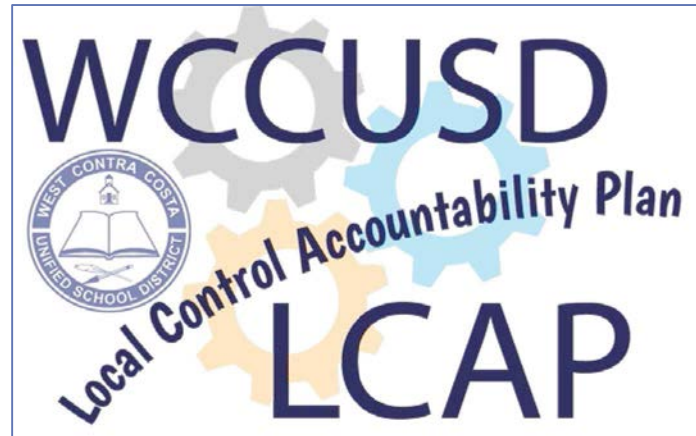


Local Control Accountability Plan (LCAP)

Goal 1: Progress Update



November 2, 2016
Board of Education

2016-17 LCAP Overview

2016-17 LCAP GOALS

Goal 1: Improve Student Achievement

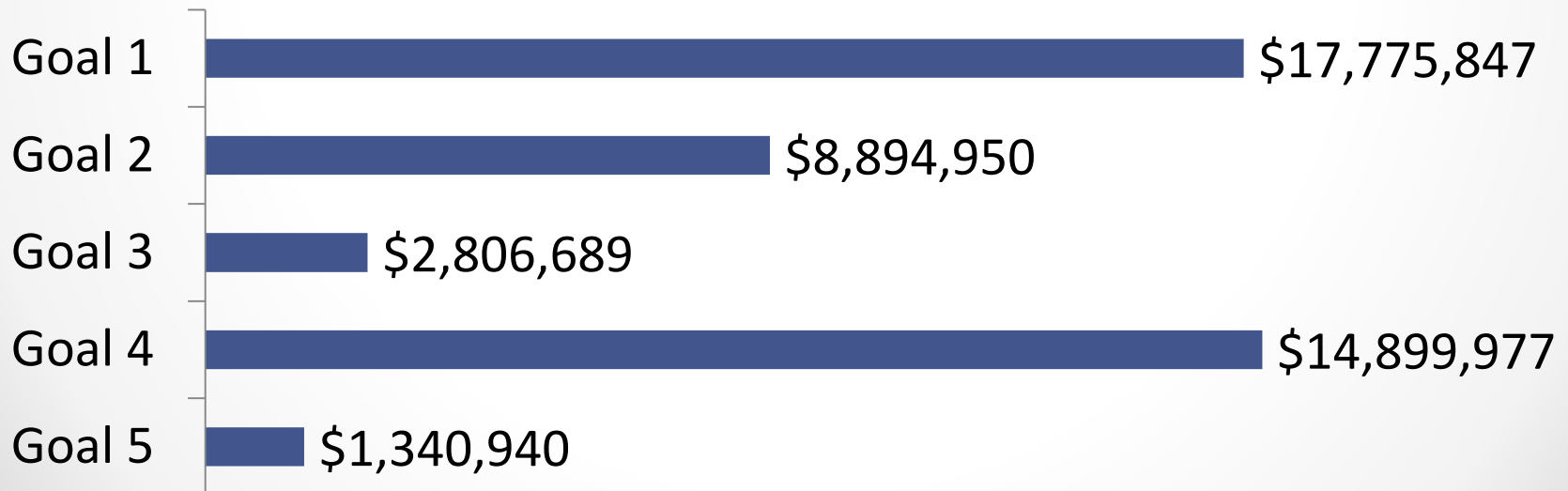
Goal 2: Improve Instructional Practice

Goal 3: Increase Parent and Community Engagement & Involvement

Goal 4: Improve Student Engagement and Climate Outcomes

Goal 5: Provide Basic Services to All Students

2016-17 LCAP BUDGET



LCAP Goal 1 Measures

 Met/Exceeded Goal
  Did Not Meet Goal

	14-15 Actual	<i>15-16 Goal</i>	15-16 Actual	<i>16-17 Goal</i>
Maintain course access at 100%	100%	<i>100%</i>	100%	<i>100%</i>
Increase SBAC English Language Arts (ELA) proficiency by 10%	32%	<i>42%</i>	35%	<i>52%</i>
Increase SBAC Math proficiency by 10%	23%	<i>33%</i>	24%	<i>43%</i>
PSAT Selection Index will increase 3%	108	<i>Baseline</i>	127	<i>131</i>
PSAT Selection Index will increase 6% for English Learner	86	<i>Baseline</i>	109	<i>115</i>
PSAT Selection Index will increase 6% for Low Income	102	<i>Baseline</i>	118	<i>125</i>

LCAP Goal 1 Measures



Met/Exceeded Goal



Did Not Meet Goal

	14-15 Actual	<i>15-16 Goal</i>	15-16 Actual	<i>16-17 Goal</i>
UC/CSU completion rate will increase 2%	42%	<i>46%</i>	Pending CDE release	<i>48%</i>
UC/CSU completion rate will increase 4% for English Learner	11%	<i>19%</i>		<i>23%</i>
UC/CSU completion rate will increase 4% for Low Income	38%	<i>48%</i>		<i>52%</i>
# of Career Technical Education (CTE) completers will increase by 3%	304	<i>313</i>	46	<i>322</i>
# of Advanced Placement (AP) exams taken will increase by 2%	2109	<i>2151</i>	3011	<i>3071</i>
% passing AP exams will increase by 2%	31%	<i>37%</i>	26%	<i>39%</i>
% passing AP exams will increase by 4% for English Learner	27%	<i>31%</i>	45%	<i>49%</i>
% passing AP exams will increase by 4% for Low Income	24%	<i>28%</i>	28%	<i>32%</i>

LCAP Goal 1 Measures

	Met/Exceeded Goal		Did Not Meet Goal
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	14-15 Actual	<i>15-16 Goal</i>	15-16 Actual	<i>16-17 Goal</i>
% College Ready Early Assessment Program (EAP) English will increase by 2%	40%	<i>42%</i>	40%	<i>44%</i>
% College Ready (EAP English) English Learner will increase by 4%	5%	<i>9%</i>	4%	<i>13%</i>
% College Ready (EAP English) Low Income will increase by 4%	34%	<i>38%</i>	33%	<i>42%</i>
% College Ready (EAP Math) will increase by 2%	16%	<i>18%</i>	17%	<i>20%</i>
% College Ready (EAP Math) English Learner will increase by 4%	2%	<i>6%</i>	2%	<i>10%</i>
% College Ready (EAP Math) Low Income will increase by 4%	11%	<i>15%</i>	11%	<i>19%</i>
California English Language Development Test (CELDT) proficiency rate will increase by 3%	30%	<i>37%</i>	32%	<i>40%</i>
English Learner reclassification rate will increase by 2%	11%	<i>13%</i>	9%	<i>15%</i>

LCAP Goal 1 Measures – NEW!



Met/Exceeded Goal



Did Not Meet Goal

	16-17 Goal
56% of 3rd grade students will have growth of 9 months or more on the STAR Reading grade level equivalent assessment	56%
48% of 3rd grade students will grow by 1 point or more in writing on the Writing Benchmark Assessment	48%
45% (+4.5%) of Grade 4 students will score 70% or higher on the standards-aligned mathematics benchmark	45%
35% (+5.9%) of Grade 6 students will score 70% or higher on the standards-aligned mathematics benchmark	35%

LCAP Goal 1 Actions & Services - Summary

Actions/Services Working Well

- School Improvement Grant (SIG) Continuation (DeAnza/Helms)
- Library/Renaissance Learning
- Out of School Time
- Grad Tutor
- Read 180
- Counselors/College Going Culture
- Secondary Class Size Reduction

New Actions/Services

- Peres Efficacy
- Practices for African American Student Support & Success
- High Performing Students
- Puente Counseling

Actions/Services That Need Adjustments

- Linked Learning/Academies
- Science, Technology, Engineering, and Mathematics (STEM) Centers/Fab Lab
- Full Day Kindergarten
- Whole School Intervention
- Registration, Assessment, and Placement (RAP) Center
- Master Plan for English Learners



LCAP Goal 1 Actions & Services

Schoolwide Improvement Grant/Quality Education Investment Act at Helms Middle and De Anza High School – \$1,400,000

2015-16 Review - De Anza HS

- Continued the “extended day” to maintain seven period day
- Provided additional collaboration time for teachers (additional three hours per month of collaboration)
- Covered two planning days in June during which teachers analyzed data and created curriculum maps for the 2015-16 school-year
- Maintenance of support positions (Instructional Specialist position, two periods per day of new teacher coaching, and three release periods for freshman house intervention)

2016-17 Plans - De Anza HS

- Providing 3.5 additional full time employees (FTE) for class size reduction in lieu of the continuing the extended day.
- Maintaining teacher collaboration time
- Maintaining teacher leadership positions
- Launching Link Crew
- Three additional planning days in August

Action/Service Outcomes

- Student Attendance has increased from 93.7% in 2011-12 to 96.6% in 2014-15
- Graduation Rates have increased from 76% in 2011-12 to 88% in 2014-15
- UC/CSU Completion rates have increased from 26% in 2011-12 to 39% in 2014-15
- Number of Quarter 1 Honor Roll students increased from 389 in 2014-15 to 600 in 2015-16

LCAP Goal 1 Actions & Services

Schoolwide Improvement Grant/Quality Education Investment Act at Helms Middle and De Anza High School – \$1,400,000

2015-16 Review - Helms Middle

- Funded 9 additional teachers to reduce class size*
- Maintained our house structure (4 core teachers per house)
- Kept class size averages below 35
- Enabled Helms to continue offering various electives

*3 additional teachers were covered with carryover SIG/QEIA funding that was discontinued in 2016-17

2016-17 Plans - Helms Middle

- Funding 6 additional teachers to reduce class size
- Continued maintaining our house structure (4 core teachers per house)
- Continue to keep class size averages below 35
- Continued to offer 5 different electives (Gateway to Technology (GGT) 1 and 2, Music, Art & Spanish)

Action/Service Outcomes

- Helms increased from 67th percentile in 2012-13 to 90th percentile in 2015-16 (California Healthy Kids Survey (CHKS) Climate Report)
- Student Attendance data increased from 95% to 96.76%

LCAP Goal 1 Actions & Services

Library Books & Renaissance Learning - \$340,657

2015-16 Review

- School library books labeled with Accelerated Reader (AR) levels to assist in student choice. Teachers are labeling classroom library books, if desired.

2016-17 Plans

- Continue additional funding for school library collections
- Analyze each school library collection to monitor for specific needs

Action/Service Outcomes

- Students checked out an additional 37,244 books (8% increase from 2014-15)
- Average collection age for the district has improved from 1991 to 1997

LCAP Goal 1 Actions & Services

Library Books & Renaissance Learning - \$340,657

2015-16 Review - Renaissance Learning

- Collaborated with Richmond and Contra Costa County Library staff on literacy programs
- 161 teachers attended a variety of trainings on STAR Reading, Early Literacy and Accelerated Reader
- Prep teachers and graduate tutors received training on how to interpret reports and use Instructional Plan to provide differentiated instruction

2016-17 Plans - Renaissance Learning

- Library Services staff to digitally assign correct products to each teacher in early August so access is ready on first day of school
- Ongoing Training opportunities for teachers and staff on STAR Reading, Early Literacy and Accelerated Reader
- STAR Assessments designed as identifier for intervention such as Response to Intervention (RTI) groups, learning center placement and Read 180/System 44
- School wide Accelerated Reading implementation at Middle Schools
- Analysis of data provides and informs professional development and instructional focus

Action/Service Outcomes

- 90% of teachers in grades 4 & 5 received in-depth training in the use of STAR data to impact instruction
- Classroom participation rate on the Fall 2016 STAR Reading was 83% (grades 2 – 6)

LCAP Goal 1 Actions & Services

Summer Out-of-school Time Services - \$748,002

2015-16 Review

- Provided admin (principal and secretary) and custodial support for elementary and middle school summer program
- Provided basic classroom supplies for elementary and middle school summer program
- Provided elementary and secondary English Language Development (ELD) coach support
- Provided bilingual grad tutors to support newcomers
- Secondary 9-12 extended learning - Credit Recovery

2016-17 Plans

- General Expenditures include: Licenses, curriculum, instructional materials and supplies, and staffing
- English Language Arts/Math- Blended learning using programs from Edmentum
- ELD - provides differentiated instruction that focuses on authentic communication, accuracy, and academic language
- Visual and Performing Arts and/or Coding
- After school enrichment programs in literacy, art, and science
- High School credit recovery in core curricular areas
- College and Career Readiness enrichment programs (University and community partners)

Action/Service Outcomes

- 1,913 Elementary school students
- 2,547 Middle and High school students
- See October 5, 2016 Summer School Board Presentation for additional outcomes

LCAP Goal 1 Actions & Services

Grad Tutor Intervention Service - \$1,917,251

2015-16 Review

- Collected feedback from graduate tutors and site staff on successes, challenges, and ideas for problem solving
 - all responders indicated that they wanted to have ongoing training on how to best support students
 - all responders indicated that they spend 90% of their day working directly with small groups of students
- Ongoing training provided to grad tutors on instructional pedagogy, small group instruction, student engagement and data assessment.

2016-17 Plans

- Survey on effectiveness of Graduate tutor support- for teachers, students
- Monthly meetings for Grad Tutors - check in - successes and challenges - sharing of best practices
- Ongoing training for Grad tutors and Bilingual Grad tutors on instructional strategies and California Standards
- Integrate English Language Development (ELD) strategies and supports for all Grad tutors
- Four Grad Tutors are becoming teachers
- Ed Pioneer Fellow will conduct analysis of service

LCAP Goal 1 Actions & Services

Read 180 Secondary Intervention Program - \$484,052

2015-16 Review

- Read 180/System 44 at all secondary schools
- Progress monitor students for progress and exit when meet the goal
- Ongoing coaching support and training for teachers
- Data analysis of effectiveness of the program

2016-17 Plans

- Increased Read 180/System 44 by .2 FTE at middle and high schools
- Progress monitor students and exit when they meet goals
- Ongoing coaching support and training for teachers
- Data analysis of effectiveness of the program
- Increase number of students completing all 3 integral rotations by at least 10%

Action/Service Outcomes

- Increased number of students enrolled from 274 in 2015-16 to 435 in 2016-17
- Increased from 45% to 50% of Read 180 students meeting their 2015-16 goal
- 54% of students in Read 180 completed work in all 3 integral rotations

LCAP Goal 1 Actions & Services

College Counseling & Support for College Going Culture - \$2,671,410

2015-16 Review

- 6 College & Career Counselors provide information and assistance for all post-secondary education and career options
- College Board Suite of Assessments (PSAT 8/9, PSAT/NMSQT, SAT School Day) administered to 8-12th grade students (free of cost)
- Gateway to College
- Young/Rising Scholars

2016-17 Plans

- Continue 2015-16 Actions
- Ensure College & Career Counselors spend 90% of their time on college readiness activities
- Increase collaboration with local college fairs and workshops (Early Academic Outreach Program (EAOP), Higher Ed Week College Fair, etc.)
- Increase communications surrounding College Day and test preparation

Action/Service Outcomes

- Number of SAT takers increased from 845 in 2012-13 to 1,687 in 2015-16
- Number of AP Exams increased from 1,825 in 2012-13 to 3,011 in 2015-16

LCAP Goal 1 Actions & Services

Secondary Class Size Reduction - \$1,864,458

2015-16

Added 8 FTE at the following schools:

- Middle Schools: DeJean, Crespi, Pinole
- High Schools: Kennedy, Pinole Valley, Richmond, Greenwood

2016-17 Plans

Added 17.7 FTE at the following schools:

- All secondary schools



Actions & Services Adjustments

LCAP Goal 1 Actions & Services

Linked Learning and Career Pathways- \$1,067,293

2015-16 Review

- Implemented Community of Practice monthly meeting for site leaders and Lead Pathway teachers
- Implemented Local Pathway Action teams to develop relationships, align WCCUSD/Contra Costa College (CCC) course work, and increase rigor of pathways
- Developed Pathway websites for business/family involvement
- Certified five pathway lead teacher
- Doubled the # of students concurrently enrolled at CCC
- Created Intern Host Guide and developed systems approach to Work-based learning (WBL) partnerships

2016-17 Plans

- Implement Get Focused, Stay Focused at Kennedy High School and Greenwood,
- Implement Engineering Your World course at Kennedy
- Implement Advanced Manufacturing at Greenwood
- Continue LPAT & add LMAT team
- Extend Dual & Concurrent Enrollment Opportunities for students
- Finely Tune Pathway Website content and social media outreach
- Continue COPs
- Provide additional master-schedule trainings
- WCCUSD/CCC curriculum alignment
- WCCUSD/CCC counseling collaboratives

Action/Service Outcomes

- Number of students were enrolled concurrently at CCC increased from 477 in 2014-15 to 889 in 2015-16.
- Number of student internships increased from 85 in 2014-15 to 106 in 2015-16.
- Number of Nationally Certified Pathway teachers increased from 5 to 9
- - All Career Technical Education (CTE) Pathway courses are now A-G, except for 1

Linked Learning and Career Pathways Major Adjustments

2016-17

- Teachers are working with Linked Learning Alliance, CCC, and ConnectEd to improve instructional practice, align coursework, use rubrics, collaborate, and ensure that high rigorous instruction becomes the norm
- Surveying Pathway teachers to determine what other supports are needed beyond PD
- Working with retired teachers union and HR to build cadre of subs. to ensure Pathway teachers participate in common planning time
- Provide enough periods on the high school campuses to support English Learner and special need students so they are able to select a pathway and have the support needed to be successful
- Contextualize curriculum and integrate coursework to better align, and increase the rigor of Pathway verbal and written projects
- Connect partners in the creation of authentic projects and assessment, followed by internships
- Joint collaboration with community college to better align curriculum and develop more dual enrollment courses that will provide more successful transition into college
- More availability of college and career counselors as well as stronger professional development so they have the capacity to better support at risk Pathways students

LCAP Goal 1 Actions & Services

STEM Opportunity / FAB LAB - \$372,839

2015-16 Review

- Crespi Hybrid Fab Lab constructed and furnished
- Fab Lab Equipment, Materials, Supplies
- Full-time clerical support
- Ongoing work with teachers to create model lesson for classroom visits
- Opened and stocked the STEM (Lupine, Downer, Harding, Verde) Centers with Full Option Science System (FOSS) kits for checkout

Action/Service Outcomes

- Fab Lab Institutes held for 94 teachers
- 209 student contacts at Fab Labs

2016-17 Plans & Adjustments

- Expand access to Fab Lab and Mobile Fab Lab
- Open Crespi Hybrid Fab Lab
- Build Fab Lab Standards-based Curriculum Lessons
- Training K-6 teachers in FOSS kits and system for checking out materials
- Partner with CCC teachers through LPATs to use the facility
- Double the number of teachers trained
- 500+ student contacts at Fab Labs
- Weekly Open Houses for interested schools/teachers
- 2 workshops per month for teacher training
- Development of a student corps for Fab Lab support
- Deployment of the Mobile Fab Lab 2x month every month until February, once a week thereafter

LCAP Goal 1 Actions & Services

Full Day Kindergarten (All schools except for Fairmont and Madera) - \$2,297,086

2015-16 Review

- Additional instructional materials purchased to support learning during the longer day
- Training provided on how to maximize the additional instructional hours
- Mentor teachers from initial cohort provided support to new full day kinder teachers during check-in meetings

2016-17 Plans & Adjustments

- Hold Additional Full-Day Kindergarten meetings for participating teachers
- Provide additional instructional materials for participating teachers
- Training to provide support for effective instruction for the additional instructional hours
- Coaching for teachers who need additional support implementing the full day component
- Aligning with Preschool/Transitional Kindergarten (TK) curriculum, instruction, assessment and enrichment
- Review DRDP for implementation in kindergarten

Planned Action/Service Outcomes

- Increase number of probable readers identified by STAR Early Literacy assessment

LCAP Goal 1 Actions & Services

Whole School Intervention Model at Stege & Dover Elementary - \$914,522

2015-16 Review

- Coring of instruction has had positive effect among staff
- Increase in professional development opportunities (technology, social-emotional, ELA, and math)
- Social Emotional Programs complement, but also compete with each other
- Learning Center lacks clear model

2016-17 Plans & Adjustments

- Continue to retain staff
- Continue coring of instruction
- Continue to re-image the learning center
- Weekly technology trainings
- 6 hrs./mo. of social emotional training
- Continue to utilize Restorative Justice and scale training among staff

Action/Service Outcomes

Attendance: 2014-2015: 91.4% 2015-2016: 90.74% - Decrease of .66%

Suspension Days: 2014-15: 215; 2015-16: 134 - Decrease by 38%

Teacher Retention: 2014-15: 10 new teachers 2015-16: 4 new teachers, 2016-17: 2 new teachers

LCAP Goal 1 Actions & Services

English Language Learner Assessment and Reclassification Adjustments

2015-16 Review

- Funded 7 RAP Center Staff
- Expanded roles of current staff to build greater data-analysis capacity
- Monitored Reclassification process to track the rate of ELs reclassifying and to identify additional supports needed (i.e., LTELs)
- Translation Services (173 meetings, translators were sent out to serve schools 559 times)
- CELDT Administration
- Monitor English Learner student program placement

2016-17 Plans

- Funding 7 RAP Center Staff
- Identified team to review and update Reclassification process to align with best practice and the ELPAC
- Pilot English Language Proficiency Assessments for California (ELPAC) assessments at 3 schools to prepare for upcoming transition from California English Language Development Test (CELDT) to ELPAC
- 1233 CELDT Initial Assessments completed to date
- 8293 CELDT Annual Assessments completed to date
- Continue Translation Services

English Language Learner Master Plan Adjustments

2015-16 Review

Continued to implement six components of the Master Plan for English Learners (MPEL):

1. Identification, Assessment and Program Placement
2. Instructional Programs
3. Monitoring of Student Progress and Reclassification
4. Staffing and Professional Development
5. Parent and Community Involvement
6. Evaluation and Accountability

2016-17 Plans & Adjustments

- Self-Study by outside agency to map our work for the next 3-5 years
- Revise the Master Plan to define clear goals and outcomes related to English Learner achievement and multi-lingual programming
- Align the work of District departments to the recommendations of the self-study and goals and outcomes indicated in the revised Master Plan
- Fully train ALL staff (Central office leaders, site administrators, and site instructional providers) in key areas: CA ELA/ELD Framework, CA ELD Standards, Integrated and Designated ELD
- Support implementation of training across central office and school sites through ongoing PD, ongoing site coaching, Communities of Practice (both administrator and instructional providers), and using Cycles of Inquiry and Observation Protocols
- Create “lab” schools at elementary, middle, and high to model high quality instruction for English Learners and act as model schools for intra-district learning and observation

LCAP updates will be presented at the following **Board of Education Meetings:**

- November 2: Goal 1
- January 18: Goal 2 & 3
- March 22: Goal 4
- May 24: Goal 5 &
End of Year Summary



Updates will also be presented at **DLCAP Parent Committee** meetings (1/26, 3/21, 4/27, 5/11)

Questions?

Please visit our LCAP website for news, tools, and resources:
www.wccusd.net/lcap.

Local Control Accountability Plan (LCAP)
 Online LCAP | Approved 2016-17 LCAP (PDF) - Español

Latest Updates

Online Resources

- Just released: 2016-17 LCAP Interactive | Español
- Download the approved 2016-17 LCAP - Español
- Review the 2016-17 LCAP Interactive | Español
- View LCAP information and resources available on the LCAP Dashboard
- Stay up-to-date on LCAP news with the LCAP Newsletter

2016-17 LCAP Parent Meeting
 September 26, 2016
 January 26, 2017
 March 22, 2017
 April 27, 2017
 May 11, 2017

6:30 - 8:30 PM
 Fremont High School Library
 4300 Cutting Road, Richmond

Approved LCAP & Drafts

- Approved LCAP & Drafts
- LCAP Drafts | Español
- Approved & Draft LCAPs

DLCAP Committee

- Composition
- Operations
- Committee Documents

Meetings & Agendas

- LCAP Meetings & Agendas
- Maps
- Agendas
- Minutes

Dashboards

- Interactive LCAP: 2016-17
- Approved LCAP
- LCAP Data Dashboard

LCAP Infographics

- LCAP Infographic
- By District - Español
- By District - Español

Additional Resources

- Additional Resources
- Board of Education Presentations
- LCAP Supporting Documents

LCAP Website

2016-17 WCCUSD Interactive LCAP
 Major Changes for 2016-17

The 2016-17 LCAP reflects structural and programmatic changes which were made because of the changing guidance from state and county officials, as well as significant input from local stakeholders. Major changes are detailed in Appendix A of the LCAP Packet (<http://www.wccusd.net/2016-17-LCAP>), and include:

A) LCAP base unrestricted (general) and restricted grant funding for each goal is included in this Executive Summary, and as additional line items in Section 2 of the LCAP template.

B) Budget summaries for each program and service were developed and included as Appendix C.

C) New or increased actions and services:

- Practices for African American Student Support and Success for students, parents, and teachers (Goal 1, Action 1; Goal 2, Action 4; Goal 3, Action 3)
- Increase funding to foster youth. Provide trainings, and add a Social Work Specialist (Goal 4, Action 1)
- WCCUSD is contracting for Evaluations and Program Monitoring services to help authentically evaluate and progress monitor the LCAP actions and services for Goals 1 - 5. (Goal 3, Action 3)

Please view other major changes to the 2016-17 LCAP in Appendix A.

LCAP Expenditures by Goal

Interactive LCAP

WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT
 2016 - 2017 LCAP OVERVIEW

Local Control Funding Formula (LCFF) | Local Control Accountability Plan (LCAP)

2016-17 Total LCFF Funding
 \$10,718,800

2016-17 WCCUSD LCAP AT-A-GLANCE

WCCUSD Overview

- Communications: \$1,141,000
- Education: \$1,141,000
- Food Service: \$1,141,000
- Health Services: \$1,141,000
- Transportation: \$1,141,000
- WCCUSD: \$1,141,000

LCAP Goals

- Goal 1: Increase student achievement for all students and equitable student learning outcomes for English Language Learners (ELL) and low-income (LI) students.
- Goal 2: Increase student achievement for all students and equitable student learning outcomes for English Language Learners (ELL) and low-income (LI) students.
- Goal 3: Increase student achievement for all students and equitable student learning outcomes for English Language Learners (ELL) and low-income (LI) students.
- Goal 4: Increase student achievement for all students and equitable student learning outcomes for English Language Learners (ELL) and low-income (LI) students.
- Goal 5: Increase student achievement for all students and equitable student learning outcomes for English Language Learners (ELL) and low-income (LI) students.

WCCUSD Funding for LCAP Goals

- Goal 1: \$1,141,000
- Goal 2: \$1,141,000
- Goal 3: \$1,141,000
- Goal 4: \$1,141,000
- Goal 5: \$1,141,000

LCAP Infographic

2016-17 LCAP SCORE CARD

Goal	Measure	2015-16	2016-17	2017-18	2018-19
GOAL 1: Increase student achievement for all students and equitable student learning outcomes for English Language Learners (ELL) and low-income (LI) students.	Student achievement (statewide)	100%	100%	100%	100%
	Increased ELAR proficiency by 10%	100%	100%	100%	100%
	Increased ELAR proficiency by 10%	100%	100%	100%	100%
	Increased ELAR proficiency by 10%	100%	100%	100%	100%
	Increased ELAR proficiency by 10%	100%	100%	100%	100%
	Increased ELAR proficiency by 10%	100%	100%	100%	100%
	Increased ELAR proficiency by 10%	100%	100%	100%	100%
	Increased ELAR proficiency by 10%	100%	100%	100%	100%
	Increased ELAR proficiency by 10%	100%	100%	100%	100%
	Increased ELAR proficiency by 10%	100%	100%	100%	100%
GOAL 2: Increase student achievement for all students and equitable student learning outcomes for English Language Learners (ELL) and low-income (LI) students.	Student achievement (statewide)	100%	100%	100%	100%
	Increased ELAR proficiency by 10%	100%	100%	100%	100%
	Increased ELAR proficiency by 10%	100%	100%	100%	100%
	Increased ELAR proficiency by 10%	100%	100%	100%	100%
	Increased ELAR proficiency by 10%	100%	100%	100%	100%
	Increased ELAR proficiency by 10%	100%	100%	100%	100%
	Increased ELAR proficiency by 10%	100%	100%	100%	100%
	Increased ELAR proficiency by 10%	100%	100%	100%	100%
	Increased ELAR proficiency by 10%	100%	100%	100%	100%
	Increased ELAR proficiency by 10%	100%	100%	100%	100%

LCAP Scorecard