input checked="" type="checkbox"/> _X _Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____	Use \$561,321 in supplemental & concentration grant funds.
9) Augment Special Education services provided to LI, EL, FY	LEA-wide	<input type="checkbox"/> _ _ALL ----- OR: <input checked="" type="checkbox"/> _X _Low Income pupils <input checked="" type="checkbox"/> _X _English Learners <input checked="" type="checkbox"/> _X _Foster Youth <input checked="" type="checkbox"/> _X _Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____	Use \$3,200,000 in supplemental & concentration grant funds.

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

GOAL:	Goal 5: Provide basic services to all students, including facilities, access to materials and technology.		Related State and/or Local Priorities: 1_ <input checked="" type="checkbox"/> _ 2_ 3_ 4_ 5_ 6_ 7_ 8_ COE only: 9_ 10_ Local: Specify _____	
Identified Need:	To maintain facilities in "good repair," provide materials and technology to students, and to ensure teacher assignment is appropriate.			
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
LCAP Year 1: 2015-16				
Expected Annual Measurable Outcomes:	a. Ensure Williams' certification finds that 100% students have access to standards aligned materials (1B) b. Ensure 0% misassignment rates (1A)		c. Ensure 0% misassignment rates of English Learners (1A) d. Increase % facilities with Good / Exemplary rating by 3% (1C)	
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1) Extend workday for elementary clerk typists and extra support for targeted secondary schools for data collection & entry (all elementary schools, 2 middle schools, 2 high schools)		LEA-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) _____	Use \$956,590 in supplemental & concentration grant funds
2) Provide adaptive curriculum for special needs students, software for digital resources, teaching carts & technology curriculum		LEA-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) _____	Use \$125,000 in supplemental, concentration grants
LCAP Year 2: 2016-17				
Expected Annual Measurable Outcomes:	a. Ensure Williams' certification finds that 100% students have access to standards aligned materials b. Ensure 0% misassignment rates		c. Ensure 0% misassignment rates of English Learners d. Increase % facilities with Good / Exemplary rating by 3%	
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1) Extend workday for elementary clerk typists and extra support for targeted secondary schools for data collection & entry		LEA-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) _____	Use \$956,590 in supplemental & concentration grant funds
2) Provide adaptive curriculum for special needs students, software for digital resources, teaching carts & technology curriculum		LEA-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) _____	Use \$125,000 in supplemental, concentration grants
LCAP Year 3: 2017-18				
Expected Annual Measurable Outcomes:	a. Ensure Williams' certification finds that 100% students have access to standards aligned materials b. Ensure 0% misassignment rates		c. Ensure 0% misassignment rates of English Learners d. Increase % facilities with Good / Exemplary rating by 3%	

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1) Extend workday for elementary clerk typists and extra support for targeted secondary schools for data collection & entry	LEA-wide	<input checked="" type="checkbox"/> _X_ALL ----- OR: <input type="checkbox"/> _Low Income pupils <input type="checkbox"/> _English Learners <input type="checkbox"/> _Foster Youth <input type="checkbox"/> _Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify) _____	Use \$956,590 in supplemental & concentration grant funds
2) Provide adaptive curriculum for special needs students, software for digital resources, teaching carts & technology curriculum	LEA-wide	<input checked="" type="checkbox"/> _X_ALL ----- OR: <input type="checkbox"/> _Low Income pupils <input type="checkbox"/> _English Learners <input type="checkbox"/> _Foster Youth <input type="checkbox"/> _Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify) _____	Use \$125,000 in supplemental, concentration grants

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 school sites 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?

Original GOAL from prior year LCAP:	1.1 Improve student achievement for all students	Related State and/or Local Priorities: 1__ 2__ 3__ 4_ <u>X</u> 5__ 6__ 7_ <u>X</u> 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: <u>All Schools</u>	Applicable Pupil Subgroups: <u>All Students</u>
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Expected Annual Measurable Outcomes	Ensure students have access and enrollment in all required courses of study	Actual Annual Measurable Outcomes	
	Establish CAASPP ELA and Math proficiency baselines		14-15 Baseline: pending
	CAHSEE Pass Rate (350+) in English will increase by 2%		13-14 Baseline: 71% / 14-15 Goal: 73% / 14-15 Actual: pending
	CAHSEE Pass Rate (350+) in Math will increase by 2%		13-14 Baseline: 71% / 14-15 Goal: 73% / 14-15 Actual: pending
	PSAT Selection Index will increase 3%		13-14 Baseline: 110 / 14-15 Goal: 113 / 14-15 Actual: 108
	UC/CSU completion rate will increase 2%		13-14 Baseline: 42% / 14-15 Goal: 44% / 14-15 Actual: pending
	# of students completing CTE program will increase by 3%		13-14 Baseline: 220 / 14-15 Goal: 227 / 14-15 Actual: pending
	# of AP exams taken will increase by 2%		13-14 Baseline: 1916 / 14-15 Goal: 1954 / 14-15 Actual: pending
	% passing AP exams will increase by 2%		13-14 Baseline: 33% / 14-15 Goal: 35% / 14-15 Actual: pending
	% students who are 'Ready for College/Conditional' in English will increase by 2%		13-14 Baseline: 27% / 14-15 Goal: 29% / 14-15 Actual: pending
	% students who are 'Ready for College/Conditional' in math will increase by 2%		13-14 Baseline: 37% / 14-15 Goal: 39% / 14-15 Actual: pending

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Implement K-3 class size reduction to average of 24 students	Additional staff added \$2,600,000 from base budget	MAJOR ACTION(S) COMPLETED: K-3 class size average is 24 to 1	\$2,600,000
Scope of service: <u>All schools K-3 LEA-wide</u> <u>X</u> ALL		<u>All schools K-3 LEA-wide</u> <u>X</u> ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	
Expand transition kindergarten – add 5 per year (if space available)	Addition staff \$640,172 from base budget	MAJOR ACTION(S) COMPLETED: 4 Additional TK classrooms have been implemented (17 total TKs districtwide)	\$563,385
Scope of service: <u>LEA-wide</u> <u>X</u> ALL		Scope of service: <u>LEA-wide</u> <u>X</u> ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	
Expand dual immersion	Materials, supplies & staff \$100,000 from base budget	MAJOR ACTION(S) COMPLETED: Hired teacher, new dual immersion program started at Stewart	\$100,000

Scope of service: <u>School-wide</u> <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)_____			Elementary (kindergarten) 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)_____	
Library book, science & arts materials refresh & accelerated reader at K-8	Books, materials & supplies \$210,000 from base budget with \$300,000 in supplemental & concentration grants		IN PROGRESS: Hosted differentiated professional development sessions for teachers, coaches, administrators, and grad tutors; Integration of Renaissance Learning Program with existing WCCUSD data systems	Base=\$210,000 Supplemental/Concentration=\$301,000 Increased budget for supplies
Scope of service: <u>LEA-wide</u> <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)_____			LEA-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 provide, and expand & improve college & career ready programs & services –e.g. college counseling & support for college going culture and linked learning implementation	In addition to existing, add counseling staff, programs & services \$2,277,000 from supplemental & concentration grants		MAJOR ACTION(S) COMPLETED: Hired 4 college and career-ready counselors (De Anza, Kennedy, Richmond, North Campus/Gompers), integrating Linked Learning (LL) into CCSS work, providing PD/Coaching	\$2,115,047 Increase to add 1.0 FTE Social Science teacher for the Gateway to College Program but overestimated GtoC annual invoice amount
Scope of service: <u>LEA-wide</u> <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)_____			LEA-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)_____	
Expand innovative STEM opportunity – Fab Lab	Renovation of fab lab space at KHS \$750,000 from bond funds		MAJOR ACTION(S) COMPLETED: Host Focus Groups to gather data from stakeholders on the Fab Lab. Purchase beginning supplies and materials for the temporary Fab Lab while Fab Lab is under construction. Work with the Fab Foundation and Chevron to build curriculum for use in the Fab Lab. Provide professional development and coaching to teachers and other staff on the proper use of the Fab Lab equipment. Provide professional development and coaching on building integrated lesson plans to use in the Fab Lab.	\$167,000
Scope of service: <u>School-wide</u> <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)_____			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)_____	

<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Based on stakeholder input, we consolidated goals for communication clarity. 2014-15 Goal 1.1 and 1.2 were combined into Goal 1 for 2015-16.</p> <p>In the 2015-16 LCAP plan, only those actions and services funded by supplemental and concentration were included. Therefore, the following 2014-15 action(s)/service(s) and related measures were removed from the 2015-16 plan:</p> <ul style="list-style-type: none"> • Implement K-3 class size reduction to average of 24 students • Expand transition kindergarten • Expand dual immersion <p>The following action/service was added to the 2015-16 LCAP Goal 1:</p> <ul style="list-style-type: none"> • Sustain critical parts of the Schoolwide Improvement Grant/Quality Education Investment Act (SIG/QEIA) components in order to continue to improve/increase student achievement and college readiness (Helms Middle, De Anza High School).
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Original GOAL from prior year LCAP:	<u>1.2 Accelerate student learning increases for ELL and low income students</u>	Related State and/or Local Priorities: 1__ 2__ 3__ 4_ <u>X</u> 5__ 6__ 7_ <u>X</u> 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: <u>All Schools</u>	Applicable Pupil Subgroups: <u>EL, LI, FY</u>
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Expected Annual Measurable Outcomes	CELDT proficiency will increase by 3% EL reclassification rate will increase by 2% Double 1.1 Targets for LI, EL, FY students (increase CAHSEE pass rate by 4%, increase PSAT Selection Index by 6%, AP pass rate by 4%, increase EAP Ready for College/Conditional by 4%)	Actual Annual Measurable Outcomes	13-14 Baseline: 30% / 14-15 Goal: 33% / 14-15 Actual: pending 13-14 Baseline: 14% / 14-15 Goal: 16% / 14-15 Actual: pending 13-14 Baseline: CAHSEE ELA (EL 22%, LI 66%, FY 40%), CAHSEE Math (EL 37%, LI 67%, FY 60%), PSAT (EL 86, LI 102, FY 97), AP (EL 16%, LI 22%), EAP ELA (EL 0%, LI 19%, FY 17%), EAP Math (EL 4%, LI 26%, FY 0%),
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Implement full day kindergarten at district schools	Extend school day for kindergarteners at 9 schools with \$434,100 supplemental & concentration funds	MAJOR ACTION(S) COMPLETED: 11 schools have full day kindergarten programs (Verde, Lake, Dover, Downer, Chavez, Lincoln, Grant, Stege, Nystrom, King, Ford)	\$384,800-Reduced due to unfilled vacancies
Scope of service:	<u>School-wide</u>		
<u>__</u> ALL		<u>__</u> ALL	
OR:		OR:	
<u>x</u> Low Income pupils <u>x</u> English Learners		<u>x</u> Low Income pupils <u>x</u> English Learners	
<u>x</u> Foster Youth <u>__</u> Redesignated fluent English proficient		<u>x</u> Foster Youth <u>__</u> Redesignated fluent English proficient	
<u>__</u> Other Subgroups:(Specify) _____		<u>__</u> Other Subgroups:(Specify) _____	
Whole school intervention model at targeted elementary school (Stege Elementary)	At one school extend school day, school year, add support	MAJOR ACTION(S) COMPLETED: School day has been extended. School has 2 teachers and 2	Supplemental/Concentration=\$49,066

	services with \$449,033 from supplemental & concentration funds	instructional aides in the learning center. East Bay Center for Performing Arts is providing services to students. Counseling services are being provided. Targeted coaching is being provided to teachers. Vice Principal is in place.	Title I=\$400,000
Scope of service:	School-wide	Scope of service:	School-wide
__ALL		__ALL	
OR:		OR:	
<input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners		<input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners	
<input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient		<input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	
Other Subgroups:(Specify)		Other Subgroups:(Specify)	
Psychological services for highest needs schools	Provide additional psychologists for students in highest needs schools with \$400,000 in supplemental & concentration funds	MAJOR ACTION(S) COMPLETED: Additional psychologists were hired and assigned to sites (Verde, Lake, Dover, Downer, Chavez, Lincoln, Grant, Stege, Nystrom, King)	\$340,667
Scope of service:	School-wide	Scope of service:	School-wide
__ALL		__ALL	
OR:		OR:	
<input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners		<input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners	
<input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient		<input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	
Other Subgroups:(Specify)		Other Subgroups:(Specify)	
Continue to support and improve services for English Language Learner assessment, reclassification processes and materials	Support and improve ELL assessment & reclassification services & materials with \$935,000 in supplemental & concentration funds	MAJOR ACTION(S) COMPLETED: Elementary Writing Spanish Benchmarks and Spanish Reading Language Arts Benchmarks aligned to Common Core State Standards (CCSS), distributed and administered; Accountability measures in place for EL student identification, placement, instruction, and assessment as per English Learner Master Plan; Interim EL Reclassification Criteria approved by the Board on December 17, 2014; Piloted new Secondary English Language Development (ELD) CCSS aligned curriculum in summer 2014; PD for teachers, coaches, and administrators to support the instruction of EL students in ELD, Specially Designed Academic Instruction in English (SDAIE), Transitional Bilingual and Dual Language Education, and Newcomer EL Student Support and Strategies	\$784,585-Late implementation reduced the materials/supplies budget
Scope of service:	LEA-wide	Scope of service:	LEA-wide
__ALL		__ALL	
OR:		OR:	
<input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners		<input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners	
<input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient		<input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	
Other Subgroups:(Specify)		Other Subgroups:(Specify)	
Implement the full-services learning center model at highest need schools	Implement the full-services learning center model at one	MAJOR ACTION(S) COMPLETED: WCCUSD team visited exemplary models of Full Inclusion Learning	\$91,301-Actual personnel cost came in lower than anticipated

	school in 2014-15 with \$136,820 in supplemental & concentration funds	Centers; Learning Center staff hired for 2014-15; Trained Stege staff on Pilot Learning Center Model; Learning Centers are fully operational	
Scope of service:	School-wide	Scope of service:	School-wide
__ALL		__ALL	
OR:		OR:	
<input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners		<input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners	
<input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient		<input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	
Other Subgroups:(Specify)_____		Other Subgroups:(Specify)_____	
Grad Tutor Pilot Initiative focused on supporting the learning center model at high need schools (This includes professional development.)	Pilot the Grad Tutor Initiative at schools 70%+ unduplicated count in 2014-15 with \$1,343,593 in supplemental & concentration fund and \$800,000 in federal funds	MAJOR ACTION(S) COMPLETED: Established differentiated training to address site/Grad Tutor-specific needs; Provided training for Grad Tutors in use of STAR data to support strategic instruction Participated in visitations to identified sites to observe Grad Tutor support to students within the Learning Center Model to identified students and progress monitoring;	Supplemental/Concentration=\$1,493,857-Increased due to additional Grad Tutors assigned at sites > 70% UDC
Scope of service:	School-wide	Scope of service:	School-wide
__ALL		__ALL	
OR:		OR:	
<input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners		<input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners	
<input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient		<input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	
Other Subgroups:(Specify)_____		Other Subgroups:(Specify)_____	
Staffing at middle and high schools to improve learning of targeted students at high need schools	Staffing at high schools over 75% unduplicated student count with \$1,137,277 in supplemental & concentration funding	MAJOR ACTION(S) COMPLETED: Staffing was added and positions were filled (Kennedy HS and Richmond HS)	\$971,219-Actual personnel cost came in lower than anticipated
Scope of service:	School-wide	Scope of service:	School-wide
__ALL		__ALL	
OR:		OR:	
<input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners		<input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners	
<input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient		<input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	
Other Subgroups:(Specify)_____		Other Subgroups:(Specify)_____	
Continue to provide out-of-school time services to highest need students	Summer school with \$554,053 supplemental & concentration funding and \$601,000 in federal funding	MAJOR ACTION(S) COMPLETED: Provided enhanced summer school program for students, including technology	Supplemental/Concentration=\$555,991-Bugeted materials were overestimated Title I=\$941,375 increased to provide more robust summer program with academic supports for neediest students
Scope of service:	LEA-wide	Scope of service:	LEA-wide
__ALL		__ALL	
OR:		OR:	
<input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners		<input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners	
<input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient		<input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	
Other Subgroups:(Specify)_____		Other Subgroups:(Specify)_____	

Add psychiatric social work services at high need middle schools	Using \$104,000 in supplemental & concentration funding add psychiatric social work services to highest need middle schools	MAJOR ACTION(S) COMPLETED: Agreement between WCCUSD and Contra Costa Mental Health developed for additional funding to add two social workers instead of one; Contra Costa Mental Health developed job description and advertised positions; Positions unfilled for 2014-15	\$97,333-Actual personnel cost came in lower than anticipated
Scope of service: <input type="checkbox"/> School-wide		<input type="checkbox"/> School-wide	
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
Develop and provide trainings on foster youth data policy and practice to stakeholders; provide ongoing consultation to school level staff on foster youth data issues as needed.	Use \$25,000 in supplemental & concentration funds to provide trainings/consultations	MAJOR ACTION(S) COMPLETED: Families in Transition liaison provided policy and practice training at 15 sites and for all SCOWs; also trained community partners (GRIP, Cali House)	\$6,000
Scope of service: <input type="checkbox"/> LEA-wide		Scope of service: <input type="checkbox"/> LEA-wide	
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" 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?	Based on stakeholder input, we consolidated goals for communication clarity. 2014-15 Goal 1.1 and 1.2 were combined into Goal 1 for 2015-16. The action/service "Implement the full-services learning center model" was combined with the "Whole School Intervention" action/service for 2015-16.		

Original GOAL from prior year LCAP:	2.1 Improve collaboration and autonomy at schools		Related State and/or Local Priorities: 1__ 2_ <input checked="" type="checkbox"/> 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: <input type="checkbox"/> All Schools	Applicable Pupil Subgroups: <input type="checkbox"/> All Students		
Expected Annual Measurable Outcomes	Staff survey will show defined autonomy process – establish baseline Develop staff survey to measure collaborative decision-making	Actual Annual Measurable Outcomes	14-15 Baseline: pending 14-15 Baseline: pending	
LCAP Year: 2014-15				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	

Implementation of collaboration time & professional learning at all schools	Instructional leadership academy, academic conferencing & data analysis using \$714,810 in state CCSS and federal Title I & Title II funds	MAJOR ACTION(S) COMPLETED: Successful Instructional Leadership Team (ILT) Summer Academies occurred, and sites have Title II allocations	CCSS=\$714,810
Scope of service: <input type="checkbox"/> LEA-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 Other Subgroups:(Specify)		Scope of service: <input type="checkbox"/> LEA-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 Other Subgroups:(Specify)	
Decentralize funding to schools for implementation of school plans	Direct allocation to schools using \$2,700,000 in supplemental & concentration grants	MAJOR ACTION(S) COMPLETED: Schools were allocated LCAP funds based on the unduplicated student count. Schools, along with their School Site Councils, allocate areas of need based on data analysis. The areas of need included professional development, instructional materials, intervention, extended learning, parental involvement, and hiring staff.	\$2,109,722-First time school site planning delays-Carryover allowed
Scope of service: <input type="checkbox"/> LEA-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 Other Subgroups:(Specify)		Scope of service: <input type="checkbox"/> LEA-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 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?	Based on stakeholder input, we consolidated goals for communication clarity. 2014-15 Goal 2.1, 2.2, 2.3, and 6.1 were combined into Goal 2 for 2015-16. In the 2015-16 LCAP plan, only those actions and services funded by supplemental and concentration were included. Therefore, the following 2014-15 action(s)/service(s) and related measures were removed from the 2015-16 plan: <ul style="list-style-type: none"> • Implementation of collaboration time & professional learning at all schools 		

Original GOAL from prior year LCAP:	<u>2.2 Recruit and train high quality teachers and principals</u>		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify <u>WCCUSD Strategic Plan</u>
Goal Applies to:	Schools: <u>All Schools</u>	Applicable Pupil Subgroups: <u>All Students</u>	
Expected Annual Measurable Outcomes	Develop tool to rate teachers and principals proficient or exceptional % of new teachers who stay into their 4th year will increase by 3% % of principals who stay into their 4th year will increase by 5%	Actual Annual Measurable Outcomes	15-16 Baseline: pending 13-14 Baseline: 48% / 14-15 Goal: 51% / 14-15 Actual: 63% 13-14 Baseline: 33% / 14-15 Goal: 38% / 14-15 Actual: 43%

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Use job fairs & university recruitment to hire high quality staff; Implement strategy for teacher / principal retention	Use \$85,000 in base budget and federal grants to hire hard to find teachers	MAJOR ACTION(S) COMPLETED: Participated in 17 job fairs for the year; Used Ed-Join's Partnered with New Leaders, Cal State East Bay, UC Berkeley, Internships, and Teach for America on-line services; 99% of the certificated teaching positions were filled at the beginning of the 2014-15 school year	\$85,000
Scope of service: LEA-wide		Scope of service: LEA-wide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Based on stakeholder input, we consolidated goals for communication clarity. 2014-15 Goal 2.1, 2.2, 2.3, and 6.1 were combined into Goal 2 for 2015-16. In the 2015-16 LCAP plan, only those actions and services funded by supplemental and concentration were included. Therefore, the following 2014-15 action(s)/service(s) and related measures were removed from the 2015-16 plan: <ul style="list-style-type: none"> Use job fairs & university recruitment to hire high quality staff; Implement strategy for teacher / principal retention 		

Original GOAL from prior year LCAP:	<u>2.3 Improve instructional practice through professional development and professional learning communities at schools</u>		Related State and/or Local Priorities: 1__ 2_ <input checked="" type="checkbox"/> 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: All Schools	Applicable Pupil Subgroups: All Students		
Expected Annual Measurable Outcomes	Develop observational tool to measure CCSS implementation	Actual Annual Measurable Outcomes	15-16 Baseline: pending	

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Implementation of CCSS, ELL standards, Next Generation Science standards in all schools with an equity lens	Provide professional coaches, data support tools, professional development & supervision using \$3,950,533 in state CCSS funds and \$1,000,000 in Title II and \$129,592 in supplemental &	MAJOR ACTION(S) COMPLETED: Communicated areas of focus, provided PD/coaching, and data analysis/action	Supplemental/Concentration=\$144,090-Actual personnel cost came in higher than anticipated CCSS=\$3,950,533

	concentration grant funds		
Scope of service: LEA-wide		LEA-wide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Implementation of CCSS, ELL standards, Next Generation Science standards in all schools with an equity lens (cultural competency)	Provide professional development to teachers, support staff, and admin., on cultural competence, and culturally relevant practices to better support African American and Latino students with \$250,000 from Title I and supplemental & concentration funds	MAJOR ACTION(S) COMPLETED: Contract with Selina Jackson to provide training at the 14 Focus Schools and timecards for teachers and other staff for afterschool and Saturday professional development.	Title I=\$50,000 Title II=\$151,000 Decreased due to initial training costs were less than expected; will provide additional training in summer of 2015 and during 2015-16
Scope of service: LEA-wide		LEA-wide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Implementation of CCSS, ELL standards, Next Generation Science standards in all schools with an equity lens (Efficacy Model)	Provide professional development to teachers, support staff, and admin., on the Efficacy Model to better support African American and Latino students with \$150,000 from Title I and supplemental & concentration funds	MAJOR ACTION(S) COMPLETED: Professional development with Dr. Scott on growth mindset and efficacy at the 14 Focus Schools. Provide a professional development day for teachers to share their key learnings on efficacy and growth mindset. Partnering with the Efficacy Institute to carry out teacher and administrator training on Efficacy, growth mindset, and engaging our students for better academic outcomes.	Title I=\$100,000 Title II=\$50,000
Scope of service: LEA-wide		Scope of service: LEA-wide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Use teacher evaluation and student feedback surveys to improve student outcomes	Create & implement teacher evaluation and student feedback surveys with \$55,000 in base budget	MAJOR ACTION(S) COMPLETED: District has negotiated and implemented a new teacher evaluation instrument in the 2014-15 school year and is currently working collaboratively to develop the student feedback survey.	\$55,000
Scope of service: LEA-wide		LEA-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)_____			<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)_____		
Provide additional calendar days for teacher professional development		Provide additional calendar days for teacher professional development using \$2,445,300 in supplemental & concentration funds	MAJOR ACTION(S) COMPLETED: Teacher professional development days took place across WCCUSD August 14 and October 13		\$2,445,300
Scope of service: <input type="checkbox"/> LEA-wide			Scope of service: <input type="checkbox"/> LEA-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)_____			<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)_____		
District-wide staff development day, plus targeted training for classified staff		Provide professional development for classified staff using \$200,000 in base and \$10,000 in State & Federal	MAJOR ACTION(S) COMPLETED: Oct. 13 staff professional development day took place		Base=\$17,186 Title I=\$5,000-Initial training cost were less than expected; will provide additional training in the summer of 2015 and during 2015-16 school year
Scope of service: <input type="checkbox"/> LEA-wide			Scope of service: <input type="checkbox"/> LEA-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)_____			<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)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Based on stakeholder input, we consolidated goals for communication clarity. 2014-15 Goal 2.1, 2.2, 2.3, and 6.1 were combined into Goal 2 for 2015-16. In the 2015-16 LCAP plan, only those actions and services funded by supplemental and concentration were included. Therefore, the following 2014-15 action(s)/service(s) and related measures were removed from the 2015-16 plan: <ul style="list-style-type: none"> • Implementation of CCSS, ELL standards, Next Generation Science standards (PD) • Implementation of CCSS, ELL standards, Next Generation Science standards (Efficacy Model) • Implementation of CCSS, ELL standards, Next Generation Science standards (Cultural Competency) • Use teacher evaluation and student feedback surveys to improve student outcomes 			

Original GOAL from prior year LCAP:	<u>3.1 Increase parent engagement, involvement, and satisfaction</u>	Related State and/or Local Priorities: 1__ 2__ 3_ <input checked="" type="checkbox"/> 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: <input type="checkbox"/> All Schools	

Applicable Pupil Subgroups:		All Students	
Expected Annual Measurable Outcomes	# of Healthy Kids Parent Survey responses will increase by 10% Develop annual parent surveys which will measure engagement, involvement, and satisfaction.	Actual Annual Measurable Outcomes	13-14 Baseline: 2245 / 14-15 Goal: 2470 / 14-15 Actual: pending 14-15 Baseline: pending

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
Increase services in schools for parent liaison/school community worker, coordination of full services community schools & volunteers & lower barriers for parent volunteers & participation (This includes professional development.)		Add parent liaison for targeted schools for full services community schools foundation & volunteer coordination using \$1,490,393 in supplemental & concentration grants	
Scope of service:	School-wide for targeted schools	Scope of service:	School-wide for targeted schools
__ALL		__ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups:(Specify) _____		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups:(Specify) _____	
Implement Parent University and provide adult school classes to serve our parents and targeted outreach to African-American and Latino parents		Implement Parent University and provide adult school classes using \$200,000 in Adult Education funds	
Scope of service:	LEA-wide	Scope of service:	LEA-wide
__ALL		__ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups:(Specify) _____		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups:(Specify) _____	
Parent Workshops, focusing on "Promoting a Mindset of Achievement with Our Children" with special outreach to African American parents		Implement Parent Workshops with \$50,000 from Title I	
Scope of service:	LEA-wide	Scope of service:	LEA-wide
__ALL		__ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups:(Specify) _____		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient 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?	Based on stakeholder input, we consolidated goals for communication clarity. 2014-15 Goal 3.1, 3.2, and 5.1 were combined into Goal 3 for 2015-16.
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In the 2015-16 LCAP plan, only those actions and services funded by supplemental and concentration were included. Therefore, the following 2014-15 action(s)/service(s) and related measures were removed from the 2015-16 plan:

- Implement Parent University and provide adult school classes to serve our parents and targeted outreach to African-American and Latino parents
- Parent Workshops, focusing on “Promoting a Mindset of Achievement with Our Children” with special outreach to African American parents

Original GOAL from prior year LCAP:	<u>3.2 Increase community engagement and satisfaction</u>	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify <u>WCCUSD Strategic Plan</u>
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Goal Applies to:	Schools: <u>All Schools</u>	Applicable Pupil Subgroups: <u>All Students</u>	Expected Annual Measurable Outcomes: <u>Develop annual community surveys which will demonstrate increase in engagement/satisfaction</u>	Actual Annual Measurable Outcomes: <u>15-16 Baseline: pending</u>
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Increase involvement & provide access community based organizations and businesses Scope of service: <u>LEA-wide</u> <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)_____	Increase involvement & provide access community based organizations and businesses with \$219,000 in base budget funding	MAJOR ACTION(S) COMPLETED: Recruited and hired new position, Director of Community Engagement, who meets regularly with community partners; convened Full Service Community Schools Advisory Committee which meets monthly (18 partners) Scope of service: <u>LEA-wide</u> <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)_____	\$112,012-Filled vacant Director of Community Engagement after the start of the year

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Based on stakeholder input, we consolidated goals for communication clarity. 2014-15 Goal 3.1, 3.2, and 5.1 were combined into Goal 3 for 2015-16. In the 2015-16 LCAP plan, only those actions and services funded by supplemental and concentration were included. Therefore, the following 2014-15 action(s)/service(s) and related measures were removed from the 2015-16 plan: <ul style="list-style-type: none"> • Increase involvement & provide access community based organizations and businesses
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Original	<u>4.1 Allocate services to ELL and low income students</u>	Related State and/or Local Priorities:
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GOAL from prior year LCAP:	1__ 2__ 3__ 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: <u>All Schools</u>	Applicable Pupil Subgroups: <u>LI, EL, FY</u>
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Expected Annual Measurable Outcomes	ADA rate for underserved groups will increase by 0.5%	Actual Annual Measurable Outcomes	13-14 Baseline: pending / 14-15 Goal: pending / 14-15 Actual: pending
	Dropouts from underserved groups will decrease by 2%		13-14 Baseline: pending / 14-15 Goal: pending / 14-15 Actual: pending
	# of suspensions of underserved groups will decrease by 5%		13-14 Baseline: pending / 14-15 Goal: pending / 14-15 Actual: pending
	# of expulsions of underserved groups will decrease by 5%		13-14 Baseline: pending / 14-15 Goal: pending / 14-15 Actual: pending
	Cohort grad rate for underserved groups will increase by 3%		13-14 Baseline: EL 68.5%, LI 74.8% / 14-15 Goal: EL 71.5%, LI 77.8% / 14-15 Actual: pending

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Implement the 2014 English Language Learner master plan (This includes professional development for parents and staff).	Add staffing including professional development coaches and materials with \$1,600,000 from supplemental & concentration funds and \$1,000,00 from state/federal grants	MAJOR ACTION(S) COMPLETED: Rebuilt Master Plan for English Learners; Established a District Advisory Committee for the Master Plan for English Learners with representation from a variety of stakeholders; Input meetings were held with stakeholders to obtain a complete understanding of EL student needs; Master Plan for English Learners was reviewed by the Board on June 25, 2014 and approved on August 13, 2014	Supplemental/Concentration=\$1,201,302-Reduced for vacancies Title III=\$1,000,000
Scope of service:	<u>LEA-wide</u>	Scope of service:	<u>LEA-wide</u>
__ALL		__ALL	
OR:		OR:	
<input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners		<input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners	
<input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient		<input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	
<input type="checkbox"/> Other Subgroups:(Specify)_____		<input type="checkbox"/> Other Subgroups:(Specify)_____	
Provide counseling & psychological services for whole school intervention schools	Provide counseling & psychological services for the first whole school intervention school using \$100,000 from supplemental & concentration funds	MAJOR ACTION(S) COMPLETED: Advertised on Edjoin for psychologists; Set up interviews and offered contracts; Assigned psychologists; Provided additional counseling services, classroom management support and developed behavior plans for disruptive students; Collected data on services provided.	\$100,000 from supplemental & concentration funds
Scope of service:	<u>School-wide</u>	Scope of service:	<u>School-wide</u>
__ALL		__ALL	

OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups:(Specify)_____		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups:(Specify)_____	
Provide "Playworks" at elementary schools with greater than 70% ELL, low income & foster youth students	Use \$1,260,000 in supplemental & concentration funds to provide "Playworks" at elementary schools with greater than 70% ELL, low income & foster youth students	MAJOR ACTION(S) COMPLETED: WCCUSD and Playworks are moving forward towards creating a positive school climate to ensure that our students are engaged in learning and that they are ready to become the skilled workforce for the future. To date Playworks has administered participant surveys from the trainings conducted thus far. Playworks will be conducting a district wide evaluation of services towards the end of the school year and will provide the results.	\$1,260,000
Scope of service: <input type="checkbox"/> School-wide		<input type="checkbox"/> School-wide	
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups:(Specify)_____		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups:(Specify)_____	
Provide technology coaches at targeted schools	Use \$190,000 in supplemental & concentration funds to provide technology coaches at highest need schools	MAJOR ACTION(S) COMPLETED: Coaches are hired, providing PD, and integrating tech w/content	\$207,864-Actual personnel cost came in higher than anticipated
Scope of service: <input type="checkbox"/> School-wide		<input type="checkbox"/> School-wide	
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups:(Specify)_____		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<p>Based on stakeholder input, we consolidated goals for communication clarity. 2014-15 Goal 4.1 and 4.2 were combined into Goal 4 for 2015-16.</p> <p>The action/service "Provide counseling & psychological services for whole school intervention schools" was combined with the "Whole School Intervention" action/service for 2015-16. The following action/service was added to the 2015-16 LCAP Goal 4:</p> <ul style="list-style-type: none"> • Augment Special Education services provided to LI, EL, FY 		

Original GOAL from prior year LCAP:	4.2 Improve student engagement and climate outcomes		Related State and/or Local Priorities: 1__ 2__ 3__ 4 <input checked="" type="checkbox"/> 5__ 6 <input checked="" type="checkbox"/> 7__ 8 <input checked="" type="checkbox"/> COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: <input type="checkbox"/> All Schools	Applicable Pupil Subgroups: <input type="checkbox"/> All Students	
Expected Annual	School attendance rates will increase by 0.5% for all schools with	Actual Annual	13-14 Baseline: 22 schools / 14-15 Goal: pending / 14-15 Actual:

Measurable Outcomes	lower than 95% attendance rate	Measurable Outcomes	pending
	% students chronically absent will decrease by 3%		13-14 Baseline: pending / 14-15 Goal: pending / 14-15 Actual: pending
	# of middle school dropouts will decrease by 5%		13-14 Baseline: 5 / 14-15 Goal: 4/ 14-15 Actual: pending
	Dropout rate will decrease by 0.5%		13-14 Baseline: 2.7% / 14-15 Goal: 2.2% / 14-15 Actual: pending
	Graduate rate will increase by 2%		13-14 Baseline: 76% / 14-15 Goal: 78% / 14-15 Actual: pending
	# of out-of-school suspensions will decrease by 3%		13-14 Baseline: 3701 / 14-15 Goal: 3590 / 14-15 Actual: pending
	Maintain low level of expulsions		13-14 Baseline: 0 / 14-15 Goal: 0 / 14-15 Actual: pending
	Increase Healthy Kids Survey School Climate Index by 5%		13-14 Baseline: 284 / 14-15 Goal: 298 / 14-15 Actual: pending
% students meeting at least 5 of 6 PFT standards will increase by 2%	13-14 Baseline: 45% / 14-15 Goal: 47% / 14-15 Actual: pending		

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Enhance the implementation of Restorative Justice, BEST, Toolbox & Mindful Life and Selena Jackson practices	Enhance the implementation of Restorative Justice, BEST, Toolbox & Mindful Life using \$235,000 in supplemental & concentration grant funds	MAJOR ACTION(S) COMPLETED: Initial and on-going meetings with providers to ensure aligned services for students; Partners have provided training for staff; Toolbox trainers and coaches are on site; BEST trainer has visited each site	\$310,161-Increased to provide additional BEST Training
Scope of service:	LEA-wide	Scope of service:	LEA-wide
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups:(Specify)_____	
Provide for basic student safety and social-emotional support – Psychologists, SROs, Campus Safety Officers, Safe, Supporting Schools Program (S3)	Provide for basic student safety and social-emotional support using \$3,643,394 in base budget funds and \$3,263,395 in supplemental & concentration grant funds	MAJOR ACTION(S) COMPLETED: Staff is hired and working at sites	Base=\$3,225,173 Supplemental/Concentration=\$3,514,757
Scope of service:	LEA-wide	Scope of service:	LEA-wide
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups:(Specify)_____	
Implement the Office of Civil Rights resolution agreement for reducing sexual harassment & gender-based harassment	Implement the Office of Civil Rights resolution agreement for reducing sexual harassment & gender-based harassment using \$211,000 in base budget funds	MAJOR ACTION(S) COMPLETED: Developed draft versions of the Education Plan and the Guidance on Remediation, continuing the implementation of district-level and school-level staff training, assessing and strengthening out of classroom supervision procedures at each school site, initiating school climate check procedures, and investigating cases of alleged	\$211,000

		misconduct and/or harassment. The Office of Educational Equity (OEE) has continued to work with Human Resources to improve personnel procedures by identifying improvements to hiring and reporting procedures. The District launched its new website https://www.wccusdoee.net .	
Scope of service: LEA-wide		Scope of service: LEA-wide	
<u> </u> _x_ALL		<u> </u> _x_ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Increase services for students and provide coordination to arts and high performing programs, as well as training for teachers	Use \$800,000 in base budget funding and \$415,000 in supplemental & concentration funds to increase services for students and provide coordination to arts and high performing programs, as well as training for teachers	MAJOR ACTION(S) COMPLETED: Visual and Performing Arts Committee meets monthly to develop comprehensive WCCUSD VAPA plan. Gather districtwide current practices in visual and performing arts. Staff was hired to help carry out this work.	Base=\$791,517 Supplemental/Concentration=\$395,542-Actual personnel cost came in lower than anticipated
Scope of service: LEA-wide		Scope of service: LEA-wide	
<u> </u> _x_ALL		<u> </u> _x_ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Add extracurricular programs at secondary schools and support for coordination within schools	Use \$425,000 in supplemental and concentration grant funding to add extracurricular programs at high schools and support for coordination within schools	MAJOR ACTION(S) COMPLETED: Additional staff and programs are in place.	\$367,327-Actual personnel cost came in lower than anticipated
Scope of service: LEA-wide		Scope of service: LEA-wide	
<u> </u> _x_ALL		<u> </u> _x_ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Support, coordination and programs for Full Services Community Schools (FSCS)	Support, coordination and programs for Full Services Community Schools through \$561,321 in supplemental & concentration grant funds.	MAJOR ACTION(S) COMPLETED: Engaged youth groups, hired Technical Assistance external support, set benchmarks for FSCS success	\$561,321
Scope of service: LEA-wide		Scope of service:	
<u> </u> _ALL		<u> </u> _ALL	

OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups:(Specify) _____		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups:(Specify) _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<p>Based on stakeholder input, we consolidated goals for communication clarity. 2014-15 Goal 4.1 and 4.2 were combined into Goal 4 for 2015-16.</p> <p>In the 2015-16 LCAP plan, only those actions and services funded by supplemental and concentration were included. Therefore, the following 2014-15 action(s)/service(s) and related measures were removed from the 2015-16 plan:</p> <ul style="list-style-type: none"> Implement the Office of Civil Rights resolution agreement for reducing sexual harassment & gender-based harassment <p>The following action/service was added to the 2015-16 LCAP Goal 4:</p> <ul style="list-style-type: none"> Augment Special Education services provided to LI, EL, FY 		

Original GOAL from prior year LCAP:	<u>5.1 Improve practices that build trust through transparency, data sharing, communication</u>			Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify <u>WCCUSD Strategic Plan</u>	
Goal Applies to:	Schools: <u>All Schools</u>				
	Applicable Pupil Subgroups: <u>All Students</u>				
Expected Annual Measurable Outcomes	<u>Develop communication tools/measures</u> <u>Develop roles and responsibility documents/charts and related communication plan</u>		Actual Annual Measurable Outcomes	<u>15-16 Baseline: pending</u> <u>Pending</u>	
LCAP Year: 2014-15					
Planned Actions/Services			Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures		
Fully implement & report on LCAP; implement two-way communication plan including social media; share data publicly	Use \$320,000 base budget funds to fully implement & report on LCAP; implement two-way communication plan including social media; share data publicly	MAJOR ACTION(S) COMPLETED: The District has implemented two-way communication through social media by expanding its use and monitoring of Facebook and Twitter. Twitter has seen a 200 percent increase in the number of followers in the last year, while Facebook engagement has also increased. Key data regarding graduation and dropout rates has been shared through the District website, social media and various news outlets.	\$320,000		
Scope of service:	<u>LEA-wide</u>	Scope of service:	<u>LEA-wide</u>		
<u>x</u> ALL		<u>x</u> ALL			

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Based on stakeholder input, we consolidated goals for communication clarity. 2014-15 Goal 3.1, 3.2, and 5.1 were combined into Goal 3 for 2015-16. In the 2015-16 LCAP plan, only those actions and services funded by supplemental and concentration were included. Therefore, the following 2014-15 action(s)/service(s) and related measures were removed from the 2015-16 plan: <ul style="list-style-type: none"> Fully implement & report on LCAP; implement two-way communication plan including social media; share data publicly 	

Original GOAL from prior year LCAP:	<h2 style="color: #0070C0;">5.2 Improve data collection and management systems</h2>			Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify WCCUSD Strategic Plan
Goal Applies to:	Schools: All Schools Applicable Pupil Subgroups: All Students			
Expected Annual Measurable Outcomes	Develop needs assessment plan and implement Develop data collection and data sharing protocols Develop regular data reporting process	Actual Annual Measurable Outcomes	15-16 Baseline: pending 15-16 Baseline: pending 15-16 Baseline: pending	
LCAP Year: 2014-15				
Planned Actions/Services		Actual Actions/Services		
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
Extend workday for elementary clerk typists and extra support for targeted secondary schools for data collection & entry		Use \$1,100,000 in supplemental & concentration grant funds to extend workday for clerk typists for data collection & entry and extra support for targeted secondary schools	MAJOR ACTION(S) COMPLETED: Negotiations were completed and workday was extended \$619,754-Actual personnel cost came in lower than anticipated	
Scope of service:	LEA-wide <input checked="" type="checkbox"/> ALL	Scope of service:	LEA-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) _____		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?		Based on stakeholder input, we consolidated goals for communication clarity. 2014-15 Goal 5.2, 6.2 and 7 were combined into Goal 5 for 2015-16.		

Original GOAL from prior year LCAP:	<u>6.1 Accelerate implementation of best practices and earned autonomy in schools</u>		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify <u>WCCUSD Strategic Plan</u>	
Goal Applies to:	Schools: <u>All Schools</u>	Applicable Pupil Subgroups: <u>All Students</u>		
Expected Annual Measurable Outcomes	<u>Develop plan and measures</u>		Actual Annual Measurable Outcomes	<u>15-16 Baseline: pending</u>
LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
<u>Convene best practices conference, summer of innovation contest, scholar in residence and response to intervention</u>		<u>Convene best practices conference, summer of innovation contest, scholar in residence and response to intervention with \$200,000 in supplemental & concentration funds and \$200,000 in state/federal grant funds</u>	<u>MAJOR ACTION(S) COMPLETED: Summer of Innovation Contest held & 11 grantees have been notified</u> <u>MAJOR ACTION(S) COMPLETED: Scholar-in-Residence is board approved and starting to work with schools (Bayview, Chavez, Dover, Downer, Grant, King, Lake, Mira Vista, Nystrom, Stege, Verde, DeJean Middle, Kennedy High, Richmond High)</u>	
Scope of service:	<u>LEA-wide</u>		Scope of service:	<u>LEA-wide</u>
<u>_x_ ALL</u>			<u>_x_ ALL</u>	
OR: <u>__Low Income pupils __English Learners</u> <u>__Foster Youth __Redesignated fluent English proficient</u> <u>__Other Subgroups:(Specify)_____</u>			OR: <u>__Low Income pupils __English Learners</u> <u>__Foster Youth __Redesignated fluent English proficient</u> <u>__Other Subgroups:(Specify)_____</u>	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<u>Based on stakeholder input, we consolidated goals for communication clarity. 2014-15 Goal 2.1, 2.2, 2.3, and 6.1 were combined into Goal 2 for 2015-16.</u>			

Original GOAL from prior year LCAP:	<u>6.2 Integrate technology in classrooms to improve student learning</u>		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify <u>WCCUSD Strategic Plan</u>	
Goal Applies to:	Schools: <u>All Schools</u>	Applicable Pupil Subgroups: <u>All Students</u>		
Expected Annual Measurable	<u>Implement Technology Master Plan</u> <u>Establish baseline (% students who complete test) in SBAC testing</u>		Actual Annual Measurable	<u>Pending</u> <u>14-15 Baseline: pending</u>

Outcomes		Outcomes	
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures
Use data system of formative, interim & summative assessments for summer & regular school year		Use \$240,000 state & federal funds for a data system of formative, interim & summative assessments for summer & regular school year	MAJOR ACTION(S) COMPLETED: Data import process has been automated to nightly update student data; 82% of teachers have logged into Illuminate in the last 6 months; Illuminate training provided to Tech Teacher Leaders and Academic Subcommittee Liaisons; Benchmark 1 data has been presented to the Academic Subcommittee, Board, principals, and Multilingual District Advisory Committee (MDAC)
Scope of service:	LEA-wide		
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups:(Specify)_____
Upgrade and install infrastructure necessary for one-to-one initiative & sustaining district network		Use \$1,750,000 in bond funds and \$2,029,384 in state/federal funds to Upgrade and install infrastructure necessary for one-to-one initiative & sustaining district network	MAJOR ACTION(S) COMPLETED: Data Center components purchased; Design work and engineering completed; Content Filter, Spam Filter, and Firewalls are installed
Scope of service:	LEA-wide		
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups:(Specify)_____
Provide technology devices for students		Use \$4,120,000 in bond funds to provide technology devices for students	MAJOR ACTION(S) COMPLETED: Cart of 40 tablets has been purchased for each school; Tech Teacher Leaders (TTLs) have been trained on the tablets; TTLs have their tablets and are using them with students; TTLs have monthly meetings to receive PD and discuss implementation successes and challenges
Scope of service:	LEA-wide with high need schools first		
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups:(Specify)_____
Provide adaptive curriculum for special needs		Use \$120,000 in supplemental,	MAJOR ACTION(S) COMPLETED: Teaching carts
			\$140,000 base funding,

students, software for digital resources, teaching carts & technology curriculum	concentration grants, \$140,000 in base budget, \$75,000 from bond funds to provide adaptive curriculum for special needs students, software for digital resources, teaching carts & technology curriculum	have been provided to all teachers in the district. Special Education students are using adaptive technology, when needed. Ed Services is creating a database of approved digital resources and will be posting it to the web by August, 2015. Technology is beginning to be integrated throughout the curriculum and will gain momentum as training needs are met.	\$75,000 bond funding
Scope of service: <input type="checkbox"/> LEA-wide		Scope of service: <input type="checkbox"/> LEA-wide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<p>Based on stakeholder input, we consolidated goals for communication clarity. 2014-15 Goal 5.2, 6.2 and 7 were combined into Goal 5 for 2015-16.</p> <p>In the 2015-16 LCAP plan, only those actions and services funded by supplemental and concentration were included. Therefore, the following 2014-15 action(s)/service(s) and related measures were removed from the 2015-16 plan:</p> <ul style="list-style-type: none"> • Use data system of formative, interim & summative assessments for summer & regular school year • Upgrade and install infrastructure necessary for one-to-one initiative & sustaining district network • Provide technology devices for students 		

Original GOAL from prior year LCAP:	<u>7.0 Provide basic services to all students</u>		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: <u>All Schools</u>	Applicable Pupil Subgroups: <u>All Students</u>		
Expected Annual Measurable Outcomes	Ensure 0% teacher misassignment rates	Actual Annual Measurable Outcomes	13-14 Baseline: 0% / 14-15 Goal: 0% / 14-15 Actual: 0%	
	Ensure 0% teacher misassignment rates of English Learners		13-14 Baseline: 0% / 14-15 Goal: 0% / 14-15 Actual: 0%	
	Ensure Williams certification finds that 100% students have access to standards aligned materials		13-14 Baseline: 100% / 14-15 Goal: 100% / 14-15 Actual: 100%	
	Increase % facilities with Good / Exemplary rating by 3%		13-14 Baseline: 87% / 14-15 Goal: 90% / 14-15 Actual: 90%	
LCAP Year: 2014-15				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Operation of the Maintenance, Custodial and Landscape Departments and Department, Create a Deferred Maintenance Plan, Continue School Modernization Program utilizing Bond funding	School Modernization: \$140 million with Bond Funds, Maintenance with \$4.5 million of Base Funding, Custodial in Schools with \$10.3 million of	MAJOR ACTION(S) COMPLETED: Reconstruction work continues on the Sylvester Greenwood/Leadership campus, Fred T. Korematsu Middle School, Coronado Elementary, Montalvin Elementary classroom addition, Pinole Middle School	School Modernization: \$140 million with Bond Funds, Maintenance with \$4.5 million of Base Funding, Custodial in Schools with \$10.3 million of	

	<p>Base and MRAD Funding , Landscape and special projects with \$2.4 million MRAD funding, Maintenance projects with \$2.8 million allocated to Deferred Maintenance</p>	<p>Fields project, DeAnza Linked Learning and Fields project, Nystrom Elementary School modernization, Kennedy Swim Center modernization and Pinole Valley High School reconstruction project.</p> <p>Deferred maintenance funds are utilized to maintain our long term facility needs. Projects include exterior painting, asphalt paving repairs, door and window replacement, heating and air conditioning system replacements, and restroom and classroom updates. The maintenance is fully staffed and has received 8836 work requests this fiscal year and has successfully completed 7380 work orders. Custodial services is fully staffed in accordance with the districts staffing formula for Elementary, Middle and High Schools. Custodial services maintains our facilities in accordance with the districts cleaning standards while supporting community use through the use MRAD funds. The Grounds department maintains all of the district's landscaping needs to include the upkeep of all our athletic sports facilities. The Grounds Department utilizes MRAD funds to provide the necessary upkeep of our public spaces for school and community use.</p>	<p>Base and MRAD Funding , Landscape and special projects with \$2.4 million MRAD funding, Maintenance projects with \$2.8 million allocated to Deferred Maintenance</p>
<p>Scope of service: <input checked="" type="checkbox"/> LEA-wide</p>		<p>Scope of service: <input checked="" type="checkbox"/> LEA-wide</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>		<p>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>	<p>Based on stakeholder input, we consolidated goals for communication clarity. 2014-15 Goal 5.2, 6.2 and 7 were combined into Goal 5 for 2015-16.</p> <p>In the 2015-16 LCAP plan, only those actions and services funded by supplemental and concentration were included. Therefore, the following 2014-15 action(s)/service(s) and related measures were removed from the 2015-16 plan:</p> <ul style="list-style-type: none"> • Operation of the Maintenance, Custodial and Landscape Departments and Department, Create a Deferred Maintenance Plan, Continue School Modernization Program utilizing Bond funding 		

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 school wide 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:	<u>\$36,337,066 (2015-16)</u>
<p>As a district with an estimated unduplicated student count 74.37%, WCCUSD will, by necessity, offer a variety of school-wide and district-wide programs and supports designed to accelerate student learning increases. Programs and services offered school wide are predominately targeted to sites that have an unduplicated student count of 70% or higher. Making an impact on the learning environment and the climate of the school as a whole will have a disproportionately positive impact on the targeted groups of students, specifically EL, low income, redesignated fluent English proficient, and foster youth.</p> <p>The LCAP designates supplemental/concentration funds which include:</p> <ol style="list-style-type: none"> 1) \$11.4 million to improve student achievement for all students and accelerate student learning increases for ELL and low income students 2) \$6.2 million to improve instructional practice through professional development and professional learning communities at schools and recruiting and retaining high quality teachers and principals 3) \$1.7 million to increase parent and community engagement, involvement, and satisfaction 4) \$11.5 million to improve student engagement and climate outcomes, and allocate services to ELL and LI students 5) \$1 million to provide basic services to all students, including facilities, access to materials and technology <p>It should be noted that supplemental/concentration funding is not the sole source of funding for many of the programs and initiatives iterated in this document.</p> <p>All expenditures are aligned with our LCAP goals and address the needs of our district’s English learners, low income students and foster youth.</p>	

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.

18.21	%
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In order to identify the percentage by which services for unduplicated pupils must be increased or improved, pursuant to 5CCR 15496 (a), the district must first make the calculation of proportionality.

The seven step formula for the calculation is a part of the LCFF calculator provided by the State through FCMAT. These figures represent the data and factors available to the District as of the 2015 January Governors Budget and Second Interim Report for the District and are subject to change.

Step 1: Determine total revenue from supplemental and concentration grants at Target LCFF funding -Target Supplemental and Concentration Grants for 2015-16 = \$52.6 million.

Step 2: Estimate prior year expenditures to support unduplicated pupils - Estimated expenditures 2014-15 = \$18 million (based on estimated actuals, figures will not be final until year-end closing)

Step 3: Calculate the gap between prior year expenditures and Target Supplemental Concentration grant funding (Step 1 minus Step 2) : \$52.6 million - \$18 million= \$34.6 million (gap).

Step 4: Calculate the increase in estimated Supplemental Concentration grant funding for 2015-16. Multiply the gap number in step 3 by the Dept. of Finance estimate of gap closure funding (estimated at 53.08%): \$34.6 X 53.08% = \$18.3 million.

Step 5: Calculate the total estimated Supplemental Concentration funding for 2015-16: Add the gap reduction number from step 4 to the past year expenditure number in step 2 -\$18.3 million+\$18 million = \$36.3 million.

Step 6: Calculate the Base funding for 2015-16: Estimate the amount attributable to the Base by subtracting the amount calculated in step 5 from the total amount of estimated LCFF funding for 2015-16: \$240.5 million – \$36.3 million = \$204.2 million (the \$204.2 million includes \$4.7 million in Transportation and TIIG grant funding).

Step 7: Calculate the minimum proportionality percentage. - Divide the estimated amount of Supplemental Concentration grant funds by the estimated Base grant funds, less the Transportation and TIIG grant for 2014-15. This calculation will result in the percentage by which services for students must be increase or improved (step 5 divided by step 6): \$36.3 million ÷ (\$204.2 - \$4.7) million = 18.21%.

The unduplicated student count in WCCUSD is estimated to be 74.95% in the 2015-16 school year. Programs and services that are district wide and school wide are offered predominately at schools that have a percentage of unduplicated student count over 55%. In addition, schools with a percentage of unduplicated student count of over 70% were considered more prominently for programs and services. A portion of supplemental and concentration funds were allocated to all schools for school site level decision making based upon each school’s percentage of students qualifying.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

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).

2015-16 LCAP Revisions

Based on stakeholder input, we consolidated goals for communication clarity:

- 2014-15 Goal 1.1 and 1.2 were combined into Goal 1 for 2015-16
- 2014-15 Goal 2.1, 2.2, 2.3, and 6.1 were combined into Goal 2 for 2015-16
- 2014-15 Goal 3.1, 3.2, and 5.1 were combined into Goal 3 for 2015-16
- 2014-15 Goal 4.1 and 4.2 were combined into Goal 4 for 2015-16
- 2014-15 Goal 5.2, 6.2 and 7 were combined into Goal 5 for 2015-16

In the 2015-16 LCAP plan, only those actions and services funded by supplemental and concentration were included. Therefore, the following 2014-15 action(s)/service(s) and related measures were removed from the 2015-16 plan:

- Implement K-3 class size reduction to average of 24 students
- Expand transition kindergarten
- Expand dual immersion
- Implementation of collaboration time & professional learning at all schools
- Use job fairs & university recruitment to hire high quality staff; Implement strategy for teacher / principal retention
- Implementation of CCSS, ELL standards, Next Generation Science standards in all schools with an equity lens (PD)
- Implementation of CCSS, ELL standards, Next Generation Science standards in all schools with an equity lens (Efficacy Model)
- Implementation of CCSS, ELL standards, Next Generation Science standards in all schools with an equity lens (Cultural Competency)
- Use teacher evaluation and student feedback surveys to improve student outcomes
- Implement Parent University and provide adult school classes to serve our parents and targeted outreach to African-American and Latino parents
- Parent Workshops, focusing on “Promoting a Mindset of Achievement with Our Children” with special outreach to African American parents
- Increase involvement & provide access community based organizations and businesses
- Implement the Office of Civil Rights resolution agreement for reducing sexual harassment & gender-based harassment
- Fully implement & report on LCAP; implement two-way communication plan including social media; share data publicly
- Use data system of formative, interim & summative assessments for summer & regular school year
- Upgrade and install infrastructure necessary for one-to-one initiative & sustaining district network
- Provide technology devices for students
- Operation of the Maintenance, Custodial and Landscape Departments and Department, Create a Deferred Maintenance Plan, Continue School Modernization Program utilizing Bond funding

The following actions/services were added to the 2015-16 LCAP:

- Sustain critical parts of the Schoolwide Improvement Grant/Quality Education Investment Act (SIG/QEIA) components in order to continue to improve/increase student achievement and college readiness (Helms Middle, De Anza High School). (Goal 1)
- Augment Special Education services provided to LI, EL, FY (Goal 4)

The following actions/services were combined in the 2015-16 LCAP:

- The action/service “Implement the full-services learning center model” was combined with the “Whole School Intervention” action/service for 2015-16.
- The action/service “Provide counseling & psychological services for whole school intervention schools” was combined with the “Whole School Intervention” action/service for 2015-16.

Site	Elementary/K-8 Schools	Enrollment	Unduplicated %	RS 9970-Site Supplemental/Concentration	K-3 CSR	English Language Learner	Accelerated Reader	Professional Development	Playworks Full Program	Playworks Staff Dev	Full Day Kindergarten	Psych Support	School Support/Accountability	Parent Engagement: Typist Clerk	Community Worker	Transition Kindergarten	Graduate Tutor**
162	Verde	323	100.00%	\$ 41,431	●	●	●	●	●	●	●	0.50	1.00	●	●		
105	Chavez	615	99.80%	\$ 78,758	●	●	●	●	●	●	●	0.50	1.00	●	●		
147	Peres **	534	99.80%	\$ 68,368	●	●	●	●	●	●	●	0.50	1.00	●	●		
134	Lake	428	99.30%	\$ 54,515	●	●	●	●	●	●	●	0.50	1.00	●	●		
115	Dover	767	98.70%	\$ 97,100	●	●	●	●	●	●	●	0.50	1.00	●	●		
125	Grant	563	98.60%	\$ 71,190	●	●	●	●	●	●	●	0.50	1.00	●	●		
135	Lincoln	465	98.50%	\$ 58,876	●	●	●	●	●	●	●	0.50	1.00	●	●		
116	Downer	646	98.30%	\$ 81,323	●	●	●	●	●	●	●	0.50	1.00	●	●		
132	King	460	98.30%	\$ 57,978	●	●	●	●	●	●	●	0.50	1.00	●	●		
124	Ford	474	97.50%	\$ 58,876	●	●	●	●	●	●	●	0.50	0.80	●	●		
104	Bayview	678	97.20%	\$ 84,658	●	●	●	●	●	●	●	0.50	0.80	●	●		
112	Coronado	430	97.20%	\$ 53,745	●	●	●	●	●	●	●	0.50	0.80	●	●		
165	Wilson	506	95.80%	\$ 62,211	●	●	●	●	●	●	●	0.50	0.80	●	●		
122	Highland	477	95.00%	\$ 58,106	●	●	●	●	●	●	●	0.50	0.80	●	●		
144	Nystrom	506	94.70%	\$ 61,313	●	●	●	●	●	●	●	0.50	0.80	●	●		
140	Montalvin	419	93.60%	\$ 50,282	●	●	●	●	●	●	●	0.50	0.80	●	●		
157	Stege *	335	93.40%	\$ 40,277	●	●	●	●	●	●	●	0.50	0.93	●	●		
150	Riverside	415	92.80%	\$ 49,384	●	●	●	●	●	●	●	0.50	1.00	●	●		
159	Tara Hills	545	78.00%	\$ 54,643	●	●	●	●	●	●	●	0.33	0.47	●	●		
142	Murphy	489	75.70%	\$ 47,460	●	●	●	●	●	●	●	0.33	0.47	●	●		
154	Shannon	343	74.60%	\$ 32,837	●	●	●	●	●	●	●	0.33	0.40	●	●		
155	Sheldon	401	72.10%	\$ 37,070	●	●	●	●	●	●	●	0.33	0.47	●	●		
123	Fairmont	569	69.40%	\$ 50,667	●	●	●	●	●	●	●	0.33	0.50	●	●		
164	Washington***	467	69.40%	\$ 41,559	●	●	●	●	●	●	●	0.33	0.00	●	●		
139	Mira Vista (K-8)	519	65.50%	\$ 43,612	●	●	●	●	●	●	●	0.33	0.80	●	●		
110	Collins	384	64.80%	\$ 32,067	●	●	●	●	●	●	●	0.33		●	●		
158	Stewart (K-8)***	474	50.60%	\$ 30,785	●	●	●	●	●	●	●	0.00		●	●		
126	Lupine Hills	410	50.00%	\$ 26,424	●	●	●	●	●	●	●	0.33		●	●		
117	Ellerhorst	380	47.40%	\$ 23,089	●	●	●	●	●	●	●	0.33		●	●		
160	Valley View	320	45.60%	\$ 18,727	●	●	●	●	●	●	●	0.33		●	●		
145	Olinda	329	45.00%	\$ 19,240	●	●	●	●	●	●	●	0.33		●	●		
146	Ohlone	344	43.00%	\$ 18,984	●	●	●	●	●	●	●	0.33		●	●		
127	Harding	367	41.70%	\$ 19,625	●	●	●	●	●	●	●	0.33		●	●		
128	Hanna Ranch	474	37.30%	\$ 22,704	●	●	●	●	●	●	●	0.33		●	●		
137	Madera	519	26.40%	\$ 17,573	●	●	●	●	●	●	●	0.33		●	●		
130	Kensington	514	14.20%	\$ 9,364	●	●	●	●	●	●	●	0.33		●	●		

*Enrollment/UDC Data as of 1/27/15 report

**Pending Graduate Tutor Allocations

Site		Enrollment	Unduplicated %	RS 9670 Site Supplemental/Concentration	English Language Learner	School Safety Campus Supervisors/SROs	Professional Development	Accelerated Reader	Psych Support	College Going Programs (Ivy League, Holy Names..)	Safe and Supportive Schools	Support for former CPA Grants	Full Service Comm/Health Center	School Support/Accountability: TPIST Clerk	Extra Curricular Support- Funding	Extra Curricular Support- Prep Release	College Counselor	Targeted School Support- Added Teachers	Parent Engagement - School Community Worker
Middle School																			
210	HELMS MIDDLE	1039	95.00%	\$ 126,474	●	●	●	●	●				●	●				6.00	2.67
208	LOVONYA DE JEAN MIDDLE	627	93.30%	\$ 75,038	●	●	●	●	●				●	●					1.80
206	CRESPI MIDDLE	606	77.10%	\$ 60,287	●	●	●	●	●					●					1.47
212	PINOLE MIDDLE SCHOOL	564	74.60%	\$ 54,002	●	●	●	●	●					●					1.47
214	KOREMATSU***	538	60.60%	\$ 41,816	●	●	●	●	●					●					
211	HERCULES MIDDLE	636	50.80%	\$ 41,944	●	●	●	●	●					●					
High School																			
364	RICHMOND HIGH	1486	96.10%	\$ 183,041	●	●	●	●	●	●	●	●	●	●	0.20	1.00	5.00	1.80	
360	KENNEDY HIGH	863	87.10%	\$ 96,459	●	●	●	●	●	●	●	●	●	●	0.20	1.00	3.00	1.47	
352	DE ANZA HIGH	1264	73.80%	\$ 120,060	●	●	●	●	●	●	●	●	●	●	0.20	1.00		1.47	
362	PINOLE VALLEY HIGH	1205	62.10%	\$ 96,202	●	●	●	●	●	●	●	●	●	●	0.20			0.80	
369	MIDDLE COLLEGE	267	54.30%	\$ 18,599	●	●	●	●	●	●	●	●	●	●					
354	EL CERRITO HIGH***	1363	54.10%	\$ 94,920	●	●	●	●	●	●	●	●	●	●	0.20				
356	HERCULES HIGH	935	45.90%	\$ 55,284	●	●	●	●	●	●	●	●	●	●	0.20				
Alternative Ed																			
358	Greenwood	441	78.85%	\$ 44,253	●	●	●	●	●	●	●	●	●	●		1.00	4.00		
373	VISTA	166	75.30%	\$ 16,162	●	●	●	●	●	●	●	●	●	●					

Districtwide Programs:

- Visual and Performing Arts Support and Musical Instrument Purchase and Repair
- Restorative Justice Programs, Mindful Life, Best Practices, Toolbox
- Full Services Community School Coordination
- Parent Volunteer/Fingerprint Program
- Summer School
- PE Equipment Replacement
- Scholar In Residence
- Technology Coaches

* Whole School Enrichment: Extended Day/Year, Added Learning Center Support, Targeted Support, Counseling & Psychological support

** Dr. Dan Tanita Dental Clinic/Full Service Community School - Psych Support provided through Scully Grant

***Dual Immersion School

LCAP Glossary

STATE PRIORITY: BASIC SERVICES

Teacher Misassignments - The placement of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.

Student Access to Standards Aligned Instructional Materials - Every school is required to provide sufficient textbooks, or other instructional materials, for all students in core subject areas. These instructional materials must be aligned to the content standards. Core subject areas include English language arts (including English Language Development), mathematics, history/social science and science. Students enrolled in a foreign language or health course must also be provided sufficient instructional materials and adequate science laboratory equipment must be available for science courses in grades 9-12.

Facilities in Good Repair – ‘Facilities in Good Repair’ is a rating on the Williams’ report. The facility is maintained in a manner that assures that it is clean, safe, and functional as determined pursuant to an interim evaluation instrument developed by the Office of Public School Construction. The Williams’ case states that all students equal access to instructional materials, quality teachers, and safe schools. School districts must assess the safety, cleanliness, and adequacy of school facilities, including any needed maintenance to ensure good repair.

Williams Act - In 2000, several civil rights groups sued the state, arguing that California was denying thousands of students their fundamental right to an education by failing to provide them with the basic tools necessary for that education. Four years later, the suit was settled and new laws were established to ensure that: All students have textbooks and instructional materials; schools are clean, safe, and functional; and students have qualified teachers.

STATE PRIORITY: IMPLEMENTATION OF COMMON CORE STATE STANDARDS

Common Core State Standards (CCSS) - In 2010, California’s Board of Education adopted the Common Core State Standards for K-12 schools, joining 44 other states and the District of Columbia. The CCSS are learning goals in math and language arts for every grade level. These standards are aimed at ensuring that every student graduates from high school prepared for college and careers. They are generally more rigorous than the former California Content Standards and require more critical thinking, writing and problem-solving.

STATE PRIORITY: COURSE ACCESS

Course Access - Student enrollment in a broad course of study that includes, if applicable:

- Grades 1-6: English, Mathematics, Social Sciences, Science, Visual and Performing Arts, Health, Physical Education, and other studies as prescribed by governing board.
- Grades 7-12: English, Social Sciences, Foreign Language, Physical Education, Science, Mathematics, Visual and Performing Arts, Applied Arts, Career Technical Education, Automobile Driver Education, and other studies as prescribed by governing board.

STATE PRIORITY: STUDENT ACHIEVEMENT

CAHSEE - In their sophomore year, all high schools in the state take the California High School Exit Exams in math and language arts. Students must score a 350 or above to pass; passing the CAHSEE is a graduation requirement. Students who do not pass on the first try have ample opportunities to retake the test before and during senior year. Grade levels tested: 10, 11, 12.

PSAT - The Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) is a program cosponsored by the College Board and National Merit Scholarship Corporation (NMSC). It's a standardized test that provides firsthand practice for the SAT. It also gives students a chance to enter scholarship programs and gain access to college and career planning tools. Scores are reported on a scale of 20 to 80 for each section. The Selection Index score is the sum of the three scores in each test section (Critical Reading + Math + Writing) and ranges from 60 to 240. Grade levels tested: 9, 10, 11.

UC/CSU Required Courses – The UC/CSU Required Courses or “A-G” Requirements are a sequence of high school courses that students must complete (with a grade of C or better) to be minimally eligible for admission to the University of California (UC) and California State University (CSU). They represent the basic level of academic preparation that high school students should achieve to undertake university work.

ReadiStep, PSAT, SAT 'College and Career Readiness Benchmark' - The College and Career Readiness Benchmarks are the minimum scores that students should meet or exceed to be considered on track to be college ready. A system of three Pathway Benchmarks (ReadiStep, PSAT/ NMSQT, and SAT) helps secondary school educators monitor academic progress and better prepare students to achieve their college and career goals. To reach the benchmark, students must score:

Test	Minimum Benchmark Score
ReadiStep 8 th grade	11.8
PSAT 10 th grade	133
PSAT 11 th grade	142
SAT 12 th grade	1550

Career & Technical Education (CTE) – CTE is a program of study that involves a multiyear sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to postsecondary education and careers.

English Learners – English learners are those students for whom there is a report of a primary language other than English on the state-approved Home Language Survey AND who, on the basis of the state approved oral language (grades kindergarten through grade twelve) assessment procedures and literacy (grades three through twelve only), have been determined to lack the clearly defined English language skills of listening comprehension, speaking, reading, and writing necessary to succeed in the school's regular instructional programs.

CELDT - The California English Language Development Test (CELDT) is the California state exam of English language proficiency. It is administered each year as an initial assessment (IA) to newly enrolled students whose primary language is not English, as indicated on a home language survey, and as an annual assessment (AA) to monitor the progress of EL students identified previously. The CELDT test assesses Listening, Speaking, Reading and Writing skills using performance-based and multiple choice formats. Grade levels tested: K-12.

English Learner Reclassification – Once an English learner reaches full proficiency in English and attains grade-level academic performance he/she exits the English Learner Program successfully and is identified as a reclassified Fluent English Proficient (R-FEP) student. WCCUSD has developed student reclassification policy and procedures based on criteria set forth by California Department of Education guidelines.

Advanced Placement Exams - AP Exams are rigorous, multiple-component tests that are administered at high schools each May. Students can choose from 34 different exams in English, Math, Science, Social Studies, Foreign Language, and Fine Arts. AP Exam scores are reported on a 5-point scale as follows: 5 (Extremely Well Qualified), 4 (Well Qualified), 3 (Qualified), 2 (Possibly Qualified), and 1 (No Recommendation). Students scoring 3 or above is considered ‘passing.’ Grade levels tested: 9-12.

Early Assessment Program (EAP) - The Early Assessment Program is a project of the California State University system designed to gauge college-readiness among high school students. In their junior year, high school students

have the opportunity to take the Early Assessment Program tests in math and language arts. High scores allow students to skip CSU placement testing. English scores are based on the 15 EAP multiple-choice questions, selected questions from the grade 11 CST test, and the EAP Essay. Math scores are based on the 15 EAP multiple-choice questions, plus selected questions from the Algebra 2 or Summative High School Math CST. Grade level tested: 11.

STATE PRIORITY: OTHER STUDENT OUTCOMES

Physical Fitness Test - The Physical Fitness Test (PFT) for students in California schools is the FITNESSGRAM. The test has six fitness areas including: 1) Aerobic Capacity, 2) Abdominal Strength and Endurance, 3) Upper Body Strength and Endurance, 4) Body Composition, 5) Trunk Extensor Strength and Flexibility, and 6) Flexibility. The PFT provides information that can be used by (1) students to assess and plan personal fitness programs; (2) teachers to design the curriculum for physical education programs; and (3) parents and guardians to understand their children's fitness levels. Grade levels tested: 5, 7, 9.

STATE PRIORITY: PARENT INVOLVEMENT

Efforts to Seek Parent Input - Include families as participants in school and district decisions, governance, and advocacy through ongoing training and meetings that will develop the skills and knowledge parents need to engage with decision-making processes focused on understanding the educational system, tools and skills to organize their actions and planning when participating in district and school advisory and governance committees.

Promotion of Parent Participation – To ensure student success, parents and schools need to work together, to establish asset-based relationships between the home and school. This is critical. Some of our strategies to increase two-way communication to enhance relationships between the home and school include:

- Home Visits: Non-academic home visits designed to enhance the relationship between the teacher/s and family.
- Using technology tools such as smartphone capabilities (texting, e-mail, tablet and mobile friendly district websites) to keep parents informed of student progress, attendance and support ongoing classroom-home communication.
- Training teachers on how to establish asset-based partnerships with the families they serve.
- Developing welcoming school environments that communicate to all parents they are welcomed and recognized as an asset.
- Strengthening the ability of families to support learning at home by understanding how the educational system works, increase awareness of what the grade level expectations are, and what grade level student work should look-like.

Parent Advisory Committees – The following lists district parent committees:

Multilingual District Advisory Committee: The MDAC is a district wide committee on English learner education, that advises the district's local governing board (e.g., in person, by letter/reports, or through an administrator) on programs and services for English learners.

District Advisory Committee: DACs are required to certify that the LEA's Consolidated Application for specified categorical funds, including, but not limited to school-based coordinated categorical programs, compensatory education programs, and EIA programs, is developed with review and advice from the committee.

School Site Councils: A committee made up of parents, classroom teachers, school staff, and the principal that develops, implements and monitors the Single Plan for Student Achievement (SPSA also known as School Plan).

English Learner Advisory Councils: a committee made up of parents of English learners that advises the SSC on how to best support the needs of English learners.

Community Advisory Committee for Special Education (CAC): A mandated committee whose purpose is to advise the district on the unique requirements of individuals with exceptional needs.

Local Control Accountability Plan (LCAP) Parent Committee: Advises the Board on the LCAP.

STATE PRIORITY: STUDENT ENGAGEMENT

Annual Student Attendance Rates – Total days attended / Total days of membership within student group categories using ADA rules (if a student is not marked absent one period, they are considered present for the day).

Chronic Absenteeism – A chronically absent student is defined as one who misses 10% or more of the school year using ADA rules (if a student is not marked absent one period, they are considered present for the day).

Middle School Dropout – A student who was enrolled in grades 7 or 8 at some time during the previous school year AND left school prior to completing the school year AND has not returned to school as of Information Day OR student who did not begin attending the next grade (7, 8) in the school to which they were assigned or in which they had pre-registered or were expected to attend by Information Day.

Adjusted Cohort Dropout Rate - This is the rate of students that leave the 9-12 instructional system without a high school diploma, GED, or special education certificate of completion and do not remain enrolled after the end of the 4th year. The formula is similar to the formula listed in 1.2, but the numerator is replaced with the number of students in the 4-year cohort that dropped out by the end of year 4 of the cohort.

Cohort Graduation Rate - The four-year graduation rate is calculated by dividing the number of students in the 4-year adjusted cohort who graduate in four years or less with either a traditional high school diploma, an adult education high school diploma, or have passed the California High School Proficiency Exam (CHSPE) by the number of students who form the adjusted cohort for that graduating class.

STATE PRIORITY: SCHOOL CLIMATE

Suspensions and Expulsions – Suspension and expulsion data is obtained from CALPADS, which started collecting discipline data in 2011-12. The California Longitudinal Pupil Achievement Data System (CALPADS) is the foundation of California's K-12 education data system that allows for tracking a student's academic performance over time.

CHKS - The California Healthy Kids Survey (CHKS) is a comprehensive youth health risk and resilience data collection service sponsored by the California Department of Education (CDE). The California Healthy Kids Survey (CHKS) is the largest statewide survey of resiliency, protective factors, and risk behaviors in the nation. Grades levels surveyed: 5, 7, 9, 10, 11, 12.

LCAP Acronyms

ACRONYM	STANDS FOR	WEB ADDRESS
ACT	American College Testing	http://www.actstudent.org
ADA	Average Daily Attendance	http://www.cde.ca.gov/ds/fd/ec/
ADA	Americans with Disabilities Act	http://www.usdoj.gov/crt/ada/adahom1.htm
A-G	A-G Requirements	http://www.ucop.edu/agguide/
AP	Advanced Placement	http://apstudent.collegeboard.org
API	Academic Performance Index	http://www.cde.ca.gov/ta/ac/ap
APS	Academic Program Survey	http://www.cde.ca.gov/ta/lp/vl/improvtools.asp#aps
BEST	Building Effective Schools Together	
BTSA	Beginning Teacher Support and Assessment	http://www.btsa.ca.gov
BTTP	Bilingual Teacher Training Program	http://www.cde.ca.gov/sp/el/bt
CAASPP	California Assessment of Student Performance and Progress	http://www.cde.ca.gov/ta/tg/ca/
CAC	Community Advisory Committee	
CAHSEE	California High School Exit Examination	http://www.cde.ca.gov/ta/tg/hs/
CBEDS	California Basic Educational Data System	http://www.cde.ca.gov/ds/ss/cb
CBEST	California Basic Educational Skills Test	http://www.ctc.ca.gov/credentials/CAW-exams.html#CBEST
CCSS	Common Core State Standards	http://www.corestandards.org/
CDE	California Department of Education	http://www.cde.ca.gov
CELDT	California English Language Development Test	http://www.cde.ca.gov/ta/tg/el
COE	County Office of Education	http://www.cde.ca.gov/re/sd/co/index.asp
COP	Committee of Practitioners (Title I)	http://www.cde.ca.gov/sp/sw/t1/practitioners.asp
CPM	Categorical Program Monitoring	http://www.cde.ca.gov/ta/cr/cc
CSAM	California School Accounting Manual	http://www.cde.ca.gov/fg/ac/sa
CSIS	California School Information Services	http://www.cde.ca.gov/ds/sd/cs
CSO	Campus Safety Officer	
CSR	Comprehensive School Reform	http://www.cde.ca.gov/ta/lp/cs/
CSU	California State University	http://www.calstate.edu/
CTC	Commission on Teacher Credentialing	http://www.ctc.ca.gov

ACRONYM	STANDS FOR	WEB ADDRESS
CTE	Career Technical Education	
DAS	District Assistance Survey	http://www.cde.ca.gov/ta/lp/vl/documents/distassistrsrvy1.doc
DSLTL	District/School Liaison Team	
EAP	Early Assessment Program	http://www.calstate.edu/eap/
EC	Education Code	http://www.leginfo.ca.gov/calaw.html
EDGAR	U. S. Department of Education General Administrative Regulations	http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html
EL	English Learner	http://www.cde.ca.gov/ta/cr/el
ELA	English Language Acquisition	http://www.cde.ca.gov/sp/el/ii
ELAP	English Language Acquisition Program	http://www.cde.ca.gov/fg/aa/ca/englishlang.asp
ELD	English Language Development	http://www.cde.ca.gov/ta/cr/el
EO	English-Only (Monolingual English)	
EPC	Essential Program Components	http://www.cde.ca.gov/ta/lp/vl/essentialcomp.asp
ESEA	Elementary and Secondary Education Act	http://www.ed.gov/policy/elsec/leg/esea02/index.html
ESL	English as a Second Language	http://www.cde.ca.gov/ta/cr/el
ESLRs	Expected Schoolwide Learning Results	http://www.acswasc.org/process_ca_comprehensive.htm
FEP	Fluent-English-Proficient	http://www.cde.ca.gov/demographics
FOL	Focus on Learning	http://www.acswasc.org/process_ca_comprehensive.htm
FTE	Full-Time-Equivalent	http://data1.cde.ca.gov/dataquest/gls_fte.htm
GATE	Gifted and Talented Education	http://www.cde.ca.gov/sp/g/
GED	General Educational Development	http://www.cde.ca.gov/ta/tg/gd
HPSGP	High Priority Schools Grant Program	http://www.cde.ca.gov/ta/lp/hp/
HQT	Highly Qualified Teacher	
IEP	Immigrant Education Program (NCLB, Title III)	http://www.cde.ca.gov/sp/el/t3
IEP	Individualized Education Program	http://www.calstat.org/iep/
II/USP	Immediate Intervention/Underperforming Schools Program	http://www.cde.ca.gov/ta/lp/ii
K	Kindergarten	
LC	Language Census	http://www.cde.ca.gov/ds/ss/lc
LCAP	Local Control Accountability Plan	http://www.cde.ca.gov/fg/aa/lc/lcffoverview.asp

ACRONYM	STANDS FOR	WEB ADDRESS
LCFF	Local Control Funding Formula	http://www.cde.ca.gov/fg/aa/lc/lcffoverview.asp
LD	Learning Disabled	
LEA	Local Educational Agency	http://www.cde.ca.gov/re/sd
LEP	Limited English Proficient	
LI	Low Income	
NAEP	National Assessment of Educational Progress	http://www.nagb.org
NCE	Normal Curve Equivalent	
NCLB	No Child Left Behind	http://www.cde.ca.gov/pr/nclb
NGSS	Next Generation Science Standards	http://www.nextgenscience.org
NRT	Norm-referenced Test	
PD	Professional Development	
PFT	Physical Fitness Test	http://www.cde.ca.gov/ta/tg/pf/
PI	Program Improvement	http://www.cde.ca.gov/ta/ac/ti/programimprov.asp
PSAA	Public Schools Accountability Act	http://www.cde.ca.gov/psaa
PSAT	Preliminary Scholastic Assessment Test	http://www.collegeboard.com
PTA	Parent Teacher Association	http://www.pta.org
R-FEP	Redesignated Fluent-English-Proficient	
ROPC	Regional Occupational Program and Centers	http://www.cde.ca.gov/rocp/dsp/coord.html
RSDSS	Regional System for District and School Support	http://www.cde.ca.gov/sp/sw/ss/s4directory.asp
S3	Safe, Supportive Schools Program	http://www2.ed.gov/programs/safesupportiveschools/index.html
SABE/2	Spanish Assessment of Basic Education	http://www.cde.ca.gov/ta/tg/sr
SARC	School Accountability Report Card	http://www.cde.ca.gov/ta/ac/sa
SAT	Scholastic Assessment Test	http://www.collegeboard.com
SBAC	Smarter Balanced Assessment Consortium	http://www.smarterbalanced.org/
SBCP	School-Based Coordinated Programs	
SEA	State Education Agency	http://www.cde.ca.gov
SRO	School Resource Officer	
SST	Student Study Team	
STAR	Standardized Testing and Reporting	http://www.cde.ca.gov/ta/tg/sr

ACRONYM	STANDS FOR	WEB ADDRESS
STEM	Science, Technology, Engineering, and Mathematics	
SWD	Student(s) With Disability(ies)	
TK	Transitional Kindergarten	
UC	University of California	http://www.universityofcalifornia.edu/
UCP	Uniform Complaint Procedures	http://www.cde.ca.gov/re/cp/uc
WASC	Western Association of Schools and Colleges	http://www.acswasc.org
WCCUSD	West Contra Costa Unified School District	http://www.wccusd.net