§ 15497.5. Local Control and Accountability Plan and Annual Update Template.   Adopted Revision June 15, 2016 of the 2015-16 LCAP

Introduction:

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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:	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. 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.
September 30, 2014 – District LCAP Parent Committee (DLCAP) Meeting November 13, 2014 – DLCAP Meeting January 15, 2015 – DLCAP Meeting	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.
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	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.
January 28, 2015 – School Board Study Session February 25, 2015 – School Board Study Session March 5, 2015 – School Board Study Session	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 2015-16 LCAP.
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	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.
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	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.
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	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.
January 29-30 - Multilingual District Advisory Committee (MDAC) Meeting April 23-24 - Multilingual District Advisory Committee (MDAC) Meeting	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.
April 15, 2015 – LCAP Community Partner meeting June 16, 2015 – LCAP Community Partner meeting	Met with coalition of community partners to discuss LCAP draft, respond to questions, and gather feedback on stakeholder engagement process.
March 31, 2015 – DLCAP Meeting April 23, 2015 – DLCAP Meeting May 11, 2015 – DLCAP Meeting	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.
May 20, 2015 – LCAP First Reading June 10, 2015 – LCAP Public Hearing June 24, 2015 – LCAP Adoption	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.
Annual Update:	**Annual Update:**
N/A See 2016-17 Draft LCAP	**N/A See 2016-17 Draft LCAP**

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 X 5__ 6__ 7 X 8 X 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	__X__ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Use $1,487,411 from supplemental and concentration funds to pay for salaries and benefits related to extended school year, extended day at De Anza and for additional staffing at Helms.
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 __Other Subgroups:(Specify)_____	Use $340,657 in supplemental & concentration grants – to pay for library books and instructional materials.
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	__X__ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Add counseling staff, programs & services $3,692,786 from supplemental & concentration grants
4) Expand innovative STEM opportunity – Fab Lab (located at Kennedy High school)	LEA-wide	__X__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 $370,565 from supplemental, concentration grants – to pay for supplies and a staff member.
5) Implement full day kindergarten at district schools (20 schools in 2015-16)	LEA-wide	X ALL -- OR: __Low Income pupils __English Learners	Extend school day for kindergarteners at 9 additional schools with $1,384,493 supplemental & concentration funds

		__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
6) Whole school intervention model (Stege Elementary)	School-wide	_ _ALL -- OR: _ X _Low Income pupils _ X _English Learners _ X _Foster Youth _ X _Redesignated fluent English proficient __Other Subgroups:(Specify)_____	At 1 school extend school day, school year, add support services with $632,324 from supplemental & concentration funds
7) Psychological services for highest needs schools (11 elementary, 4 middle, and 5 high in 2015-16)	School-wide	_ _ALL -- OR: _ X _Low Income pupils _ X _English Learners _ X _Foster Youth _ X _Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Expand psychologists for students in highest needs schools with $395,232 in supplemental & concentration funds
8) Continue to support and improve services for English Language Learner assessment, reclassification processes and materials	LEA-wide	_ _ALL -- OR: _ X _Low Income pupils _ X _English Learners _ X _Foster Youth _ X _Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Support and improve ELL assessment & reclassification services & materials with $1,478,258 in supplemental & concentration funds
9) Staffing at high schools to improve learning of targeted students at high need schools (Kennedy, Richmond, North Campus, Gompers)	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 $1,162,781 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 staff expenses with $818,257 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 $28,294 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 $1,923,975 in supplemental & concentration funds – cost of staff member salary and benefits.

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_X__ 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:	All
	Applicable Pupil Subgroups:	All

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	_ 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 $2,918,731 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 $11,317 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 $3,395,249 in supplemental & concentration grants
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 $524,776 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 $158,330 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_X_ 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:	All
	Applicable Pupil Subgroups:	All

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	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	_ _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 $2,065,715 in supplemental & concentration grants. Salary and Benefits of staff members – Fingerprinting contract- Youth Dev. Contract - Supplies

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 _____

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)

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 $530,612 in supplemental & concentration grant funds – Contracted Services for professional development.
2) Provide for basic student safety and social-emotional support – Psychologists, SROs, Campus Safety Officers, Safe, Supporting Schools Program (S3)	LEA-wide	_ X _ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Use $3,850,625 in supplemental & concentration grant funds – salary and benefits of staff members and contracted services for SRO's and Health Program.
3) Increase services for students and provide coordination to arts and high performing programs, as well as training for teachers	LEA-wide	_ X _ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Use $468,676 in supplemental & concentration funds – staff member salary and benefits supplies
4) Add extracurricular programs at secondary schools and support for coordination within schools. Middle school programs will focus on school climate.	LEA-wide	_ X _ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Use $581,373 in supplemental and concentration grant funding – supplies, services and salary and benefits to support the programs
5) Implement the 2014 English Language Learner master plan including professional development for parents and staff	LEA-wide	_ _ALL -- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Continue staffing including professional development coaches and materials with $1,514,411 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	__ALL -- OR: _X_Low Income pupils _X_English Learners _ X _Foster Youth _ X _Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Use $1,463,333 in supplemental & concentration funds to provide "Playworks" at elementary schools with greater than 65% ELL, low income & foster youth students
7) Provide technology coaches at targeted schools	School-wide	__ALL -- OR: _X_Low Income pupils _X_English Learners _ X _Foster Youth _ X _Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Use $249,605 in supplemental & concentration funds to provide technology coaches salary and benefits at highest need schools
8) Continue to support coordination and programs for Full Services Community Schools	LEA-wide	__ALL -- OR: _X_Low Income pupils _X_English Learners _ X _Foster Youth _ X _Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Use $1,015,689 in supplemental & concentration grant funds for staff salary and benefits.
9) Augment Special Education services provided to LI, EL, FY	LEA-wide	__ALL -- OR: __Low Income pupils __English Learners __Foster Youth _ Redesignated fluent English proficient _X_Other Subgroups:(Specify): Special Education	Use $3,623,841 in supplemental & concentration grant funds to increase services in Speech, OT, NPS, Nurses, Behaviorists, Additional teachers, aides and interns.

GOAL:	Goal 5: Provide basic services to all students, including facilities, access to materials and technology.	Related State and/or Local Priorities: 1_X_ 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	_X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Use $1,084,875 in supplemental & concentration for staff
2) Provide adaptive curriculum for special needs students, software for digital resources, teaching carts & technology curriculum	LEA-wide	__ALL -- OR: __Low Income pupils __English Learners __Foster Youth _ Redesignated fluent English proficient _X_Other Subgroups:(Specify): Special Education	Use $141,469 in supplemental, concentration grants for adaptive curriculum

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:	$36,337,066 (2015-16) **Revised: $37,357,898**

As a district with an estimated unduplicated student count 74.75%, 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.

The REVISED LCAP designates supplemental/concentration funds which include:
1) $13.8 million to improve student achievement for all students and accelerate student learning increases for ELL and low income students
2) $7.0 million to improve instructional practice through professional development and professional learning communities at schools and recruiting and retaining high quality teachers and principals
3) $2.1 million to increase parent and community engagement, involvement, and satisfaction
4) $13.3 million to improve student engagement and climate outcomes, and allocate services to ELL and LI students
5) $1.2 million to provide basic services to all students, including facilities, access to materials and technology

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.

All expenditures are aligned with our LCAP goals and address the needs of our district's English learners, low income students and foster youth.

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.

18.48	%

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 = $53.3 million.
Step 2: Estimate prior year expenditures to support unduplicated pupils - Estimated expenditures 2014-15 = $20 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): $53.3 million - $20 million= $33.3 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 51.97%): $33.3 X 51.97% = $17.3 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 -$17.3 million+$20 million = $37.3 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: $244.3 million – $37.3 million = $207 million (the $207 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): $37.3 million ÷ ($207 - $4.7) million = 18.48%.

During the 2015-16 academic year, an estimated 75% of WCCUSD students will be unduplicated (English Learner, Foster Youth, and/or Low Income). The District allocated a portion of supplemental and concentration funds to all schools based on each school's percentage of unduplicated students. School sites determine how to best use the funds to serve their unduplicated student population.

District-wide and school-wide programs and services are offered predominately at schools with a 55% or higher unduplicated student count. In addition, schools with more than 70% unduplicated students received higher consideration for new or expanded programs and services.

As detailed in Section 2 above, the following new services were added this year to increase and improve services to unduplicated students:
- Schoolwide Improvement Grant/Quality Education Investment Act (SIG/QEIA) components
- Special education services

As detailed in Section 2 above, the following programs were <u>expanded</u> this year to increase and improve services to unduplicated students:
- College & Career ready programs and services
- Fab Lab
- Full-day kindergarten
- Psychological services
- School community workers
- Restorative Justice, BEST, Toolbox, Mindful Life programs
- Arts and high performing student services
- Extracurricular programs at secondary schools
- Whole school intervention model
- Psychiatric and social work services
- Adaptive curriculum

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).

8-22-14 [California Department of Education]