

# West Contra Costa Unified School District



## 2017-18 Local Control Accountability Plan

### CCOE Approval

August 14, 2017

*Annual update tables revised 4/23/18*

**WCCUSD Department of Accountability & Assessment**  
1108 Bissell Avenue, Richmond, CA 94804  
[www.wccusd.net/lcap](http://www.wccusd.net/lcap) | [lcap@wccusd.net](mailto:lcap@wccusd.net) | 510.307.4502





# WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT

## 2017-18 Local Control Accountability Plan

### Table of Contents

#### I. LCAP Template

A. 2017-2020 Plan Summary	p 1
i. The Story	p 1
ii. LCAP Highlights	p 2
iii. Review of Performance	p 5
1. Greatest Progress	p 5
2. Greatest Needs	p 6
3. Performance Gaps	p 9
iv. Increased or Improved Services	p 9
v. LCAP Template Budget Summary	p 10
B. Annual Update: Report on district performance on 2016-2017 LCAP goals	
Goal 1	p 11
Goal 1 Analysis	p 21
Goal 2	p 24
Goal 2 Analysis	p 28
Goal 3	p 30
Goal 3 Analysis	p 32
Goal 4	p 35
Goal 4 Analysis	p 42
Goal 5	p 45
Goal 5 Analysis	p 47
C. Stakeholder Engagement:	
i. Involvement process for LCAP and annual update	p 49
ii. Impact on LCAP and annual update	p 50
D. 2017-2020 Goals, Actions & Services: Strategic Planning Details and Accountability	
1. Improve student achievement	p 51
2. Improve instructional practice	p 77
3. Increase parent and community engagement, involvement, and satisfaction.	p 89
4. Improve student engagement and climate outcomes	p 96
5. Provide basic services to all students	p 112
E. Demonstration of Increased or Improved Services for Unduplicated Pupils	p 118
F. LCAP Expenditures Summary	p 120
i. Total Expenditure by Funding Source	p 120
ii. Total Expenditure by Object Type	p 121
iii. Total Expenditures by Object Type and Funding Source	p 122
iv. Total Expenditures by LCAP Goal	p 123

#### II. Appendices

A. LCAP Revisions	p 124
B. School Services Matrix	p 126
C. Budget Summaries / One Pagers	p 130
i. Goal 1	
1. Goal 1 LCFF Supplemental / Concentration Funds	p 131
2. LCFF Base Funding Supporting LCAP Goal 1	p 138



# WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT

## 2017-18 Local Control Accountability Plan

### Table of Contents

3. Restricted / Grant Funding Supporting LCAP Goal 1	p 139
ii. Goal 2	
1. Goal 2 LCFF Supplemental / Concentration Funds	p 145
2. LCFF Base Funding Supporting LCAP Goal 2	p 148
3. Restricted / Grant Funding Supporting LCAP Goal 2	p 148
iii. Goal 3	
1. Goal 3 LCFF Supplemental / Concentration Funds	p 150
2. LCFF Base Funding Supporting LCAP Goal 3	p 151
3. Restricted / Grant Funding Supporting LCAP Goal 3	p 151
iv. Goal 4	
1. Goal 4 LCFF Supplemental / Concentration Funds	p 152
2. LCFF Base Funding Supporting LCAP Goal 4	p 155
3. Restricted / Grant Funding Supporting LCAP Goal 4	p 155
v. Goal 5	
1. Goal 5 LCFF Supplemental / Concentration Funds	p 162
2. LCFF Base Funding Supporting LCAP Goal 5	p 163
3. Restricted / Grant Funding Supporting LCAP Goal 5	p 165
D. Actions & Services Summary	p 168
E. Acronyms / Glossary	p 172







# Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

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

LEA Name	West Contra Costa Unified School District		
Contact Name and Title	Matthew Duffy, Superintendent	Email and Phone	Matthew.duffy@wccusd.net 510-231-1104

## 2017-20 Plan Summary

### THE STORY

**Briefly describe the students and community and how the LEA serves them.**

West Contra Costa Unified School District serves the economically and ethnically diverse populations of Richmond, El Cerrito, San Pablo, Pinole, Hercules, and unincorporated areas of Bayview-Montalvin Manor, East Richmond Heights, El Sobrante, Kensington, North Richmond, and Tara Hills. WCCUSD enrolled 31,267 students in the 2016-17 school year, and has 54 schools and 3,308 full and part-time staff.

Seventy-four percent of WCCUSD students are low income and/or English learners. Our district also has 137 foster youth and 755 homeless children. Most students (70.6%) are classified as low income, which means they receive free or reduced price lunch (FRPM). More than one in three students (35%) are English Learners (EL), exceeding the state's rate of 21%. Most English Learners (83%) are native Spanish speakers, with at least 47 other non-English languages represented.

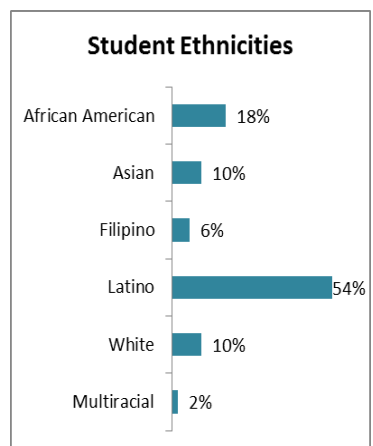
The District's recent successes include California Gold Ribbon Schools awards to 13 elementary schools and Middle College High School. Middle College was also named one of the nations' best schools by US News and World Report. Four WCCUSD teachers won 2017 Teaching Excellence Awards from the Ed Fund. The Association of California School Administrators (ACSA) awarded seven WCCUSD principals and central administrators with regional Administrator of the Year awards. There continues to be promising teaching and learning work.

WCCUSD is also facing challenges. In addition to low scores on the SBAC English Language Arts and Math assessments, WCCUSD has uneven English language development, challenges in availability of data, high class sizes, and performance gaps for several student subgroups as reported by the California Department of Education's new California Accountability Model & School Dashboard (<https://www.caschooldashboard.org/#/Home>).

The District vision is to become a district where all graduates complete A-G requirements; we are in the top 3rd of all districts in the state of California; employees stay with us for at least 5 years; and parents report high levels of satisfaction. WCCUSD's target is to "go blue and green" - meeting the highest

### WCCUSD Core Values

- \* Student Success
- \* Quality Instruction
- \* Collective Ownership
- \* High Expectations
- \* Accountability
- \* Leadership
- \* Diversity



achievement levels set by the new California Department of Education's State Accountability System. Together, the District Theory of Action and the Local Control Accountability Plan (LCAP) provide us with a road map to continue our progress, overcome our challenges, and achieve our vision.

### 2017-2018 District Theory of Action

The district theory of action drives the actions & services outlined in this LCAP, which are essential steps towards achieving our vision as a top-performing District. We are committed to meeting the LCAP goals and outcomes set by our community. Each school works towards the LCAP goals with their School Plan for Student Achievement (SPSA), working with School Site Councils, teachers, and community members. The three pillars of the district theory of action are:

1) Deepen quality learning, teaching, and leadership practices [Addressed in LCAP Goals 1, 2, 5]

- ◇ Reorganizing Teaching, Learning, and Leadership
- ◇ Focusing on English Learners & African American Students, College & Career Offices, Data and Research
- ◇ Deepening Second Language Learning with Dual Immersion in K-12 Spanish, Mandarin

2) Create powerful school and district cultures built on positivity, trust, inclusion, safety and communication [Addressed in LCAP Goals 3 and 4]

- ◇ Building School Empowerment and Culture through Site-Based Investments
- ◇ Making Targeted School Family Investments (Kennedy, Richmond)

3) Build talented staff through a professional learning system that is personalized, empowering and adaptive [Addressed in LCAP Goal 2]

- ◇ Building Innovative Communities of Practice-Learning
- ◇ Rethinking Principal Support and Supervision: Learning Leaders

Both the district theory of action and the LCAP are focused on the “Big Six” areas: site based investments, rethinking school leader growth and development, innovative communities of practice, language learning, targeted investments for equitable outcomes, and a learner-centered reorganization.



### LCAP HIGHLIGHTS

*Identify and briefly summarize the key features of this year’s LCAP*

California's Local Control Funding Formula (LCFF) provides base, supplemental, and concentration (S&C) funding to school districts. S&C funds are the only funds targeted to improve student outcomes - especially for English learner, foster youth, and low income students. The Local Control Accountability Plan (LCAP) shows how these funds will improve student outcomes and performance for all students - especially English learners, low-income students, and foster youth.

The LCFF uses “unduplicated” numbers to determine the amount of S&C funding each school district receives. Unduplicated means that every student is counted once as low income, English learner, or foster youth—even if he or she is identified in more than one of these categories. WCCUSD currently has 74% unduplicated students. Based on this unduplicated count, the district will receive \$51,037,388 in S&C funding for the 2017-18 school year.

LCFF Supplemental and Concentration funding is a small portion of the District’s total budget. The budget also includes base funding and restricted grant funding. The LCAP provides the actions & services covered with S&C funding only. The District has also included budget summaries in the LCAP appendix to provide details on other funding sources that support the five LCAP goals. Detailed information about the entire budget is available online through the Citizen’s Transparency Tool. To access this, please visit <http://bit.ly/fullbudget>.



## LCAP Goals

The 2017-18 LCAP has five goals that are targeted to improve student outcomes for all students:

- 1) Improve student achievement for all students and accelerate student learning increases for English Learner (EL), low income (LI), and foster youth (FY) students
- 2) Improve instructional practice through professional development and professional learning communities at schools and recruiting and retaining high quality teachers and principals
- 3) Increase parent and community engagement, involvement, and satisfaction
- 4) Improve student engagement and climate outcomes, and allocate services to English Learner (EL), low income (LI), and foster youth (FY) students
- 5) Provide basic services to all students including facilities, access to materials, and technology

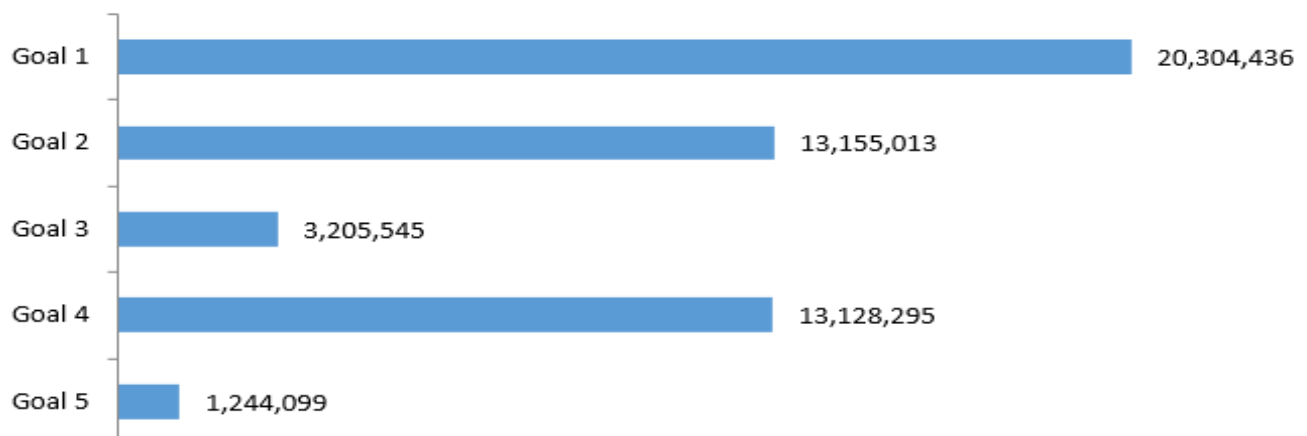
The thirty-eight actions & services in the 2017-18 LCAP determine how WCCUSD will make progress towards the five LCAP goals. The 2017-18 LCAP includes the following new and modified actions:

- Vice Principals to support Instruction and School Culture (Goal 1.01)
- Library Materials and Renaissance Learning (Goal 1.02)
- Additional Counselors to Support Students (Goal 1.03)
- STEM/Fab Lab (Goal 1.05)
- Full Day Kindergarten (Goal 1.06)
- Dual Immersion Expansion (Goal 1.07)
- English Learner Language Assessment and Reclassification (Goal 1.08)
- English Learner Master Plan (Goal 1.09)
- Class Size Reduction (Goal 1.10)
- Grad Tutor Increases to Support Students (Goal 1.12)
- Read 180/System 44 (Goal 1.13)
- Additional Calendar Days for Teacher Professional Development (Goal 2.01)
- Teacher Retention, Recruitment and Support (Goal 2.03)
- Site Allocation for Single Plan for Student Achievement (Goal 2.04)
- Teacher Collaboration/Professional Development (Goal 2.05)
- Implement California Standards and English Language Learner (ELL) Standards w/Equity Lens (Goal 2.07)
- Parent University and Volunteer Support (Goal 3.02)
- Campus Safety Officer (Goal 4.01)
- Socio- Emotional Well-Being (Goal 4.02)
- Technology Coaches (Goal 4.05)
- Special Education (Goal 4.08)
- Training for Foster and Homeless Youth (Goal 4.08)
- Typist Clerk (Goal 5.01)
- Evaluations and Program Monitoring (Goal 5.03)

### WCCUSD Funding for LCAP Goals

All five LCAP goals are supported with money from the district's General Fund, which includes LCFF, Supplemental & Concentration funds, LCFF Base, and Other General Fund Revenue (including federal, other state funding, and local funds).

**Total 2017-18 Supplemental & Concentration Funds (\$51,037,388) by LCAP Goal**



Funding for several actions and services from the 2016-17 LCAP is being returned to schools in 2017-18. These funds are being moved to LCAP Goal 2.04 Single Plan for Student Achievement to allow schools to select their own socio-emotional programs to best serve their student population. This will increase direct allocations to schools from \$3.8 million in 16-17 to \$6.5 million in 2017-18. Funding will once again be distributed based on the school's count of unduplicated low income, English learner, and foster youth students (please see Appendix B School Services Matrix for allocations by school). The following LCAP Actions have been moved from District to school funding for SPSA:

- ◇ High Performing (formerly GATE),
- ◇ Socio-Emotional Support (Restorative Justice, Toolbox, etc.),
- ◇ Physical Education Supplies,
- ◇ Efficacy,
- ◇ Puente Counseling Program, and
- ◇ Extracurricular Activities

**Total Money Allocated from General Fund to Support Each LCAP Goal**

Goal #	Goal Description	LCFF Supplemental & Concentration	LCFF Base	Restricted Funds	Total Expenditure
Goal 1	Improve Student Achievement	\$ 20,304,436.00	\$ 15,873,695.00	\$ 15,934,456.00	\$ 52,112,587.00
Goal 2	Improve Instructional Practice	\$ 13,155,013.00	\$ 659,976.00	\$ 1,942,585.00	\$ 15,757,574.00
Goal 3	Increase Parent and Community Engagement	\$ 3,205,545.00	\$ 1,262,720.00	\$ -	\$ 4,468,265.00
Goal 4	Improve Student Engagement and Climate Outcomes	\$ 13,128,295.00	\$ 4,349,613.00	\$ 75,052,364.00	\$ 92,530,272.00
Goal 5	Provide Basic Services for All Students	\$ 1,244,099.00	\$ 158,488,245.00	\$ 19,392,386.00	\$ 179,124,730.00
<b>Total</b>		<b>\$ 51,037,388.00</b>	<b>\$ 180,634,249.00</b>	<b>\$ 112,321,791.00</b>	<b>\$ 343,993,428.00</b>

## REVIEW OF PERFORMANCE

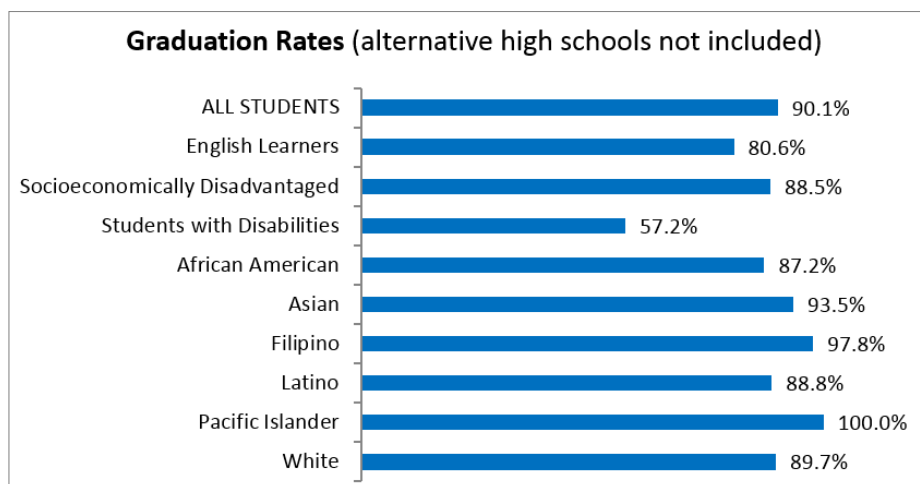
This section of the LCAP provides details on WCCUSD's performance on the California Department of Education's new California Accountability Model & School Dashboard. Both District and school performance on state indicators are published publicly on the School Dashboard at <http://www.cde.ca.gov/ta/ac/cm/>.

### GREATEST PROGRESS

*Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.*

#### Graduation Rates

According to the California Department of Education's new California Accountability Model & School Dashboard (<https://www.caschooldashboard.org/#/Home>), one of WCCUSD's areas of greatest progress is the increase in graduation rates at our comprehensive high schools. Over the past several years, WCCUSD has focused districtwide on graduation rates, especially targeting our most underserved students when providing resources and additional personnel (for example, College & Career counselors). The development of rigorous pathway programs has contributed to this success. The district will continue to expand pathways and focus on increasing A-G completion rates for our graduates.



While graduation rates are improving for some students, graduation rates for English Learners and Students with Disabilities needs to accelerate as pictured in the above chart (read more in Performance Gaps section). Graduation rates for foster and homeless youth are not available on the California School Accountability System, but these students are receiving targeted support to help them graduate and be ready for college and careers.

#### **Smarter Balanced Assessment Consortium (SBAC) Assessment Progress** (also see greatest needs below)

Another area of progress has been the SBAC math assessment for Asian, Filipino, and White students (grades 3-8). This progress has come from coaching support to middle schools around multiple methods and developing content knowledge. Professional development (PD) opportunities for elementary and middle school teachers including PD for newly adopted curriculum in K-5 have been successful. SBAC math is also an area of greatest need for African American students, Students with Disabilities, and Pacific Islanders. Socioeconomically disadvantaged students and English learners likewise did not see the same progress. This is addressed in more detail in the next section on greatest needs.

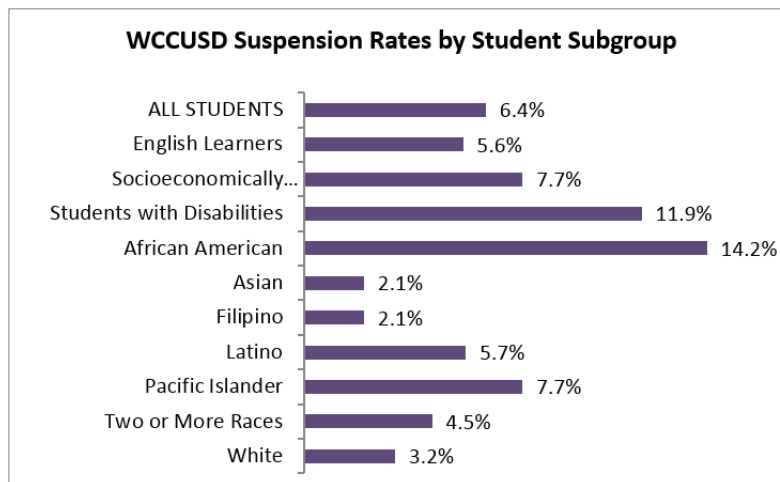
## GREATEST NEEDS

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

While WCCUSD has continued to make slow and steady academic progress in some areas, the California Accountability Model & School Dashboard (<https://www.caschooldashboard.org/#/Home>) shows that progress needs to accelerate for subgroups - especially for English learners and African American students. Below are the areas in which the District has the greatest needs, and the District's plans to address these needs.

### Suspension Rates

WCCUSD's suspension rate for all students is 6.4% (yellow performance level), while suspension rates for African American students (14.2%) and students with disabilities (11.9%) are much higher.



**Action Plan:** The District will increase culturally-relevant teacher training and pedagogy, and develop an alternative to suspensions. General Ed teachers and administrators will receive additional training around supporting students with special needs. Schools will be allowed more agency and provided with site funds to select Positive Behavioral Intervention and Support programs. The central office will support site administrators in looking at suspension data, especially regarding disproportional referral and suspensions of students of color and students with disabilities. With LCFF Supplemental and Concentration funds, WCCUSD is also adding additional teachers (goal 1.10), increasing professional development (goal 2.01), and hiring additional Vice and Assistant Principals (Goal 1.01).

### Where are Students Most Impacted?

#### English Learners:

Elementary - Bayview, Coronado, Grant, Highland, Lincoln, Shannon, Stege, Valley View, Wilson

Middle - DeJean, Pinole

High - Richmond, El Cerrito, Hercules

#### Students with Disabilities:

Elementary - Bayview, Collins, Coronado, Ellerhorst, Grant, King, Mira Vista, Shannon, Stege, Wilson

Middle - Crespi, DeJean, Helms, Pinole, Korematsu

High - Richmond, Hercules

#### African American Students:

Elementary - Bayview, Collins, Coronado, Ellerhorst, Grant, King, Mira Vista, Valley View, Wilson

Middle - DeJean, Pinole , Korematsu

High - DeAnza, Richmond, Hercules HS, El Cerrito

Latino Students:

Elementary - Bayview, Collins, Coronado, Ellerhorst, Grant, Lincoln, Mira Vista, Valley View, Wilson

Middle - DeJean, Pinole, Helms, Korematsu

High El Cerrito, Richmond, Hercules HS

Pacific Islanders:

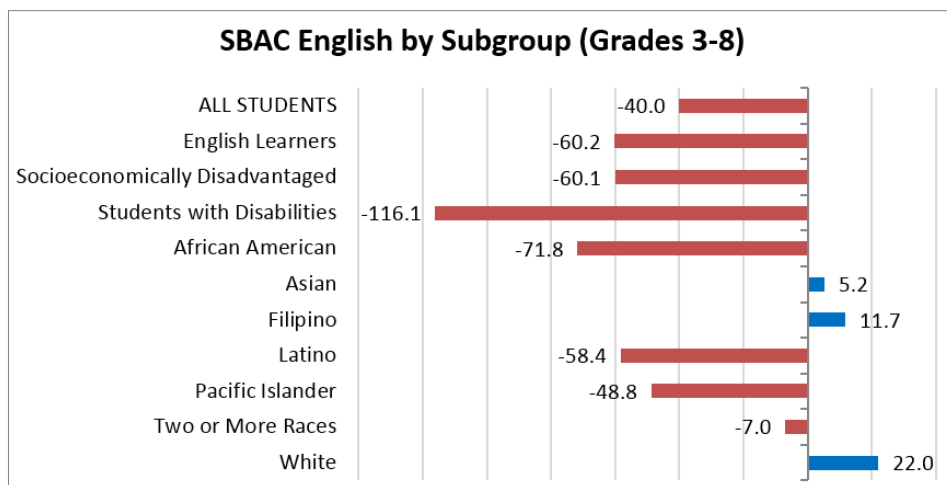
Middle - Pinole

**Smarter Balanced Assessment Consortium (SBAC) Scores**

Students in grades 3-8 and 11 take the California Assessment of Student Performance and Progress (CAASPP) computer-based Smarter Balanced Assessment Consortium (SBAC) assessments in English Language Arts / Literacy (ELA) and Mathematics to determine their progress. Students receive overall scores called “scale scores,” based on their grade level. Scale scores are grouped into four achievement levels: Standard Exceeded, Standard Met, Standard Nearly Met, and Standard Not Met. The CDE’s Schools Dashboard rates districts and schools based on how all students performed on the test.

**English Language Arts**

WCCUSD’s average score on the SBAC ELA was 40 points below the Standard Met (Level 3) rating (yellow performance level). For this reason, SBAC English is an area of greatest need districtwide.



Action Plan: Professional Development will delve deeper into Culturally Relevant Pedagogy and practices that align instruction to the current California English Language Arts (ELA) Standards. Administrators and teachers will ensure that curriculum materials and units are relevant and diverse in nature. Professional development will be provided for all teachers and staff on differentiated instruction and support (LCAP Goal 2.02). A special emphasis on the Universal Design for Learning (UDL) model will serve as an effective strategy to support students with disabilities. The District will also establish a multi-tiered level of support to meet the needs of all students. The Grad Tutor program (LCAP Goal 1.12) and Read 180/System 44 (LCAP Goal 1.13) will help provide additional support to students who need it most. Practices for African American Student Support and Success (LCAP Goal 1.14) will continue to provide academic (and socio-emotional) support to African American students.

Where are Students Most Impacted?

Students with Disabilities:

Elementary - Chavez, Downer, Dover, Ellerhorst, Lupine Hills, Mira Vista, Murphy, Peres, Sheldon, Stewart, Tara Hills,

Wilson Middle - Helms, DeJean, Korematsu, Hercules, Pinole

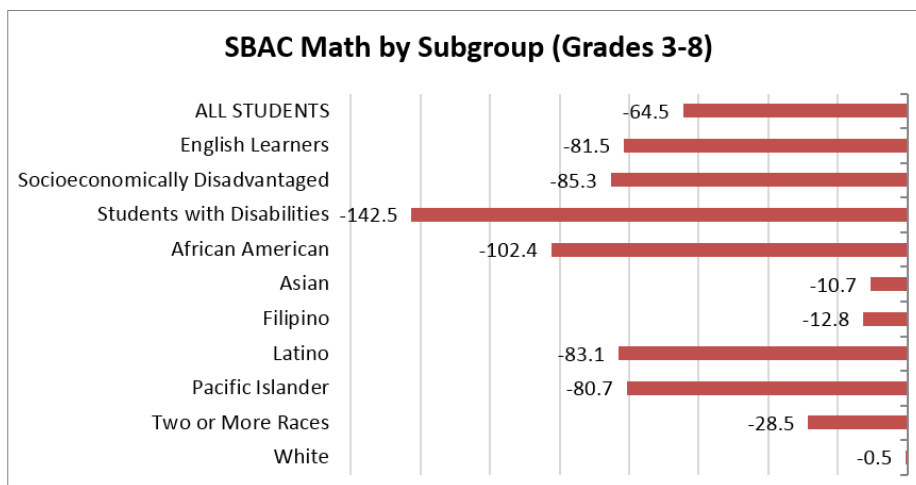
African American Students:

Elementary - Bayview, Collins, Coronado, Lincoln, Lupine Hills, King, Riverside, Stege, Wilson

Middle - Helms, DeJean, Korematsu, Pinole

**Mathematics**

WCCUSD's average score on the SBAC Math was 64.5 points below the Standard Met (Level 3) rating (yellow performance level).



Action Plan: The district will target coaching support at schools where students are most impacted. Schools will be provided with ongoing, site-embedded professional development that targets areas of greatest need. The Grad Tutor program (LCAP Goal 1.12) will help provide additional support to students who need it most. Practices for African American Student Support and Success (LCAP Goal 1.14) will continue to provide academic (and socio-emotional) support.

Where are Students Most Impacted?

Students with Disabilities:

Elementary - Chavez, Dover, Downer, Lupine Hills, Mira Vista, Murphy, Peres, Sheldon, Stewart, Tara Hills

Middle - Crespi, DeJean, Helms, Korematsu, Hercules

African American Students:

Elementary - Bayview, Collins, Coronado, Lincoln, King, Nystrom, Peres, Riverside, Stege, Wilson

Middle - DeJean, Helms, Korematsu, Hercules

Pacific Islanders (PI): the CDE has not made school level information available for Pacific Islanders due to less than 30 PI students enrolled at each school

**English Learner Progress**

WCCUSD's English learner progress status was 60.7% (orange performance level).

The District is taking the following steps to improve English learner progress:

- Revise the Master Plan for English Learners (MPEL) to reflect the needs of students with clear goals and outcomes, and then implement it
- Create and design specific research-based programs and strategies for newcomers and long term English Learners (LTELs) districtwide aligned to Common Core State Standards (CCSS) and English Language Development (ELD) standards
- Fully implement ELD standards K-12 across the district to support both integrated and designated ELD
- Provide support to teachers with training.

- Monitor implementation
- Increase professional development for teachers, support staff and administrators on the ELA/ELD standards, and culturally-relevant pedagogy
- Offering newcomer programs at targeted schools
- Allowing greater curricular and course flexibility for English Learner 3 students

Improving outcomes for English learners is an important focus for the WCCUSD LCAP. English Language Learner Assessment and Reclassification (LCAP Goal 1.08) and the English Learner Master Plan (LCAP Goal 1.09) support the plans outlined above.

**Where are Students Most Impacted?**

Elementary - Coronado, Riverside, Fairmont, Highland, Mira Vista, Shannon, Sheldon, Tara Hills, Chavez, Lincoln, Downer, Ford, Washington, Stege, Bayview, Collins, Dover, Grant, Lake, King, Nystrom, Verde, Wilson

Middle - DeJean, Hercules

High - Kennedy, El Cerrito, Richmond

**PERFORMANCE GAPS**

*Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?*

As mentioned above, there are performance gaps for student subgroups, including:

- 1) Graduation Rate- English Learners, Students with Disabilities
- 2) English Language Arts - African American, Pacific Islander, Students with Disabilities
- 3) Math - African American, Pacific Islander, Students with Disabilities

The district plan for addressing these performance gaps is addressed above in the section entitled “Greatest Needs.”

**INCREASED OR IMPROVED SERVICES**

*If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.*

WCCUSD is increasing many services to best serve the needs of low-income students, English learners, and foster youth. Over half of the actions & services in the LCAP are targeted to these students, while the remainder are principally directed towards unduplicated students; 74% of WCCUSD students are unduplicated low income, English learner, and/or foster youth.

One of the biggest changes to the LCAP is the reallocation of over 2 million dollars in funding back to schools based on the number of unduplicated students at each school. English learners are a major focus of the LCAP with an upcoming revision of the English Learner Master Plan, detailed programs to increase progress for English learners, and plans to expand culturally-relevant practices in nearly every action/service not targeted to a specific student group. This LCAP also includes increased programs to improve student outcomes for students with disabilities. Since African American students are historically underserved and were identified in the California Accountability System as a student group with greatest needs, the district is continuing the Practices for African American Student Support and Success initiatives.

Low income students will continue to receive important support through LCAP actions & services that provide increased academic support, socio-emotional programs targeted to both students and staff, and additional opportunities. WCCUSD's foster and homeless youth program is expanded again this year to ensure these students graduate ready for college and careers.

## **BUDGET SUMMARY**

Complete the table below. LEAs may include additional information or more detail, including graphics.

<b>DESCRIPTION</b>	<b>AMOUNT</b>
Total General Fund Budget Expenditures for LCAP Year	\$267,138,118
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$51,037,388.00

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

The LCAP template does not include all general fund expenditures. Only those actions and services funded by supplemental and concentration funds are listed in the LCAP template.

The California Education Code requires local educational agencies (LEAs) to follow the definitions, instructions, and procedures in the California School Accounting Manual. The General Fund is the chief operating fund for all LEAs and is divided into restricted and unrestricted resources. Restricted programs fulfill the requirements defined by the funding source and are not included in the LCAP unless they specifically support the goals and services included in this document. For this reason, restricted expenditures are generally not included as part of LCAP expenditures unless specifically identified as a funding source. LEAs are also required to record expenditures according to the types of items purchased or services obtained. As a general rule, 85 percent of total General Fund expenditures consist of personnel salaries and benefits. These costs account for the human resources required to carry out a vast array of educational and support activities such as classroom teaching, clerical support, transportation, custodial activities, health and safety, building maintenance and operation, and more. These support activities along with the related supplies and services operating costs do not directly influence the outcome of the actions and services identified in the LCAP. For this reason, they are not included in the LCAP.

There are basic services that indirectly support our five LCAP Goals, which are summarized in detail in Appendix C.

\$267,138,118

Total Projected LCFF Revenues for LCAP Year







# Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

## Goal 1

Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster youth (FY).

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

- a) Maintain course access at 100% (7A-C)
- b) API Score (pending CDE revision) (4B)
- c) Increase SBAC ELA proficiency by 10% (4A)
- d) Increase SBAC Math proficiency by 10% (4A)
- e) PSAT Selection Index will increase 3% (8A)
- f) UC/CSU completion rate will increase 2% (4C)
- g) # of Students completing CTE program will increase by 3% (8A)
- h) # of AP exams taken will increase by 2% (8A)
- i) % passing AP exams will increase by 2% (4F)
- j) % students Ready for College/Conditional in EAP English will increase by 2% (4G)
- k) % students Ready for College/Conditional in EAP math will increase by 2% (4G)
- l) % of students scoring Early Advanced/ Advanced on the CELDT will increase by 3% (4D)
- m) EL reclassification rate will increase by 2% (4E)
- n) Double Targets for LI, EL, FY students: increase PSAT Selection Index by 6%, AP pass rate by 4% (8A); Increase EAP Ready for College/Conditional in English and math by 4% (4G); increase UC/CSU completion rate 4% (4C)
- o) By June 2017, 56% of 3rd grade students will have growth of 9 months or more on the STAR Reading grade level equivalent assessment. (8A)
- p) By June 2017, 48% of 3rd grade students will grow by 1 point or more in writing on the Writing Benchmark Assessment (8A)

#### ACTUAL

- a) Course Access: 100% in 15-16, 16-17, 17-18 (Met goal)
- b) API replaced w/ new CA Accountability Model and School Dashboard
- c) **SBAC English:** 32% met or exceeded standard in 14-15 to 35% in 15-16 to 34% in 16-17 (Did not meet goal) . **EL:** 10% in 14-15 to 6% in 15-16 to 3.7% in 16-17 (Did not meet goal)  
**LI:** 24% in 14-15 to 26% in 15-16 to 25% in 16-17 (Did not meet goal)
- d) **SBAC Math:** 23% met or exceeded standard in 14-15; 24% in 15-16; 24%% in 16-17 (Did not meet goal) **EL:** 8% in 14-15; 6% in 15-16; 4% in 16-17 (Did not meet goal) **LI:** 16% in 14-15; 16% in 15-16; 15% in 16-17 (Did not meet goal)
- e) **PSAT Results: Grade 10:** 822 in 15-16; 836 in 16-17. **Grade 11:** 877 in 15-16; 870 in 16-17.
- f) **UC/CSU Completion Rate:** 42% in 14-15; 44% in 15-16; 46% in 16-17 (Met goal) UC/CSU Completion Rate for EL: 11% in 14-15 to 8% in 15-16; 16-17 12% (Met Goal) UC/CSU Completion Rate for LI: 38% in 14-15 to 41% in 15-16; 16-17 43% (Did not meet goal)
- g) CTE Completion Rate: 46% in 15-16; 53% in 16-17 (Did not meet goal)
- h) # of AP exams: 2,106 in 14-15; 2,936 in 15-16; 2,936 in 16-17 (Met goal)
- i) % AP exam pass rate: 31% in 14-15; 25% in 15-16; 25% in 16-17 (Did not meet goal)  
 % AP exams pass rate for EL: 27% in 14-15 to 45% in 15-16; 16-17 40% (Did not meet goal) % AP exams pass rate for LI: 24% in 14-15 to 28% in 15-16; 16-17 21% (Did not meet goal)
- j) **EAP English:** 40% in 14-15; 41% in 15-16; 34% in 16-17 (Did not meet goal)  
 EAP English for **EL:** 5% in 14-15; 4% in 15-16; 3% in 16-17 (Did not meet goal)  
 EAP English for **LI:** 34% in 14-15; 33% in 15-16; 31% in 16-17 (Did not meet goal)
- k) EAP math: 16% in 14-15; 17% in 15-16; 17% in 16-17 (Did not meet goal)  
**EL:** 2% in 14-15; 2% in 15-16 (Did not meet goal). **LI:** 11% in 14-15; 11% in 15-16; 10% in 16-17 (Did not meet goal)
- l) **CELDT proficiency:** 30% in 14-15; 32% in 15-16; 33% in 16-17 (Did not meet goal)

q) In 2016-17, 45% (+4.5%) of Grade 4 students will score 70% or higher on the standards-aligned mathematics benchmark assessment items. (8A)  
 r) In 2016-17, 35% (+5.9%) of Grade 6 students will score 70% or higher on the standards-aligned mathematics benchmark assessment items. (8A)

EL reclassification rate: 11% in 14-15; 9% in 15-16; 11% in 16-17 (Did not meet goal)

n) Double Targets for LI, EL, FY students: see metrics above in PSAT section  
 o) STAR Reading: 3.6% growth from Fall to Winter 2017-2018  
 p) Mathematics 4th grade benchmark: 40.5% in 15-16; discontinued in 16-17  
 q) Mathematics 6th grade benchmark: 29.1% in 15-16; discontinued in 16-17

**ACTIONS / SERVICES**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action	<b>1</b>	
Actions/Services	<p><b>PLANNED</b>          (Goal 1.01 in 16-17) Peres Elementary (98% unduplicated count) currently implements the Efficacy framework to help adults improve student performance by offering a practical, research-oriented approach that focuses on the following three key areas: Mission, Mindset, and Method. (1262).</p> <p>Total budgeted expenditures: \$ 95,534</p>	<p><b>ACTUAL</b>          (Goal 1.01 in 16-17) Peres Elementary (98% unduplicated count) implemented the Efficacy framework to help adults improve student performance by offering a practical, research-oriented approach focused on Mission, Mindset, and Method. (1262).</p> <p>Total estimated expenditures: \$81,046.27</p>
Expenditures	<p><b>BUDGETED</b>          1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$61,680          33,854 3000-3999: Employee Benefits Supplemental and Concentration \$33,854</p>	<p><b>ESTIMATED ACTUAL</b>          1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$47,668.09          3000-3999: Employee Benefits Supplemental and Concentration \$31,017.61          7000-7439: Other Outgo Supplemental and Concentration \$2,360.57</p>
Action	<b>2</b>	
Actions/Services	<p><b>PLANNED</b>          (Goal 1.02 in 16-17) 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 at Helms Middle (96% unduplicated), De Anza High School (72% unduplicated) (1263).</p>	<p><b>ACTUAL</b>          (Goal 1.02 in 16-17) Sustained 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 at Helms Middle (96% unduplicated), De Anza High School (72% unduplicated) (1263).</p>

Total budgeted expenditures: \$1,400,000

Total estimated expenditures \$1,443,226.50

Expenditures

**BUDGETED**

1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$596,156  
2000-2999: Classified Personnel Salaries Supplemental and Concentration \$95,969  
3000-3999: Employee Benefits Supplemental and Concentration \$335,551  
4000-4999: Books And Supplies Supplemental and Concentration \$222,324  
5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$150,000

**ESTIMATED ACTUAL**

1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$862,099.55  
2000-2999: Classified Personnel Salaries Supplemental and Concentration \$662.50  
3000-3999: Employee Benefits Supplemental and Concentration \$336,505.77  
4000-4999: Books And Supplies Supplemental and Concentration \$201,922.96  
7000-7439: Other Outgo Supplemental and Concentration \$42,035.72

Action

**3**

Actions/Services

**PLANNED**

(Goal 1.03 in 16-17) Library book refresh & Renaissance Learning at K-8 Supports 75% unduplicated students and 12% special education students (1150).

Total budgeted expenditures: \$340,657

**ACTUAL**

(Goal 1.03 in 16-17) Library book refresh & Renaissance Learning at K-8 (1150).

Total estimated expenditures: \$626,334.29

Expenditures

**BUDGETED**

4000-4999: Books And Supplies Supplemental and Concentration \$40,000  
5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$300,657

**ESTIMATED ACTUAL**

4000-4999: Books And Supplies Supplemental and Concentration \$314,595.85  
5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$293,495.69  
7000-7439: Other Outgo Supplemental and Concentration \$18,242.75

Action

**4**

Actions/Services

**PLANNED**

(Goal 1.04 in 16-17) College counseling & support for college going culture - Supports 75% unduplicated students and 12% special education students. Supports the increase of students passing the AP exam with a score of 3 or higher, and increasing the percent of students participating in the Early Assessment Program. (1120).

Total budgeted expenditures: \$2,671,410

**ACTUAL**

(Goal 1.04 in 16-17) College counseling & support for college going culture - Supported the increase of students passing the AP exam with a score of 3 or higher, and increasing the percent of students participating in the Early Assessment Program. To better support student success in transition to college, we created Local Action Partner Teams with staff from the Pathways in our high schools and the Community College staff to better align course work. Added collaborative

Expenditures

**BUDGETED**

1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$573,200  
3000-3999: Employee Benefits Supplemental and Concentration \$254,968  
5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$1,843,242

**ESTIMATED ACTUAL**

1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$631,049.17  
3000-3999: Employee Benefits Supplemental and Concentration \$248,984.26  
5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$1,635,220.53  
7000-7439: Other Outgo Supplemental and Concentration \$75,457.62

staff meetings between high school math and English teachers with college counterparts so students would be better prepared and have correct courses provided them in college. Also we have counselor collaborative meetings now as well between high school and college counseling staff (1120).

Total estimated expenditures: \$2,590,711.58

Action

# 5

Actions/Services

**PLANNED**

(Goal 1.05 in 16-17) Linked Learning and Career Pathways implementation in order to increase the number of students completing CTE program Supports 75% unduplicated students and 12% special education students (1121).

Total budgeted expenditures: \$1,067,293

**ACTUAL**

(Goal 1.05 in 16-17) Students were placed in cohorts with a set of specific teachers; so they had common student groups to work with, and teachers in the Pathway monitored student progress and worked with struggling students. Teachers were provided with business partner input, real life experiences, job shadowing, dual and concurrent enrollment opportunities. Students were provided with college readiness support through inter staff collaborations and counseling collaborations and curricular alignment between high school Pathways teachers and the college. Core classes were aligned to student Pathway focus and multiple opportunities were provided for collaborative planning, teacher PD on CTE course work, and study trips were provided quarterly that align to the Pathways work.

Total estimated expenditures: \$1,198,881.42

Expenditures

**BUDGETED**

1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$452,357

**ESTIMATED ACTUAL**

1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$473,787.71

2000-2999: Classified Personnel Salaries Supplemental and Concentration \$96,404  
 3000-3999: Employee Benefits Supplemental and Concentration \$218,532  
 4000-4999: Books And Supplies Supplemental and Concentration \$40,000  
 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$260,000

2000-2999: Classified Personnel Salaries Supplemental and Concentration \$101,681.06  
 3000-3999: Employee Benefits Supplemental and Concentration \$214,711.85  
 4000-4999: Books And Supplies Supplemental and Concentration \$35,122.85  
 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$338,659.07  
 7000-7439: Other Outgo Supplemental and Concentration \$34,918.88

Action **6**

Actions/Services

**PLANNED**  
 (Goal 1.06 in 16-17) Expand innovative STEM opportunities for K-12 Schools at regional STEM centers, Fab Lab, hybrid lab, and mobile Fab Lab Supports 75% unduplicated students and 12% special education students (1160).  
  
 Total budgeted expenditures: \$ 372,839

**ACTUAL**  
 (Goal 1.06 in 16-17) Expanded innovative STEM opportunities for K-12 Schools at regional STEM centers, Fab Lab, hybrid lab, and mobile Fab Lab. By locating the Fab Lab in Richmond, the district provided greater access to schools with larger populations of low income, English learner, and foster youth students. Additionally, the Fab Lab supported after school programs and summer internships for these students.  
  
 Total estimated expenditures: \$ 135,548.79

Expenditures

**BUDGETED**  
 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$20,000  
 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$48,223  
 3000-3999: Employee Benefits Supplemental and Concentration \$30,853  
 4000-4999: Books And Supplies Supplemental and Concentration \$185,963  
 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$3,800  
 6000-6999: Capital Outlay Supplemental and Concentration \$84,000

**ESTIMATED ACTUAL**  
 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$35,968.10  
 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$16,137.08  
 3000-3999: Employee Benefits Supplemental and Concentration \$16,412.68  
 4000-4999: Books And Supplies Supplemental and Concentration \$21,541.69  
 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$21,867.98  
 6000-6999: Capital Outlay Supplemental and Concentration \$19,673.24  
 7000-7439: Other Outgo Supplemental and Concentration \$3,948.02

Action **7**

Actions/Services

**PLANNED**

**ACTUAL**  
 (Goal 1.07 in 16-17) Implemented full day kindergarten at all district schools. Added 2 schools. All students will have

	<p>(Goal 1.07 in 16-17) Implement full day kindergarten at all district schools. Supports 75% unduplicated students and 12% special education students (1250)</p> <p>Total budgeted expenditures: \$2,297,086</p>	<p>access to a longer day in Kindergarten and more opportunity to obtain the foundational skills in preparation for 1st grade (1250).</p> <p>Total estimated expenditures: \$2,372,770.69</p>
Expenditures	<p><b>BUDGETED</b></p> <p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$1,527,541</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$669,545</p> <p>4000-4999: Books And Supplies Supplemental and Concentration \$100,000</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$1,481,718.95</p> <p>2000-2999: Classified Personnel Salaries Supplemental and Concentration \$51,138.59</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$653,981</p> <p>4000-4999: Books And Supplies Supplemental and Concentration \$116,822.32</p> <p>7000-7439: Other Outgo Supplemental and Concentration \$69,109.83</p>

Action **8**

Actions/Services	<p><b>PLANNED</b></p> <p>(Goal 1.08 in 16-17) Whole school intervention model at Stege (93% unduplicated count), and Dover Elementary (98% unduplicated count.) (1260).</p> <p>Total budgeted expenditures: \$914,522</p>	<p><b>ACTUAL</b></p> <p>(Goal 1.08 in 16-17) Whole school intervention model was implemented at Stege (93% unduplicated count), and Dover Elementary (98% unduplicated count.) (1260).</p> <p>Total estimated expenditures: \$1,039,747.68</p>
------------------	---	--

Expenditures	<p><b>BUDGETED</b></p> <p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$503,048</p> <p>2000-2999: Classified Personnel Salaries Supplemental and Concentration \$44,713</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$225,735</p> <p>4000-4999: Books And Supplies Supplemental and Concentration \$15,000</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$126,026</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$484,430.61</p> <p>2000-2999: Classified Personnel Salaries Supplemental and Concentration \$51,726</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$238,759.31</p> <p>4000-4999: Books And Supplies Supplemental and Concentration \$209,547.85</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$25,000</p> <p>7000-7439: Other Outgo Supplemental and Concentration \$30,283.91</p>
--------------	--	--

Action **9**

Actions/Services	<b>PLANNED</b>	<b>ACTUAL</b>
------------------	----------------	---------------



(Goal 1.09 in 16-17) Continue to support and improve services for English Language Learner assessment, reclassification processes and materials. Registration, Assessment, & Placement (RAP) Center services (1270).

Total budgeted expenditures: \$ 1,465,517

**BUDGETED**

1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$95,433  
 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$900,997  
 3000-3999: Employee Benefits Supplemental and Concentration \$431,237  
 4000-4999: Books And Supplies Supplemental and Concentration \$15,500  
 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$22,350

(Goal 1.09 in 16-17) Continued to support and improve services for English Language Learner assessment, reclassification processes and materials. Registration, Assessment, & Placement (RAP) Center services (1270)

Total estimated expenditures: \$ 1,444,470.63

**ESTIMATED ACTUAL**

1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$330,685.10  
 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$724,364.38  
 3000-3999: Employee Benefits Supplemental and Concentration \$325,059.80  
 4000-4999: Books And Supplies Supplemental and Concentration \$11,852.75  
 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$10,436.64  
 7000-7439: Other Outgo Supplemental and Concentration \$42,071.96

Expenditures

Action

# 10

Actions/Services

**PLANNED**

(Goal 1.10 in 16-17) Implement the English Language Learner master plan including professional development for parents and staff (includes Newcomer centers at Helms and Richmond HS)

Total budgeted expenditures: \$ 1,577,226

**BUDGETED**

1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$909,844  
 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$6,903  
 3000-3999: Employee Benefits Supplemental and Concentration \$439,779  
 4000-4999: Books And Supplies Supplemental and Concentration \$29,700  
 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$191,000

**ACTUAL**

(Goal 1.10 in 16-17) Implemented the English Language Learner master plan including professional development for parents and staff (included Newcomer centers at Helms and Richmond HS)

Total estimated expenditures: \$ 1,271,722.74

**ESTIMATED ACTUAL**

1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$723,079.77  
 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$47,303.57  
 3000-3999: Employee Benefits Supplemental and Concentration \$338,092.49  
 4000-4999: Books And Supplies Supplemental and Concentration \$12,131.20  
 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$114,075.24  
 7000-7439: Other Outgo Supplemental and Concentration \$37,040.47

Expenditures

Action **11**

<p>Actions/Services</p>	<p><b>PLANNED</b>                  (Goal 1.11 in 16-17) Secondary Class Size Reduction - Staffing at middle and high schools to improve learning of targeted students at high need schools</p> <p>Total budgeted expenditures: \$ 1,864,458</p>	<p><b>ACTUAL</b>                  (Goal 1.11 in 16-17) Secondary Class Size Reduction - increased staffing at middle and high schools to improve learning of targeted students at high need schools</p> <p>Total estimated expenditures: \$ 1,820,221.79</p>
<p>Expenditures</p>	<p><b>BUDGETED</b>                  1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$1,238,967                  3000-3999: Employee Benefits Supplemental and Concentration \$625,491</p>	<p><b>ESTIMATED ACTUAL</b>                  1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$1,235,456.26                  3000-3999: Employee Benefits Supplemental and Concentration \$531,749.36                  7000-7439: Other Outgo Supplemental and Concentration \$53,016.17</p>

Action **12**

<p>Actions/Services</p>	<p><b>PLANNED</b>                  (Goal 1.12 in 16-17) Continue to provide summer out-of-school time services to highest need students (1290)</p> <p>Total budgeted expenditures: \$ 748,002</p>	<p><b>ACTUAL</b>                  (Goal 1.12 in 16-17) Continued to provide summer out-of-school time services to highest need students. The summer extended learning program provided the opportunity for additional academic support and enrichment to identified students in the areas of literacy, math, science, art, English Language Development, and technology for students in grades K - 6. Students in grades 9 -12 took high school courses for credit in an academically supportive environment. (1290)</p> <p>Total estimated expenditures: \$ 503,934.26</p>
<p>Expenditures</p>	<p><b>BUDGETED</b>                  1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$474,571                  2000-2999: Classified Personnel Salaries Supplemental and Concentration \$98,524                  3000-3999: Employee Benefits Supplemental and Concentration \$104,841                  4000-4999: Books And Supplies Supplemental and Concentration \$70,066</p>	<p><b>ESTIMATED ACTUAL</b>                  1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$230,344.59                  2000-2999: Classified Personnel Salaries Supplemental and Concentration \$61,336.12                  3000-3999: Employee Benefits Supplemental and Concentration \$50,552.19                  4000-4999: Books And Supplies Supplemental and Concentration \$45,248.76                  5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$101,774.90</p>

Action **13**

## Actions/Services

**PLANNED**

(Goal 1.13 in 16-17) Grad Tutor Intervention Service focused on supporting the learning center model (serves students who are 2 or more levels below grade level) at high need schools. This includes professional development for the tutors. (1280)  
Total budgeted expenditures: \$ 1,917,251

**ACTUAL**

(Goal 1.13 in 16-17) Grad Tutor Intervention Service focused on supporting the learning center model (serves students who are 2 or more levels below grade level) at high need schools. This included professional development for the tutors. Grad Tutors were increased to full time to provide additional academic support for students during school and after school. They supported literacy and math proficiency. (1280)  
Total estimated expenditures: \$ 2,151,631.69

## Expenditures

**BUDGETED**

2000-2999: Classified Personnel Salaries Supplemental and Concentration \$1,531,822  
3000-3999: Employee Benefits Supplemental and Concentration \$385,429

**ESTIMATED ACTUAL**

1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$396  
2000-2999: Classified Personnel Salaries Supplemental and Concentration \$1,647,987.78  
3000-3999: Employee Benefits Supplemental and Concentration \$440,579.03  
7000-7439: Other Outgo Supplemental and Concentration \$62,668.88

Action **14**

## Actions/Services

**PLANNED**

(Goal 1.14 in 16-17) Reading support and additional classroom teacher time to support Read 180 program. Read 180/System 44 is the secondary reading intervention program for the district. This program is a comprehensive, research-based intervention that uses a blended learning model. (1261)  
Total budgeted expenditures: \$ 484,052

**ACTUAL**

(Goal 1.14 in 16-17) Provided reading support and additional classroom teacher time to support Read 180 program. Read 180/System 44 is the secondary reading intervention program for the district. This program is a comprehensive, research-based intervention that uses a blended learning model. (1261)  
Total estimated expenditures: \$ 435,675.52

## Expenditures

**BUDGETED**

1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$323,582  
3000-3999: Employee Benefits Supplemental and Concentration \$160,470

**ESTIMATED ACTUAL**

1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$302,938.10  
3000-3999: Employee Benefits Supplemental and Concentration \$120,047.84

Action **15**

## Actions/Services

**PLANNED**

(Goal 1.15 in 16-17) Implement Practices for African American Student Support and Success (PAASSS) - African American Male Pipeline Project, African American Support Collaborative Student workshops, Efficacy training, Afterschool program for Richmond Steelers, Growth Mindset/Brainology, Rising Scholars, African American Honors Gala (1180).

Total budgeted expenditures: \$ 400,000

**ACTUAL**

(Goal 1.15 in 16-17) Implemented Practices for African American Student Support and Success (PAASSS) - African American Male Pipeline Project, African American Support Collaborative Student workshops, Efficacy training, Afterschool program for Richmond Steelers, Growth Mindset/Brainology, Rising Scholars, African American Honors Gala (1180)

Total estimated expenditures: \$542,262.52

## Expenditures

**BUDGETED**

5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$400,000

**ESTIMATED ACTUAL**

1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$106,946.84  
 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$86,079.90  
 3000-3999: Employee Benefits Supplemental and Concentration \$23,508.90  
 4000-4999: Books And Supplies Supplemental and Concentration \$80,285.54  
 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$215,766.99  
 7000-7439: Other Outgo Supplemental and Concentration \$15,794.05

Action **16**

## Actions/Services

**PLANNED**

(Goal 1.16 in 16-17) Puente Counseling Program supports English learner (English Learner) students to engage in leadership and cultural activities including college visits (1125)

Total budgeted expenditures: \$ 60,000

**ACTUAL**

(Goal 1.16 in 16-17) Not implemented.

Total estimated expenditures: \$60,000

## Expenditures

**BUDGETED**

5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$60,000

**ESTIMATED ACTUAL**

0.0

# Action 17

<p>Actions/Services</p>	<p><b>PLANNED</b>          (Goal 1.17 in 16-17) Support services for high performing students to support and accelerate their learning. Supports 75% unduplicated students and 12% special education students (1130)</p> <p>Total budgeted expenditures: \$ 100,000</p>	<p><b>ACTUAL</b>          (Goal 1.17 in 16-17) Provided support services for high performing students to support and accelerate their learning. Supports 75% unduplicated students and 12% special education students (1130)</p> <p>Total estimated expenditures :\$ 16,076.64</p>
<p>Expenditures</p>	<p><b>BUDGETED</b>          5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$100,000</p>	<p><b>ESTIMATED ACTUAL</b>          1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$5,016.92          3000-3999: Employee Benefits Supplemental and Concentration \$602.24          4000-4999: Books And Supplies Supplemental and Concentration \$5,989.23          5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$4,000          7000-7439: Other Outgo Supplemental and Concentration \$468.25</p>

## ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Sixteen Actions & Services in Goal 1 were all implemented successfully, with the exception of Puente Counseling. Please see the material differences section below for details.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

(Goal 1.01 in 16-17) Peres Elementary - implemented to fidelity, and returning this funding to schools in 17-18  
 (Goal 1.02 in 16-17) SIG/QEIA at Helms and De Anza - implemented to fidelity, and returning this funding to schools in 17-18  
 (Goal 1.03 in 16-17) Library book refresh & Renaissance Learning - STAR data is used for academic intervention placement for leveling, small group instruction and differentiation. STAR data identifies the AR levels for students in grade k-8. District libraries are leveled to promote students reading at their ZPD(zone of proximal development). AR is used in schoolwide reading promotion. Readers become better readers when they read independently. This action/service demonstrated positive outcomes for students and teachers across entire district. In the 17-18 year, it will contribute to the AMO of increasing SBAC ELA Proficiency.

(Goal 1.04 in 16-17) College counseling & support for college going culture. The aligned annual measurable outcomes performed as follows: 1F: UC/CSU completion rate (overall met; not met for EL or LI); 1G: Students completing CTE (not met); 1H: # AP Exams (met); 1I: % AP Passed (not met overall; met for EL and LI). These results indicate that this action/service demonstrated some positive outcomes for students and teachers with potential for more.

(Goal 1.05 in 16-17) Linked Learning and Career Pathways - Pathways and Academies were successful and offered students an increased graduation rate over the District average (and far exceeding the state average). Students in pathways for 2 years have a 94% graduation rate. Students in pathways for three years increase to a 96% graduation rate, and students in pathway for four years have a 98.3% graduation rate. While the increased graduation rate demonstrates a clear benefit to students, the number of students completing CTE, passing AP Exams, and completing UC/CSU requirements all need to increase.

(Goal 1.06 in 16-17) Fab Lab and Mobile Fab Lab will be more effective in the upcoming years with increased access to students and by increasing overall SBAC math scores.

(Goal 1.07 in 16-17) Implement full day kindergarten - This action/service demonstrated positive outcomes for students and teachers. More work is needed in the future to contribute to aligned annual measurable outcomes of increasing reclassification rates, improving school climate, and increasing school attendance.

(Goal 1.08 in 16-17) Whole school intervention model at Stege and Dover - This action / service successfully targeted schools with high enrollment of unduplicated students. These students are supported by EL coaches, consultants and access to PD opportunities. EL assessment data (CELDT, STAR data, etc.) shows some improvement, but more needs to be done in the future.

(Goal 1.09 in 16-17) English Language Learner Services. This action / service was not successful in increasing CELDT scores or reclassification of English Learners and was therefore revised in the 17-18 LCAP.

(Goal 1.10 in 16-17) Implement the English Language Learner master plan - EL assessment data, and the MPEL are reviewed annually by EL staff for effectiveness. Revisions to the overall EL program are made as needed. This action / service was not successful in increasing CELDT scores or reclassification of English Learners and was therefore revised in the 17-18 LCAP.

(Goal 1.11 in 16-17) Secondary Class Size Reduction - This action/service demonstrated some positive outcomes for students and teachers with potential for more. In order to increase SBAC and EAP scores, and improve school climate, this action/service will be increased in the 17-18 LCAP.

(Goal 1.12 in 16-17) Summer out-of-school time services - Students in need of extra academic support are identified via a variety of data sources (Star Reading/Early Literacy, Power School, SBAC results) and placed in programs specifically designed to meet their academic needs. The goal of the summer extended learning program is to prevent summer learning loss and give students an academic boost so they can start the upcoming academic year with increased academic skills. Middle School dropout rates have decreased, and overall UC/CSU completion rate has increased. In the upcoming year, the program will contribute to aligned annual measurable outcomes of increasing UC/CSU completion rates for EL/LI students and reducing high school dropouts.

(Goal 1.13 in 16-17) Grad Tutor Intervention Service - STAR data shows that Grad Tutors are successful in providing supplemental instruction and intervention strategies for our most under-served students. In the upcoming year, Grad Tutors will contribute to increasing SBAC and EAP scores.

(Goal 1.14 in 16-17) Read 180/System 44 - When implemented to fidelity, Read 180 yields results and strengthens students reading comprehension lexile levels. Placement and exit guidelines are in place for students to set goals and work towards achievement of their individual reading goals. In the upcoming year, Read 180 will contribute to aligned annual measurable outcomes of increasing SBAC and EAP scores.

(Goal 1.15 in 16-17) Implement Practices for African American Student Support and Success (PAASSS) - All programs were implemented to fidelity and promote self efficacy, a growth mindset and confidence in African American students. In the 17-18 year, this program will continue to promote academic growth in students as they improve their academic achievement in school. This will show in an increase in SBAC and EAP scores for African American students.

(Goal 1.16 in 16-17) Puente Counseling Program - this action/service was not implemented.

(Goal 1.17 in 16-17) Support services for high performing students - this action/service was not implemented.

The effectiveness of each action / service was also analyzed by an Education Pioneer Fellow. View the report online at <http://bit.ly/externalLCAPeval>

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

- Linked Learning Career/ Pathways (1.05): overspent on certificated salaries.
- Support Services for High Performing Students (1.17): underspent on other operating expenditures.
- Library Materials and Renaissance Learning (1.03): overspent - additional funds were allocated to purchase textbooks districtwide.
- Stem, Fab Lab (1.06): underspent due to staffing changes, capital outlay and materials.
- Practices for African American Student Success (1.15): overspent in extra support for classified and certificated staff
- Whole School Intervention (1.08): overspent due to encumbered materials and supplies
- Efficacy Work (1.01): underspent due to overbudgeting for certificated salary
- Graduate Tutors (1.13) overspent due to graduate tutors being promoted to full benefits
- Summer Out of School Time (1.12) underspent in certificated and classified support between July 2016 and August 2016 (anticipated to be overspent by the close of the budget)
- English Language Master Plan (1.10) underspent due to staffing challenges

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Based on stakeholder feedback and the results on the LCFF evaluation rubrics, WCCUSD made the following changes for the 2017-18 LCAP:

Vice Principals were added to support instruction and school culture (Goal 1.01). Additional counselors were added to support students (1.03). Dual Immersion programs were expanded (1.07). The budget was increased to fund additional teachers to reduce class sizes (1.06). Grad Tutors were increased to support students (1.12).

Funding from Puente Counseling, Peres Efficacy, Program for High Performing Students, and PE Supplies is being returned to schools in 17-18 so that they can determine how to best implement practices to meet the needs of their students.



# Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

## Goal 2

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

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input checked="" type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

- a) Developed observational tool to measure Common Core State Standard (CCSS) implementation (% sites advancing 1 level on rubric) (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%

#### ACTUAL

- a) Classroom Observational Tool to measure Common Core State Standards results: 76% in 15-16; 84% in 16-17
- b) LCAP Student Survey results:
  - -Discussion where used evidence to defend opinion/ideas - 39% in 15-16; 38% in 16-17 (Did not meet goal)
  - -Math task that required you to explain your thinking - 53% in 15-16; 53% in 16-17 (Did not meet goal)
  - -Writing assignment/research project where used more than one source of information - 45% in 15-16; 46% in 16-17 (Did not meet goal)
  - -Use computers at school to complete assignment - 46% in 15-16; 57% in 16-17 (Met goal)
- c) Teacher retention: 46% in 15-16, 41% in 16-17(Did not meet goal)
- d) Principal retention: 50% in 15-16; 84% in 16-17 (Met goal)

### ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action

1



Actions/Services	<p><b>PLANNED</b>          (Goal 2.01 in 16-17) Provide additional calendar days for teacher professional development, including standards-based instruction and classroom management strategies (increase to 4 days). Supports 75% unduplicated students and 12% special education students (2312)</p> <p>Total budgeted expenditures: \$ 3,781,822</p>	<p><b>ACTUAL</b>          (Goal 2.01 in 16-17) Provided additional calendar days for teacher professional development, including standards-based instruction and classroom management strategies (increased to 4 days). (2312)</p> <p>Total estimated expenditures: \$ 3,895,276.66</p>
Expenditures	<p><b>BUDGETED</b>          5700-5799: Transfers Of Direct Costs Supplemental and Concentration \$3,781,822</p>	<p><b>ESTIMATED ACTUAL</b>          5700-5799: Transfers Of Direct Costs Supplemental and Concentration \$3,781,822          7000-7439: Other Outgo Supplemental and Concentration \$113,454.66</p>

Action **2**

Actions/Services	<p><b>PLANNED</b>          (Goal 2.02 in 16-17) District-wide staff development day, plus targeted training for classified staff. Supports 75% unduplicated students and 12% special education students (2311)</p> <p>Total budgeted expenditures: \$ 461,317</p>	<p><b>ACTUAL</b>          (Goal 2.02 in 16-17) Provided district-wide staff development day, plus targeted training for classified staff. (2311).</p> <p>Total estimated expenditures: \$ 186,999.54</p>
Expenditures	<p><b>BUDGETED</b>          4000-4999: Books And Supplies Supplemental and Concentration \$61,317           5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$400,000</p>	<p><b>ESTIMATED ACTUAL</b>          1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$95,433.07          2000-2999: Classified Personnel Salaries Supplemental and Concentration \$12,329.33          3000-3999: Employee Benefits Supplemental and Concentration \$42,542.88          4000-4999: Books And Supplies Supplemental and Concentration \$12,111.33          5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$19,136.34          7000-7439: Other Outgo Supplemental and Concentration \$5,446.59</p>

Action **3**

Actions/Services	<p><b>PLANNED</b>          (Goal 2.03 in 16-17) Site Funding to Implement Single Plan for Student Achievement (SPSA) toward LCAP goals. Schools</p>	<p><b>ACTUAL</b>          (Goal 2.03 in 16-17) Site Funding to Implement Single Plan for Student Achievement (SPSA) toward LCAP goals.</p>
------------------	---	--

use funding to meet specific student needs based on data. Supports 75% unduplicated students and 12% special education students; funds are allocated based on school's unduplicated count. For a list of how schools used funding in the previous year, please see school infographics available online at [wccusd.net/lcap](http://wccusd.net/lcap), or in the district office. (RS 9670)

Total budgeted expenditures: \$ 3,800,000

Schools used funding to meet specific student needs based on data. Funds were allocated based on school's unduplicated count. For a list of how schools used funding, please see school infographics available online at [wccusd.net/lcap](http://wccusd.net/lcap), or in the district office. (RS 9670).

Total estimated expenditures: \$ 3,914,000

Expenditures

**BUDGETED**

5700-5799: Transfers Of Direct Costs Supplemental and Concentration \$3,800,000

**ESTIMATED ACTUAL**

3,800,000 5700-5799: Transfers Of Direct Costs Supplemental and Concentration \$3,800,000

7000-7439: Other Outgo Supplemental and Concentration \$114,000

Action **4**

Actions/Services

**PLANNED**

(Goal 2.04 in 16-17) Convene best practices conference / other events, summer of innovation contest/work, and response to intervention/universal design for learning. Supports 75% unduplicated students and 12% special education students. (6110)

Total budgeted expenditures: \$ 524,776

**ACTUAL**

(Goal 2.04 in 16-17) Convened best practices conference / other events, summer of innovation contest/work, and response to intervention/universal design for learning. (6110)

Total estimated expenditures: \$ 726,191.20

Expenditures

**BUDGETED**

524,776 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$83,000  
 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$106,348  
 3000-3999: Employee Benefits Supplemental and Concentration \$86,926  
 4000-4999: Books And Supplies Supplemental and Concentration \$166,502  
 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$82,000

**ESTIMATED ACTUAL**

1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$373,706.67  
 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$66,640.32  
 3000-3999: Employee Benefits Supplemental and Concentration \$107,094.63  
 4000-4999: Books And Supplies Supplemental and Concentration \$77,533.28  
 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$80,065.10  
 7000-7439: Other Outgo Supplemental and Concentration \$21,151.20

Action **5**

Actions/Services

**PLANNED**

**ACTUAL**

(Goal 2.05 in 16-17) Support the implementation of the California Standards. Supports 75% unduplicated students and 12% special education students. Review CCSS implementation using observational tool and data collected. (2310)

Total budgeted expenditures: \$ 152,035

(Goal 2.05 in 16-17) Supported the implementation of the California Standards. Review CCSS implementation using observational tool and data collected. (2310)

Total estimated expenditures: \$ 169,383.61

Expenditures

**BUDGETED**  
 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$96,379  
 3000-3999: Employee Benefits Supplemental and Concentration \$36,517  
 4000-4999: Books And Supplies Supplemental and Concentration \$19,139

**ESTIMATED ACTUAL**  
 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$121,675.62  
 3000-3999: Employee Benefits Supplemental and Concentration \$38,140.19  
 7000-7439: Other Outgo Supplemental and Concentration \$4,933.50

Action **6**

Actions/Services

**PLANNED**  
 (Goal 2.06 in 16-17) Practices for African American Student Support and Success (Staff Efficacy training, Mindset Works training, and Growth Mindset Teacher Leader development.) Professional development is provided to teachers, administrators, and support staff. (2180)

Total budgeted expenditures: \$ 175,000

**ACTUAL**  
 (Goal 2.06 in 16-17) Practices for African American Student Support and Success (Staff Efficacy training, Mindset Works training, and Growth Mindset Teacher Leader development.) Professional development was provided to teachers, administrators, and support staff. (2180)

Total estimated expenditures: \$ 99,062.29

Expenditures

**BUDGETED**  
 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$175,000

**ESTIMATED ACTUAL**  
 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$10,846.64  
 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$1,730.43  
 3000-3999: Employee Benefits Supplemental and Concentration \$1,155.21  
 4000-4999: Books And Supplies Supplemental and Concentration \$15,308.85  
 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$65,255.89  
 7000-7439: Other Outgo Supplemental and Concentration \$2,885.31

Action **7**

Actions/Services

**PLANNED**

**ACTUAL**

## ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All actions and services were implemented successfully. The District faced some challenges in filling positions needed for some actions/services. There were no other barriers to implementation.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

(Goal 2.01 in 16-17) Provide additional calendar days for teacher professional development Teachers were provided 2 additional days (on top of the instructional calendar days) for teacher and certificated personnel, preparation, and professional development opportunities that are in-person and on-line. Professional learning focused on the California Standards WCCUSD Areas of Focus, classroom management, social-emotional learning, and parental engagement. Evaluations were collected and reviewed to measure the effectiveness of the professional development. Course access was maintained at 100%, and an observational tool was developed. In the 17-18 year, this action service will contribute to increasing SBAC ELA and Math scores, and increasing EAP English and Math outcomes.

(Goal 2.02 in 16-17) District-wide staff development day, plus targeted training for classified staff. Professional development was provided for classified staff on Oct. 10th, 2016. Job-alike staff received training in California standards, classroom management, relevant social-emotional learning programs, parental engagement, and customer service for office staff. In the 17-18 year, this action service will contribute to the annual measurable outcomes of retaining teachers and principals, and increasing positive school climate.

(Goal 2.03 in 16-17) Site Funding to Implement Single Plan for Student Achievement (SPSA) - schools determined how to best use funding at their school sites and reported that this autonomy was successful. In the 17-18 year, this action service will contribute to the annual measurable outcomes of increasing SBAC scores, reducing high school drop outs, increasing graduation rates, and improving school climate.

(Goal 2.04 in 16-17) Convene best practices conference / other events, summer of innovation contest/work, and response to intervention/universal design for learning. Ongoing collaboration and professional development to build the capacity of our teacher leaders and administration through our ILT Academy, Best Practices Conference, our coaching support initiative, and Principal Cadre monthly meetings. This action/service contributed to the annual measurable outcome of maintaining course access at 100%

(Goal 2.05 in 16-17) Support the implementation of the California Standards. An ELA/ELD framework professional development series was held to support teachers understanding of the framework and the instructional support strategies needed to teach English Learners. The principal

PLC was created with a lens focused on English Language Development and principals met monthly. Onsite coach support included strategies for Newcomers, TBE, DLI and Long term English Learners. ILT teams utilize the CCSS observation tool, review data, and adjust SMART goals and inform instructional mitigations. In the 17-18 year, this action service will contribute to the annual measurable outcomes of increasing SBAC scores in ELA and math.

(Goal 2.06 in 16-17) Practices for African American Student Support and Success

The PAASSS program work has centered around building the capacity of Adults to meet the needs of our most underserved students. Selena Jackson has provided robust training for teachers, administrators, grad tutors and academic coaches. Her work focused on cultural competence and efficacy. A Principal monthly PLC was established to support these leaders in Growth mindset work and supporting implementation at their sites. A Principal Restorative Justice PLC was established to support the social and emotional intelligence work at sites. There was also a focus on building teacher capacity and the use of trauma informed practices. Mafanikio was established as an Academic Coaching after school program to specifically support African-American students by providing academic support, growth mindset support ,socio emotional support and college and career counseling to prepare students for the 21st century. In the 17-18 year, this action service will contribute to the annual measurable outcomes of increasing SBAC scores, reducing high school drop outs, increasing graduation rates, reducing expulsions, and improving school climate.

The effectiveness of each action / service was also analyzed by an Education Pioneer Fellow. View the report online at <http://bit.ly/externalLCAPeval>

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Practices for African American Student Success (2.06) overspent  
Professional Development Classified Training (2.02) overbudgeted for professional development training for classified staff.  
Collaboration and Professional Development (2.04) it over spent due to staffing changes

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Based on stakeholder feedback and the results on the LCFF evaluation rubrics, WCCUSD made the following changes for the 2017-18 LCAP: Teacher Recruitment and Retention was added. Calendar days for teacher professional development were increased. Funding going directly to schools was increased by \$2.7 million to allow schools to make decisions on how to best use restorative justice at their sites.

# Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

## Goal 3

Increase parent and community engagement, involvement, and satisfaction.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

- a) California School Parent Survey response rate will increase by 10% (3A)
- b) California School Parent Survey will measure increase in engagement, involvement, and satisfaction (3A)
- c) Number of Parent University graduates will increase to 500 graduates in 2016-17 (3B, 3C)
- d) School Community Outreach Workers will collect baseline data measuring parent capacity building programs, two way communication, supporting learning at home, and volunteerism at school sites and districtwide (3A)
- e) Increase number of new volunteers by 2% from baseline established in 2015-16 (3B)
- f) Implement 300 home visits districtwide.(3B)

#### ACTUAL

- a) Increase California School Parent Survey responses: 2835 in 15-16; 2629 in 16-17 (Goal not met)
- b) California School Parent Survey will measure increase in parent engagement, involvement, and satisfaction  
 Survey results:
  - -This school actively seeks the input of parents before making important decisions - 78% in 15-16; 76% in 16-17 (Did not meet goal)
  - -This school allows input and welcomes parents' contributions - 86% in 15-16; 87% in 16-17 (Met goal)
  - -This school encourages me to be an active partner with the school in educating my child - 87% in 15-16; 90% in 16-17 (Met goal)
  - -This school has a supportive learning environment for my child - 89% in 15-16; 90% in 16-17 (Met goal)
  - -This school has adults that really care about students - 89% in 15-16; 90% in 16-17 (Met goal)
  - -This school is a safe place for my child - 87% in 15-16; 91% in 16-17 (Met goal)
- c) Parent University graduates: 397 in 15-16; 347 in 16-17 (Did not meet goal)
- d) School Community Outreach Workers results: collect 16-17 baseline data
- e) New Volunteers: baseline 1782 in 15-16, 1806 in 16-17
- f) Home visits discontinued

### ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **1**

<p>Actions/Services</p>	<p><b>PLANNED</b>                  (Goal 3.01 in 16-17) Increase services in schools for full-time School Community Outreach Worker (SCOW) at targeted schools with 60% or higher unduplicated count of English learner, low income, and foster youth students (3110)</p> <p>Total budgeted expenditures: \$ 2,134,651</p>	<p><b>ACTUAL</b>                  (Goal 3.01 in 16-17) Increased services in schools for full-time School Community Outreach Worker (SCOW) at targeted schools with 60% or higher unduplicated count of English learner, low income, and foster youth students (3110)</p> <p>Total estimated expenditures: \$ 2,884,379.96</p>
<p>Expenditures</p>	<p><b>BUDGETED</b>                  2000-2999: Classified Personnel Salaries Supplemental and Concentration \$1,519,336                  3000-3999: Employee Benefits Supplemental and Concentration \$615,315</p>	<p><b>ESTIMATED ACTUAL</b>                  2000-2999: Classified Personnel Salaries Supplemental and Concentration \$1,717,984.36                  3000-3999: Employee Benefits Supplemental and Concentration \$1,082,384.53                  7000-7439: Other Outgo Supplemental and Concentration \$84,011.07</p>

Action **2**

<p>Actions/Services</p>	<p><b>PLANNED</b>                  (Goal 3.02 in 16-17) Coordination of Full Services Community Schools &amp; volunteers, lower barriers for parent volunteers &amp; participation (includes professional development), Parent University, Parent Conference/Training targeting parents / guardians of English learners, low income students, foster youth, homeless youth, and special education students (3120)</p> <p>Total budgeted expenditures: \$ 497,038</p>	<p><b>ACTUAL</b>                  (Goal 3.02 in 16-17) Coordinated Full Services Community Schools &amp; volunteers, lowered barriers for parent volunteers &amp; participation (including professional development), Parent University, Parent Conference/Training targeted parents / guardians of English learners, low income students, foster youth, homeless youth, and special education students (3120)</p> <p>Total estimated expenditures: \$ 375,936.39</p>
<p>Expenditures</p>	<p><b>BUDGETED</b>                  1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$30,000                  2000-2999: Classified Personnel Salaries Supplemental and Concentration \$99,525                  3000-3999: Employee Benefits Supplemental and Concentration \$56,614                  4000-4999: Books And Supplies Supplemental and Concentration \$41,000</p>	<p><b>ESTIMATED ACTUAL</b>                  1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$3,019.50                  2000-2999: Classified Personnel Salaries Supplemental and Concentration \$76,152.46                  3000-3999: Employee Benefits Supplemental and Concentration \$28,583.96                  4000-4999: Books And Supplies Supplemental and Concentration \$19,931.46</p>



5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$269,899

5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$237,299.41

7000-7439: Other Outgo Supplemental and Concentration \$10,949.60

Action **3**

Actions/Services

**PLANNED**  
 (Goal 3.03 in 16-17) Practices for African American Student Support and Success (Parent Efficacy Trainer of Trainer Model, African American Parent Group, and African American Support Collaborative) (3180)

**ACTUAL**  
 (Goal 3.03 in 16-17) Practices for African American Student Support and Success were implemented (Parent Efficacy Trainer of Trainer Model, African American Parent Group, and African American Support Collaborative) (3180)

Total budgeted expenditures: \$ 175,000

Total estimated expenditures: \$ 219,301.66

Expenditures

**BUDGETED**  
 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$175,000

**ESTIMATED ACTUAL**  
 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$15,362.40  
 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$11,259.37  
 3000-3999: Employee Benefits Supplemental and Concentration \$8,192.15  
 4000-4999: Books And Supplies Supplemental and Concentration \$6,412  
 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$168,950  
 7000-7439: Other Outgo Supplemental and Concentration \$6,387.43

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All actions and services were implemented successfully. The District faced some challenges in filling positions needed for some actions/services. There were no other barriers to implementation.



Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

(Goal 3.01 in 16-17) SCOWs

7 part time and 44 full time School Community Outreach Workers (SCOWs) were placed at schools with 60% or higher unduplicated count of English learners, low income students and foster youth. All SCOWs completed a Scope of Work work plan and received training on how to: 1) Strengthen Relationships, 2) Build welcoming school cultures, 3) Link family engagement to student learning, 4) Ensure access and equity, 5) Link families to community resources, and 6) Develop parent leadership. SCOWs and principals were tasked with developing a workplan that leveraged these six strategies to best support their respective academic needs. In 17-18, this action service will contribute to the annual measurable outcome of increasing parent satisfaction and engagement.

(Goal 3.02 in 16-17) Full Service Community Schools (FSCS) /Volunteers/Parent University/Leadership Development

WCCUSD parents and community members can sign up to volunteer through an online platform designed to make the process easy. For families who do not have internet access, School Community Outreach Workers and other school staff have been trained on how to process volunteers. To increase ease of access, WCCUSD provided weekly volunteer fingerprint appointments, hosted all day Saturday volunteer parties throughout the district at the beginning of the year, and allowed schools to host their own fingerprinting parties at their site when they had 25 or more volunteers ready to be processed. WCCUSD held the Annual Parents as Partners & Leaders Conference, which provided workshops on over 17 different topics. To support the development of parent leadership, WCCUSD provided School Site Council (SSC) and English Learner Advisory Committee (ELAC) trainings throughout the district for all new members. Additionally, WCCUSD provided on site coaching and support for SSCs, and ELACs. In 17-18, this action service will contribute to the annual measurable outcome of increasing parent satisfaction and engagement, as well as increasing the number of parent graduates.

(Goal 3.03 in 16-17) Practices for African American Student Support and Success

WCCUSD set out to expand the training and leadership support for African American families. The African American School Advisory Team (AASAT) composed of delegates from all schools was established. Additionally, specific parent workshops designed to support the engagement of African American families were implemented in six schools (list). SCOWs received training on how to support and increase the engagement of African American families and how to expose parents to the Efficacy/Growth Mindset curriculum. In 17-18, this action service will contribute to the annual measurable outcome of increasing parent satisfaction and engagement.

The effectiveness of each action / service was also analyzed by an Education Pioneer Fellow. View the report online at <http://bit.ly/externalLCAPeval>

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

School Community Outreach Workers (3.01) overspent due to staffing changes  
Parent University and Volunteer Support (3.02) underspent due to staffing challenges  
Practices for African American Student Success (3.03) underspent by 25% due to other operating expenditures

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Based on stakeholder feedback and the results on the LCFF evaluation rubrics, WCCUSD is continuing its current efforts to improve parent and community engagement.

# Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

## Goal 4

Improve student engagement and climate outcomes, and allocate services to English Learner (EL) and Low Income (LI) students

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input checked="" type="checkbox"/>	5	<input checked="" type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

- 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) Student responses on the LCAP Student Survey will show 2% increase in positive climate and safety related questions. (6C)

#### ACTUAL

- a) School attendance rates: 19 schools with 95% or above in 15-16; 22 in 16-17 (Did not meet goal)
- b) English Learner (EL), Low Income (LI) and Foster Youth (FY) attendance rate: EL 94% in 15-16; 94.5% in 16-17; LI 94% in 15-16, 94.2% in 16-17; FY 93% in 15-16 93.8% in 16-17 (Met goal)
- c) Chronically absent rate: 15% in 15-16, 16% in 16-17 (Did not meet goal)
- d) Middle school dropouts: 4 in 15-16, 6 in 16-17 (Did not meet goal)
- e) High School dropout rate: 1.6% in 15-16; 2.4% in 16-17 (Did not meet goal)
- f) EL dropouts 3.0% in 15-16; 3.8% in 16-17; LI 10% in 15-16; FY dropouts:33% in 15-16; 16-17 rates will be published in 18-19 LCAP
- g) Graduate rate: 83% in 15-16; pending for 16-17
- h) EL, LI, FY graduate rate: EL 71% in 15-16; LI 81% in 15-16; FY 56% in 15-16 (Did not meet goal) 16-17 rates will be published in 18-19 LCAP
- i) Suspensions: 6.4% in 15-16, 6.1% in 16-17 (Did not meet goal)
- j) Suspensions of **EL**: 5.6% in 15-16, 4.7% in 16-17; **FY** 17.5% in 15-16, 15.9% in 16-17; LI 7.7% in 15-16; 7.2% in 16-17 (Did not meet goal)
- k) Maintain low level of expulsions: 0% in 16-17 (Met goal)
- l) Student responses on the 15-16 LCAP Student Survey will show positive school climate:
  - -Most students at my school treat adults with respect - 27% in 15-16; 35% in 16-17 (Met goal)
  - -Most students at my school treat each other with respect - 26% in 15-16; 24% in 16-17 (Did not meet goal)
  - -My school is calm and in control - 22% in 15-16; 25% in 16-17 (Met goal)
  - -My school is kept clean - 24% in 15-16; 27% in 16-17 (Met goal)

**ACTIONS / SERVICES**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

<p>Action <b>1</b></p>	<p><b>PLANNED</b>                  (Goal 4.01 in 16-17) Enhance the implementation of Restorative Justice, BEST, Toolbox, Mindful Life and Super Achievement practices/strategies. Supports 75% unduplicated students and 12% special education students. (4223)                   Total estimated expenditures: \$ 690,801</p>	<p><b>ACTUAL</b>                  (Goal 4.01 in 16-17) Enhanced the implementation of Restorative Justice, BEST, Toolbox, Mindful Life and Super Achievement practices/strategies. (4223)                   Total estimated expenditures: \$ 300,656</p>
<p>Expenditures</p>	<p><b>BUDGETED</b>                  1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$127,941                  2000-2999: Classified Personnel Salaries Supplemental and Concentration \$3,100                  3000-3999: Employee Benefits Supplemental and Concentration \$34,241                  4000-4999: Books And Supplies Supplemental and Concentration \$32,019                  5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$493,500</p>	<p><b>ESTIMATED ACTUAL</b>                  1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$14,924.51                  2000-2999: Classified Personnel Salaries Supplemental and Concentration \$1,187.59                  3000-3999: Employee Benefits Supplemental and Concentration \$2,670.05                  4000-4999: Books And Supplies Supplemental and Concentration \$1,616.88                  5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$271,500                  7000-7439: Other Outgo Supplemental and Concentration \$8,756.97</p>
<p>Action <b>2</b></p>	<p><b>PLANNED</b>                  (Goal 4.02 in 16-17) Campus Safety Officers (CSOs) - Provide enhanced student safety with contract services for Campus Safety Officers. Will result in improved student sense of safety as reported in the LCAP student survey.(4221)                   Total budgeted expenditures: \$ 2,528,500</p>	<p><b>ACTUAL</b>                  (Goal 4.02 in 16-17) Campus Safety Officers (CSOs) - Provided enhanced student safety with contract services for Campus Safety Officers. (4221)                   Total estimated expenditures: \$ 3,254,247.73</p>
<p>Expenditures</p>	<p><b>BUDGETED</b>                  2000-2999: Classified Personnel Salaries Supplemental and Concentration \$1,103,734</p>	<p><b>ESTIMATED ACTUAL</b>                  2000-2999: Classified Personnel Salaries Supplemental and Concentration \$1,899,746.76</p>

3000-3999: Employee Benefits Supplemental and Concentration \$737,141  
 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$687,625

3000-3999: Employee Benefits Supplemental and Concentration \$1,259,717.06  
 7000-7439: Other Outgo Supplemental and Concentration \$94,783.91

Action **3**

Actions/Services

**PLANNED**  
 (Goal 4.03 in 16-17) Social-emotional support – allocate psychologists plus budget allocation to each high school to support school climate. Supports 75% unduplicated students and 12% special education students. (4220)  
 Total budgeted expenditures: \$ 1,493,466

**ACTUAL**  
 (Goal 4.03 in 16-17) Social-emotional support – allocated psychologists plus budget allocation to each high school to support school climate. (4220)  
 Total estimated expenditures: \$ 1,539,138.36

Expenditures

**BUDGETED**  
 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$421,783  
 3000-3999: Employee Benefits Supplemental and Concentration \$171,683  
 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$900,000

**ESTIMATED ACTUAL**  
 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$561,318.55  
 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$17,809.42  
 3000-3999: Employee Benefits Supplemental and Concentration \$221,202.33  
 4000-4999: Books And Supplies Supplemental and Concentration \$24,230.72  
 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$669,742.32  
 6000-6999: Capital Outlay Supplemental and Concentration \$5.75  
 7000-7439: Other Outgo Supplemental and Concentration \$44,829.27

Action **4**

Actions/Services

**PLANNED**  
 (Goal 4.04 in 16-17) Increase Visual and Performing Arts (VAPA) services for students, as well as training for teachers. Augment program with culturally relevant practices, material, and training. Supports 75% unduplicated students and 12% special education students. (4230)  
 Total budgeted expenditures: \$ 1,200,215

**ACTUAL**  
 (Goal 4.04 in 16-17) Increased Visual and Performing Arts (VAPA) services for students, as well as training for teachers. Augmented program with culturally relevant practices, material, and training. (4230)  
 Total estimated expenditures: \$ 1,954,054.51

Expenditures

**BUDGETED**  
 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$148,032

**ESTIMATED ACTUAL**  
 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$895,248.48

2000-2999: Classified Personnel Salaries Supplemental and Concentration \$173,498  
 3000-3999: Employee Benefits Supplemental and Concentration \$172,552  
 4000-4999: Books And Supplies Supplemental and Concentration \$260,000  
 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$175,633  
 6000-6999: Capital Outlay Supplemental and Concentration \$270,500

2000-2999: Classified Personnel Salaries Supplemental and Concentration \$144,951.95  
 3000-3999: Employee Benefits Supplemental and Concentration \$451,720  
 4000-4999: Books And Supplies Supplemental and Concentration \$316,719.15  
 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$69,300.72  
 6000-6999: Capital Outlay Supplemental and Concentration \$19,200  
 7000-7439: Other Outgo Supplemental and Concentration \$56,914.21

Action **5**

Actions/Services

**PLANNED**  
 (Goal 4.05 in 16-17) Add extracurricular programs at secondary schools and support for coordination within schools. Middle school programs will focus on school climate. These activities include Associated Student Body (ASB) programs and clubs as well as music and athletics. Supports 75% unduplicated students and 12% special education students. (4250/4251)  
 Total budgeted expenditures: \$ 564,959

**ACTUAL**  
 (Goal 4.05 in 16-17) Added extracurricular programs at secondary schools and support for coordination within schools. Middle school programs will focus on school climate. These activities included Associated Student Body (ASB) programs and clubs as well as music and athletics. (4250/4251)  
 Total estimated expenditures: \$ 422,374.82

Expenditures

**BUDGETED**  
 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$112,098  
 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$3,616  
 3000-3999: Employee Benefits Supplemental and Concentration \$42,385  
 4000-4999: Books And Supplies Supplemental and Concentration \$308,500  
 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$98,360

**ESTIMATED ACTUAL**  
 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$102,660.51  
 3000-3999: Employee Benefits Supplemental and Concentration \$38,076.69  
 4000-4999: Books And Supplies Supplemental and Concentration \$142,834.77  
 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$126,500.67  
 7000-7439: Other Outgo Supplemental and Concentration \$12,302.18

Action **6**

Actions/Services

**PLANNED**  
 (Goal 4.06 in 16-17) Provide "Playworks" coach for organized recess, lunch, and breaks at 26 elementary schools with greater than 60% English learners, low income & foster youth

**ACTUAL**  
 (Goal 4.06 in 16-17) Provided "Playworks" coach for organized recess, lunch, and breaks at 26 elementary schools with greater than 60% English learners, low income

students. Also includes professional development at 10 schools (4222)
Total budgeted expenditures: \$ 1,461,819
<b>BUDGETED</b> 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$67,521 3000-3999: Employee Benefits Supplemental and Concentration \$27,479 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$1,366,819

& foster youth students. Also includes professional development at 10 schools (4222)
Total estimated expenditures: \$ 1,384,752.60
<b>ESTIMATED ACTUAL</b> 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$1,344,420 7000-7439: Other Outgo Supplemental and Concentration \$40,332.60

Expenditures

Action

# 7

Actions/Services

<b>PLANNED</b> (Goal 4.07 in 16-17) Provide 2 roving technology coaches (elementary and secondary). Coaches provide strategies on how to integrate technology into teacher daily practice (4150)
Total budgeted expenditures: \$ 269,409

<b>ACTUAL</b> (Goal 4.07 in 16-17) Provided 2 roving technology coaches (elementary and secondary). Coaches provide strategies on how to integrate technology into teacher daily practice (4150)
Total estimated expenditures: \$ 199,544.94

Expenditures

<b>BUDGETED</b> 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$151,495  3000-3999: Employee Benefits Supplemental and Concentration \$69,434  4000-4999: Books And Supplies Supplemental and Concentration \$48,480
---

<b>ESTIMATED ACTUAL</b>  1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$137,801.70 3000-3999: Employee Benefits Supplemental and Concentration \$50,784.08 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$5,147.17 7000-7439: Other Outgo Supplemental and Concentration \$5,811.99
--

Action

# 8

Actions/Services

<b>PLANNED</b> (Goal 4.08 in 16-17) Services to students and families through the coordination of Full Service Community Schools program. Health centers are provided at high schools and wrap-around services are provided throughout the district. (4240)
Total budgeted expenditures: \$ 960,426

<b>ACTUAL</b> (Goal 4.08 in 16-17) Provided services to students and families through the coordination of Full Service Community Schools program. Health centers were provided at high schools and wrap-around services were provided throughout the district. (4240)
Total estimated expenditures: \$ 1,077,794.36



Expenditures

**BUDGETED**  
 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$5,000  
 3000-3999: Employee Benefits Supplemental and Concentration \$532  
 4000-4999: Books And Supplies Supplemental and Concentration \$145,894  
 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$784,000  
 6000-6999: Capital Outlay Supplemental and Concentration \$25,000

**ESTIMATED ACTUAL**  
 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$85,087.67  
 3000-3999: Employee Benefits Supplemental and Concentration \$36,519.01  
 4000-4999: Books And Supplies Supplemental and Concentration \$6,753.85  
 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$918,041.76  
 7000-7439: Other Outgo Supplemental and Concentration \$31,392.07

Action

# 9

Actions/Services

**PLANNED**  
 (Goal 4.09 in 16-17) Provide additional Special Education services to low income (Low Income), English learners (English Learner), and Foster Youth (Foster Youth) (4260)  
 Total budgeted expenditures: \$ 4,872,937

**ACTUAL**  
 (Goal 4.09 in 16-17) Provided additional Special Education services to low income (Low Income), English learners (English Learner), and Foster Youth (Foster Youth) (4260)  
 Total estimated expenditures: \$ 4,995,274.78

Expenditures

**BUDGETED**  
 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$836,966  
 3000-3999: Employee Benefits Supplemental and Concentration \$324,174  
 5700-5799: Transfers Of Direct Costs Supplemental and Concentration \$3,711,797

**ESTIMATED ACTUAL**  
 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$850,035.67  
 3000-3999: Employee Benefits Supplemental and Concentration \$287,948.67  
 5700-5799: Transfers Of Direct Costs Supplemental and Concentration \$3,711,797  
 7000-7439: Other Outgo Supplemental and Concentration \$145,493.44

Action

# 10

Actions/Services

**PLANNED**  
 (Goal 4.10 in 16-17) Psychological services for highest needs schools (11 elementary, 4 middle, and 5 high, all with unduplicated counts over 69%) (4270)  
 Total budgeted expenditures: \$ 441,554

**ACTUAL**  
 (Goal 4.10 in 16-17) Psychological services were provided at highest needs schools (11 elementary, 4 middle, and 5 high, all with unduplicated counts over 69%) (4270)  
 Total estimated expenditures: \$ 470,726.47

Expenditures

**BUDGETED**  
 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$312,865

**ESTIMATED ACTUAL**  
 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$110,991



3000-3999: Employee Benefits Supplemental and Concentration \$128,689

2000-2999: Classified Personnel Salaries Supplemental and Concentration \$201,077.63

3000-3999: Employee Benefits Supplemental and Concentration \$144,947.36

7000-7439: Other Outgo Supplemental and Concentration \$13,710.48

## Action 11

Actions/Services

### PLANNED

(Goal 4.11 in 16-17) Social work services (licensed social worker and mental health clinicians) at De Jean and Helms middle schools (both 96% unduplicated) (4272)

Total budgeted expenditures: \$ 70,000

### ACTUAL

(Goal 4.11 in 16-17) Provided social work services (licensed social worker and mental health clinicians) at De Jean and Helms middle schools (both 96% unduplicated) (4272)

Total estimated expenditures: \$ 0.00

Expenditures

### BUDGETED

5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$70,000

### ESTIMATED ACTUAL

0.00

## Action 12

Actions/Services

### PLANNED

(Goal 4.12 in 16-17) Foster and Homeless Youth Services (provide trainings and ongoing consultation to school level staff on foster youth issues as needed). Add Social Work Specialist to support foster and homeless youth (4271)

Total budgeted expenditures: \$ 248,294

### ACTUAL

(Goal 4.12 in 16-17) Foster and Homeless Youth Services (provided trainings and ongoing consultation to school level staff on foster youth issues as needed). Added Social Work Specialist to support foster and homeless youth (4271)

Total estimated expenditures: \$ 18,958.52

Expenditures

### BUDGETED

1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$70,000

3000-3999: Employee Benefits Supplemental and Concentration \$25,000

4000-4999: Books And Supplies Supplemental and Concentration \$3,294

5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$150,000

### ESTIMATED ACTUAL

2000-2999: Classified Personnel Salaries Supplemental and Concentration \$2,595.97

3000-3999: Employee Benefits Supplemental and Concentration \$306.37

5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$15,503.99

7000-7439: Other Outgo Supplemental and Concentration \$552.19

## Action 13

Actions/Services

### PLANNED

### ACTUAL

Expenditures

(Goal 4.13 in 16-17) Improve student welfare and physical fitness. Augment school PE supplies for program improvement. (4231)

Total budgeted expenditures: \$ 97,597

**BUDGETED**  
5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$97,597

(Goal 4.13 in 16-17) Improved student welfare and physical fitness. Augmented school PE supplies for program improvement. (4231)

Total estimated expenditures: \$ 161,255.14

**ESTIMATED ACTUAL**  
1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$47,716.54  
3000-3999: Employee Benefits Supplemental and Concentration \$16,118.31  
4000-4999: Books And Supplies Supplemental and Concentration \$18,457.54  
5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$74,266  
7000-7439: Other Outgo Supplemental and Concentration \$4,696.75

**ANALYSIS**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All actions and services were implemented successfully. The District faced some challenges in filling positions needed for some actions/services. There were no other barriers to implementation.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

(Goal 4.01 in 16-17) Enhance the implementation of Restorative Justice, BEST, Toolbox, Mindful Life and Super Achievement practices/strategies. The annual measurable outcome for increasing positive school climate was not met. This funding is being returned to school sites in 17-18 for schools to determine which socio-emotional support will best improve climate at each school.

(Goal 4.02 in 16-17) Campus Safety Officers (CSOs). Suspension rates were decreased overall. In the 17-18 LCAP, this action/service will contribute to the annual measurable outcomes of decreasing suspension rates for Low Income and English Learner students; reducing chronic absenteeism; and increasing school attendance.

(Goal 4.03 in 16-17) Social-emotional support (4220) - Effective as shown in Formal & Informal Social-Emotional Screeners, Reduction in Suspension Rates. Increased access to mental health services, decrease behavior/suspension/referral. In the 17-18 LCAP, this action/service will contribute to the annual measurable outcomes of decreasing suspension rates for

Low Income and English Learner students; reducing chronic absenteeism; improving school climate; and increasing school attendance.

(Goal 4.04 in 16-17) Increase Visual and Performing Arts (VAPA) services for students, as well as training for teachers (4230) VAPA Included sessions for 7 elementary and 14 secondary schools with Super Achievement to include culturally relevant practices for Latino and African American students. All elementary schools received one-on-one coaching to go over activities and connections between arts, discipline, and Common Core State Standards (CCSS). 20-25 teachers have completed Saturday courses on integrating arts in curriculum and ways to help English Learners or other struggling students. East Bay Center providing 8 title one schools with professional development for arts integration and art training. Richmond Art Center has trained 24 teachers in four week, 8 hour course on Saturdays on different art forms. Professional Development pizza and planning, arts integration, learning without borders, Richmond Arts Center Bringing Art into Your Classroom. Includes accountability component - each week reporting on how learning from the course is being implemented in the classroom. In the 17-18 LCAP, this action/service will contribute to the annual measurable outcomes of increasing SBAC ELA and math scores, increasing school attendance, and improving school climate.

(Goal 4.05 in 16-17) Add extracurricular programs at secondary schools and support for coordination within schools. This action/service was removed from the 17-18 LCAP.

(Goal 4.06 in 16-17) Provide “Playworks” coach for organized recess, lunch, and breaks. This action/service was successfully implemented and suspension rates were overall decreased. In the 17-18 LCAP, this action/service will contribute to the annual measurable outcomes of decreasing suspension rates for Low Income and English Learner students and decreasing dropout rates for LI and EL students.

(Goal 4.07 in 16-17) Technology coaches (4150) - Tech coaches build capacity of teachers to integrate technology into instruction. This allows unduplicated students access to technology and tech skills that will better prepare them for college or careers paths. In the 17-18 LCAP, this action/service will contribute to the annual measurable outcomes of increasing SBAC ELA and math scores.

(Goal 4.08 in 16-17) Full Service Community Schools (4240) - Establishes coordination of services and practices to support the whole school and whole child approach. Coordination of programs and services to support student centered needs. Effectiveness shown through increased access to services, and decrease in suspension/referral. In the 17-18 LCAP, this action/service will contribute to the annual measurable outcomes of increasing SBAC ELA and math scores, increasing school attendance, and improving school climate.

(Goal 4.09 in 16-17) Special Education (4260) - RBTs provide behavioral support and implement/support behavioral intervention plan for students to be able to remain in the least restrictive environment and to modify their behavior ; Nurses/LVN provide needed routine screenings and basic medical support: SDCs provide options for students who need sled-contained classroom to succeed.

(Goal 4.10 in 16-17) Provided psychological services for highest needs schools. In the 17-18 LCAP, this action/service will contribute to the annual measurable outcomes of increasing SBAC ELA and math scores, increasing school attendance, and improving school climate.

The effectiveness of each action / service was also analyzed by an Education Pioneer Fellow. View the report online at <http://bit.ly/externalLCAPeval>

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Technology Coaches (4.07) under-spent in materials. This program is only funding certificated salaries. Campus Security Officers (4.02) overspent, starting 16-17 school year only CSO I were funded from this program. Towards the middle of 16-17 school year both CSO I and CSO II were paid using this program. Restorative Justice (4.01) under-spend, it was not able to fill a Counselor position. In addition it over budgeted for other operating expenditures.

Visual and Performing Arts (4.04) overspent, it paid for the extra certificated support.

Improve Health and Physical Education (4.13) overspent, it paid for extra certificated support.

Full Service Community Schools (4.08) overspent, it paid for extra classified support.

Extra Curricular Coordination (4.05) over budgeted for certificated support and materials.

Training for Foster Youth (4.12) under-spent, it was not able to fill a social work specialist position. In addition, it over-budgeted for other operating expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Based on stakeholder feedback and the results on the LCFF evaluation rubrics, WCCUSD made the following changes for the 2017-18 LCAP:

Funding for the following programs was returned to sites: Restorative Justice, BEST, Toolbox, Mindful Life and Super Achievement (Goal 4.01 in 16-17); "Extracurricular programs at secondary schools (Goal 4.05 in 16-17); Physical Education Supplies (Goal 4.13 in 16-17). Funding is reallocated based on each school's unduplicated count of low income, English learner, and foster youth students (view School Services Matrix in Appendix B for a list of schools and their funding). This increased funding is targeted for socio-emotional programs. An additional technology coach is being added to provide support to teachers.

# Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

## Goal 5

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

State and/or Local Priorities Addressed by this goal:

STATE	<input checked="" type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

- a) Ensure Williams' certification finds that 100% students have access to standards aligned materials (1B)
- b) Ensure 100% appropriately assigned and fully credentialed teachers (1A)
- c) Ensure 100% appropriately assigned and fully credentialed teachers for English Learners (1A)
- d) Increase % facilities with Good / Exemplary rating by 3% (1C)

#### ACTUAL

- a) Access to standards aligned materials: 100% in 15-16; 100% in 16-17 (Met goal)
- b) Appropriately assigned and fully credentialed teachers: 100% in 15-16; 100% in 16-17 (Met goal)
- c) Appropriately assigned and fully credentialed teachers for English Learners: 100% in 15-16; 100% in 16-17 (Met goal)
- d) Facilities with Good / Exemplary rating: 90% in 15-16; 94% in 16-17 (Met goal)

### ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action

1

Actions/Services

#### PLANNED

(Goal 5.01 16-17) Maintain extended workday for elementary clerk typists and extra support for targeted secondary schools for data collection & entry (all elementary schools, 2 middle

#### ACTUAL

(Goal 5.01 16-17) Maintained extended 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). (5250)

schools, 2 high schools). Supports 75% unduplicated students and 12% special education students. (5250)

Total budgeted expenditures: \$ 760,471

Total estimated expenditures: \$ 849,059.67

Expenditures

**BUDGETED**

2000-2999: Classified Personnel Salaries Supplemental and Concentration \$490,635

3000-3999: Employee Benefits Supplemental and Concentration \$269,836

**ESTIMATED ACTUAL**

2000-2999: Classified Personnel Salaries Supplemental and Concentration \$527,482.24

3000-3999: Employee Benefits Supplemental and Concentration \$296,847.54

7000-7439: Other Outgo Supplemental and Concentration \$24,729.89

Action **2**

Actions/Services

**PLANNED**

(Goal 5.02 16-17) Provide adaptive curriculum for special needs students, software for digital resources, technology curriculum. Supports 75% unduplicated students and 12% special education students. (6250)

Total budgeted expenditures: \$ 200,469

**ACTUAL**

(Goal 5.02 16-17) Provided adaptive curriculum for special needs students, software for digital resources, technology curriculum. (6250)

Total estimated expenditures: \$ 163,162.19

Expenditures

**BUDGETED**

Use \$200,469 in supplemental, concentration grants for adaptive curriculum – for supplies and services (including licenses) 4000-4999: Books And Supplies Supplemental and Concentration \$187,394

5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$13,075

**ESTIMATED ACTUAL**

1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$12,020.58

2000-2999: Classified Personnel Salaries Supplemental and Concentration \$66.54

3000-3999: Employee Benefits Supplemental and Concentration \$1,404.96

4000-4999: Books And Supplies Supplemental and Concentration \$60,722.59

5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$84,195.22

7000-7439: Other Outgo Supplemental and Concentration \$4,752.30

Action **3**

Actions/Services

**PLANNED**

**ACTUAL**

(Goal 5.03 16-17) Evaluations and Program Monitoring. WCCUSD is contracting for services to help authentically evaluate and progress monitor the LCAP actions and services for Goals 1 – 5. Supports 75% unduplicated students and 12% special education students. (5260)

Total budgeted expenditures: \$ 380,000

(Goal 5.03 16-17) Evaluations and Program Monitoring. WCCUSD contracted with Ed Pioneers to work with a fellow to help authentically evaluate and progress monitor the LCAP actions and services for Goals 1 – 5. (5260)

Total estimated expenditures: \$ 222,525.26

Expenditures

**BUDGETED**

2000-2999: Classified Personnel Salaries Supplemental and Concentration \$82,142

3000-3999: Employee Benefits Supplemental and Concentration \$43,510

5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$254,348

**ESTIMATED ACTUAL**

1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$82.50

2000-2999: Classified Personnel Salaries Supplemental and Concentration \$60,217.27

3000-3999: Employee Benefits Supplemental and Concentration \$22,994.17

5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$132,750

7000-7439: Other Outgo Supplemental and Concentration \$6,481.32

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All actions and services were implemented successfully. There were no barriers to implementation.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

(16-17 Goal 5.01) Maintain extended workday for elementary clerk typists and extra support for targeted secondary schools for data collection & entry. This action/service was implemented as planned and in the 17-18 LCAP, this action service will contribute to the annual measurable outcome of increasing school attendance (this goal was not fully met in the 2016-17 year).

(16-17 Goal 5.02) Provide adaptive curriculum for special needs students, software for digital resources, technology curriculum. This action/service was implemented as planned and in the 17-18 LCAP will contribute to the annual measurable outcome of increasing school attendance (this goal was not fully met in the 2016-17 year).

(16-17 Goal 5.03) Evaluations and Program Monitoring. This action/service was implemented as planned and in the 17-18 LCAP will contribute to increasing parent and community engagement (this goal was not fully met in the 2016-17 year).

The effectiveness of each action / service was also analyzed by an Education Pioneer Fellow. View the report online at <http://bit.ly/externalLCAPEval>

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Typist Clerk Support (5.01) overspent, it was not able to fill two typist clerk positions. To compensate, it paid for extra classified support.  
Evaluations and Program Monitoring (5.03) underspent in classified support.  
Adaptive Curriculum (5.02) overbudgeted in materials and supplies.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Based on stakeholder feedback and the results on the LCFF evaluation rubrics, WCCUSD is continuing efforts in the actions/services and metrics in Goal 5.



# Stakeholder Engagement

LCAP Year  2017-18  2018-19  2019-20

## INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

Various stakeholders help determine which programs and services to provide. WCCUSD engages parents and guardians, community members, students, local bargaining units, and educators in developing the LCAP through the DLCAP Committee, Town Hall meetings, and by creating tools that make the LCAP more accessible. Particular efforts were made to include parents of low income, English learner, and foster youth students through the School Community Outreach Workers (SCOWs), who received special training on the LCAP.



During the 2016-17 school year, WCCUSD hosted two bilingual Town Hall meetings with 240 attendees which featured breakout sessions. The District also conducted an anonymous online LCAP Survey in English and Spanish for various stakeholder groups. Meeting dates are as follows:

Date	Meeting	Location	# Participants
10/10/2016	Classified Training Day	Helms Middle School	85
11/2/2016	Board of Education Public Meeting	DeJean Middle School	31
11/8/2016	Principal Meeting	Alvarado Adult School	100
11/14/2016	Youth Commission	Helms Middle School	35
11/15/2016	Academic Subcommittee	DeAnza High	100
11/15/2016	VAPA Teacher Leads	Pupil Services	50
11/29/2016	LCAP Town Hall	Kennedy High School	116
11/29/2016	Tech Teacher Leader	Alvarado	60
12/5/2016	Community Advisory Committee for Special Ed.	Cameron School	20
12/8/2016	Department Chair Teacher Meeting	Alvarado / Serra Adult School	35
12/8/2016	Multilingual District Advisory Committee Meeting	Helms School	75
12/13/2016	Management Meeting	Ford Elementary	150
1/5/2017	Cabinet Meeting	Administration Building	15
1/11/2017	LCAP Town Hall	Pinole Middle School	124
1/18/2017	Board of Education Public Meeting	DeJean Middle School	-
1/26/2017	DLCAP Committee Meeting	Kennedy High School	35
2/15/2017	Board of Education Public Meeting	DeJean Middle School	-
3/21/2017	DLCAP Committee Meeting	Kennedy High School	31
3/29/2017	Board of Education Public Meeting	DeJean Middle School	-
1/9/2017	Solutions Team	UTR Office	40
5/4/2017	DLCAP Committee Training	Kennedy High School	13
5/11/2017	DLCAP Committee Meeting	Kennedy High School	26
5/24/2017	Board of Education Public Meeting	DeJean Middle School	-
5/31/2017	DLCAP Committee Training	Kennedy High School	29
6/14/2017	Board of Education Public Meeting	DeJean Middle School	-
6/28/2017	Board of Education Public Meeting	DeJean Middle School	-

The **District Local Control Accountability Parent (DLCAP) Committee**, formed in 2014, convenes parents/guardians of WCCUSD students from each high school family, students from each high school, bargaining units, district committees, and representatives from community organizations who are also parents or guardians of District students. This committee gathers feedback from broader stakeholder groups and reports back to the Superintendent and the Board of Education.

The Superintendent and/or his designees have responded in writing to comments and feedback from committees. In the 2018-19 year, WCCUSD will also hold DLCAP meetings at the AP/VP, Counselor meetings, and the district's African American Site Advisory Team.

### **WCCUSD has developed resources to make the LCAP more accessible to everyone:**

- **Citizen Transparency Tool** - provides transparent easy access to the district's general fund budget information for the current year, as well as previous years (<https://www.wccusd.net/Page/8268>)
- **LCAP Data Dashboard** - web-based and interactive tool to provide visibility into LCAP measures through simple graphics such as charts and tables (<https://www.wccusd.net/dashboard>)
- **Infographics** - offer an in-depth look at LCAP allocations by district and by school site (<https://www.wccusd.net/Page/5246>)
- **Interactive LCAP** - allows users to easily navigate the LCAP and view actions & services, expenditures, and expected annual measurable outcomes by goal (<https://www.wccusd.net/Page/6712>)
- **5 Steps to Master the LCAP** - guides audiences at all levels in understanding the LCAP

LCAP resources are available online at [www.wccusd.net/LCAP](http://www.wccusd.net/LCAP) and in the district office.

### **IMPACT ON LCAP AND ANNUAL UPDATE**

How did these consultations impact the LCAP for the upcoming year?

To date, feedback from committees and requests from parent, community members, and reviewing data have caused changes in LCAP:

- Invested in additional class size reductions
- Created positions for assistant and vice principals
- Increased direct funding to schools for socio-emotional support
- Increased focus on English Learner progress
- Expanded college and career efforts
- Added additional calendar days for teacher professional development







# Goals, Actions, & Services

## Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New                       Modified                       Unchanged

### Goal 1

Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster youth (FY).

#### State and/or Local Priorities Addressed by this goal:

STATE    1    2    3    4    5    6    7    8  
 COE    9    10  
 LOCAL

#### 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.

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
100% of WCCUSD students are enrolled in required core subject areas and a broad course of study. WCCUSD is currently implementing State Board of Education adopted academic content and performance standards of all pupils, including unduplicated students and students with exceptional needs (7A, 7B, 7C).	100%	100% of WCCUSD students are enrolled in required core subject areas and a broad course of study. WCCUSD is currently implementing State Board of Education adopted academic content and performance standards of all pupils, including unduplicated students and students with exceptional needs.	100% of WCCUSD students are enrolled in required core subject areas and a broad course of study. WCCUSD is currently implementing State Board of Education adopted academic content and performance standards of all pupils, including unduplicated students and students with exceptional needs.	100% of WCCUSD students are enrolled in required core subject areas and a broad course of study. WCCUSD is currently implementing State Board of Education adopted academic content and performance standards of all pupils, including unduplicated students and students with exceptional needs.
Increase SBAC ELA proficiency (4A, 2A, 2B)	35% / -40 points	Grow 10 points from 2016-17 score to move closer to SBAC ELA level 3.	Grow 10 points to move closer to SBAC ELA level 3.	Grow 10 points to move closer to SBAC ELA level 3.
Increase SBAC Math proficiency (4A, 2A, 2B)	24% / -64.5 points	Grow 15 points from 2016-17 score to move closer to SBAC Math level 3.	Grow 15 points to move closer to SBAC Math level 3.	Grow 15 points to move closer to SBAC Math level 3.
UC/CSU completion rate will increase (4C)	44%	UC/CSU completion rate will increase by 7%	UC/CSU completion rate will increase by 7%	UC/CSU completion rate will increase by 7%

Increase % of students completing Career Technical Education (CTE) program (4C)	53% in 16-17	% of Students completing CTE program will increase by 4%	% of Students completing CTE program will increase by 4%	% of Students completing CTE program will increase by 4%
Increase # of Advanced Placement (AP) exams taken (8A)	2935 / 89% of enrolled AP students	95% of enrolled AP students will take exam	95% of enrolled AP students will take exam	95% of enrolled AP students will take exam
Increase % passing AP exams (4F)	25%	% passing AP exams will increase by 2%	% passing AP exams will increase by 2%	% passing AP exams will increase by 2%
Early Assessment Program (EAP) English average score will increase (measured by SBAC 11th grade) (4G)	40% / -27	Grow 10 points from 2016-17 score to move closer to level 3.	Grow 10 points to move closer to level 3.	Grow 10 points to move closer to level 3.
EAP Math average score will increase (measured by SBAC 11th grade) (4G)	17% / -111	Grow 15 points from 2016-17 score to move closer to SBAC Math level 3.	Grow 15 points score to move closer to SBAC Math level 3.	Grow 15 points score to move closer to SBAC Math level 3.
% of students scoring Early Advanced/ Advanced on the California English Language Development Test (CELDT) will increase (4D)	32%	% of students scoring Early Advanced/ Advanced on the CELDT will increase by 3%	% of students scoring Early Advanced/ Advanced on the CELDT will increase by 3%	% of students scoring Early Advanced/ Advanced on the CELDT will increase by 3%
English Learner (EL) reclassification rate will increase (4E)	9%	Increase rate to 11%	Increase rate to 13%	Increase rate to 15%

**PLANNED ACTIONS / SERVICES**

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

**Action 1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)]
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
------------------------------	--	--	--

[Scope of Services](#)

LEA-wide     Schoolwide    **OR**     Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All Schools     Specific Schools:  
Secondary Schools: Helms Middle, Richmond and Kennedy  
High Schools  
Elementary Schools: Bayview, Chavez, Dover, Downer, Ford,  
Grant, Highland, King, Lake, Lincoln, Nystrom, Peres, Verde     Specific Grade spans:

**[ACTIONS/SERVICES](#)**

**2017-18**

New     Modified     Unchanged

1.01 Vice Principals and Assistant Principals: Fund VPs and APs at high need schools. Staff are allocated based on enrollment and unduplicated pupil percentage. (1260)

Total Budgeted Expenditure: \$ 2,094,036

**2018-19**

New     Modified     Unchanged

1.01 Vice Principals and Assistant Principals: Fund VPs and APs at high need schools. Staff are allocated based on enrollment and unduplicated pupil percentage. (1260)

Total Budgeted Expenditure: \$ 2,174,843

**2019-20**

New     Modified     Unchanged

1.01 Vice Principals and Assistant Principals: Fund VPs and APs at high need schools. Staff are allocated based on enrollment and unduplicated pupil percentage. (1260)

Total Budgeted Expenditure: \$ 2,251,028

**[BUDGETED EXPENDITURES](#)**

**2017-18**

Amount	\$1,419,380
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	\$47,690
Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries
Amount	\$556,522

**2018-19**

Amount	\$1,474,152
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	\$49,530
Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries
Amount	\$577,998

**2019-20**

Amount	\$1,525,792
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	\$51,265
Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries
Amount	\$598,245

Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits	Budget Reference	3000-3999: Employee Benefits	Budget Reference	3000-3999: Employee Benefits
Amount	\$9,452	Amount	\$9,817	Amount	\$10,161
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	Budget Reference	4000-4999: Books And Supplies	Budget Reference	4000-4999: Books And Supplies
Amount	\$60,992	Amount	\$63,346	Amount	\$65,565
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	7000-7439: Other Outgo	Budget Reference	7000-7439: Other Outgo	Budget Reference	7000-7439: Other Outgo

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)  All  Students with Disabilities  [\[Specific Student Group\(s\)\]](#)

[Location\(s\)](#)  All Schools  Specific Schools:  Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)  English Learners  Foster Youth  Low Income

[Scope of Services](#)  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

[Location\(s\)](#)  All Schools  Specific Schools:  Specific Grade spans:

[ACTIONS/SERVICES](#)

2017-18

New  Modified  Unchanged

2018-19

New  Modified  Unchanged

2019-20

New  Modified  Unchanged



1.02 Library Materials and Renaissance Learning: Accelerate student learning with additional library books and instructional materials, as well as support the K-8 Renaissance Learning assessment program (STAR Early Literacy, STAR Reading and Accelerated Reader). Data from program is used in several ways - see Budget One Pagers in Appendix C. (1150)

Total Budgeted Expenditure: \$635,983

1.02 Library Materials and Renaissance Learning: Accelerate student learning with additional library books and instructional materials, as well as support the K-8 Renaissance Learning assessment program (STAR Early Literacy, STAR Reading and Accelerated Reader). Data from program is used in several ways - see Budget One Pagers in Appendix C. (1150)

Total Budgeted Expenditure: \$ 660,525

1.02 Library Materials and Renaissance Learning: Accelerate student learning with additional library books and instructional materials, as well as support the K-8 Renaissance Learning assessment program (STAR Early Literacy, STAR Reading and Accelerated Reader). Data from program is used in several ways - see Budget One Pagers in Appendix C. (1150)

Total Budgeted Expenditure: \$ 683,664

**BUDGETED EXPENDITURES**

**2017-18**

Amount \$324,643

Source Supplemental and Concentration

Budget Reference 4000-4999: Books And Supplies

Amount \$292,816

Source Supplemental and Concentration

Budget Reference 5000-5999: Services And Other Operating Expenditures

Amount \$18,524

Source Supplemental and Concentration

Budget Reference 7000-7439: Other Outgo

**2018-19**

Amount \$337,171

Source Supplemental and Concentration

Budget Reference 4000-4999: Books And Supplies

Amount \$304,115

Source Supplemental and Concentration

Budget Reference 5000-5999: Services And Other Operating Expenditures

Amount \$19,239

Source Supplemental and Concentration

Budget Reference 7000-7439: Other Outgo

**2019-20**

Amount \$348,982

Source Supplemental and Concentration

Budget Reference 4000-4999: Books And Supplies

Amount \$314,769

Source Supplemental and Concentration

Budget Reference 5000-5999: Services And Other Operating Expenditures

Amount \$19,913

Source Supplemental and Concentration

Budget Reference 7000-7439: Other Outgo

**Action 3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

- All  Students with Disabilities  [Specific Student Group(s)]

[Location\(s\)](#)

All Schools

Specific Schools:

Specific Grade spans:

OR

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

[Students to be Served](#)

English Learners

Foster Youth

Low Income

[Scope of Services](#)

LEA-wide

Schoolwide

OR

Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All Schools

Specific Schools:

Middle Schools: Helms

High Schools: De Anza, El Cerrito, Greenwood Academy,  
Kennedy, Pinole Valley, and Richmond

Specific Grade spans:

**[ACTIONS/SERVICES](#)**

**2017-18**

New

Modified

Unchanged

**2018-19**

New

Modified

Unchanged

**2019-20**

New

Modified

Unchanged

1.03 Expand College and Career: Provide additional college / career counselors for high needs schools, expand college options for at risk youth, and expand district-college connections to better align transitions for greater student success. Supports the increase in number of students taking the AP Exam. View full scope in Budget One Pagers in Appendix C. (1120)

Total Budgeted Expenditure: \$ 2,874,684

1.03 Expand College and Career: Provide additional college / career counselors for high needs schools, expand college options for at risk youth, and expand district-college connections to better align transitions for greater student success. Supports the increase in number of students taking the AP Exam. View full scope in Budget One Pagers in Appendix C. (1120)

Total Budgeted Expenditure: \$ 2,985,616

1.03 Expand College and Career: Provide additional college / career counselors for high needs schools, expand college options for at risk youth, and expand district-college connections to better align transitions for greater student success. Supports the increase in number of students taking the AP Exam. View full scope in Budget One Pagers in Appendix C. (1120)

Total Budgeted Expenditure: \$ 3,090,201

**[BUDGETED EXPENDITURES](#)**

**2017-18**

Amount

\$829,967

Source

Supplemental and Concentration

**2018-19**

Amount

\$861,995

Source

Supplemental and Concentration

**2019-20**

Amount

\$892,190

Source

Supplemental and Concentration

Budget Reference	1000-1999: Certificated Personnel Salaries	Budget Reference	1000-1999: Certificated Personnel Salaries	Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	\$366,733	Amount	\$380,885	Amount	\$394,227
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits	Budget Reference	3000-3999: Employee Benefits	Budget Reference	3000-3999: Employee Benefits
Amount	\$1,594,255	Amount	\$1,655,776	Amount	\$1,713,778
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference	5000-5999: Services And Other Operating Expenditures
Amount	\$83,729	Amount	\$86,960	Amount	\$90,006
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	7000-7439: Other Outgo	Budget Reference	7000-7439: Other Outgo	Budget Reference	7000-7439: Other Outgo

## Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)]

Location(s)  All Schools  Specific Schools: All Comprehensive High Schools  Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All Schools

Specific Schools:

Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

1.04 Career Pathways / Academies: Implementation to increase the number of students completing Career Technical Education (CTE) program. Covers teaching staff, programs & services, professional development, and common planning time. (1121)

Total Budgeted Expenditure: \$ 721,575

**2018-19**

New  Modified  Unchanged

1.04 Career Pathways / Academies: Implementation to increase the number of students completing Career Technical Education (CTE) program. Covers teaching staff, programs & services, professional development, and common planning time. (1121)

Total Budgeted Expenditure: \$ 749,420

**2019-20**

New  Modified  Unchanged

1.04 Career Pathways / Academies: Implementation to increase the number of students completing Career Technical Education (CTE) program. Covers teaching staff, programs & services, professional development, and common planning time. (1121)

Total Budgeted Expenditure: \$ 775,673

**BUDGETED EXPENDITURES**

**2017-18**

Amount	\$177,173
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	\$49,140
Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries
Amount	\$101,682
Source	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits
Amount	\$34,981
Source	Supplemental and Concentration

**2018-19**

Amount	\$184,010
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	\$51,036
Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries
Amount	\$105,606
Source	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits
Amount	\$36,331
Source	Supplemental and Concentration

**2019-20**

Amount	\$190,456
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	\$52,824
Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries
Amount	\$109,305
Source	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits
Amount	\$37,604
Source	Supplemental and Concentration

Budget Reference	4000-4999: Books And Supplies	Budget Reference	4000-4999: Books And Supplies	Budget Reference	4000-4999: Books And Supplies
Amount	\$337,582	Amount	\$350,609	Amount	\$362,891
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference	5000-5999: Services And Other Operating Expenditures
Amount	\$21,017	Amount	\$21,828	Amount	\$22,593
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	7000-7439: Other Outgo	Budget Reference	7000-7439: Other Outgo	Budget Reference	7000-7439: Other Outgo

Action **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)  All  Students with Disabilities  [\[Specific Student Group\(s\)\]](#)

[Location\(s\)](#)  All Schools  Specific Schools:  Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)  English Learners  Foster Youth  Low Income

[Scope of Services](#)  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

[Location\(s\)](#)  All Schools  Specific Schools:  Specific Grade spans:

[ACTIONS/SERVICES](#)

2017-18

New  Modified  Unchanged

2018-19

New  Modified  Unchanged

2019-20

New  Modified  Unchanged

1.05 Science, Technology, Engineering and Mathematics (STEM) Fabrication (FAB) Lab and Mobile / Hybrid Lab: Implement Fab Lab and provide additional materials, supplies, and staff for Fab Labs, as well as professional development. Includes a Fab Lab manager, project assistant, and office manager. Prioritizes access for English Learners, Low Income, and Foster Youth. (1160)

Total Budgeted Expenditure: \$ 381,132

1.05 Science, Technology, Engineering and Mathematics (STEM) Fabrication (FAB) Lab and Mobile / Hybrid Lab: Implement Fab Lab and provide additional materials, supplies, and staff for Fab Labs, as well as professional development. Includes a Fab Lab manager, project assistant, and office manager. Prioritizes access for English Learners, Low Income, and Foster Youth. (1160)

Total Budgeted Expenditure: \$ 395,839

1.05 Science, Technology, Engineering and Mathematics (STEM) Fabrication (FAB) Lab and Mobile / Hybrid Lab: Implement Fab Lab and provide additional materials, supplies, and staff for Fab Labs, as well as professional development. Includes a Fab Lab manager, project assistant, and office manager. Prioritizes access for English Learners, Low Income, and Foster Youth. (1160)

Total Budgeted Expenditure: \$ 409,706

**BUDGETED EXPENDITURES**

**2017-18**

Amount	\$85,459
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	\$124,576
Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries
Amount	\$110,396
Source	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits
Amount	\$21,429
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies

**2018-19**

Amount	\$88,757
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	\$129,383
Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries
Amount	\$114,656
Source	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits
Amount	\$22,256
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies

**2019-20**

Amount	\$91,866
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	\$133,916
Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries
Amount	\$118,672
Source	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits
Amount	\$23,036
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies

Amount	\$8,500	Amount	\$8,828	Amount	\$9,137
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference	5000-5999: Services And Other Operating Expenditures
Amount	\$19,671	Amount	\$20,430	Amount	\$21,146
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	6000-6999: Capital Outlay	Budget Reference	6000-6999: Capital Outlay	Budget Reference	6000-6999: Capital Outlay
Amount	\$11,101	Amount	\$11,529	Amount	\$11,933
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	7000-7439: Other Outgo	Budget Reference	7000-7439: Other Outgo	Budget Reference	7000-7439: Other Outgo

Action **6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)  All  Students with Disabilities  [\[Specific Student Group\(s\)\]](#)

[Location\(s\)](#)  All Schools  Specific Schools: [All Elementary Schools](#)  Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)  English Learners  Foster Youth  Low Income

[Scope of Services](#)  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

[Location\(s\)](#)  All Schools  Specific Schools:  Specific Grade spans:

[ACTIONS/SERVICES](#)

**2017-18**

New  Modified  Unchanged

1.06 Full Day Kindergarten - implement full day kindergarten at all district schools. (1250)

Total Budgeted Expenditure: \$ 2,367,145

**2018-19**

New  Modified  Unchanged

1.06 Full Day Kindergarten - implement full day kindergarten at all district schools. (1250)

Total Budgeted Expenditure: \$ 2,458,491

**2019-20**

New  Modified  Unchanged

1.06 Full Day Kindergarten - implement full day kindergarten at all district schools. (1250)

Total Budgeted Expenditure: \$ 2,544,612

**BUDGETED EXPENDITURES**

**2017-18**

Amount	\$1,528,128
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	\$654,264
Source	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits
Amount	\$115,807
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies
Amount	\$68,946
Source	Supplemental and Concentration
Budget Reference	7000-7439: Other Outgo

**2018-19**

Amount	\$1,587,097
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	\$679,511
Source	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits
Amount	\$120,276
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies
Amount	\$71,607
Source	Supplemental and Concentration
Budget Reference	7000-7439: Other Outgo

**2019-20**

Amount	\$1,642,693
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	\$703,315
Source	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits
Amount	\$124,489
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies
Amount	\$74,115
Source	Supplemental and Concentration
Budget Reference	7000-7439: Other Outgo

Action **7**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All  Students with Disabilities  [Specific Student Group(s)]



[Location\(s\)](#)

All Schools  Specific Schools: Stewart K-8, Washington Elementary, Korematsu Middle, El Cerrito High School, and Serra Mandarin K-8 Dual Immersion  Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

English Learners  Foster Youth  Low Income

[Scope of Services](#)

LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All Schools  Specific Schools:  Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

1.07 Dual Immersion - Continue existing dual immersion Spanish programs at Stewart, Washington, El Cerrito, and Korematsu. Mandarin K-8 Dual Immersion. Includes funding for Director of Dual Immersion, Typist Clerk, and four teachers for Spanish Dual Immersion (1102)

Total Budgeted Expenditure: \$ 730,757

**2018-19**

New  Modified  Unchanged

1.07 Dual Immersion - Continue existing dual immersion Spanish programs at Stewart, Washington, El Cerrito, and Korematsu. Mandarin K-8 Dual Immersion. Includes funding for Director of Dual Immersion, Typist Clerk, and four teachers for Spanish Dual Immersion (1102)

Total Budgeted Expenditure: \$ 758,956

**2019-20**

New  Modified  Unchanged

1.07 Dual Immersion - Continue existing dual immersion Spanish programs at Stewart, Washington, El Cerrito, and Korematsu. Mandarin K-8 Dual Immersion. Includes funding for Director of Dual Immersion, Typist Clerk, and four teachers for Spanish Dual Immersion (1102)

Total Budgeted Expenditure: \$ 785,542

**BUDGETED EXPENDITURES**

**2017-18**

Amount	\$442,752
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries

**2018-19**

Amount	\$459,837
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries

**2019-20**

Amount	\$475,945
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries

Amount	\$42,539	Amount	\$44,181	Amount	\$45,728
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries	Budget Reference	2000-2999: Classified Personnel Salaries	Budget Reference	2000-2999: Classified Personnel Salaries
Amount	\$224,181	Amount	\$232,832	Amount	\$240,988
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits	Budget Reference	3000-3999: Employee Benefits	Budget Reference	3000-3999: Employee Benefits
Amount	\$21,285	Amount	\$22,106	Amount	\$22,881
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	7000-7439: Other Outgo	Budget Reference	7000-7439: Other Outgo	Budget Reference	7000-7439: Other Outgo

Action **8**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)  All  Students with Disabilities  [\[Specific Student Group\(s\)\]](#)

[Location\(s\)](#)  All Schools  Specific Schools:  Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)  English Learners  Foster Youth  Low Income

[Scope of Services](#)  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

[Location\(s\)](#)  All Schools  Specific Schools:  Specific Grade spans:

[ACTIONS/SERVICES](#)

**2017-18**

New  Modified  Unchanged

1.08 English Language Learner (ELL) Assessment & Reclassification - Continue to support and improve services for English Language Learner Assessments at the state and local level, ensure reclassification process serves students and families in a seamless manner, purchase necessary materials, and provide professional development. View full scope in Budget One Pagers in Appendix C. (1270)

Total Budgeted Expenditure: \$ 1,543,045

**2018-19**

New  Modified  Unchanged

1.08 English Language Learner (ELL) Assessment & Reclassification - Continue to support and improve services for English Language Learner Assessments at the state and local level, ensure reclassification process serves students and families in a seamless manner, purchase necessary materials, and provide professional development. View full scope in Budget One Pagers in Appendix C. (1270)

Total Budgeted Expenditure: \$ 1,602,589

**2019-20**

New  Modified  Unchanged

1.08 English Language Learner (ELL) Assessment & Reclassification - Continue to support and improve services for English Language Learner Assessments at the state and local level, ensure reclassification process serves students and families in a seamless manner, purchase necessary materials, and provide professional development. View full scope in Budget One Pagers in Appendix C. (1270)

Total Budgeted Expenditure: \$ 1,658,728

[BUDGETED EXPENDITURES](#)

**2017-18**

Amount	\$372,246
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	\$688,753
Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries
Amount	\$417,027
Source	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits
Amount	\$10,246
Source	Supplemental and Concentration

**2018-19**

Amount	\$386,611
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	\$715,331
Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries
Amount	\$433,120
Source	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits
Amount	\$10,641
Source	Supplemental and Concentration

**2019-20**

Amount	\$400,154
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	\$740,389
Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries
Amount	\$448,292
Source	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits
Amount	\$11,014
Source	Supplemental and Concentration

Budget Reference	4000-4999: Books And Supplies	Budget Reference	4000-4999: Books And Supplies	Budget Reference	4000-4999: Books And Supplies
Amount	\$9,829	Amount	\$10,208	Amount	\$10,566
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference	5000-5999: Services And Other Operating Expenditures
Amount	\$44,944	Amount	\$46,678	Amount	\$48,313
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	7000-7439: Other Outgo	Budget Reference	7000-7439: Other Outgo	Budget Reference	7000-7439: Other Outgo

Action **9**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)  All  Students with Disabilities  [\[Specific Student Group\(s\)\]](#)

[Location\(s\)](#)  All Schools  Specific Schools:  Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)  English Learners  Foster Youth  Low Income

[Scope of Services](#)  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

[Location\(s\)](#)  All Schools  Specific Schools:  Specific Grade spans:

[ACTIONS/SERVICES](#)

**2017-18**

New  Modified  Unchanged

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

1.09 English Learner Master Plan - Implement the English Language Learner Master Plan including professional development for parents and staff (includes newcomer centers at Helms MS and Richmond HS). Continue staffing including professional development, coaching, and materials. View full scope in Budget One Pagers in Appendix C. (4170)

Total Budgeted Expenditure: \$ 1,594,860

1.09 English Learner Master Plan - Implement the English Language Learner Master Plan including professional development for parents and staff (includes newcomer centers at Helms MS and Richmond HS). Continue staffing including professional development, coaching, and materials. View full scope in Budget One Pagers in Appendix C. (4170)

Total Budgeted Expenditure: \$ 1,656,405

1.09 English Learner Master Plan - Implement the English Language Learner Master Plan including professional development for parents and staff (includes newcomer centers at Helms MS and Richmond HS). Continue staffing including professional development, coaching, and materials. View full scope in Budget One Pagers in Appendix C. (4170)

Total Budgeted Expenditure: \$ 1,714,428

**BUDGETED EXPENDITURES**

**2017-18**

Amount	\$808,006
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	\$174,286
Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries
Amount	\$481,507
Source	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits
Amount	\$5,808
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies
Amount	\$78,800
Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures

**2018-19**

Amount	\$839,186
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	\$181,012
Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries
Amount	\$500,088
Source	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits
Amount	\$6,032
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies
Amount	\$81,841
Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures

**2019-20**

Amount	\$868,583
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	\$187,352
Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries
Amount	\$517,606
Source	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits
Amount	\$6,243
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies
Amount	\$84,708
Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures

Amount	\$46,453	Amount	\$48,246	Amount	\$49,936
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	7000-7439: Other Outgo	Budget Reference	7000-7439: Other Outgo	Budget Reference	7000-7439: Other Outgo

Action **10**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)]

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All Schools  Specific Schools: Middle Schools: Crespi, De Jean, Helms, Korematsu, Pinole Middle. High Schools: De Anza, El Cerrito, Greenwood Academy, Hercules, Kennedy, Pinole Valley, and Richmond  Specific Grade spans:

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

1.10 Secondary Class Size Reduction - Additional teachers at middle and high schools with greater than 55% unduplicated count of low income, English learner, and/or foster youth students. (1251)

**2018-19**

New  Modified  Unchanged

1.10 Secondary Class Size Reduction - Additional teachers at middle and high schools with greater than 55% unduplicated count of low income, English learner, and/or foster youth students. (1251)

**2019-20**

New  Modified  Unchanged

1.10 Secondary Class Size Reduction - Additional teachers at middle and high schools with greater than 55% unduplicated count of low income, English learner, and/or foster youth students. (1251)

Total Budgeted Expenditure: \$ 3,550,101

Total Budgeted Expenditure: \$ 3,687,096

Total Budgeted Expenditure: \$ 3,816,255

**BUDGETED EXPENDITURES**

**2017-18**

Amount \$2,337,967

Source Supplemental and Concentration

Budget Reference 1000-1999: Certificated Personnel Salaries

Amount \$1,108,733

Source Supplemental and Concentration

Budget Reference 3000-3999: Employee Benefits

Amount \$103,401

Source Supplemental and Concentration

Budget Reference 7000-7439: Other Outgo

**2018-19**

Amount \$2,428,187

Source Supplemental and Concentration

Budget Reference 1000-1999: Certificated Personnel Salaries

Amount \$1,151,518

Source Supplemental and Concentration

Budget Reference 3000-3999: Employee Benefits

Amount \$107,391

Source Supplemental and Concentration

Budget Reference 7000-7439: Other Outgo

**2019-20**

Amount \$2,513,246

Source Supplemental and Concentration

Budget Reference 1000-1999: Certificated Personnel Salaries

Amount \$1,191,856

Source Supplemental and Concentration

Budget Reference 3000-3999: Employee Benefits

Amount \$111,153

Source Supplemental and Concentration

Budget Reference 7000-7439: Other Outgo

Action **11**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)]

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  English Learners  Foster Youth  Low Income

[Scope of Services](#)

LEA-wide     Schoolwide    **OR**     Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All Schools     Specific Schools: Selected Title 1 schools     Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New     Modified     Unchanged

1.11 Summer Out of School Time: Continue to provide summer out-of-school time services to students with the highest academic needs. (1290)

Total Budgeted Expenditure: \$ 770,164

**2018-19**

New     Modified     Unchanged

1.11 Summer Out of School Time: Continue to provide summer out-of-school time services to students with the highest academic needs. (1290)

Total Budgeted Expenditure: \$ 799,884

**2019-20**

New     Modified     Unchanged

1.11 Summer Out of School Time: Continue to provide summer out-of-school time services to students with the highest academic needs. (1290)

Total Budgeted Expenditure: \$ 827,905

**BUDGETED EXPENDITURES**

**2017-18**

Amount	\$502,608
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	\$86,095
Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries
Amount	\$83,870
Source	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits

**2018-19**

Amount	\$522,003
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	\$89,417
Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries
Amount	\$87,106
Source	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits

**2019-20**

Amount	\$540,289
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	\$92,550
Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries
Amount	\$90,158
Source	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits



Amount	\$68,065	Amount	\$70,692	Amount	\$73,168
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	Budget Reference	4000-4999: Books And Supplies	Budget Reference	4000-4999: Books And Supplies
Amount	\$7,094	Amount	\$7,368	Amount	\$7,626
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference	5000-5999: Services And Other Operating Expenditures
Amount	\$22,432	Amount	\$23,298	Amount	\$24,114
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	7000-7439: Other Outgo	Budget Reference	7000-7439: Other Outgo	Budget Reference	7000-7439: Other Outgo

## Action 12

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

All  Students with Disabilities  [\[Specific Student Group\(s\)\]](#)

[Location\(s\)](#)

All Schools  Specific Schools:  Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

English Learners  Foster Youth  Low Income

[Scope of Services](#)

LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All Schools  Specific Schools: Elementary schools: Bayview, Chavez, Collins, Coronado, Dover, Downer, Fairmont, Ford, Grant, Highland, King, Lake, Lincoln, Mira Vista, Montalvin, Murphy, Nystrom, Peres, Riverside, Shannon, Sheldon, Tara Hills,  Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

1.12 Grad Tutor Program: Provide academic support to low performing students, including an emphasis on English learners to improve English proficiency. Additional support for homeless and foster youth. The graduate tutor program is funded through a combination of Supplemental and Concentration and Title I Funds.(1280)

Total Budgeted Expenditure: \$ 2,124,787

**2018-19**

New  Modified  Unchanged

1.12 Grad Tutor Program: Provide academic support to low performing students, including an emphasis on English learners to improve English proficiency. Additional support for homeless and foster youth. The graduate tutor program is funded through a combination of Supplemental and Concentration and Title I Funds.(1280)

Total Budgeted Expenditure: \$ 2,206,780

**2019-20**

New  Modified  Unchanged

1.12 Grad Tutor Program: Provide academic support to low performing students, including an emphasis on English learners to improve English proficiency. Additional support for homeless and foster youth. The graduate tutor program is funded through a combination of Supplemental and Concentration and Title I Funds.(1280)

Total Budgeted Expenditure: \$ 2,284,084

**BUDGETED EXPENDITURES**

**2017-18**

Amount	\$1,632,973
Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries
Amount	\$429,927
Source	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits
Amount	\$61,887
Source	Supplemental and Concentration
Budget Reference	7000-7439: Other Outgo

**2018-19**

Amount	\$1,695,988
Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries
Amount	\$446,517
Source	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits
Amount	\$64,275
Source	Supplemental and Concentration
Budget Reference	7000-7439: Other Outgo

**2019-20**

Amount	\$1,755,398
Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries
Amount	\$462,159
Source	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits
Amount	\$66,527
Source	Supplemental and Concentration
Budget Reference	7000-7439: Other Outgo

Action **13**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<a href="#">Students to be Served</a>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)]
<a href="#">Location(s)</a>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input checked="" type="checkbox"/> Specific Grade spans: <u>Middle and High Schools</u>

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<a href="#">Students to be Served</a>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<a href="#">Scope of Services</a>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<a href="#">Location(s)</a>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

1.13 Read 180/System 44 is the secondary reading intervention program for the district. This program is a comprehensive, research-based intervention that uses a blended learning model. (1261)

Total Budgeted Expenditure: \$ 516,167

**2018-19**

New  Modified  Unchanged

1.13 Read 180/System 44 is the secondary reading intervention program for the district. This program is a comprehensive, research-based intervention that uses a blended learning model. (1261)

Total Budgeted Expenditure: \$ 536,085

**2019-20**

New  Modified  Unchanged

1.13 Read 180/System 44 is the secondary reading intervention program for the district. This program is a comprehensive, research-based intervention that uses a blended learning model. (1261)

Total Budgeted Expenditure: \$ 554,865

**BUDGETED EXPENDITURES**

**2017-18**

Amount \$346,076

Source Supplemental and Concentration

**2018-19**

Amount \$359,431

Source Supplemental and Concentration

**2019-20**

Amount \$372,022

Source Supplemental and Concentration

Budget Reference	1000-1999: Certificated Personnel Salaries	Budget Reference	1000-1999: Certificated Personnel Salaries	Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	\$155,057	Amount	\$161,040	Amount	\$166,682
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits	Budget Reference	3000-3999: Employee Benefits	Budget Reference	3000-3999: Employee Benefits
Amount	\$15,034	Amount	\$15,614	Amount	\$16,161
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	7000-7439: Other Outgo	Budget Reference	7000-7439: Other Outgo	Budget Reference	7000-7439: Other Outgo

Action **14**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] African American Students

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New  Modified  Unchanged

1.14 Practices for African American Student Support/Success (PAASSS) - implement or expand practices including African American Male Pipeline Project, Efficacy framework, model and training, after school program for Richmond Steelers, Growth Mindset/Brainology, African American Honors Gala event, and Mafanikio. (1180)

Total Budgeted Expenditure: \$ 400,000

New  Modified  Unchanged

1.14 Practices for African American Student Support/Success (PAASSS) - implement or expand practices including African American Male Pipeline Project, Efficacy framework, model and training, after school program for Richmond Steelers, Growth Mindset/Brainology, African American Honors Gala event, and Mafanikio. (1180)

Total Budgeted Expenditure: \$ 415,436

New  Modified  Unchanged

1.14 Practices for African American Student Support/Success (PAASSS) - implement or expand practices including African American Male Pipeline Project, Efficacy framework, model and training, after school program for Richmond Steelers, Growth Mindset/Brainology, African American Honors Gala event, and Mafanikio. (1180)

Total Budgeted Expenditure: \$ 429,987

**BUDGETED EXPENDITURES**

**2017-18**

Amount	\$46,093
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	\$35,845
Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries
Amount	\$10,327
Source	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits
Amount	\$74,767
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies

**2018-19**

Amount	\$47,872
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	\$37,228
Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries
Amount	\$10,726
Source	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits
Amount	\$77,652
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies

**2019-20**

Amount	\$49,549
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	\$38,532
Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries
Amount	\$11,101
Source	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits
Amount	\$80,372
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies

Amount	\$221,317	Amount	\$229,857	Amount	\$237,909
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference	5000-5999: Services And Other Operating Expenditures
Amount	\$11,651	Amount	\$12,101	Amount	\$12,524
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	7000-7439: Other Outgo	Budget Reference	7000-7439: Other Outgo	Budget Reference	7000-7439: Other Outgo







# Goals, Actions, & Services

## Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New                       Modified                       Unchanged

### Goal 2

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

#### State and/or Local Priorities Addressed by this goal:

STATE    1    2    3    4    5    6    7    8  
 COE    9    10  
 LOCAL

#### 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 and enable English learners to access standards

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Measure Common Core State Standards (CCSS) implementation using classroom rubric. Ongoing professional development to be provided to certificated staff in California State Standards, including ELD standards. (2A, 2B)	Measure Common Core State Standards (CCSS) implementation using classroom rubric. Ongoing professional development to be provided to certificated staff in California State Standards, including ELD standards.	Measure Common Core State Standards (CCSS) implementation using classroom rubric. Ongoing professional development to be provided to certificated staff in California State Standards, including ELD standards.	Measure Common Core State Standards (CCSS) implementation using classroom rubric. Ongoing professional development to be provided to certificated staff in California State Standards, including ELD standards.	Measure Common Core State Standards (CCSS) implementation using classroom rubric. Ongoing professional development to be provided to certificated staff in California State Standards, including ELD standards.
Increase % of employees who stay with us for at least 5 years	61.5% employees have been at the district for five or more years. 51% of teachers have been with the district for 5 or more years	Increase % of employees who stay with us for at least 5 years by 5%	Increase % of employees who stay with us for at least 5 years by 5%	Increase % of employees who stay with us for at least 5 years by 5%

### PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

# Action 1

## For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<a href="#">Students to be Served</a>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)]
<a href="#">Location(s)</a>	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

## For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<a href="#">Students to be Served</a>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<a href="#">Scope of Services</a>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<a href="#">Location(s)</a>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

### ACTIONS/SERVICES

#### 2017-18

New  Modified  Unchanged

2.01 Additional Calendar Days for Teachers - Provide additional days on top of instructional calendar days for teacher professional development, includes one parent/teacher conference day for elementary, grades day for secondary, and four professional development days (2312)

Total Budgeted Expenditure: \$ 3,807,660

#### 2018-19

New  Modified  Unchanged

2.01 Additional Calendar Days for Teachers - Provide additional days on top of instructional calendar days for teacher professional development, includes one parent/teacher conference day for elementary, grades day for secondary, and four professional development days (2312)

Total Budgeted Expenditure: \$ 3,954,594

#### 2019-20

New  Modified  Unchanged

2.01 Additional Calendar Days for Teachers - Provide additional days on top of instructional calendar days for teacher professional development, includes one parent/teacher conference day for elementary, grades day for secondary, and four professional development days (2312)

Total Budgeted Expenditure: \$ 4,093,123

### BUDGETED EXPENDITURES

#### 2017-18

Amount \$3,696,757

Source Supplemental and Concentration

#### 2018-19

Amount \$3,839,411

Source Supplemental and Concentration

#### 2019-20

Amount \$3,973,906

Source Supplemental and Concentration

Budget Reference	5700-5799: Transfers Of Direct Costs
Amount	\$110,903
Source	Supplemental and Concentration
Budget Reference	7000-7439: Other Outgo

Budget Reference	5700-5799: Transfers Of Direct Costs
Amount	\$115,183
Source	Supplemental and Concentration
Budget Reference	7000-7439: Other Outgo

Budget Reference	5700-5799: Transfers Of Direct Costs
Amount	\$119,217
Source	Supplemental and Concentration
Budget Reference	7000-7439: Other Outgo

## Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<a href="#">Students to be Served</a>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)]
<a href="#">Location(s)</a>	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<a href="#">Students to be Served</a>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<a href="#">Scope of Services</a>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<a href="#">Location(s)</a>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

### ACTIONS/SERVICES

2017-18

New  Modified  Unchanged

2.02 Professional Development Classified Training Day - train classified staff with support roles in schools and classrooms on the California standards, classroom management, relevant social-emotional learning programs, and parental engagement (2311)

Total Budgeted Expenditure: \$ 450,025

2018-19

New  Modified  Unchanged

2.02 Professional Development Classified Training Day - train classified staff with support roles in schools and classrooms on the California standards, classroom management, relevant social-emotional learning programs, and parental engagement (2311)

Total Budgeted Expenditure: \$ 467,391

2019-20

New  Modified  Unchanged

2.02 Professional Development Classified Training Day - train classified staff with support roles in schools and classrooms on the California standards, classroom management, relevant social-emotional learning programs, and parental engagement (2311)

Total Budgeted Expenditure: \$ 483,763

**BUDGETED EXPENDITURES**

2017-18		2018-19		2019-20	
Amount	\$44,839	Amount	\$46,569	Amount	\$48,200
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	Budget Reference	4000-4999: Books And Supplies	Budget Reference	4000-4999: Books And Supplies
Amount	\$392,078	Amount	\$407,208	Amount	\$421,472
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference	5000-5999: Services And Other Operating Expenditures
Amount	\$13,108	Amount	\$13,614	Amount	\$14,091
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	7000-7439: Other Outgo	Budget Reference	7000-7439: Other Outgo	Budget Reference	7000-7439: Other Outgo

**Action 3**

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)]

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

OR

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served  English Learners  Foster Youth  Low Income

[Scope of Services](#)

LEA-wide     Schoolwide    **OR**     Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All Schools     Specific Schools:     Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New     Modified     Unchanged

2.03 Teacher Recruitment and Retention, new teacher support (formerly part of 2.01). Increase number of available teachers, provide partial funding for Teach for America (2315)

Total Budgeted Expenditure: \$ 1,414,709

**2018-19**

New     Modified     Unchanged

2.03 Teacher Recruitment and Retention, new teacher support (formerly part of 2.01). Increase number of available teachers, provide partial funding for Teach for America (2315)

Total Budgeted Expenditure: \$ 1,418,982

**2019-20**

New     Modified     Unchanged

2.03 Teacher Recruitment and Retention, new teacher support (formerly part of 2.01). Increase number of available teachers, provide partial funding for Teach for America (2315)

Total Budgeted Expenditure: \$ 922,273

**BUDGETED EXPENDITURES**

**2017-18**

Amount    \$264,925

Source    Supplemental and Concentration

Budget Reference    1000-1999: Certificated Personnel Salaries

Amount    \$12,875

Source    Supplemental and Concentration

Budget Reference    2000-2999: Classified Personnel Salaries

Amount    \$119,380

Source    Supplemental and Concentration

Budget Reference    3000-3999: Employee Benefits

**2018-19**

Amount    \$275,148

Source    Supplemental and Concentration

Budget Reference    1000-1999: Certificated Personnel Salaries

Amount    \$13,372

Source    Supplemental and Concentration

Budget Reference    2000-2999: Classified Personnel Salaries

Amount    \$123,987

Source    Supplemental and Concentration

Budget Reference    3000-3999: Employee Benefits

**2019-20**

Amount    \$284,787

Source    Supplemental and Concentration

Budget Reference    1000-1999: Certificated Personnel Salaries

Amount    \$13,840

Source    Supplemental and Concentration

Budget Reference    2000-2999: Classified Personnel Salaries

Amount    \$128,330

Source    Supplemental and Concentration

Budget Reference    3000-3999: Employee Benefits

Amount	\$976,323	Amount	\$965,145	Amount	\$468,454
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference	5000-5999: Services And Other Operating Expenditures
Amount	\$41,206	Amount	\$41,330	Amount	\$26,862
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	7000-7439: Other Outgo	Budget Reference	7000-7439: Other Outgo	Budget Reference	7000-7439: Other Outgo

Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)]

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

2.04 Site Funding to Implement Single Plan for Student Achievement (SPSA) - Schools use funding to meet

2.04 Site Funding to Implement Single Plan for Student Achievement (SPSA) - Schools use funding to meet

2.04 Site Funding to Implement Single Plan for Student Achievement (SPSA) - Schools use funding to meet

specific student needs based on school data. Funds are allocated based on school's unduplicated count, and school-by-school allocations are available in Appendix B: School Services Matrix (RS 9670)

Total Budgeted Expenditure: \$ 6,503,158

specific student needs based on school data. Funds are allocated based on school's unduplicated count, and school-by-school allocations are available in Appendix B: School Services Matrix (RS 9670)

Total Budgeted Expenditure: \$ 6,754,130

specific student needs based on school data. Funds are allocated based on school's unduplicated count, and school-by-school allocations are available in Appendix B: School Services Matrix (RS 9670)

Total Budgeted Expenditure: \$ 6,990,694

**BUDGETED EXPENDITURES**

**2017-18**

Amount \$6,313,746

Source Supplemental and Concentration

Budget Reference 5700-5799: Transfers Of Direct Costs

Amount \$189,412

Source Supplemental and Concentration

Budget Reference 7000-7439: Other Outgo

**2018-19**

Amount \$6,557,408

Source Supplemental and Concentration

Budget Reference 5700-5799: Transfers Of Direct Costs

Amount \$196,722

Source Supplemental and Concentration

Budget Reference 7000-7439: Other Outgo

**2019-20**

Amount \$6,787,081

Source Supplemental and Concentration

Budget Reference 5700-5799: Transfers Of Direct Costs

Amount \$203,613

Source Supplemental and Concentration

Budget Reference 7000-7439: Other Outgo

Action **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All  Students with Disabilities  [Specific Student Group(s)]

Location(s)

All Schools  Specific Schools:  Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners  Foster Youth  Low Income

Scope of Services

LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All Schools

Specific Schools:

Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

2.05 Collaboration & Professional Development - Instructional Leadership Academy, best practices conferences, coaching, and ongoing collaboration activities. Response to Intervention (RTI) is also supported with this funding See more details in Appendix C: Budget Summaries (6110)

Total Budgeted Expenditure: \$ 725,825

**2018-19**

New  Modified  Unchanged

2.05 Collaboration & Professional Development - Instructional Leadership Academy, best practices conferences, coaching, and ongoing collaboration activities. Response to Intervention (RTI) is also supported with this funding See more details in Appendix C: Budget Summaries (6110)

Total Budgeted Expenditure: \$ 753,834

**2019-20**

New  Modified  Unchanged

2.05 Collaboration & Professional Development - Instructional Leadership Academy, best practices conferences, coaching, and ongoing collaboration activities. Response to Intervention (RTI) is also supported with this funding See more details in Appendix C: Budget Summaries (6110)

Total Budgeted Expenditure: \$ 780,241

**BUDGETED EXPENDITURES**

**2017-18**

Amount \$338,293

Source Supplemental and Concentration

Budget Reference 1000-1999: Certificated Personnel Salaries

Amount \$109,477

Source Supplemental and Concentration

Budget Reference 2000-2999: Classified Personnel Salaries

Amount \$100,906

Source Supplemental and Concentration

Budget Reference 3000-3999: Employee Benefits

Amount \$77,392

**2018-19**

Amount \$351,347

Source Supplemental and Concentration

Budget Reference 1000-1999: Certificated Personnel Salaries

Amount \$113,702

Source Supplemental and Concentration

Budget Reference 2000-2999: Classified Personnel Salaries

Amount \$104,800

Source Supplemental and Concentration

Budget Reference 3000-3999: Employee Benefits

Amount \$80,378

**2019-20**

Amount \$363,655

Source Supplemental and Concentration

Budget Reference 1000-1999: Certificated Personnel Salaries

Amount \$117,685

Source Supplemental and Concentration

Budget Reference 2000-2999: Classified Personnel Salaries

Amount \$108,471

Source Supplemental and Concentration

Budget Reference 3000-3999: Employee Benefits

Amount \$83,194



Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies
Amount	\$78,616
Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures
Amount	\$21,141
Source	Supplemental and Concentration
Budget Reference	7000-7439: Other Outgo

Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies
Amount	\$81,650
Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures
Amount	\$21,957
Source	Supplemental and Concentration
Budget Reference	7000-7439: Other Outgo

Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies
Amount	\$84,510
Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures
Amount	\$22,726
Source	Supplemental and Concentration
Budget Reference	7000-7439: Other Outgo

Action **6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)  All  Students with Disabilities  [Specific Student Group(s)] African American

[Location\(s\)](#)  All Schools  Specific Schools:  Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)  English Learners  Foster Youth  Low Income

[Scope of Services](#)  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

[Location\(s\)](#)  All Schools  Specific Schools:  Specific Grade spans:

[ACTIONS/SERVICES](#)

2017-18

2018-19

2019-20

New  Modified  Unchanged

2.06 Practices for African American Student Support and Success - Professional development is provided to teachers, administrators, and support staff. Specific programs are outlined in Appendix C: Budget Summaries (2180)

Total Budgeted Expenditure: \$ 175,000

New  Modified  Unchanged

2.06 Practices for African American Student Support and Success - Professional development is provided to teachers, administrators, and support staff. Specific programs are outlined in Appendix C: Budget Summaries (2180)

Total Budgeted Expenditure: \$ 181,754

New  Modified  Unchanged

2.06 Practices for African American Student Support and Success - Professional development is provided to teachers, administrators, and support staff. Specific programs are outlined in Appendix C: Budget Summaries (2180)

Total Budgeted Expenditure: \$ 188,119

**BUDGETED EXPENDITURES**

**2017-18**

Amount	\$10,698
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	\$1,672
Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries
Amount	\$2,703
Source	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits
Amount	\$14,662
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies
Amount	\$140,167

**2018-19**

Amount	\$11,111
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	\$1,737
Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries
Amount	\$2,807
Source	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits
Amount	\$15,228
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies
Amount	\$145,576

**2019-20**

Amount	\$11,500
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	\$1,797
Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries
Amount	\$2,906
Source	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits
Amount	\$15,761
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies
Amount	\$150,675

Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference	5000-5999: Services And Other Operating Expenditures
Amount	\$5,098	Amount	\$5,295	Amount	\$5,480
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	7000-7439: Other Outgo	Budget Reference	7000-7439: Other Outgo	Budget Reference	7000-7439: Other Outgo

Action **7**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)  All  Students with Disabilities  [\[Specific Student Group\(s\)\]](#)

[Location\(s\)](#)  All Schools  Specific Schools:  Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)  English Learners  Foster Youth  Low Income

[Scope of Services](#)  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

[Location\(s\)](#)  All Schools  Specific Schools:  Specific Grade spans:

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

2.07 Implement California Standards and English Language Learner (ELL) Standards w/Equity Lens - Provide professional development, coaching, and data support tools for certificated staff. (2310)

**2018-19**

New  Modified  Unchanged

2.07 Implement California Standards and English Language Learner (ELL) Standards w/Equity Lens - Provide professional development, coaching, and data support tools for certificated staff. (2310)

**2019-20**

New  Modified  Unchanged

2.07 Implement California Standards and English Language Learner (ELL) Standards w/Equity Lens - Provide professional development, coaching, and data support tools for certificated staff. (2310)

Total Budgeted Expenditure: \$ 78,636

Total Budgeted Expenditure: \$ 81,670

Total Budgeted Expenditure: \$ 84,532

**BUDGETED EXPENDITURES**

**2017-18**

Amount	\$55,994
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	\$20,351
Source	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits
Amount	\$2,291
Source	Supplemental and Concentration
Budget Reference	7000-7439: Other Outgo

**2018-19**

Amount	\$58,155
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	\$21,136
Source	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits
Amount	\$2,379
Source	Supplemental and Concentration
Budget Reference	7000-7439: Other Outgo

**2019-20**

Amount	\$60,192
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	\$21,877
Source	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits
Amount	\$2,463
Source	Supplemental and Concentration
Budget Reference	7000-7439: Other Outgo

# Goals, Actions, & Services

## Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New                       Modified                       Unchanged

### Goal 3

Increase parent and community engagement, involvement, and satisfaction.

State and/or Local Priorities Addressed by this goal:

STATE    1    2    3    4    5    6    7    8  
 COE    9    10  
 LOCAL

Identified Need

Provide more training and opportunities for parents to be partners in providing feedback and improving learning outcomes for students

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
To seek parent input, parents will be encouraged to complete the California School Parent Survey. The number of parent responses will increase (3A).	2843 responses	25% at schools with SCOWs. 8% at schools without.	27% at schools with SCOWs. 9% at schools without.	30% at schools with SCOWs. 10% at schools without.
California School Parent Survey (CSPS) results will measure increase in engagement, involvement, and satisfaction (3A)	Completed CSPS administration. Survey results showed increased engagement and satisfaction. View latest results online at <a href="http://www.wccusd.net/Page/3645">http://www.wccusd.net/Page/3645</a>	Report key findings from California School Parent Survey measuring engagement, involvement, and satisfaction	Report key findings from California School Parent Survey measuring engagement, involvement, and satisfaction	Report key findings from California School Parent Survey measuring engagement, involvement, and satisfaction
Number of Parent University graduates, including parents of unduplicated students and students with exceptional needs, will increase (3B, 3C)	347 graduates of Parent University	500 parents will graduate from Parent University and African American Site Advisory Team (AASAT)	500 parents will graduate from Parent University and African American Site Advisory Team (AASAT)	500 parents will graduate from Parent University and African American Site Advisory Team (AASAT)

### PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> <u>[Specific Student Group(s)]</u>
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input checked="" type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input checked="" type="checkbox"/> Specific Schools: <u>Elementary: Bayview, Chavez, Collins, Coronado, Dover, Downer, Fairmont, Ford, Grant, Highland, King, Lake, Lincoln, Mira Vista, Montalvin, Murphy, Nystrom, Peres, Riverside, Shannon, Sheldon, Stege, Tara Hills, Verde, Washington, Wilson</u> <u>Secondary: Crespi, DeAnza, DeJean, Helms, Kennedy, Korematsu, Pinole Middle, Pinole Valley, Richmond</u>	<input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

3.01 School Community Outreach Workers (SCOWs) - Continue strengthening parent engagement for targeted schools by funding SCOWs, who support family engagement and partnerships school wide. Provides support especially for parents of low income, English learners, and foster youth (3110)

Total Budgeted Expenditure: \$ 2,679,130

**2018-19**

New  Modified  Unchanged

3.01 School Community Outreach Workers (SCOWs) - Continue strengthening parent engagement for targeted schools by funding SCOWs, who support family engagement and partnerships school wide. Provides support especially for parents of low income, English learners, and foster youth (3110)

Total Budgeted Expenditure: \$ 2,782,515

**2019-20**

New  Modified  Unchanged

3.01 School Community Outreach Workers (SCOWs) - Continue strengthening parent engagement for targeted schools by funding SCOWs, who support family engagement and partnerships school wide. Provides support especially for parents of low income, English learners, and foster youth (3110)

Total Budgeted Expenditure: \$ 2,879,986

**BUDGETED EXPENDITURES**

2017-18		2018-19		2019-20	
Amount	\$1,545,248	Amount	\$1,604,878	Amount	\$1,661,096
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries	Budget Reference	2000-2999: Classified Personnel Salaries	Budget Reference	2000-2999: Classified Personnel Salaries
Amount	\$1,055,849	Amount	\$1,096,593	Amount	\$1,135,007
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits	Budget Reference	3000-3999: Employee Benefits	Budget Reference	3000-3999: Employee Benefits
Amount	\$78,033	Amount	\$81,044	Amount	\$83,883
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	7000-7439: Other Outgo	Budget Reference	7000-7439: Other Outgo	Budget Reference	7000-7439: Other Outgo

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)]

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  English Learners  Foster Youth  Low Income

[Scope of Services](#)

LEA-wide     Schoolwide    **OR**     Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All Schools     Specific Schools:     Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New     Modified     Unchanged

3.02 Parent University and Volunteer Support - Funding to support Parent University (designed to foster parent engagement and create active parent leaders), offer ongoing parent leadership and parent training opportunities throughout the school year, and to lower barriers for parent volunteers and participation by offering free fingerprinting programs and promotion of districtwide volunteerism. Also increases participation of parents of low income, English learners, and foster youth, as well as parents of students with exceptional need. (3120)

Total Budgeted Expenditure: \$ 350,792

**2018-19**

New     Modified     Unchanged

3.02 Parent University and Volunteer Support - Funding to support Parent University (designed to foster parent engagement and create active parent leaders), offer ongoing parent leadership and parent training opportunities throughout the school year, and to lower barriers for parent volunteers and participation by offering free fingerprinting programs and promotion of districtwide volunteerism. Also increases participation of parents of low income, English learners, and foster youth, as well as parents of students with exceptional need. (3120)

Total Budgeted Expenditure: \$ 364,328

**2019-20**

New     Modified     Unchanged

3.02 Parent University and Volunteer Support - Funding to support Parent University (designed to foster parent engagement and create active parent leaders), offer ongoing parent leadership and parent training opportunities throughout the school year, and to lower barriers for parent volunteers and participation by offering free fingerprinting programs and promotion of districtwide volunteerism. Also increases participation of parents of low income, English learners, and foster youth, as well as parents of students with exceptional need. (3120)

Total Budgeted Expenditure: \$ 377,091

**BUDGETED EXPENDITURES**

**2017-18**

Amount	\$2,491
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	\$63,928
Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries

**2018-19**

Amount	\$2,587
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	\$66,395
Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries

**2019-20**

Amount	\$2,678
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	\$68,721
Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries



Amount	\$52,296	Amount	\$54,314	Amount	\$56,217
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits	Budget Reference	3000-3999: Employee Benefits	Budget Reference	3000-3999: Employee Benefits
Amount	\$17,603	Amount	\$18,282	Amount	\$18,922
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	Budget Reference	4000-4999: Books And Supplies	Budget Reference	4000-4999: Books And Supplies
Amount	\$204,256	Amount	\$212,138	Amount	\$219,569
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference	5000-5999: Services And Other Operating Expenditures
Amount	\$10,218	Amount	\$10,612	Amount	\$10,984
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	7000-7439: Other Outgo	Budget Reference	7000-7439: Other Outgo	Budget Reference	7000-7439: Other Outgo

### Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)  All  Students with Disabilities  [Specific Student Group(s)] African American

[Location\(s\)](#)  All Schools  Specific Schools:  Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)  English Learners  Foster Youth  Low Income

[Scope of Services](#)  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All Schools

Specific Schools:

Specific Grade spans:

### ACTIONS/SERVICES

#### 2017-18

New  Modified  Unchanged

3.03 Practices for African American Student Support and Success (PAASSS) - supplemental programs to increase parent voice, parental involvement, and parental communication. View full list of programs in Appendix C: Budget Summaries (3180)

Total Budgeted Expenditure: \$ 175,623

#### 2018-19

New  Modified  Unchanged

3.03 Practices for African American Student Support and Success (PAASSS) - supplemental programs to increase parent voice, parental involvement, and parental communication. View full list of programs in Appendix C: Budget Summaries (3180)

Total Budgeted Expenditure: \$ 182,399

#### 2019-20

New  Modified  Unchanged

3.03 Practices for African American Student Support and Success (PAASSS) - supplemental programs to increase parent voice, parental involvement, and parental communication. View full list of programs in Appendix C: Budget Summaries (3180)

Total Budgeted Expenditure: \$ 188,789

### BUDGETED EXPENDITURES

#### 2017-18

Amount	\$15,362
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	\$16,857
Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries
Amount	\$15,051
Source	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits

#### 2018-19

Amount	\$15,955
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	\$17,507
Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries
Amount	\$15,632
Source	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits

#### 2019-20

Amount	\$16,514
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	\$18,121
Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries
Amount	\$16,179
Source	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits

Amount	\$6,412	Amount	\$6,659	Amount	\$6,892
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	Budget Reference	4000-4999: Books And Supplies	Budget Reference	4000-4999: Books And Supplies
Amount	\$116,825	Amount	\$121,333	Amount	\$125,583
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference	5000-5999: Services And Other Operating Expenditures
Amount	\$5,116	Amount	\$5,313	Amount	\$5,500
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	7000-7439: Other Outgo	Budget Reference	7000-7439: Other Outgo	Budget Reference	7000-7439: Other Outgo







# Goals, Actions, & Services

## Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New                       Modified                       Unchanged

### Goal 4

Improve student engagement and climate outcomes, and allocate services to English learner (EL), low income (LI), and foster youth (FY) students

State and/or Local Priorities Addressed by this goal:

STATE    1    2    3    4    5    6    7    8  
 COE    9    10  
 LOCAL

Identified Need

To provide systems, programs, and opportunities that directly support the socio-emotional well being and physical health of all students

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
School attendance rates (5A)	19 schools at/above 95% attendance rate	All schools will maintain 95% or above attendance rate	All schools will maintain 95% or above attendance rate	All schools will maintain 95% or above attendance rate
Chronic absenteeism (5B)	16.1% of students chronically absent in 15-16	% students chronically absent will decrease by 3%	% students chronically absent will decrease by 3%	% students chronically absent will decrease by 3%
Middle school dropouts (5C)	4%	Maintain low level of middle school dropouts	Maintain low level of middle school dropouts	Maintain low level of middle school dropouts
High school dropouts (5D)	1.60%	High School dropout rate will decrease by 0.5%	High School dropout rate will decrease by 0.5%	High School dropout rate will decrease by 0.5%
Decrease number of English Learner (EL), Low Income (LI), and Foster Youth (FY) dropouts (5D)	Low Income: 10% English Learners: 14% Foster Youth: 33%	Number of EL, LI, FY dropouts will decrease by 5%	Number of EL, LI, FY dropouts will decrease by 5%	Number of EL, LI, FY dropouts will decrease by 5%

Increase graduate rate (5E)	90.1% for all students English Learners: 80.6% Students with Disabilities: 57.2%	STATE Graduation Rate Overall – increase 2% from 90.1% to 92.1%  STATE Graduation Rate Subgroups – increase 1 performance level for yellow/orange/red subgroups: English Learners (from 80.6% to 82.6%) Students with Disabilities (from 57.2% to 59.2%)	Graduate rate will increase by 2%	Graduate rate will increase by 2%
Suspension rates will decrease (6A)	6.4% for all students English Learners (5.6%) Low Income (from 7.7%) Students with Disabilities (11.9%) American Indian (4.6%) African American (14.2%) Hispanic/Latino (5.7%) Pacific Islander (7.7%)	STATE Suspension Rate Overall – increase 1 performance level (decrease from 6.4% to 4.4%) STATE Suspension Subgroups – increase 1 performance level for yellow/orange/red subgroups: English Learners (from 5.6% to 3.6%) Low Income (from 7.7% to 5.7%) Students with Disabilities (from 11.9% to 9.9%) American Indian (4.6% to 2.6%) African American (14.2% to 12.2%) Hispanic/Latino (5.7% to 3.7%) Pacific Islander (7.7% to 5.7%)	Suspension rates will decrease by 2%	Suspension rates will decrease by 2%
Maintain low level of expulsions (6B)	0	Maintain low level of expulsions	Maintain low level of expulsions	Maintain low level of expulsions
Increase positive climate and safety (6C)	CA Healthy Kids Survey results showed increased positive climate. View full results at <a href="http://www.wccusd.net/Page/8103">http://www.wccusd.net/Page/81 03</a> on the Student Climate tab	Report CA Healthy Kids Survey key findings and subgroup comparison	Report CA Healthy Kids Survey key findings and subgroup comparison	Report CA Healthy Kids Survey key findings and subgroup comparison

**PLANNED ACTIONS / SERVICES**

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**



For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<a href="#">Students to be Served</a>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> <a href="#">[Specific Student Group(s)]</a>
<a href="#">Location(s)</a>	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<a href="#">Students to be Served</a>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<a href="#">Scope of Services</a>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<a href="#">Location(s)</a>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

**[ACTIONS/SERVICES](#)**

**2017-18**

New  Modified  Unchanged

4.01 Campus Safety Officers (CSOs) - Provide enhanced student safety with contract services for Campus Safety Officers. Will result in improved student sense of safety as reported in the LCAP student survey. (4221)

Total Budgeted Expenditure: \$ 2,078,585

**2018-19**

New  Modified  Unchanged

4.01 Campus Safety Officers (CSOs) - Provide enhanced student safety with contract services for Campus Safety Officers. Will result in improved student sense of safety as reported in the LCAP student survey. (4221)

Total Budgeted Expenditure: \$ 2,158,795

**2019-20**

New  Modified  Unchanged

4.01 Campus Safety Officers (CSOs) - Provide enhanced student safety with contract services for Campus Safety Officers. Will result in improved student sense of safety as reported in the LCAP student survey. (4221)

Total Budgeted Expenditure: \$ 2,234,419

**[BUDGETED EXPENDITURES](#)**

**2017-18**

Amount	\$1,191,940
Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries

**2018-19**

Amount	\$1,237,936
Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries

**2019-20**

Amount	\$1,281,301
Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries

Amount	\$826,103	Amount	\$857,981	Amount	\$888,037
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits	Budget Reference	3000-3999: Employee Benefits	Budget Reference	3000-3999: Employee Benefits
Amount	\$60,542	Amount	\$62,878	Amount	\$65,081
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	7000-7439: Other Outgo	Budget Reference	7000-7439: Other Outgo	Budget Reference	7000-7439: Other Outgo

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)  All  Students with Disabilities  [\[Specific Student Group\(s\)\]](#)

[Location\(s\)](#)  All Schools  Specific Schools:  Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)  English Learners  Foster Youth  Low Income

[Scope of Services](#)  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

[Location\(s\)](#)  All Schools  Specific Schools: All comprehensive high schools. Helms and DeJean Middle Schools  Specific Grade spans:

[ACTIONS/SERVICES](#)

**2017-18**

New  Modified  Unchanged

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

4.02 Socio-Emotional Well-being: allocate psychologists and behaviorists plus budget allocation to each high school to support school climate. Expand the mental health support for highest needs students at highest needs middle schools. Funding will be used to support licensed social worker and mental health clinicians at Helms and DeJean Middle Schools (Helms' students are 96% unduplicated low income, foster youth, and/or English learners; DeJean is 99%) . Includes improving student attendance. (4220, 4272)

Total Budgeted Expenditure: \$ 1,939,298

4.02 Socio-Emotional Well-being: allocate psychologists and behaviorists plus budget allocation to each high school to support school climate. Expand the mental health support for highest needs students at highest needs middle schools. Funding will be used to support licensed social worker and mental health clinicians at Helms and DeJean Middle Schools. Includes improving student attendance. (4220, 4272)

Total Budgeted Expenditure: \$ 2,014,134

4.02 Socio-Emotional Well-being: allocate psychologists and behaviorists plus budget allocation to each high school to support school climate. Expand the mental health support for highest needs students at highest needs middle schools. Funding will be used to support licensed social worker and mental health clinicians at Helms and DeJean Middle Schools . Includes improving student attendance. (4220, 4272)

Total Budgeted Expenditure: \$ 2,084,688

**BUDGETED EXPENDITURES**

**2017-18**

Amount	\$735,295
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	\$77,674
Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries
Amount	\$356,730
Source	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits
Amount	\$20,818
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies

**2018-19**

Amount	\$763,669
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	\$80,672
Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries
Amount	\$370,496
Source	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits
Amount	\$21,621
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies

**2019-20**

Amount	\$790,421
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	\$83,497
Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries
Amount	\$383,474
Source	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits
Amount	\$22,378
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies

Amount	\$692,295	Amount	\$719,010	Amount	\$744,197
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference	5000-5999: Services And Other Operating Expenditures
Amount	\$56,486	Amount	\$58,666	Amount	\$60,721
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	7000-7439: Other Outgo	Budget Reference	7000-7439: Other Outgo	Budget Reference	7000-7439: Other Outgo

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)]

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

4.03 Visual and Performing Arts (VAPA) - covers costs materials and supplies for elementary and secondary

4.03 Visual and Performing Arts (VAPA) - covers costs materials and supplies for elementary and secondary

4.03 Visual and Performing Arts (VAPA) - covers costs materials and supplies for elementary and secondary

school sites, and for the elementary and secondary Arts and Music Programs. Augment program with culturally relevant practices, material, and training. (4230)

Total Budgeted Expenditure: \$ 973,035

school sites, and for the elementary and secondary Arts and Music Programs. Augment program with culturally relevant practices, material, and training. (4230)

Total Budgeted Expenditure: \$1,010,584

school sites, and for the elementary and secondary Arts and Music Programs. Augment program with culturally relevant practices, material, and training. (4230)

Total Budgeted Expenditure: \$ 1,045,986

**BUDGETED EXPENDITURES**

**2017-18**

Amount	\$233,798
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	\$164,818
Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries
Amount	\$178,320
Source	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits
Amount	\$285,671
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies
Amount	\$62,887
Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures

**2018-19**

Amount	\$242,820
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	\$171,178
Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries
Amount	\$185,201
Source	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits
Amount	\$296,695
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies
Amount	\$65,314
Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures

**2019-20**

Amount	\$251,326
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	\$177,175
Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries
Amount	\$191,689
Source	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits
Amount	\$307,088
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies
Amount	\$67,602
Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures

Amount	\$19,200	Amount	\$19,941	Amount	\$20,640
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	6000-6999: Capital Outlay	Budget Reference	6000-6999: Capital Outlay	Budget Reference	6000-6999: Capital Outlay
Amount	\$28,341	Amount	\$29,435	Amount	\$30,466
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	7000-7439: Other Outgo	Budget Reference	7000-7439: Other Outgo	Budget Reference	7000-7439: Other Outgo

Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)  All  Students with Disabilities  [\[Specific Student Group\(s\)\]](#)

[Location\(s\)](#)  All Schools  Specific Schools:  Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)  English Learners  Foster Youth  Low Income

[Scope of Services](#)  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

[Location\(s\)](#)  All Schools  Specific Schools: Full Program at Elementary Schools: Bayview, Chavez, Collins, Coronado, Dover, Downer, Fairmont, Ford, Grant, Highland, King, Lake, Lincoln, Montalvin, Murphy, Nystrom, Peres, Riverside, Shannon, Sheldon, Stege, Tara Hills, Verde, Washington, Wilson . Staff Development at Ellerhorst, Hanna Ranch, Harding, Kensington, Lupine Hills, Madera, Ohlone, Olinda, Stewart, and Valley View  Specific Grade spans:

[ACTIONS/SERVICES](#)

**2017-18**

New  Modified  Unchanged

4.04 Playworks - Provide "Playworks" coach for organized recess, lunch, and breaks at 26 elementary schools with greater than 60% English learners, low income & foster youth students. Professional development, on-site shared site coordinator, and additional staff training outlined in Appendix C: Budget Summaries (4222)

Total Budgeted Expenditure: \$ 1,384,753

**2018-19**

New  Modified  Unchanged

4.04 Playworks - Provide "Playworks" coach for organized recess, lunch, and breaks at 26 elementary schools with greater than 60% English learners, low income & foster youth students. Professional development, on-site shared site coordinator, and additional staff training outlined in Appendix C: Budget Summaries (4222)

Total Budgeted Expenditure: \$ 1,438,189

**2019-20**

New  Modified  Unchanged

4.04 Playworks - Provide "Playworks" coach for organized recess, lunch, and breaks at 26 elementary schools with greater than 60% English learners, low income & foster youth students. Professional development, on-site shared site coordinator, and additional staff training outlined in Appendix C: Budget Summaries (4222)

Total Budgeted Expenditure: \$ 1,488,569

**BUDGETED EXPENDITURES**

**2017-18**

Amount	\$1,344,420
Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures
Amount	\$40,333
Source	Supplemental and Concentration
Budget Reference	7000-7439: Other Outgo

**2018-19**

Amount	\$1,396,300
Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures
Amount	\$41,889
Source	Supplemental and Concentration
Budget Reference	7000-7439: Other Outgo

**2019-20**

Amount	\$1,445,212
Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures
Amount	\$43,357
Source	Supplemental and Concentration
Budget Reference	7000-7439: Other Outgo

Action **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All  Students with Disabilities  [Specific Student Group(s)]

Location(s)

All Schools  Specific Schools:  Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

- English Learners     Foster Youth     Low Income

Scope of Services

- LEA-wide     Schoolwide    **OR**     Limited to Unduplicated Student Group(s)

Location(s)

- All Schools     Specific Schools:     Specific Grade spans:

ACTIONS/SERVICES

**2017-18**

- New     Modified     Unchanged

4.05 Technology Coaches - increase to 3 technology coaches to assist teachers to successfully integrate technology into the curriculum. (4150)

Total Budgeted Expenditure: \$ 383,582

**2018-19**

- New     Modified     Unchanged

4.05 Technology Coaches - increase to 3 technology coaches to assist teachers to successfully integrate technology into the curriculum. (4150)

Total Budgeted Expenditure: \$ 398,384

**2019-20**

- New     Modified     Unchanged

4.05 Technology Coaches - increase to 3 technology coaches to assist teachers to successfully integrate technology into the curriculum. (4150)

Total Budgeted Expenditure: \$ 412,340

BUDGETED EXPENDITURES

**2017-18**

Amount	\$265,137
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	\$102,120
Source	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits
Amount	\$5,152

**2018-19**

Amount	\$275,368
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	\$106,061
Source	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits
Amount	\$5,351

**2019-20**

Amount	\$285,015
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	\$109,776
Source	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits
Amount	\$5,538



Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference	5000-5999: Services And Other Operating Expenditures
Amount	\$11,173	Amount	\$11,604	Amount	\$12,011
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	7000-7439: Other Outgo	Budget Reference	7000-7439: Other Outgo	Budget Reference	7000-7439: Other Outgo

## Action 6

### For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)  All  Students with Disabilities  [Specific Student Group(s)]

[Location\(s\)](#)  All Schools  Specific Schools:  Specific Grade spans:

OR

### For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)  English Learners  Foster Youth  Low Income

[Scope of Services](#)  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

[Location\(s\)](#)  All Schools  Specific Schools: Elementary Schools: Coronado, Dover, Ford, Grant, and Verde. Secondary Schools: Crespi, DeAnza, DeJean, El Cerrito, Greenwood Academy, Helms, Hercules, Kennedy, Pinole Valley High, and Richmond High  Specific Grade spans:

### ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

4.06 Full Service Community Schools - Community Schools implementation. Funding supports health center

**2018-19**

New  Modified  Unchanged

4.06 Full Service Community Schools - Community Schools implementation. Funding supports health center

**2019-20**

New  Modified  Unchanged

4.06 Full Service Community Schools - Community Schools implementation. Funding supports health center

coordinator positions to facilitate CARE/COST team, site-based coordination of community partnerships, and program data tracking to support measurement of student outcomes. View more details in Appendix C Budget Summaries (4240)

Total Budgeted Expenditure: \$ 1,080,238

coordinator positions to facilitate CARE/COST team, site-based coordination of community partnerships, and program data tracking to support measurement of student outcomes. View more details in Appendix C Budget Summaries (4240)

Total Budgeted Expenditure: \$ 1,121,923

coordinator positions to facilitate CARE/COST team, site-based coordination of community partnerships, and program data tracking to support measurement of student outcomes. View more details in Appendix C Budget Summaries (4240)

Total Budgeted Expenditure: \$ 1,161,224

**BUDGETED EXPENDITURES**

**2017-18**

Amount	\$85,043
Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries
Amount	\$49,224
Source	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits
Amount	\$6,750
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies
Amount	\$907,757
Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures
Amount	\$31,464
Source	Supplemental and Concentration
Budget Reference	7000-7439: Other Outgo

**2018-19**

Amount	\$88,325
Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries
Amount	\$51,124
Source	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits
Amount	\$7,010
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies
Amount	\$942,786
Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures
Amount	\$32,678
Source	Supplemental and Concentration
Budget Reference	7000-7439: Other Outgo

**2019-20**

Amount	\$91,419
Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries
Amount	\$52,914
Source	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits
Amount	\$7,256
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies
Amount	\$975,812
Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures
Amount	\$33,823
Source	Supplemental and Concentration
Budget Reference	7000-7439: Other Outgo

# Action 7

## For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)]

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

OR

## For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

### ACTIONS/SERVICES

#### 2017-18

New  Modified  Unchanged

4.07 Special Education - Provide additional support and services to low income (LI), English learners (EL), and Foster Youth (FY) who are also special education students (4260)

Total Budgeted Expenditure: \$ 5,038,833

#### 2018-19

New  Modified  Unchanged

4.07 Special Education - Provide additional support and services to low income (LI), English learners (EL), and Foster Youth (FY) who are also special education students (4260)

Total Budgeted Expenditure: \$ 5,233,277

#### 2019-20

New  Modified  Unchanged

4.07 Special Education - Provide additional support and services to low income (LI), English learners (EL), and Foster Youth (FY) who are also special education students (4260)

Total Budgeted Expenditure: \$ 5,416,598

### BUDGETED EXPENDITURES

#### 2017-18

Amount \$869,200

Source Supplemental and Concentration

#### 2018-19

Amount \$902,742

Source Supplemental and Concentration

#### 2019-20

Amount \$934,365

Source Supplemental and Concentration

Budget Reference	1000-1999: Certificated Personnel Salaries	Budget Reference	1000-1999: Certificated Personnel Salaries	Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	\$311,073	Amount	\$323,077	Amount	\$334,394
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits	Budget Reference	3000-3999: Employee Benefits	Budget Reference	3000-3999: Employee Benefits
Amount	\$3,711,797	Amount	\$3,855,032	Amount	\$3,990,073
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	5700-5799: Transfers Of Direct Costs	Budget Reference	5700-5799: Transfers Of Direct Costs	Budget Reference	5700-5799: Transfers Of Direct Costs
Amount	\$146,763	Amount	\$152,426	Amount	\$157,766
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	7000-7439: Other Outgo	Budget Reference	7000-7439: Other Outgo	Budget Reference	7000-7439: Other Outgo

Action **8**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)  All  Students with Disabilities  [Specific Student Group(s)]

[Location\(s\)](#)  All Schools  Specific Schools:  Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)  English Learners  Foster Youth  Low Income

[Scope of Services](#)  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

[Location\(s\)](#)



All Schools



Specific Schools:



Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

4.08 Training for Foster and Homeless Youth- Develop and provide training on foster and homeless youth data policy and practice to stakeholders; provide ongoing consultation to school level staff on foster youth data issues as needed. Add itinerant Social Work Specialist position to provide case management and support to foster and homeless youth and families district-wide. (4271)

Total Budgeted Expenditure: \$ 249,971

**2018-19**

New  Modified  Unchanged

4.08 Training for Foster and Homeless Youth- Develop and provide training on foster and homeless youth data policy and practice to stakeholders; provide ongoing consultation to school level staff on foster youth data issues as needed. Add itinerant Social Work Specialist position to provide case management and support to foster and homeless youth and families district-wide. (4271)

Total Budgeted Expenditure: \$ 259,618

**2019-20**

New  Modified  Unchanged

4.08 Training for Foster and Homeless Youth- Develop and provide training on foster and homeless youth data policy and practice to stakeholders; provide ongoing consultation to school level staff on foster youth data issues as needed. Add itinerant Social Work Specialist position to provide case management and support to foster and homeless youth and families district-wide. (4271)

Total Budgeted Expenditure: \$ 268,712

**BUDGETED EXPENDITURES**

**2017-18**

Amount \$88,287

Source Supplemental and Concentration

Budget Reference 2000-2999: Classified Personnel Salaries

Amount \$46,481

Source Supplemental and Concentration

Budget Reference 3000-3999: Employee Benefits

Amount \$107,922

Source Supplemental and Concentration

Budget Reference 5000-5999: Services And Other Operating Expenditures

**2018-19**

Amount \$91,694

Source Supplemental and Concentration

Budget Reference 2000-2999: Classified Personnel Salaries

Amount \$48,275

Source Supplemental and Concentration

Budget Reference 3000-3999: Employee Benefits

Amount \$112,087

Source Supplemental and Concentration

Budget Reference 5000-5999: Services And Other Operating Expenditures

**2019-20**

Amount \$94,906

Source Supplemental and Concentration

Budget Reference 2000-2999: Classified Personnel Salaries

Amount \$49,966

Source Supplemental and Concentration

Budget Reference 3000-3999: Employee Benefits

Amount \$116,013

Source Supplemental and Concentration

Budget Reference 5000-5999: Services And Other Operating Expenditures

Amount	\$7,281
Source	Supplemental and Concentration
Budget Reference	7000-7439: Other Outgo

Amount	\$7,562
Source	Supplemental and Concentration
Budget Reference	7000-7439: Other Outgo

Amount	\$7,827
Source	Supplemental and Concentration
Budget Reference	7000-7439: Other Outgo

# Goals, Actions, & Services

## Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New                       Modified                       Unchanged

### Goal 5

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

State and/or Local Priorities Addressed by this goal:

STATE    1    2    3    4    5    6    7    8  
 COE    9    10  
 LOCAL

Identified Need

To maintain facilities in good repair, provide materials and technology to students, and to ensure teacher assignment is appropriate.

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Ensure Williams' certification finds that 100% students have access to standards aligned materials (1B)	0 students/0% of students are without identified instructional materials	Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home will be 0	Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home will be 0	Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home will be 0
Ensure 100% appropriately assigned and fully credentialed teachers (1A)	0 teachers/0% of teachers are misassigned	% of misassignments of teachers, total teacher misassignments will be 0	% of misassignments of teachers, total teacher misassignments will be 0	% of misassignments of teachers, total teacher misassignments will be 0
Ensure 100% appropriately assigned and fully credentialed teachers for English Learners (1A)	0 teachers/0% of teachers of English learners are misassigned	% of misassignments of teachers of English Learners, total teacher misassignments will be 0	% of misassignments of teachers of English Learners, total teacher misassignments will be 0	% of misassignments of teachers of English Learners, total teacher misassignments will be 0
Increase % facilities with Good / Exemplary rating by 3% (1C)	Per our William audit in the Fall, we have 3 sites/3 instances of facilities that do not meet "good repair": JFK, Helms and Lake were identified as "fair" in the final reports – note that we only have this info for the identified Williams sites	Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies) will be 0	Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies) will be 0	Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies) will be 0

**PLANNED ACTIONS / SERVICES**

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)]
<u>Location(s)</u>	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

5.01 Typist Clerk Support for LCAP Data Entry - Continue to extend the workday for elementary typist clerks and extra support for targeted elementary and secondary schools for data collection and entry, especially for provision 2, free and reduced lunch count and other state and federal programs. (5250)

Total Budgeted Expenditure: \$ 844,501

**2018-19**

New  Modified  Unchanged

5.01 Typist Clerk Support for LCAP Data Entry - Continue to extend the workday for elementary typist clerks and extra support for targeted elementary and secondary schools for data collection and entry, especially for provision 2, free and reduced lunch count and other state and federal programs. (5250)

Total Budgeted Expenditure: \$ 877,089

**2019-20**

New  Modified  Unchanged

5.01 Typist Clerk Support for LCAP Data Entry - Continue to extend the workday for elementary typist clerks and extra support for targeted elementary and secondary schools for data collection and entry, especially for provision 2, free and reduced lunch count and other state and federal programs. (5250)

Total Budgeted Expenditure: \$ 907,814

**BUDGETED EXPENDITURES**



2017-18		2018-19		2019-20	
Amount	\$506,141	Amount	\$525,672	Amount	\$544,087
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries	Budget Reference	2000-2999: Classified Personnel Salaries	Budget Reference	2000-2999: Classified Personnel Salaries
Amount	\$313,762	Amount	\$325,870	Amount	\$337,285
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits	Budget Reference	3000-3999: Employee Benefits	Budget Reference	3000-3999: Employee Benefits
Amount	\$24,598	Amount	\$25,547	Amount	\$26,442
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	7000-7439: Other Outgo	Budget Reference	7000-7439: Other Outgo	Budget Reference	7000-7439: Other Outgo

## Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)]

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

5.02 Adaptive Curriculum - Purchase online programs for students with disabilities and to provide training to teachers to use these on-line programs. Full list of programs is available in Appendix C Budget Summaries (6250)

Total Budgeted Expenditure: \$ 162,533

**2018-19**

New  Modified  Unchanged

5.02 Adaptive Curriculum - Purchase online programs for students with disabilities and to provide training to teachers to use these on-line programs. Full list of programs is available in Appendix C Budget Summaries (6250)

Total Budgeted Expenditure: \$ 168,805

**2019-20**

New  Modified  Unchanged

5.02 Adaptive Curriculum - Purchase online programs for students with disabilities and to provide training to teachers to use these on-line programs. Full list of programs is available in Appendix C Budget Summaries (6250)

Total Budgeted Expenditure: \$ 174,718

**BUDGETED EXPENDITURES**

**2017-18**

Amount	\$12,021
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	\$2,266
Source	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits
Amount	\$58,578
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies
Amount	\$84,934
Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures

**2018-19**

Amount	\$12,485
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	\$2,353
Source	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits
Amount	\$60,838
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies
Amount	\$88,212
Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures

**2019-20**

Amount	\$12,922
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	\$2,436
Source	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits
Amount	\$62,969
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies
Amount	\$91,302
Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures

Amount	\$4,734	Amount	\$4,917	Amount	\$5,089
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	7000-7439: Other Outgo	Budget Reference	7000-7439: Other Outgo	Budget Reference	7000-7439: Other Outgo

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)  All  Students with Disabilities  [\[Specific Student Group\(s\)\]](#)

[Location\(s\)](#)  All Schools  Specific Schools:  Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)  English Learners  Foster Youth  Low Income

[Scope of Services](#)  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

[Location\(s\)](#)  All Schools  Specific Schools:  Specific Grade spans:

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

5.03 Evaluations & Program Monitoring - Improve accountability for program evaluation and monitoring. Provide services to help authentically evaluate and monitor progress for LCAP actions and services in Goals 1 – 5. (5260)

Total Budgeted Expenditure: \$ 237,065

**2018-19**

New  Modified  Unchanged

5.03 Evaluations & Program Monitoring - Improve accountability for program evaluation and monitoring. Provide services to help authentically evaluate and monitor progress for LCAP actions and services in Goals 1 – 5. (5260)

Total Budgeted Expenditure: \$ 246,214

**2019-20**

New  Modified  Unchanged

5.03 Evaluations & Program Monitoring - Improve accountability for program evaluation and monitoring. Provide services to help authentically evaluate and monitor progress for LCAP actions and services in Goals 1 – 5. (5260)

Total Budgeted Expenditure: \$ 254,838

**BUDGETED EXPENDITURES**

<b>2017-18</b>		<b>2018-19</b>		<b>2019-20</b>	
Amount	\$54,955	Amount	\$57,076	Amount	\$59,075
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	Budget Reference	1000-1999: Certificated Personnel Salaries	Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	\$72,527	Amount	\$75,326	Amount	\$77,964
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries	Budget Reference	2000-2999: Classified Personnel Salaries	Budget Reference	2000-2999: Classified Personnel Salaries
Amount	\$54,928	Amount	\$57,048	Amount	\$59,046
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits	Budget Reference	3000-3999: Employee Benefits	Budget Reference	3000-3999: Employee Benefits
Amount	\$47,750	Amount	\$49,593	Amount	\$51,330
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference	5000-5999: Services And Other Operating Expenditures
Amount	\$6,905	Amount	\$7,171	Amount	\$7,423
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	7000-7439: Other Outgo	Budget Reference	7000-7439: Other Outgo	Budget Reference	7000-7439: Other Outgo

Action **4**

OR

**ACTIONS/SERVICES**

		N/A
--	--	-----

## Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year [ \* ]2017-18 [ ]2018-19 [ ]2019-20

Estimated Supplemental and Concentration Grant Funds: \$51,037,388

Percentage to Increase or Improve Services: 24.14%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

Action/Service	Scope	How are these services principally directed to and effective in meeting goals for unduplicated pupils in the state and any local priorities?
1.01 Vice Principals and Assistant Principals: Fund VPs and APs at high need schools. (1260)	Specific Schools: Schools with higher than 85% unduplicated pupil percentage (UPP) receive staff based on enrollment	This additional support will improve school climate, increase school attendance for Low Income (LI) and English Learner (EL) students, and increase SBAC ELA and Math scores (1C-D) for Low Income, English Learner, and Foster Youth (FY) students.
1.03 Expand College and Career(1120)	Specific Schools: Secondary schools with higher than 50% UPP (Does not include Greenwood, Vista, or Middle College) receive services	Provides additional college / career counselors to expand college options for LI, FY, and EL youth, and expands district-college connections to better align transitions for greater student success. This Action Service will meet the following annual measurable outcomes which cover state and local priorities: 1C-D: SBAC ELA and Math; 4A - B: School Attendance including LI & EL; 4L: Positive School Climates
1.10 Secondary Class Size Reduction	Specific Schools: Schools with higher than 55% UPP receive staff based on enrollment	Teachers give students better, more-tailored instruction in smaller classes. Smaller classes work best when teachers receive training in how to better tailor instruction to each student's needs. It also allow more time communicating with students' families regarding their progress. This Action Service will meet the following annual measurable outcomes which cover state and local priorities: 1C-D: SBAC ELA and Math ; 1J-K: EAP English and Math ; 4L: Positive School Climates principally directed to EL, LI, and FY students
1.11 Summer Out of School Time: Continue to provide summer out-of-school time services to students with the highest academic needs. (1290)	Specific Schools	Students in need of extra academic support are identified via a variety of data sources (Star Reading/Early Literacy, PowerSchool, SBAC results) and placed in programs specifically designed to meet their academic needs. The goal of the summer extended learning program is to prevent summer learning loss and give students an academic boost so they can start the upcoming academic year with increased academic skills. This benefits LI, EL, and FY students who have lower SBAC scores and less access to summer programs. This Action Service will meet the following annual measurable outcomes which cover state and local priorities: 1F: UC/CSU completion rate; 4D-E: Reduce middle/high dropouts
1.12 Grad Tutor Program (1280)	Specific Schools: Schools with over 60% UPP receive tutors based on their enrollment and unduplicated count.	Provide additional services for the targeted students in a variety of ways. Push in and small group instructional support for students in ELA and Math. Grad tutors can support targeted instruction in the afterschool programs as full time status allows them to work an hour after students are released. This Action Service is directed to EL/LI/FY and will meet annual measurable outcomes aligned to state/ local priorities: 1C -D: SBAC ELA and Math ; 1J-K: EAP English and Math
2.04 Site Funding to Implement Single Plan for Student Achievement (SPSA) RS 9670)	Districtwide: Directly calculated based on enrollment and UPP	The SPSA development process is principally directed to LI, EL, and FY. It allows schools to review data, set goals (academic, school culture, parent involvement), develop action plans, and allocate funds. In addition, the SPSA process provides opportunities to review the effectiveness of these action plans and to revise/modify/expand the plans accordingly. This Action Service will meet the following annual measurable outcomes which cover state and local priorities: 1C-D: SBAC ELA and Math; 4D-E: Reduce middle/high dropouts ; 4G: Increase Grad Rate; 4L: Positive School Climate

Action/Service	Scope	How are these services principally directed to and effective in meeting goals for unduplicated pupils in the state and any local priorities?
3.01 School Community Outreach Workers (SCOWs) (3110)	Specific Schools: Schools with higher than 60% UPP receive SCOWs based on their enrollment and unduplicated count	Schools with SCOWs are able to support families by leading efforts as part of a team or directly. SCOWs support efforts to strengthen relationships between the home and school, develop and sustain welcoming school environments support learning at home, connect and tap into community resources that families need and help develop parent leadership. All of these actions combined allow parents of LI, EL, and FY to support their child's education. This Action Service will meet the following annual measurable outcomes which cover state and local priorities: 3A: Increase CA Parent Survey response rate; 3B: Increase parent satisfaction & engagement
3.02 Parent University and Volunteer Support (3120)	Districtwide	Parent volunteerism allows schools to tap into the resources found in our community. Parent University helps parents of LI, EL, and FY pupils understand and partner with the educational system, learn how to support learning at home and how to advocate for the needs of their children. This Action Service will meet the following annual measurable outcomes which cover state and local priorities: 3A: Increase CA Parent Survey response rate; 3B: Increase parent satisfaction & engagement; 3C: # parent graduates will increase
4.02 Socio-Emotional Well-Being(4220, 4272)	Specific Schools: All middle and high schools (Does not include Greenwood, Vista, or Middle College). Also supports licensed social worker and mental health clinicians at Helms and DeJean Middle Schools (Helms' students are 96% unduplicated low income, foster youth, and/or English learners; DeJean is 99%) .	Effective as shown in Formal & Informal Social-Emotional Screeners, Reduction in Suspension Rates, Increased Attendance, School Climate Survey. Increased access to mental health services, increased attendance, and decreased behavior/suspension/referrals. These services are principally directed towards LI, EL, and FY students. This Action Service will meet the following annual measurable outcomes which cover state and local priorities: 3A: Increase CA Parent Survey response rate; 3B: Increase parent satisfaction & engagement
4.04 Playworks (4222)	Specific Schools: Elementary schools with higher than 65% UPP receive full program. Other elementary schools receive staff professional development.	Principally directed to LI, EL, and FY, Playworks increases student socio-emotional well-being and results in decreased behavior/suspension/referrals. This Action Service will meet the following annual measurable outcomes which cover state and local priorities: 4L: Positive School Climates ; 4E Decrease EL, LI, FY dropouts; 4I - J: Decrease Suspension Rates including EL and LI
4.06 Full Service Community Schools (4240)	Specific Schools: Middle schools with higher than 90% UPP; All comprehensive high schools	Establishes coordination of services and practices to support whole school and whole child approach. Coordination of programs and services to support student-centered needs, principally directed to LI, EL, and FY. Effectiveness shown through increased positive school climate, increased access to services, increased attendance, decrease in suspension/referral, increase in family engagement, and increase feeling in student/family connectedness. This Action Service will meet the following annual measurable outcomes which cover state and local priorities: 4A - B: School Attendance including LI & EL ; 4C: Chronic Absenteeism ; 4L: Positive School Climates

## LCAP Expenditure Summary

<b>Total Expenditures by Funding Source</b>						
<b>Funding Source</b>	<b>2016-17 Annual Update Budgeted</b>	<b>2016-17 Annual Update Actual</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2017-18 through 2019-20 Total</b>
All Funding Sources	45,718,403.00	47,135,186.80	51,037,388.00	52,956,574.00	54,265,195.00	158,259,157.00
	0.00	0.00	0.00	0.00	0.00	0.00
Supplemental and Concentration	45,718,403.00	47,135,186.80	51,037,388.00	52,956,574.00	54,265,195.00	158,259,157.00

\* Totals based on expenditure amounts in goal and annual update sections.

<b>Total Expenditures by Object Type</b>						
<b>Object Type</b>	<b>2016-17 Annual Update Budgeted</b>	<b>2016-17 Annual Update Actual</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2017-18 through 2019-20 Total</b>
All Expenditure Types	45,718,403.00	47,135,186.80	51,037,388.00	52,956,574.00	54,265,195.00	158,259,157.00
	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	9,234,459.00	10,304,429.70	11,754,024.00	12,207,601.00	12,635,235.00	36,596,860.00
2000-2999: Classified Personnel Salaries	6,410,489.00	7,614,736.29	6,818,384.00	7,081,500.00	7,329,563.00	21,229,447.00
3000-3999: Employee Benefits	6,758,313.00	7,709,914.48	8,307,769.00	8,628,358.00	8,930,610.00	25,866,737.00
4000-4999: Books And Supplies	1,992,092.00	1,757,693.42	1,197,923.00	1,244,148.00	1,287,729.00	3,729,800.00
5000-5999: Services And Other Operating Expenditures	9,649,931.00	7,042,371.63	7,711,575.00	7,960,305.00	7,708,653.00	23,380,533.00
5700-5799: Transfers Of Direct Costs	11,293,619.00	11,293,619.00	13,722,300.00	14,251,851.00	14,751,060.00	42,725,211.00
6000-6999: Capital Outlay	379,500.00	38,878.99	38,871.00	40,371.00	41,786.00	121,028.00
7000-7439: Other Outgo	0.00	1,373,543.29	1,486,542.00	1,542,440.00	1,580,559.00	4,609,541.00

\* Totals based on expenditure amounts in goal and annual update sections.



**Total Expenditures by Object Type and Funding Source**

<b>Object Type</b>	<b>Funding Source</b>	<b>2016-17 Annual Update Budgeted</b>	<b>2016-17 Annual Update Actual</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2017-18 through 2019-20 Total</b>
All Expenditure Types	All Funding Sources	45,718,403.00	47,135,186.80	51,037,388.00	52,956,574.00	54,265,195.00	158,259,157.00
		0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	9,234,459.00	10,304,429.70	11,754,024.00	12,207,601.00	12,635,235.00	36,596,860.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	6,410,489.00	7,614,736.29	6,818,384.00	7,081,500.00	7,329,563.00	21,229,447.00
3000-3999: Employee Benefits	Supplemental and Concentration	6,758,313.00	7,709,914.48	8,307,769.00	8,628,358.00	8,930,610.00	25,866,737.00
4000-4999: Books And Supplies	Supplemental and Concentration	1,992,092.00	1,757,693.42	1,197,923.00	1,244,148.00	1,287,729.00	3,729,800.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	9,649,931.00	7,042,371.63	7,711,575.00	7,960,305.00	7,708,653.00	23,380,533.00
5700-5799: Transfers Of Direct Costs	Supplemental and Concentration	11,293,619.00	11,293,619.00	13,722,300.00	14,251,851.00	14,751,060.00	42,725,211.00
6000-6999: Capital Outlay	Supplemental and Concentration	379,500.00	38,878.99	38,871.00	40,371.00	41,786.00	121,028.00
7000-7439: Other Outgo	Supplemental and Concentration	0.00	1,373,543.29	1,486,542.00	1,542,440.00	1,580,559.00	4,609,541.00

\* Totals based on expenditure amounts in goal and annual update sections.

<b>Total Expenditures by Goal</b>				
<b>Goal</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2017-18 through 2019-20 Total</b>
<b>Goal 1</b>	20,304,436.00	21,087,965.00	21,826,678.00	63,219,079.00
<b>Goal 2</b>	13,155,013.00	13,612,355.00	13,542,745.00	40,310,113.00
<b>Goal 3</b>	3,205,545.00	3,329,242.00	3,445,866.00	9,980,653.00
<b>Goal 4</b>	13,128,295.00	13,634,904.00	14,112,536.00	40,875,735.00
<b>Goal 5</b>	1,244,099.00	1,292,108.00	1,337,370.00	3,873,577.00

\* Totals based on expenditure amounts in goal and annual update sections.





**Appendix A: LCAP Revisions**

<b>Actions/Services Added to the 2017-18 LCAP</b>			
<b>Goal &amp; Action / Service</b>	<b>Action / Service</b>	<b>Details</b>	<b>Budget Code</b>
1.01	Vice Principals and Assistant Principals (1260)		1260
1.07	Dual Immersion		1102
2.03	Teacher Recruitment and Retention, new teacher support		2315

<b>Actions/Services not included in the 2017-18 LCAP</b>			
<b>Goal &amp; Action / Service</b>	<b>Action / Service</b>	<b>Details</b>	<b>Budget Code</b>
1.01	Peres Elementary (1.01 in 16-17 LCAP)	(part of CSR now)	
1.02	Helms & De Anza SIG / QEIA continuation (Goal 1.02 in 16-17)	SIG/QEIA was scheduled to continue through the 16-17 year	
1.16	Puente Counseling Program (Goal 1.16 in 16-17)		
1.17	Support services for high performing students (Goal 1.17 in 16-17) students (Goal 1.17 in 16-17)		
4.01	Restorative Justice, BEST, Toolbox, Mindful Life and Super Achievement (Goal 4.01 in 16-17)	Funding returned to school sites to determine how to best serve students based on data	
4.05	Extracurricular programs at secondary schools (Goal 4.05 in 16-17)		
4.13	Physical Education Supplies (Goal 4.13 in 16-17)		

<b>Actions/Services Modified in the 2017-18 LCAP</b>			
<b>Goal &amp; Action / Service</b>	<b>Action / Service</b>	<b>Details</b>	<b>Budget Code</b>
1.02	Library Materials and Renaissance Learning	Increased to provide electronic media in a one-on-one initiative	1150
1.03	Expand College and Career	Added two new full time counselors for a total of 10	1120
1.05	Science, Technology, Engineering and Mathematics (STEM) Fabrication (FAB) Lab and Mobile / Hybrid Lab	Adding a FAB Lab manager, office manager, and project program assistant to supervise lab	1160
1.06	Full Day Kindergarten at all district schools	Expanded to Fairmont and Madera	1250
1.08	English Language Learner (ELL) Assessment & Reclassification	Funding increased to cover extra time, materials and supplies, and other operating items	1270
1.09	English Learner Master Plan	Funding increased to cover additional staffing, materials and supplies, and other operating expenses	4170
1.1	Secondary Class Size Reduction	Increased teacher staffing by 15.4 FTE over the 16-17 budget to lower class sizes	1251
1.12	Grad Tutor Program	Increased to offer full time positions with benefits to grad tutors	1280
1.13	Read 180/System 44	Covers increase in retirement / benefits	1261
2.01	Additional Calendar Days for Teacher Professional Development	Added additional calendar days	2312
2.04	Site Funding to Implement Single Plan for Student Achievement (SPSA)	Increased by \$2,703,158 for site-level decision making	RS 9670
2.05	Collaboration & Professional Development	Increase covers extra time, over time, and increase in retirement / benefits	6110
2.07	Implement California Standards and English Language Learner	Reduced to cover positions only (previously covered extra hours and overtime)	2310
3.02	Parent University and Volunteer Support	Reduction in other operating expenditures	3120
4.01	Campus Safety Officers (CSOs)	Reduction due to a decrease in operating expenditures.	4221
4.02	Socio-Emotional Well-Being	Combined 2016-17 Goal 4.03 and 4.11 to have one action/service in 2017-18	4220, 4272
4.05	Three Technology Coaches	Increased by one full time technology coach	4150
5.01	Typist Clerk Support for LCAP Data Entry	Funding increased to cover increase in benefits	5250
5.03	Evaluations & Program Monitoring	Reduced to reflect actual costs, which were less than budgeted last year	135 5260

**Appendix A: LCAP Revisions**

<b>Measurable Outcomes Removed from the 2017-18 LCAP</b>				
<b>Goal &amp; Action / Service</b>	<b>2016-17 Measurable Outcome</b>	<b>Details</b>	<b>Budget Code</b>	
1	API Score (pending CDE revision)	No longer applies		
1	PSAT Selection Index will increase 3%	Delete local indicators to simplify and focus on state required indicators		
1	Double PSAT, AP, EAP, UC/CSU Targets for LI, EL, FY students			
1	By June 2017, 56% of 3rd grade students will have growth of 9 months + on the STAR Reading			
1	By June 2017, 48% of 3rd grade students will grow by 1 point + in writing on the Writing Benchmark			
1	In 2016-17, 45% (+4.5%) of Grade 4 students will score 70% + on the Math Benchmark			
1	In 2016-17, 35% (+5.9%) of Grade 6 students will score 70% + on Math Benchmark			
2	LCAP Student Survey responses of 'often' on CCSS-related questions will increase by 3%			
2	% of new teachers who stay into their 4th year will increase by 3%		Included with: 80% of employees stay with us for at least 5 years	
2	% of principals who stay into their 4th year will increase by 5%			
3	School Community Outreach Workers will collect baseline data measuring parent capacity building programs, two-way communication, supporting learning at home, and volunteerism at school sites and districtwide		Delete local indicators to simplify and focus on state required indicators	
3	Increase number of new volunteers by 2% from baseline established in 2015-16			
3	Implement 300 home visits districtwide			
4	EL, LI, FY attendance rate will increase by 2%	Combine with school attendance indicator		
4	EL, LI, FY graduate rate will increase by 3%	Combine with grad rate indicator		
4	# of out-of-school suspensions of EL, LI, FY students will decrease by 5%	Combine with suspension indicator		







School Name	17-18 Projected Enrollment	Unduplicated Student %	Direct Allocation to Schools (Action 2.04/RS 9670)	Assistant / Vice Principals (Action 1.01/1260)	Graduate Tutors (Action 1.12/1280)	School Community Outreach Worker (Action 3.01/3110)	Playworks Full Program (Action 4.04/4222)	Playworks Staff Dev (Action 4.04/4222)	Full Service Comm/ Health Center (Action 4.06/4240)	Accountability: Typist Clerk (Action 5.01/5250)
Verde *	330	99.7%	\$ 83,063	0.5	2.0	1.0	●		●	0.50
Nystrom *	506	98.4%	\$ 122,983	1.0	1.0	1.0	●			0.50
Grant	418	98.2%	\$ 119,264	0.5	1.0	1.0	●		●	0.50
Lincoln	438	98.1%	\$ 104,139	0.5	2.0	1.0	●		●	0.50
King	432	98.0%	\$ 113,313	0.5	1.0	1.0	●			0.50
Peres *	527	97.7%	\$ 129,182	1.0	2.0	1.0	●		●	0.50
Lake	410	97.6%	\$ 100,419	0.5	2.0	1.0	●		●	0.50
Chavez	511	97.5%	\$ 133,645	1.0	1.0	1.0	●			0.50
Dover	702	97.0%	\$ 167,862	1.0	1.0	1.0	●		●	0.50
Downer	588	96.6%	\$ 147,530	1.0	2.0	1.0	●			0.50
Coronado *	410	95.2%	\$ 106,122		2.0	1.0	●		●	0.50
Bayview	551	95.1%	\$ 131,661	1.0	2.0	1.0	●			0.50
Ford	460	94.7%	\$ 110,833	0.5	1.0	1.0	●		●	0.50
Wilson	422	93.7%	\$ 105,626		1.0	1.0	●			0.50
Riverside *	362	93.3%	\$ 88,022		1.0	1.0	●			0.50
Stege *	274	92.6%	\$ 65,211		1.0	1.0	●			0.50
Montalvin	427	90.7%	\$ 96,948		1.0	1.0	●			0.50
Highland	464	90.5%	\$ 108,602	0.5	1.0	1.0	●			0.50
Sheldon *	331	77.0%	\$ 72,401		1.0	1.0	●			0.33
Tara Hills	428	75.1%	\$ 91,493		1.0	1.0	●			0.33
Shannon	293	72.6%	\$ 59,756		1.0	1.0	●			0.33
Washington	450	72.5%	\$ 81,823		1.0	1.0	●			0.33
Murphy *	460	71.7%	\$ 90,749		1.0	1.0	●			0.33
Fairmont	510	68.2%	\$ 93,229		1.0	1.0	●			0.33
Collins	316	67.8%	\$ 55,789		1.0	1.0	●			0.33
Mira Vista	527	62.0%	\$ 85,047		1.0	1.0				0.33
Lupine Hills	305	52.6%	\$ 49,838					●		0.33
Valley View	307	52.4%	\$ 44,135					●		0.33
Ellerhorst	319	49.5%	\$ 45,127					●		0.33
Stewart (K-8)	461	46.2%	\$ 54,797					●		0.33
Ohlone	379	43.7%	\$ 41,655					●		0.33
Harding	393	43.3%	\$ 44,383					●		0.33
Olinda	301	43.3%	\$ 32,729					●		0.33
Hanna Ranch	488	34.5%	\$ 40,168					●		0.33
Madera	468	27.0%	\$ 33,969					●		0.33
Kensington	486	14.8%	\$ 18,596					●		0.33

\*Partially funded by Title 1

**Districtwide Programs & Services**

Library Materials (Action 1.02/1150)	Collaboration & Professional Development (Action 2.05/6110)
FabLab STEM and Mobile Lab (Action 1.05/1160)	Implement CA Standards and English Language Learner (ELL) Standards with Equity Lens (Action 2.07/2310)
Full Day Kindergarten/Early Childhood Intervention (Action 1.06/1250)	Parent University and Volunteer Support (Action 3.02/3120)
English Language Learner Assessment and Reclassification (Action 1.08/1270)	Practices for African American Student Support and Success (PAASSS) Parent involvement (Action 3.03/3180)
English Learner Master Plan (Action 1.09/4170)	Visual and Performing Arts (VAPA) (Action 4.03/4230)
Summer Out of School Time (Action 1.11/1290)	Tech Coaches (Action 4.05/4150)
Practices for African American Student Support/ Success (PAASSS) (Action 1.14/1180)	Special Education (Action 4.07/4260)
Additional Calendar Days for Teachers (Action 2.01/2312)	Training for Foster & Homeless Youth (Action 4.11/4271)
Professional Development Classified Training Day (Action 2.02/2311)	Adaptive Curriculum (Action 5.02/6250)
Teacher Recruitment and Retention (Action 2.03/2315)	LCAP Evaluation & Program Monitoring (Action 5.03/5260)

School Name	17-18 Projected Enrollment	Unduplicated Student %	Direct Allocation to Schools (Action 2.04/RS 9670)	Assistant / Vice Principals (Action 1.01/1260)	College Counselors (Action 1.03/1120)	Career Pathways (Action 1.04/1121)	Dual Immersion (Action 1.07/1102)	Secondary Class Size Reduction- Add'l teachers (Action 1.10/1251)	Graduate Tutors (Action 1.12/1280)	Read 180 (Action 1.13/1261)	School Community Outreach Worker (Action 3.01/3110)	School Safety Campus Supervisors (Action 4.01/4221)	Social Emotional Support (Action 4.02/4220)	Full Service Comm/ Health Center (Action 4.06/4240)
<b>MIDDLE SCHOOLS</b>														
De Jean	474	98.9%	\$ 167,691					2.0	1.0	0.4	2.0	●	●	●
Helms	1045	96.3%	\$ 356,112	1.0				4.6	2.0	0.4	3.0	●	●	●
Crespi	528	81.1%	\$ 153,994					2.4	1.0	0.4	1.5	●	●	●
Pinole	515	70.4%	\$ 140,298					2.2	1.0	0.4	1.5	●	●	
Hercules	558	52.4%	\$ 114,385							0.4		●	●	
Korematsu*	693	51.9%	\$ 124,380				●		1.0	0.4		●	●	
<b>HIGH SCHOOLS</b>														
Richmond	1619	97.0%	\$ 573,036	1.0	1.0	●		7.4	1.0	0.6	2.0	●	●	●
Kennedy*	914	88.6%	\$ 302,066	1.0	3.0	●		4.2	1.0	0.4	1.5	●	●	●
Greenwood	244	82.6%	\$ 109,573		1.0							●		●
Vista	142	72.8%	\$ 71,444									●		
De Anza	1386	71.8%	\$ 356,112		1.0	●		6.2	1.0	0.4	1.5	●	●	●
Pinole Valley	1158	62.8%	\$ 277,634		1.0	●		5.2	1.0	0.4	1.5	●	●	●
Middle College*	306	51.6%	\$ 55,157									●		
El Cerrito	1472	51.0%	\$ 276,153		1.0	●	●	1.0		0.5		●	●	●
Hercules	969	44.2%	\$ 163,619			●		1.0		0.4		●	●	●

\*Partially funded by Title 1

<b>Districtwide Programs &amp; Services</b>	
Library Materials (Action 1.02/1150) FabLab STEM and Mobile Lab (Action 1.05/1160) English Language Learner Assessment and Reclassification (Action 1.08/1270) English Learner Master Plan (Action 1.09/4170) Summer Out of School Time (Action 1.11/1290) Practices for African American Student Support/ Success (PAASSS) (Action 1.14/1180) Additional Calendar Days for Teachers (Action 2.01/2312) Professional Development Classified Training Day (Action 2.02/2311) Teacher Recruitment and Retention (Action 2.03/2315) Collaboration & Professional Development (Action 2.05/6110)	Implement CA Standards and English Language Learner (ELL) Standards with Equity Lens (Action 2.07/2310) Parent University and Volunteer Support (Action 3.02/3120) Practices for African American Student Support and Success (PAASSS)- Parent involvement (Action 3.03/3180) Visual and Performing Arts (VAPA) (Action 4.03/4230) Tech Coaches (Action 4.05/4150) Special Education (Action 4.07/4260) Training for Foster & Homeless Youth (Action 4.11/4271) Adaptive Curriculum (Action 5.02/6250) LCAP Evaluation & Program Monitoring (Action 5.03/5260) Dual Immersion (Action 1.07 / 1102)

LCAP Action/Service	School or Grade Level	Required Enrollment	Unduplicated Pupil Percent (UPP)*	Actual	Notes / Other Calculations
<b>Direct Allocation to Schools (Action 2.04/RS 9670)</b>	All Schools	All	All	Directly calculated based on enrollment and UPP*	The school's count of unduplicated students is multiplied by \$247.95 because the state allocates a "base amount" of \$247.95 for each unduplicated student.
<b>Assistant / Vice Principals (Action 1.01/Program Code 1260)</b>	Elementary:	Over 500	Over 90%	1.0 FTE (Full-Time Equivalency) Vice Principal	
		Over 450	Over 90%	0.5 FTE Vice Principal	
		Less than 450	Over 97%	0.5 FTE Vice Principal	
	Secondary:	Over 800	Over 85%	1 Assistant Principal	Does not include Greenwood, Vista, or Middle College
<b>College Counselors (Action 1.03/1120)</b>	-	-	Over 50%	1 college counselor	Does not include Greenwood, Vista, or Middle College
<b>Career Pathways (Action 1.04/1121)</b>	All Comprehensive High Schools	-	-	Full program	Does not include Greenwood, Vista, or Middle College
<b>Secondary Class Size Reduction- Add'l teachers (Action 1.10/1251)</b>	Secondary	-	Over 55%	Directly calculated based on enrollment and UPP to reduce class size to 28.	School Enrollment divided by 28 = total number of teachers needed. Number of Teachers Needed minus the Number of Teachers at School = Number of teachers allocated. The current United Teachers of Richmond contract is 32 students per teacher.
<b>Graduate Tutors (Action 1.12/1280)</b>	Elementary:	-	Over 60%	1 FTE Grad Tutors	For schools not meeting this formula which already have grad tutors, grad tutors will be continued through the 17-18 year and LCFF S&C funding for grad tutors at these schools will be discontinued in the 18-19 school year.
		-	Over 96.5%	2 FTE Grad Tutors	
	Middle Schools:	-	Over 65%	2 FTE Grad Tutors	
		-	Over 65%	1 FTE Grad Tutors	
	High Schools	-	Over 60%	1 FTE Grad Tutors	
<b>Read 180 (Action 1.13/1261)</b>	All Comprehensive High Schools	-	-	Based on student need	
<b>School Community Outreach Worker (SCOW) (Action 3.01/3110)</b>	Elementary:		Over 60%	1 FTE SCOW	
	Middle Schools:	-	Over 60%	1.5 SCOWS	
		Less than 1,000	Over 95%	2 SCOWS	
		Over 1,000	Over 95%	3 SCOWS	
	Comprehensive High Schools:	-	Over 60%	1.5 SCOWS	
		-	Over 95%	2 SCOWS	

LCAP Action/Service	School or Grade Level	Required Enrollment	Unduplicated Pupil Percent (UPP)*	Actual	Notes / Other Calculations
School Safety Campus Supervisors (Action 4.01/4221)	All Middle and High Schools	-	-	-	Does not include Middle College
Social Emotional Support (Action 4.02/4220)	All Middle and High Schools	-	-	-	Does not include Greenwood, Vista, or Middle College
Playworks (Action 4.04/4222)	Elementary Schools	-	Over 65%	Full Program	
			Less than 65%	Staff Development only	
Full Service Comm/Health Center (Action 4.06/4240)	Elementary:			Based on availability of facilities and community partnership	
	Middle Schools:	-	Over 90%		
	All Comprehensive High Schools	-	-	-	Does not include Greenwood, Vista, or Middle College





## APPENDIX C: Budget Summaries

The following budget summaries are organized by goal. They provide additional information on LCAP actions and services, as well as details on LCFF Base Funds and Restricted / Grant funds, which support the five LCAP goals **indirectly** and are therefore not included in the LCAP template.

The budget summaries are color coded as follows:

White = LCFF Supplemental / Concentration Funds (**directly** supports LCAP Goals)

Gold = LCFF Base Funds (**indirectly** support LCAP goals)

Blue = Restricted/Grant funds (**indirectly** support LCAP goals)

Each goal includes all three sections where applicable.

## Goal 1: Improve Student Achievement LCFF Supplemental & Concentration Funds

<b>Action/ Service 1.01: Vice Principals &amp; Assistant Principals (1260)</b>				
2017-18 Allocation	2016-17 Allocation	Total Jobs Included (FTE)	Increased or Improved Service? <i>(offers more to low income, English learner &amp; foster youth than other students)</i>	Is this Action/Service New, Modified, or Unchanged from last year?
\$2,094,036	\$914,522	16.50	Yes	NEW
<p><b>Description:</b> Provide additional instructional leadership and culture/climate support to improve student outcomes, build capacity of teachers/other staff, and increase stakeholder engagement.</p> <p><b>Schools Served:</b> Elementary Schools: Bayview, Chavez, Dover, Downer, Ford, Grant, Highland, King, Lake, Lincoln, Nystrom, Peres, Verde Secondary Schools: Helms Middle, Richmond and Kennedy High Schools</p>				

<b>Action/ Service 1.02: Library Materials and Renaissance Learning (1150)</b>				
2017-18 Allocation	2016-17 Allocation	Total Jobs Included (FTE)	Increased or Improved Service? <i>(offers more to low income, English learner &amp; foster youth than other students)</i>	Is this Action/Service New, Modified, or Unchanged from last year?
\$635,983	\$340,657	0.00	No	Modified
<p><b>Description:</b> Accelerate student learning with additional library books and instructional materials, as well as support the K-8 Renaissance Learning assessment program (STAR Early Literacy, STAR Reading and Accelerated Reader)</p> <p>Elementary program data is used to:</p> <ul style="list-style-type: none"> <li>● pair students with books at their independent reading level</li> <li>● provide information to parents about students' reading</li> <li>● place students in intervention and/or acceleration groups</li> <li>● provide targeted learning tools and resources</li> <li>● identify and place students in summer learning intervention program</li> </ul> <p>Middle School program data is used to:</p> <ul style="list-style-type: none"> <li>● Inform teacher selection of texts based on students reading levels</li> <li>● Make adjustments in teacher instructional practices</li> <li>● Assign placement in secondary Intervention for Read 180</li> </ul> <p>Increased to provide electronic media in a one-on-one initiative</p> <p><b>Schools Served:</b> Districtwide</p>				



App D: Budget Summaries

<b>Action/ Service 1.03: Expand College and Career (1120)</b>				
<b>2017-18 Allocation</b>	<b>2016-17 Allocation</b>	<b>Total Jobs Included (FTE)</b>	<b>Increased or Improved Service?</b> <i>(offers more to low income, English learner &amp; foster youth than other students)</i>	<b>Is this Action/Service New, Modified, or Unchanged from last year?</b>
\$2,874,684	\$2,671,410	11.00	Yes	Modified
<p><b>Description:</b> Funds will be used to:</p> <ul style="list-style-type: none"> <li>• Expand Concurrent and Dual Enrollment Programs: students earning college credit in high school are more likely to enroll in, and complete, college certifications and degrees.</li> <li>• Increase Local Pathway Action Team practices to align our curriculum in pathways, English, and Mathematics with Contra Costa College.</li> <li>• College Board Advanced Placement exam fees at all high schools.</li> <li>• Counselors: <ul style="list-style-type: none"> <li>-Continue support of Secondary Counselors</li> <li>- Hire additional college career counselors for high needs schools.</li> </ul> </li> </ul> <p>Counselors will support students with FAFSA, grants, scholarships, and college application completion; attend monthly district collaboration meetings, and Collaboratives with Contra Costa College Counselors and administration.</p> <ul style="list-style-type: none"> <li>- Support the Gateway to College and Rising Scholars Program</li> </ul> <p>Added two new full time counselors for a total of 10</p> <p><b>Schools Served:</b> Middle Schools: Helms High Schools: De Anza, El Cerrito, Greenwood, Kennedy, Pinole Valley, and Richmond</p>				

<b>Action/ Service 1.04: Career Pathways / Academies (1121)</b>				
<b>2017-18 Allocation</b>	<b>2016-17 Allocation</b>	<b>Total Jobs Included (FTE)</b>	<b>Increased or Improved Service?</b> <i>(offers more to low income, English learner &amp; foster youth than other students)</i>	<b>Is this Action/Service New, Modified, or Unchanged from last year?</b>
\$721,575	\$1,067,293	3.40	No	Unchanged
<p><b>Description:</b> College and Career Pathways are the major reform initiative at our secondary schools, designed to increase student achievement and motivation through individualized student support, authentic projects and multiple opportunities to work with career employment partners.</p> <p>These monies will support career technical teachers and core academic teachers who work collaboratively in support of a cohort of students. Supports include:</p> <ul style="list-style-type: none"> <li>• Collaboration on rigorous curriculum, partner engagement, and analysis of results.</li> <li>• Professional development/coaching of teachers to develop career technical expertise</li> <li>• Study trips, internships, supplemental materials</li> <li>• Central office support staff</li> </ul> <p><b>Schools Served:</b> All Comprehensive High Schools</p>				

<b>Action/ Service 1.05: Science, Technology, Engineering and Mathematics (STEM) Fabrication (FAB) Lab and Mobile / Hybrid Lab (1160)</b>				
<b>2017-18 Allocation</b>	<b>2016-17 Allocation</b>	<b>Total Jobs Included (FTE)</b>	<b>Increased or Improved Service?</b> <i>(offers more to low income, English learner &amp; foster youth than other students)</i>	<b>Is this Action/Service New, Modified, or Unchanged from last year?</b>
\$381,132	\$372,839	4.00	No	Modified
<p><b>Description:</b> Funding is used to:</p> <ul style="list-style-type: none"> <li>● Implement Fabrication Laboratory (Fab Lab)</li> <li>● Provide additional materials, supplies, and staff for the Fab Lab</li> <li>● Offer staff professional development on the Fab Lab and how to use the equipment</li> <li>● Provide support staff to supervise the lab on weekdays and weekends</li> <li>● Cover teacher hourly for ongoing training, Summer Institute</li> <li>● Purchase supplemental 3D printers, laser cutters, vinyl cutters, other equipment</li> <li>● Support hybrid and mobile labs Adding a FAB Lab manager, office manager, and project program assistant to supervise lab</li> </ul> <p><b>Schools Served:</b> Districtwide</p>				

<b>Action/ Service 1.06: Full Day Kindergarten (1250)</b>				
<b>2017-18 Allocation</b>	<b>2016-17 Allocation</b>	<b>Total Jobs Included (FTE)</b>	<b>Increased or Improved Service?</b> <i>(offers more to low income, English learner &amp; foster youth than other students)</i>	<b>Is this Action/Service New, Modified, or Unchanged from last year?</b>
\$2,367,145	\$2,297,086	19.80	No	Modified
<p><b>Description:</b> Full Day Kindergarten was expanded to all elementary schools for the 2017-18 school year. Full Day Kindergarten offers:</p> <ul style="list-style-type: none"> <li>● a longer day in Kindergarten</li> <li>● more opportunity to obtain the foundational skills in preparation for 1st grade</li> <li>● Professional development for FDK teachers Expanded to Fairmont and Madera</li> </ul> <p><b>Schools Served:</b> All Elementary Schools</p>				

<b>Action/ Service 1.07: Dual Immersion (1102)</b>				
<b>2017-18 Allocation</b>	<b>2016-17 Allocation</b>	<b>Total Jobs Included (FTE)</b>	<b>Increased or Improved Service?</b> <i>(offers more to low income, English learner &amp; foster youth than other students)</i>	<b>Is this Action/Service New, Modified, or Unchanged from last year?</b>
\$730,757	\$00,000	5.00	No	NEW
<p><b>Description:</b> Funding will be used to:</p> <ul style="list-style-type: none"> <li>● Provide training and ongoing support to teachers and leaders.</li> <li>● Implement an assessment to monitor the growth and development for Dual Immersion programming</li> <li>● Provide additional FTE to reduce the number of combination classes and create more effective instructional practices</li> </ul> <p><b>Schools Served:</b> Spanish: Stewart and Washington elementary schools, Korematsu Middle, and El Cerrito High Mandarin: Serra</p>				

<b>Action/ Service 1.08: English Language Learner (ELL) Assessment &amp; Reclassification (1270)</b>				
<b>2017-18 Allocation</b>	<b>2016-17 Allocation</b>	<b>Total Jobs Included (FTE)</b>	<b>Increased or Improved Service?</b> <i>(offers more to low income, English learner &amp; foster youth than other students)</i>	<b>Is this Action/Service New, Modified, or Unchanged from last year?</b>
\$1,543,045	\$1,465,517	7.90	Yes	Modified
<p><b>Description:</b> Funding will be used to:</p> <ul style="list-style-type: none"> <li>• Continue to support and improve services for English Language Learner Assessments at the state and local level</li> <li>• Increase reclassification rates by 2%</li> <li>• Ensure reclassification process serves students and families in a seamless manner,</li> <li>• Purchase necessary materials</li> <li>• Provide professional development so families and staff have a comprehensive understanding of and access to the Registration, Assessment, and Placement (RAP) center services</li> <li>• Staff the RAP center.</li> </ul> <p>Funding increased to cover extra time, materials and supplies, and other operating items</p> <p><b>Schools Served:</b> Districtwide</p>				

<b>Action/ Service 1.09: English Learner Master Plan (4170)</b>				
<b>2017-18 Allocation</b>	<b>2016-17 Allocation</b>	<b>Total Jobs Included (FTE)</b>	<b>Increased or Improved Service?</b> <i>(offers more to low income, English learner &amp; foster youth than other students)</i>	<b>Is this Action/Service New, Modified, or Unchanged from last year?</b>
\$1,594,860	\$1,577,226	12.90	Yes	Modified
<p><b>Description:</b> Continue to implement the six components of the Master Plan for English Learners</p> <ul style="list-style-type: none"> <li>• Identification, Assessment, and Program Placement</li> <li>• Instructional Programs</li> <li>• Monitoring of Student Progress and Reclassification</li> <li>• Staffing and Professional Development</li> <li>• Parent and Community Involvement</li> <li>• Evaluation and Accountability</li> </ul> <p>Funding increased to cover additional staffing, materials and supplies, and other operating expenses</p> <p><b>Schools Served:</b> Districtwide</p>				

App D: Budget Summaries

<b>Action/ Service 1.10: Secondary Class Size Reduction (1251)</b>				
<b>2017-18 Allocation</b>	<b>2016-17 Allocation</b>	<b>Total Jobs Included (FTE)</b>	<b>Increased or Improved Service?</b> <i>(offers more to low income, English learner &amp; foster youth than other students)</i>	<b>Is this Action/Service New, Modified, or Unchanged from last year?</b>
\$3,550,101	\$1,864,458	31.00	Yes	Modified
<p><b>Description:</b> Class Size Reduction covers additional staffing at secondary schools with an unduplicated count above 55%:</p> <ul style="list-style-type: none"> <li>● Richmond High School 6.2 (FTE)</li> <li>● Kennedy High School 3.2 (FTE)</li> <li>● Pinole Valley High School 5.2 (FTE)</li> <li>● Greenwood Academy 4.0 (FTE)</li> <li>● Crespi Middle School 2.4 (FTE)</li> <li>● Pinole Middle School 2.2 (FTE)</li> <li>● Helms Middle School 2.6 (FTE)</li> <li>● De Anza High School 6.2 (FTE) Increased teacher staffing by 15.4 FTE over the 16-17 budget to lower class sizes</li> </ul> <p><b>Schools Served:</b> Middle Schools: Crespi, De Jean, Helms, Korematsu, Pinole Middle. High Schools: De Anza, El Cerrito, Greenwood Academy, Hercules, Kennedy, Pinole Valley, and Richmond</p>				

<b>Action/ Service 1.11: Summer Out of School Time Services (1290)</b>				
<b>2017-18 Allocation</b>	<b>2016-17 Allocation</b>	<b>Total Jobs Included (FTE)</b>	<b>Increased or Improved Service?</b> <i>(offers more to low income, English learner &amp; foster youth than other students)</i>	<b>Is this Action/Service New, Modified, or Unchanged from last year?</b>
\$770,164	\$748,002	0.00	Yes	Unchanged
<p><b>Description:</b> Summer out-of-school four - five week program includes:</p> <ul style="list-style-type: none"> <li>● High school credit recovery classes for students to: <ul style="list-style-type: none"> <li>○ complete courses needed to graduate</li> <li>○ meet A-G requirement for college readiness</li> </ul> </li> <li>● Administrative support for summer intervention programs at elementary and middle school levels</li> <li>● Funding for staffing and general supplies and materials.</li> </ul> <p><b>Schools Served:</b> At selected Title 1 Schools</p>				

App D: Budget Summaries

<b>Action/ Service 1.12: Graduate Tutor (1280)</b>				
<b>2017-18 Allocation</b>	<b>2016-17 Allocation</b>	<b>Total Jobs Included (FTE)</b>	<b>Increased or Improved Service?</b> <i>(offers more to low income, English learner &amp; foster youth than other students)</i>	<b>Is this Action/Service New, Modified, or Unchanged from last year?</b>
\$2,124,787	\$1,917,251	35.00	Yes	Modified
<p><b>Description:</b> Graduate Tutors are positions that provide academic support to low performing students at their assigned schools, including an emphasis on ELs to improve English proficiency.                      Elementary Grad Tutors: focused on supporting the learning center model (serving students who are 2 or more levels below grade level) at high need schools.                      Secondary Level Grad Tutors: support teachers in classrooms to meet the needs of students who are below grade level, newcomers, and long term English Learners.                      - Funding will also provide monthly grad tutor professional development and collaboration meetings. - Effective February 2017, grad tutors at 0.8 fte were increased to 1.0 fte. Hence, an increase in benefits.                      Increased to offer full time positions with benefits to grad tutors  <b>Schools Served:</b> Elementary schools: Bayview, Chavez, Collins, Coronado, Dover, Downer, Highland, Fairmont, Ford, Grant, King, Lake, Lincoln, Mira Vista, Montalvin, Murphy, Nystrom, Peres, Riverside, Shannon, Sheldon, Tara Hills, Verde, Washington, Wilson. Middle Schools:</p>				

<b>Action/ Service 1.13: Read 180/System 44 (1261)</b>				
<b>2017-18 Allocation</b>	<b>2016-17 Allocation</b>	<b>Total Jobs Included (FTE)</b>	<b>Increased or Improved Service?</b> <i>(offers more to low income, English learner &amp; foster youth than other students)</i>	<b>Is this Action/Service New, Modified, or Unchanged from last year?</b>
\$516,167	\$484,052	4.77	No	Modified
<p><b>Description:</b> Read 180/System 44 is the secondary reading intervention program for the district. This program is a comprehensive, research-based intervention that uses a blended learning model. Classes are available to mainstream, special education (RSP, NSH, and SH), and EL students and are run at reduced class size with a maximum of 24 students in a mainstream push-in class. The program was updated and expanded starting in 14-15 as a required component of the middle school Project Read grant. Formal mid-year and end-of-year data reviews are completed by Scholastic/Houghton Mifflin Harcourt.                      - Teachers participate in ongoing professional development with peer observation and goal planning, known as “cadre days”.                      - Middle school implementation will continue for the 2017-18 school year in compliance with the Project Read grant.                      Covers increase in retirement / benefits  <b>Schools Served:</b> Middle and High Schools</p>				

**Action/ Service 1.14: Practices for African American Student Support/Success  
(PAASSS) (1180)**

<b>2017-18 Allocation</b>	<b>2016-17 Allocation</b>	<b>Total Jobs Included (FTE)</b>	<b>Increased or Improved Service?</b> <i>(offers more to low income, English learner &amp; foster youth than other students)</i>	<b>Is this Action/Service New, Modified, or Unchanged from last year?</b>
\$400,000	\$400,000	0.00	No	Unchanged

**Description:** Practices for African American Student Support and Success (PAASSS) include the African American Male Pipeline Project and other UC Berkeley Partnerships, Efficacy framework, model and training, afterschool program for Richmond Steelers, Growth Mindset/Brainology, African American Honors Gala event, and Mafanikio. WCCUSD's goal is to ensure that all students are college and career ready able to make life choices with productive and positive outcomes. Since African American students have been traditionally underserved, we have implemented or expanded some practices, strategies and frameworks that support this goal and lens.

**Schools Served:** Districtwide

## LCFF Base Funding Supporting LCAP Goal 1

<b><u>Curriculum Development Instructional Support (2100,2110, 2130, 2180)</u></b>	
<b>2017-18 Allocation</b>	<b>Total Jobs Included (FTE)</b>
\$2,963,939	20.60
<p><b>Description:</b> Activities primarily for assisting instructional staff in planning, developing and evaluating the process of providing learning experiences for students. This includes curriculum development, staff support and assistance.</p> <p><b>Schools Served:</b> District</p> <p><b>School Accounting Code Structure (SACS):</b> Funtion(s) 2100,2110, 2130, 2180</p>	

<b><u>Pupil Services (3000-3999)</u></b>	
<b>2017-18 Allocation</b>	<b>Total Jobs Included (FTE)</b>
\$11,721,456	23.67
<p><b>Description:</b> Activities involving assisting, counseling and assessment for students; assisting students with guidance and testing; and programs for educational, college and career planning.</p> <p><b>Schools Served:</b> District and School</p> <p><b>School Accounting Code Structure (SACS):</b> Funtion(s) 3000-3999</p>	

<b><u>Student Instruction (1020)</u></b>	
<b>2017-18 Allocation</b>	<b>Total Jobs Included (FTE)</b>
\$1,188,300	11.36
<p><b>Description:</b> Activities, services and supplies and equipment concerned with direct instruction with students. Response to Intervention Program.</p> <p><b>Schools Served:</b> School Wide</p> <p><b>School Accounting Code Structure (SACS):</b> Funtion(s) 1020</p>	

## Restricted Funds Supporting LCAP Goal 1

<u>21ST CENTURY CCLC (4124)</u>	
2017-18 Allocation	Total Jobs Included (FTE)
\$335,191	0.30
<p><b>Description:</b></p> <p><b>Schools Served:</b> School Wide</p> <p><b>School Accounting Code Structure (SACS):</b> Resource(s): 4124</p>	

<u>California Partnership Academy (6385)</u>	
2017-18 Allocation	Total Jobs Included (FTE)
\$724,500	1.70
<p><b>Description:</b> This resource supports district wide high quality Pathways/Academies, including the following:</p> <ul style="list-style-type: none"> <li>● Pathway lead teacher prep period for Pathway planning and coordination</li> <li>● Release time for teacher collaboration and professional development</li> <li>● Equipment</li> <li>● Tutoring</li> <li>● Substitutes</li> <li>● Study Trips</li> <li>● Supplies and materials needed for a particular Pathway</li> </ul> <p>There are two grants funds that will be spent over a two-year period. Grant ends 2017. We have the opportunity to re-apply.</p> <p><b>Schools Served:</b> DeAnza, El Cerrito, Kennedy, Pinole Valley, and Richmond High Schools</p> <p><b>School Accounting Code Structure (SACS):</b> Resource(s): 6385</p>	

<u>California Partnership Academy (7220)</u>	
2017-18 Allocation	Total Jobs Included (FTE)
\$298,800	0.77
<p><b>Description:</b> This resource supports district wide high quality Pathways/Academies:</p> <ul style="list-style-type: none"> <li>● Pathway lead teacher prep period for Pathway planning and coordination</li> <li>● Release time for teacher collaboration and professional development</li> <li>● Equipment</li> <li>● Tutoring</li> <li>● Substitutes and Study Trips</li> <li>● Supplies and materials needed additionally that are particular to the Pathway</li> </ul> <p><b>Schools Served:</b> DeAnza, Kennedy, Pinole Valley, Richmond, and El Cerrito High Schools.</p> <p><b>School Accounting Code Structure (SACS):</b> Resource(s): 7220</p>	



<b><u>Career Pathways Trust (CPT) 2- Alameda County Office of Education (ACOE) (6382)</u></b>	
<b>2017-18 Allocation</b>	<b>Total Jobs Included (FTE)</b>
\$139,514	1.00
<p><b>Description:</b> WCCUSD partnered with Alameda County Office of Education and Contra Costa County Office of Education in the development of the R4 (Resilient Youth, Ready to Learn, Ready for Work, Ready for Life) grant. The resilient youth are young people in court, community, continuation, and alternative schools. The R4 grant brings together various community based organizations and the two county agencies in supporting these high risk student populations to continue and complete their education and build their workforce skills. The industry sector pathways that this grant will focus on are: Advanced Manufacturing and Health. We will continue to review programs to expand as we gauge student interest.</p> <p><b>Schools Served:</b> School Wide</p> <p><b>School Accounting Code Structure (SACS):</b> Resource(s): 6382</p>	

<b><u>Career Pathways Trust (CPT)1- Peralta College (9582)</u></b>	
<b>2017-18 Allocation</b>	<b>Total Jobs Included (FTE)</b>
\$166,027	1.00
<p><b>Description:</b> Students entering Kennedy High School Pathways will be offered expanded Pathway including Dual Enrollment, concurrent enrollment, and a college readiness course Get Focused/Stay. This will be taught by a counselor for Dual Enrollment Credit. Students will be supported additionally with CCC college counselors providing college ready assessments to determine and support needs to be successful in college.</p> <p><b>Schools Served:</b> District and School</p> <p><b>School Accounting Code Structure (SACS):</b> Resource(s): 9582</p>	

<b><u>Career Technical Education Incentive Grant (CTEIG) (6387)</u></b>	
<b>2017-18 Allocation</b>	<b>Total Jobs Included (FTE)</b>
\$146,272	0.00
<p><b>Description:</b> This program was established as a state education, economic, and workforce development initiative with the goal of providing pupils with the knowledge and skills necessary to transition to employment and postsecondary education. The funding is being used to enhance our current CTE offerings, as well as to build new CTE pathways and programs. The funding is utilized to enhance, expand, or upgrade CTE pathways, assist with CTE credentialing, PD, and postsecondary planning and collaboration.</p> <p><b>Schools Served:</b> School Wide</p> <p><b>School Accounting Code Structure (SACS):</b> Resource(s): 6387</p>	

<b><u>Carl Perkins Career Tech Ed (3550)</u></b>	
<b>2017-18 Allocation</b>	<b>Total Jobs Included (FTE)</b>
\$275,382	0.00
<p><b>Description:</b> This grant provides opportunities to improve Career Technical education courses and course progression. It provides for materials and equipment, as well as additional instructional and curriculum planning hours.</p> <p>It also provides professional development opportunities for CTE teachers.</p> <p>The CTE program is dedicated to integrating academic and CTE instruction, and serving special populations, such as ELs, Special Education students, and students who are underserved.</p> <p>Provides funding for any CTE qualified teacher providing a minimum of 2 sequential courses in career technical education.</p>	
<p><b>Schools Served:</b> District</p>	
<p><b>School Accounting Code Structure (SACS):</b> Resource(s): 3550</p>	

<b><u>CHEVRON (9531)</u></b>	
<b>2017-18 Allocation</b>	<b>Total Jobs Included (FTE)</b>
\$97,906	1.00
<p><b>Description:</b> This grant funding source supports a variety of related projects as part of the Chevron STEM Initiative in our district. The grant requires specific mathematics and science coaching and professional development to take place.</p> <p>The Chevron STEM Initiative funds coaching for all middle school science and high school biology teachers; summer mathematics institutes for grades Pre K-12; mathematics coaching support for all middle and high school mathematics teachers and selected grade 6 teachers; teacher additional hourly pay; funding for acquisition and implementation of the Mobile Fab Lab and Crespi Hybrid Fab Lab; and creation of the Community STEM Centers at specific school sites, with funding for science kits, other supplies and materials, and related mathematics and science professional development and community support.</p>	
<p><b>Schools Served:</b> School Wide</p>	
<p><b>School Accounting Code Structure (SACS):</b> Resource(s): 9531</p>	

<b><u>Irene Scully Family Foundation (9595)</u></b>	
<b>2017-18 Allocation</b>	<b>Total Jobs Included (FTE)</b>
\$342,869	3.30
<p><b>Description:</b> The Irene Scully Foundation has provided support for Peres Elementary School. The funding pays for the following: part-time school psychologist, dropout prevention/community specialist, and supplemental programs, supplies and materials</p>	
<p><b>Schools Served:</b> School Wide</p>	
<p><b>School Accounting Code Structure (SACS):</b> Resource(s): 9595</p>	

<b><u>Project READ (9011)</u></b>	
<b>2017-18 Allocation</b>	<b>Total Jobs Included (FTE)</b>
\$74,040	0.00
<p><b>Description:</b> Project READ (PR) is a 5 year state grant that began in July 2013 and ends in June 2018. It is an intensive program serving a competitively selected group of schools and is dedicated to increasing student reading and ELA outcomes through teacher and leader professional development, parent and family support, and adaptive technology. Funds are used to purchase technology, software, supplies and materials for successful implementation and program maintenance.</p> <p>The evidence-based implementation practices for teaching reading across content areas are in alignment with the California Standards that promote readiness for college, career, and/or community life. A Project READ coach supports teachers to implement best practices.</p> <p><b>Schools Served:</b> All Middle Schools</p> <p><b>School Accounting Code Structure (SACS):</b> Resource(s): 9011</p>	

<b><u>Regional Occupation Program (ROP) (9513)</u></b>	
<b>2017-18 Allocation</b>	<b>Total Jobs Included (FTE)</b>
\$1,082,407	10.63
<p><b>Description:</b> CTE/ROP is the Contra Costa County Office of Education's career training program designed for high school juniors and seniors. The goal of CTE/ROP is to help students gain knowledge and skills for future careers. In addition to the skills developed for specific fields, each class helps students develop a résumé, review effective interviewing techniques and identify sources of employment. Hands-on experiences provide students the opportunity to "try-out" career choices before investing time and money in college or post-secondary training. Funding is used to provide: teachers, training, supplies, materials, and equipment that supplement/support the specific program needs of the class, i.e. tools for the auto class, small MAC lab for the digital art design class.</p> <p><b>Schools Served:</b> School Wide</p> <p><b>School Accounting Code Structure (SACS):</b> Resource(s): 9513</p>	

<b><u>State After School Program (6010)</u></b>	
<b>2017-18 Allocation</b>	<b>Total Jobs Included (FTE)</b>
\$3,505,467	2.95
<p><b>Description:</b> The After School Programs receive funding through the After School Education and Safety (ASES) grant program administered by the California Department of Education (CDE). The programs focus on improving student outcomes by supporting the development of their physical, social-emotional, and academic skills. The programs are open to all students at the host school at no cost to families. In some cases, schools may determine specific criteria for priority student enrollment, such as low academic performance or social needs. The WCCUSD Expanded Learning programs currently serve 3,921 students. 46% of all program participants are designated as English Language Learners. 86% of program participants are eligible for Free or Reduced Price lunch.</p> <p><b>Schools Served:</b> 28 schools</p> <p><b>School Accounting Code Structure (SACS):</b> Resource(s): 6010</p>	

<b><u>Title I (3010)</u></b>	
<b>2017-18 Allocation</b> \$7,097,959	<b>Total Jobs Included (FTE)</b> 32.63
<p><b>Description:</b> Title I is designed to help students to achieve proficiency on challenging State academic achievement standards (California standards). Our Title I schools are schoolwide programs, with a special emphasis on children who are failing, or most at risk of failing, to meet the California standards.</p> <p>Schools spend their allocations in a variety of areas to meet the needs of students, ranging from supplemental personnel and curriculum, and parental involvement activities to supplies/materials, technology, and professional development. Single Plans for Student Achievement for each school detail these plans.</p> <p>Title I monies are also spent on federal mandatory set-asides (parent involvement, professional development) as well as supplemental support for student learning through class size reduction teachers, additional graduate tutors as well as summer and afterschool intervention programs.</p> <p><b>Schools Served:</b> School Wide</p> <p><b>School Accounting Code Structure (SACS):</b> Resource(s): 3010</p>	

<b><u>Title III English Language (4203)</u></b>	
<b>2017-18 Allocation</b> \$1,541,748	<b>Total Jobs Included (FTE)</b> 17.10
<p><b>Description:</b> The purpose of the Title III – English Language Program funds is to pay for enhanced instructional opportunities for English Learners and their families. The following services are provided to schools:</p> <ul style="list-style-type: none"> <li>● English Language Arts/English Language Development standards aligned professional development</li> <li>● Educational personnel, including coordinators, graduate tutors, coaches, and consultants</li> <li>● Tutorials, mentoring, and counseling</li> <li>● Identification and acquisition of educational materials, software, and technology</li> <li>● Basic instructional services and other instructional and assessment services designed to assist English Learners to achieve proficiency in elementary and secondary schools in our district</li> <li>● Family literacy, parent training, and community outreach</li> </ul> <p><b>Schools Served:</b> District and School</p> <p><b>School Accounting Code Structure (SACS):</b> Resource(s): 4203</p>	

<b><u>Title III Immigrant Education (4201)</u></b>	
<b>2017-18 Allocation</b> \$106,374	<b>Total Jobs Included (FTE)</b> 0.00
<p><b>Description:</b> Title III - Immigrant Education Program funds are specifically targeted to eligible immigrant students and their families through supplementary programs and services to assure that these students meet the same challenging grade level California State Standards as mainstream students. Schools are provided the following services: professional development, implementation support, and educational personnel, including bilingual graduate tutors, coaches, and consultants. Additional parent training and support is also provided.</p> <p><b>Schools Served:</b> District</p> <p><b>School Accounting Code Structure (SACS):</b> Resource(s): 4201</p>	

## Goal 2: Improve Instructional Practice LCFF Supplemental & Concentration Funds

<b>Action/ Service 2.01: Additional Calendar Days for Teacher Professional Development (2312)</b>				
<b>2017-18 Allocation</b>	<b>2016-17 Allocation</b>	<b>Total Jobs Included (FTE)</b>	<b>Increased or Improved Service? (offers more to low income, English learner &amp; foster youth than other students)</b>	<b>Is this Action/Service New, Modified, or Unchanged from last year?</b>
\$3,807,660	\$3,781,822	0.00	No	Modified
<p><b>Description:</b> Provide teachers with 6 additional days (on top of the instructional calendar days) for teacher and certificated personnel, preparation and professional development opportunities that are in-person and on-line. Professional learning will focus on the California Standards, WCCUSD Theories of Action, classroom management, social-emotional learning, and parental engagement.</p> <p>Days include: -4 days of professional learning, - 1 day of P/T conferences for elementary teachers - 1 day for marking grades for secondary teachers.</p> <p><b>Schools Served:</b> Districtwide</p>				

<b>Action/ Service 2.02: Professional Development Classified Training Day (2311)</b>				
<b>2017-18 Allocation</b>	<b>2016-17 Allocation</b>	<b>Total Jobs Included (FTE)</b>	<b>Increased or Improved Service? (offers more to low income, English learner &amp; foster youth than other students)</b>	<b>Is this Action/Service New, Modified, or Unchanged from last year?</b>
\$450,025	\$461,317	0.00	No	Unchanged
<p><b>Description:</b> The money will be used to train classified support staff. Staff who have support roles in schools and classrooms will learn about:</p> <ul style="list-style-type: none"> <li>- California standards</li> <li>- WCCUSD's Theory of Action</li> <li>- Classroom management</li> <li>- Relevant social-emotional learning programs</li> <li>- Parental engagement.</li> </ul> <p><b>Schools Served:</b> Districtwide</p>				

<b>Action/ Service 2.03: Teacher Recruitment and Retention (2315)</b>				
<b>2017-18 Allocation</b>	<b>2016-17 Allocation</b>	<b>Total Jobs Included (FTE)</b>	<b>Increased or Improved Service? (offers more to low income, English learner &amp; foster youth than other students)</b>	<b>Is this Action/Service New, Modified, or Unchanged from last year?</b>
\$1,414,709	\$00,000	3.00	No	NEW
<p><b>Description:</b> Increase the percentage of employees who stay with WCCUSD for 5 or more years. Ensure 100% appropriately assigned and fully credentialed teachers.</p> <p><b>Schools Served:</b> Districtwide</p>				

<b>Action/ Service 2.04: Site Funding to Implement Single Plan for Student Achievement (SPSA) (RS 9670)</b>				
<b>2017-18 Allocation</b>	<b>2016-17 Allocation</b>	<b>Total Jobs Included (FTE)</b>	<b>Increased or Improved Service?</b> <i>(offers more to low income, English learner &amp; foster youth than other students)</i>	<b>Is this Action/Service New, Modified, or Unchanged from last year?</b>
\$6,503,158	\$3,800,000	0.00	Yes	Modified
<p><b>Description:</b> School site leaders work with instructional leadership teams (ILTs) and School Site Councils (SSCs) to plan and design a school-wide program to improve teaching/learning, school climate, attendance and parent involvement. The plans are described in the e Single Plan for Student Achievement (SPSA) and include:</p> <ul style="list-style-type: none"> <li>• analysis of data</li> <li>• theory of action</li> <li>• alignment of site plans to district LCAP</li> <li>• action plan sections: English Language Arts, Mathematics, English Language Development, school climate, parent involvement, attendance, programs for African American students</li> <li>• site budget allocations to support the implementation of the action plans Increased by \$2,703,158 for site-level decision making</li> </ul> <p><b>Schools Served:</b> Districtwide</p>				

<b>Action/ Service 2.05: Collaboration &amp; Professional Development (6110)</b>				
<b>2017-18 Allocation</b>	<b>2016-17 Allocation</b>	<b>Total Jobs Included (FTE)</b>	<b>Increased or Improved Service?</b> <i>(offers more to low income, English learner &amp; foster youth than other students)</i>	<b>Is this Action/Service New, Modified, or Unchanged from last year?</b>
\$725,825	\$524,776	3.00	No	Modified
<p><b>Description:</b> Funding supports the following:</p> <ul style="list-style-type: none"> <li>- Instructional Leadership Team (ILT) Academy (Summer Institute, beginning of the year, mid-year, and end-of-the year check-ins)</li> <li>- Best Practices conferences</li> <li>- coaching, and ongoing collaboration activities</li> <li>- academic conferencing and data analysis support</li> <li>- writing calibration sessions</li> <li>- districtwide gatherings for PD and data chats</li> <li>- national board certification collaboration</li> <li>- elementary report card meetings</li> <li>- piloting online systems,</li> <li>- Principal Cadre planning and collaboration</li> <li>- general professional development work</li> </ul> <p>These monies also provide for extra teacher hourly costs, support for ILT coaching, and PD Location costs for ILT Professional Development. Response to Intervention is also supported with this funding. Increase covers extra time, over time, and increase in retirement / benefits</p> <p><b>Schools Served:</b> Districtwide</p>				

<b>Action/ Service 2.06: Practices for African American Student Support and Success (2180)</b>				
<b>2017-18 Allocation</b>	<b>2016-17 Allocation</b>	<b>Total Jobs Included (FTE)</b>	<b>Increased or Improved Service? (offers more to low income, English learner &amp; foster youth than other students)</b>	<b>Is this Action/Service New, Modified, or Unchanged from last year?</b>
\$175,000	\$175,000	0.00	No	Unchanged
<p><b>Description:</b> We will provide additional training for teachers in support of our Practices for African American Student Support and Success (PAASSS). Professional development will range from Mindset Works and the Growth Mindset Teacher Leader development and coaching series to Efficacy, building emotional intelligence and cultural competence, culturally responsive and relevant practices, and other activities to support the general daily program offerings and the Mafanikio program</p> <p>WCCUSD's goal is to ensure that all students are college and career ready able to make life choices with productive and positive outcomes. Since African American students have been traditionally underserved, we have implemented or expanded some practices, strategies and frameworks that support this goal and lens.</p> <p><b>Schools Served:</b> Districtwide</p>				

<b>Action/ Service 2.07: Implement California Standards and English Language Learner (ELL) Standards w/Equity Lens (2310)</b>				
<b>2017-18 Allocation</b>	<b>2016-17 Allocation</b>	<b>Total Jobs Included (FTE)</b>	<b>Increased or Improved Service? (offers more to low income, English learner &amp; foster youth than other students)</b>	<b>Is this Action/Service New, Modified, or Unchanged from last year?</b>
\$78,636	\$152,035	0.50	No	Modified
<p><b>Description:</b> Provide professional development, coaching, and data support tools for certificated staff.Reduced to cover positions only (previously covered extra hours and overtime)</p> <p><b>Schools Served:</b> Districtwide</p>				



## LCFF Base Funding Supporting LCAP Goal 2

<b><u>Professional Development Recruitment (2140)</u></b>	
<b>2017-18 Allocation</b>	<b>Total Jobs Included (FTE)</b>
\$659,976	0.40
<p><b>Description:</b> In-House Instructional Staff development program and recruitment and staff development and recruitment for non-instructional staff.</p> <p><b>Schools Served:</b> District</p> <p><b>School Accounting Code Structure (SACS):</b> Funtion(s) 2140</p>	

## Restricted Funds Supporting LCAP Goal 2

<b><u>Educator Effectiveness (6264)</u></b>	
<b>2017-18 Allocation</b>	<b>Total Jobs Included (FTE)</b>
\$125,606	2.00
<p><b>Description:</b> Provides new funding for professional learning for every district, county office of education, charter school, and state special school throughout the state. This funding source is referred to as Educator Effectiveness monies.</p> <p>The state requires that these funds be spent in the following four ways:</p> <ul style="list-style-type: none"> <li>● Beginning teacher and administrator support and mentoring, including, but not limited to, programs that support new teacher and administrator ability to teach or lead effectively and to meet induction requirements,</li> <li>● Professional development, coaching, and support services for teachers who have been identified as needing improvement or additional support by Districts,</li> <li>● Professional development for teachers and administrators that is aligned to the state content standards, and</li> <li>● To promote educator quality and effectiveness, including training on mentoring and coaching certificated staff and training certificated staff to support effective teaching and learning.</li> </ul> <p>The funding must be spent over 3 years (2015-16, 2016-17, 2017-18). The board approved spending these monies in: Teacher Induction Program (TIP), new teacher training, WCCAA mentor program, PAR, on-line personalized learning, professional learning on the California Standards, EL standards, and NGSS standards, integrating technology into daily practice, growth mindset, leadership, data analysis and action, and developing a culture of high expectations.</p> <p><b>Schools Served:</b> District</p> <p><b>School Accounting Code Structure (SACS):</b> Resource(s): 6264</p>	

<b><u>Federal Pre-K Staff Development (3345)</u></b>	
<b>2017-18 Allocation</b>	<b>Total Jobs Included (FTE)</b>
\$2,080	0.00
<p><b>Description:</b> Federal staff development funding for Pre School Special Education Staff in the following areas:</p> <ul style="list-style-type: none"> <li>• Preschool Foundations</li> <li>• Common Core</li> <li>• PECS (Picture Exchange Communication System)</li> <li>• Social Emotional (sensory diet, behavior support)</li> <li>• Early Childhood Mental Health</li> <li>• Developmentally appropriate speech and language and occupational therapy trainings</li> <li>• Relevant trainings for students with autism, low incidence and multi-categorical identification for teachers and instructional assistants</li> </ul> <p><b>Schools Served:</b> School Wide</p> <p><b>School Accounting Code Structure (SACS):</b> Resource(s): 3345</p>	

<b><u>Title II (4035)</u></b>	
<b>2017-18 Allocation</b>	<b>Total Jobs Included (FTE)</b>
\$1,814,899	13.81
<p><b>Description:</b> Title II funds must be used to increase student academic achievement through strategies that improve teacher and principal quality and increase the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools. These funds should be used to support professional learning that improves both the content knowledge of teachers in core academic areas, and the classroom practices of all teachers, as well as learning that supports principals in becoming high impact educational leaders.</p> <p>When using Title II funds for professional development for teachers and principals, the focus must be on deepening the knowledge of academic subjects and the California Standards. Professional development activities must:</p> <ul style="list-style-type: none"> <li>• Be an integral part of broad school-wide and districtwide educational improvement efforts;</li> <li>• Provide knowledge and skills to teachers in order to help students meet challenging State academic standards</li> <li>• Improve classroom management skills;</li> <li>• Be sustained, intensive, and classroom-focused and are not one-day or short-term workshops</li> </ul> <p>Funds are allocated for: professional learning for teachers; professional learning for administrators, exam fees, recruiting &amp; retention, National Board certification, and Coursework.</p> <p><b>Schools Served:</b> District</p> <p><b>School Accounting Code Structure (SACS):</b> Resource(s): 4035</p>	

## Goal 3: Increase Parent & Community Engagement LCFF Supplemental & Concentration Funds

<b>Action/ Service 3.01: School Community Outreach Workers (SCOWs) (3110)</b>				
<b>2017-18 Allocation</b>	<b>2016-17 Allocation</b>	<b>Total Jobs Included (FTE)</b>	<b>Increased or Improved Service?</b> <i>(offers more to low income, English learner &amp; foster youth than other students)</i>	<b>Is this Action/Service New, Modified, or Unchanged from last year?</b>
\$2,679,130	\$2,134,651	37.00	Yes	Unchanged
<p><b>Description:</b> School Community Outreach Workers support family engagement and partnerships school wide. SCOW's are responsible for:</p> <ul style="list-style-type: none"> <li>- assisting families to establish home environments to support children as students</li> <li>- designing effective forms of school-to-home and home-to-school communication about school programs and children's progress</li> <li>- recruiting and organizing parent volunteers</li> <li>- providing information and ideas to families about how to help students a home with homework and other curriculum-related activities, decisions, and planning</li> <li>- including parents in school decisions, developing parent leaders and representatives</li> <li>- identifying and integrating resources and services from the community to strengthen school programs, family practices, and student learning and development</li> </ul> <p><b>Schools Served:</b> Elementary: Bayview, Chavez, Collins, Coronado, Dover, Downer, Fairmont, Ford, Grant, Highland, King, Lake, Lincoln, Mira Vista, Montalvin, Murphy, Nystrom, Peres, Riverside, Shannon, Sheldon, Stege, Tara Hills, Verde, Washington, Wilson Secondary: Crespi</p>				

<b>Action/ Service 3.02: Parent University and Volunteer Support (3120)</b>				
<b>2017-18 Allocation</b>	<b>2016-17 Allocation</b>	<b>Total Jobs Included (FTE)</b>	<b>Increased or Improved Service?</b> <i>(offers more to low income, English learner &amp; foster youth than other students)</i>	<b>Is this Action/Service New, Modified, or Unchanged from last year?</b>
\$350,792	\$497,038	1.50	Yes	Modified
<p><b>Description:</b> This funding supports Parent University, a program using California PTA School Smarts curriculum, which is designed to foster parent engagement and create active parent leaders. Funding will also be used to offer ongoing parent leadership and parent training opportunities throughout the school year, including the annual Parents as Partners Conference.</p> <p>Funding is also used to lower barriers for parent volunteers and participation by offering free fingerprinting programs and promotion of districtwide volunteerism.Reduction in other operating expenditures</p> <p><b>Schools Served:</b> Parent University: Elementary schools: Bayview, Chavez, Coronado, Dover, Downer, Fairmont, Grant, King, Lincoln, Lupine Hills, Mira Vista, Montalvin, Nystrom, Peres, Riverside, Verde. Secondary schools: DeAnza, Helms, Richmond Volunteers: Districtwide</p>				

<b>Action/ Service 3.03: Practices for African American Student Support and Success (PAASSS) parent support (3180)</b>				
<b>2017-18 Allocation</b>	<b>2016-17 Allocation</b>	<b>Total Jobs Included (FTE)</b>	<b>Increased or Improved Service? (offers more to low income, English learner &amp; foster youth than other students)</b>	<b>Is this Action/Service New, Modified, or Unchanged from last year?</b>
\$175,623	\$175,000	0.50	No	Unchanged
<p><b>Description:</b> Funding supports the following PAASSS supplemental programs to increase parent voice, parental involvement, and parental communication: Parent Efficacy Trainer of Trainer Model, African American Site Advisory Team (AASAT), American American Parent Advisory Council (site-based), African American Family Engagement Institute, Mafanikio, and Black History Programs/Activities.</p> <p>WCCUSD's goal is to ensure that all students are college and career ready able to make life choices with productive and positive outcomes. Since African American students have been traditionally underserved, we have implemented or expanded some practices, strategies and frameworks that support this goal and lens.</p> <p><b>Schools Served:</b> Districtwide</p>				

### **LCFF Base Funding Supporting LCAP Goal 3**

<b>Professional Development Recruitment (2140)</b>	
<b>Goal 2: PD &amp; Recruitment of High Quality Staff</b>	
<b>2017-18 Allocation</b>	<b>Total Jobs Included (FTE)</b>
\$659,976	0.40
<p><b>Description:</b> In-House Instructional Staff development program and recruitment and staff development and recruitment for non-instructional staff.</p> <p><b>Schools Served:</b> District</p> <p><b>School Accounting Code Structure (SACS):</b> Funtion(s) 2140</p>	

### **Restricted Funds Supporting LCAP Goal 3**

None this year.

## Goal 4: Improve School Climate LCFF Supplemental & Concentration Funds

<b>Action/ Service 4.01: Campus Safety Officers (CSOs) (4221)</b>				
<b>2017-18 Allocation</b>	<b>2016-17 Allocation</b>	<b>Total Jobs Included (FTE)</b>	<b>Increased or Improved Service? (offers more to low income, English learner &amp; foster youth than other students)</b>	<b>Is this Action/Service New, Modified, or Unchanged from last year?</b>
\$2,078,585	\$2,528,500	31.53	No	Modified
<b>Description:</b> Provide enhanced student safety with contract services for Campus Safety Officers.Reduction due to a decrease in operating expenditures.				
<b>Schools Served:</b> Districtwide				

<b>Action/ Service 4.02: Socio-Emotional Well-Being (4220, 4272)</b>				
<b>2017-18 Allocation</b>	<b>2016-17 Allocation</b>	<b>Total Jobs Included (FTE)</b>	<b>Increased or Improved Service? (offers more to low income, English learner &amp; foster youth than other students)</b>	<b>Is this Action/Service New, Modified, or Unchanged from last year?</b>
\$1,939,298	\$1,563,466	10.30	Yes	Modified
<b>Description:</b> To expand the mental health support for highest needs students at highest needs middle schools, funding will be used to support licensed social worker and mental health clinicians at Helms and DeJean Middle Schools Combined 2016-17 Goal 4.03 and 4.11 to have one action/service in 2017-18				
<b>Schools Served:</b> All comprehensive high schools. Helms and DeJean Middle Schools				

<b>Action/ Service 4.03: Visual and Performing Arts (VAPA) (4230)</b>				
<b>2017-18 Allocation</b>	<b>2016-17 Allocation</b>	<b>Total Jobs Included (FTE)</b>	<b>Increased or Improved Service? (offers more to low income, English learner &amp; foster youth than other students)</b>	<b>Is this Action/Service New, Modified, or Unchanged from last year?</b>
\$973,035	\$1,200,215	4.40	No	Unchanged
<b>Description:</b> The funding for Visual and Performing Arts covers costs for materials and supplies for elementary and secondary school sites, and for the elementary and secondary Arts and Music Programs. In addition to support of the secondary programs and District level performances and art shows, money is allocated for use in areas such as equipment repair, equipment replacement, facility use rental, in-district mileage, and transportation for student rehearsal, performance and field trips. Funding is also used to augment programs with culturally relevant practices, material, and training.				
<b>Schools Served:</b> Districtwide				

**App D: Budget Summaries**

<b>Action/ Service 4.04: Playworks (4222)</b>				
<b>2017-18 Allocation</b>	<b>2016-17 Allocation</b>	<b>Total Jobs Included (FTE)</b>	<b>Increased or Improved Service?</b> <i>(offers more to low income, English learner &amp; foster youth than other students)</i>	<b>Is this Action/Service New, Modified, or Unchanged from last year?</b>
\$1,384,753	\$1,461,819	0.00	Yes	Unchanged
<p><b>Description:</b> Provide organized recess, lunch, and breaks at 26 elementary schools</p> <p><b>Schools Served:</b> Full Program at Elementary Schools: Bayview, Chavez, Collins, Coronado, Dover, Downer, Fairmont, Ford, Grant, Highland, King, Lake, Lincoln, Montalvin, Murphy, Nystrom, Peres, Riverside, Shannon, Sheldon, Stege, Tara Hills, Verde, Washington, Wilson.</p>				

<b>Action/ Service 4.05: Three Technology Coaches (4150)</b>				
<b>2017-18 Allocation</b>	<b>2016-17 Allocation</b>	<b>Total Jobs Included (FTE)</b>	<b>Increased or Improved Service?</b> <i>(offers more to low income, English learner &amp; foster youth than other students)</i>	<b>Is this Action/Service New, Modified, or Unchanged from last year?</b>
\$383,582	\$269,409	2.00	No	Modified
<p><b>Description:</b> The funding provides additional services to teachers through a technology coaching program. Technology coaches assist teachers from highest need schools to successfully integrate technology into the curriculum. The coaches model lessons, collaborate with teachers, provide feedback and demonstrate how to use technology to differentiate instruction and integrate it into daily practice for adults and students. Increased by one full time technology coach</p> <p><b>Schools Served:</b> Districtwide</p>				

<b>Action/ Service 4.06: Full Service Community Schools (4240)</b>				
<b>2017-18 Allocation</b>	<b>2016-17 Allocation</b>	<b>Total Jobs Included (FTE)</b>	<b>Increased or Improved Service?</b> <i>(offers more to low income, English learner &amp; foster youth than other students)</i>	<b>Is this Action/Service New, Modified, or Unchanged from last year?</b>
\$1,080,238	\$960,426	1.00	Yes	Unchanged
<p><b>Description:</b> Community Schools implementation at 16 sites: Coronado, Crespi, DeAnza, DeJean, Dover, El Cerrito, Ford, Grant, Greenwood, Helms, Hercules High, Kennedy, Lake, Pinole Valley High, Richmond High, Verde. Funding supports Coordinator positions at each site. With support from Community Engagement, Coordinators set up Full Service Community Schools systems to improve coordination of services and supporting the whole child. Coordination includes facilitation of CARE/COST team, site-based coordination of community partnerships, and program data tracking to support measurement of student outcomes. Coordinators are responsible for connecting supportive services to sites based on needs, and working collaboratively with Community Engagement Team and site based School Community Outreach Workers.</p> <p><b>Schools Served:</b> Elementary Schools: Coronado, Dover, Ford, Grant, and Verde. Secondary Schools: Crespi, DeAnza, DeJean, El Cerrito, Greenwood Academy, Helms, Hercules, Kennedy, Pinole Valley High, and Richmond High</p>				

<b>Action/ Service 4.07: Special Education (4260)</b>				
<b>2017-18 Allocation</b>	<b>2016-17 Allocation</b>	<b>Total Jobs Included (FTE)</b>	<b>Increased or Improved Service? (offers more to low income, English learner &amp; foster youth than other students)</b>	<b>Is this Action/Service New, Modified, or Unchanged from last year?</b>
\$5,038,833	\$4,872,937	8.20	Yes	Unchanged
<p><b>Description:</b> Special Education students constitute approximately 12.5% of the unduplicated count student population. Special Education provides targeted services to students based upon their Individual Education Plans. The cost of providing targeted services is a significant portion of the general fund Special Education budget.</p> <p><b>Schools Served:</b> Districtwide</p>				

<b>Action/ Service 4.08: Training for Foster and Homeless Youth (4271)</b>				
<b>2017-18 Allocation</b>	<b>2016-17 Allocation</b>	<b>Total Jobs Included (FTE)</b>	<b>Increased or Improved Service? (offers more to low income, English learner &amp; foster youth than other students)</b>	<b>Is this Action/Service New, Modified, or Unchanged from last year?</b>
\$249,971	\$248,294	1.00	Yes	Unchanged
<p><b>Description:</b> 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. Add itinerant Social Work Specialist position to provide case management and support to Foster Youth and families districtwide.</p> <p><b>Schools Served:</b> Districtwide</p>				



## LCFF Base Funding Supporting LCAP Goal 4

<b><u>Site Supervision and Security (83xx)</u></b>	
<b>2017-18 Allocation</b>	<b>Total Jobs Included (FTE)</b>
\$4,349,613	18.00
<p><b>Description:</b> Activities concerned with maintaining order and safety in school building on the school grounds and in the vicinity of schools. Site supervision and safety using Campus Safety Officers and School Resource Officers. Disaster preparedness program. School Resource Officer contracts have been reduced.</p> <p><b>Schools Served:</b> School Wide</p> <p><b>School Accounting Code Structure (SACS):</b> Funtion(s) 83xx</p>	

## Restricted Funds Supporting LCAP Goal 4

<b><u>California Promoting the Readiness of Minors in Supplemental Security Income (PROMISE) (5840)</u></b>	
<b>2017-18 Allocation</b>	<b>Total Jobs Included (FTE)</b>
\$111,839	1.10
<p><b>Description:</b> Promoting the Readiness of Minors in Supplemental Security Income (PROMISE) is a joint initiative of the U.S. Department of Education (ED), the U.S. Social Security Administration (SSA), the U.S. Department of Health and Human Services (DHHS), and the U.S. Department of Labor (DOL) to promote positive outcomes for children who receive Supplemental Security Income (SSI) and their families.</p> <p>The purpose of PROMISE is to improve the provision and coordination of services and supports for child SSI recipients and their families in order to achieve improved outcomes, such as completing postsecondary education and job training to obtain competitive employment in an integrated setting that may result in long-term reductions in the child recipient's reliance on SSI.</p> <p>This agreement will allow the California Department of Rehabilitation (DOR) as the CaPROMISE Grant Administrator and the West Contra Costa Unified School District (WCCUSD) to work collaboratively to the DOR's PROMISE Grant proposal. Under this agreement the WCCUSD will recruit, enroll, and serve children ages 14 to 16 who are SSI recipients and residing within the boundaries of the WCCUSD.</p> <p>The contract covers the following personnel: 1.0 FTE Employment Specialist, .10 FTE Staff Secretary.</p> <p><b>Schools Served:</b> District</p> <p><b>School Accounting Code Structure (SACS):</b> Resource(s): 5840</p>	



<b><u>Department of Rehabilitation Transition (3412)</u></b>	
<b>2017-18 Allocation</b>	<b>Total Jobs Included (FTE)</b>
\$257,674	2.95
<p><b>Description:</b> This Cooperative Contract is designed to jointly serve the mutual clients of the Department of Rehabilitation (DOR) Greater East Bay District and the through the combining of resources. TPP staff work closely with the DOR counselors throughout the referral, eligibility and planning processes to ensure coordinated service provision that will lead to successful employment outcomes.</p> <p><b>Schools Served:</b> School Wide</p> <p><b>School Accounting Code Structure (SACS):</b> Resource(s): 3412</p>	

<b><u>High School Theater (9933)</u></b>	
<b>2017-18 Allocation</b>	<b>Total Jobs Included (FTE)</b>
\$134,092	1.00
<p><b>Description:</b> This is a locally created resource to account for the use of the De Anza and El Cerrito High School Theaters by internal and external users. The goal is to accumulate funding in order to provide an equipment replacement program for the theaters.</p> <p><b>Schools Served:</b> School Wide</p> <p><b>School Accounting Code Structure (SACS):</b> Resource(s): 9933</p>	

<b><u>Local Parcel Tax (9190)</u></b>	
<b>2017-18 Allocation</b>	<b>Total Jobs Included (FTE)</b>
\$9,751,593	76.50
<p><b>Description:</b> The parcel tax program includes support for a wide variety of services to students of the District. The parcel tax funding, renewed in November of 2016, is accounted for in a locally restricted account and is subject to the review by the Citizens Budget Advisory Committee. The parcel tax was passed with an overwhelming community majority of 75.56%, illustrating the level of commitment for educational programs shared by this community. The parcel tax expires in 2026-27. The School Board reached an agreement to share parcel tax revenues with local charter schools in 2015-16 and going forward.</p> <p><b>Schools Served:</b> School Wide</p> <p><b>School Accounting Code Structure (SACS):</b> Resource(s): 9190</p>	

<b><u>McKinner Vento Homeless Program (5630)</u></b>	
<b>2017-18 Allocation</b>	<b>Total Jobs Included (FTE)</b>
\$124,873	0.34
<p><b>Description:</b> The McKinney Vento Homeless Program supports the Families In Transition (FIT) office, focused on removing educational barriers for homeless children and youth. Program includes educational enrollment, coordination of services to support educational outcomes—tutoring, transportation, social-emotional learning programs, etc. Funding covers Student Support Services Supervisor, School Community Outreach Worker, School Supplies, Transportation Services, Technical Assistance, Resource Fair, and supplies and materials.</p> <p><b>Schools Served:</b> District</p> <p><b>School Accounting Code Structure (SACS):</b> Resource(s): 5630</p>	

<b><u>Medi-Cal Admin (MAA) Oral Health (9133, 9134)</u></b>	
<b>2017-18 Allocation</b>	<b>Total Jobs Included (FTE)</b>
\$77,919	0.35
<p><b>Description:</b> These funds are generated through services provided to Medi-Cal eligible students and are spent on services to these students, purchase of intervention and instructional supplies, technology and staff development. The Oral Health component is a reimbursement of supplies used for student oral health assessment.</p> <p><b>Schools Served:</b> District</p> <p><b>School Accounting Code Structure (SACS):</b> Resource(s): 9133, 9134</p>	

<b><u>Medi-Cal Billing (5640)</u></b>	
<b>2017-18 Allocation</b>	<b>Total Jobs Included (FTE)</b>
\$750,000	3.10
<p><b>Description:</b> The district receives Medi-Cal reimbursement funds for those students who are Medi-Cal eligible and receive any of the following services: transportation, speech therapy, occupational therapy, physical therapy, nursing services, 1:1 aide due to medical needs, and psychological services. These funds must be used to expand, not supplant current district programs and services. These funds are used to purchase additional nurses, health aides, Program Specialists, and clerical support. Also, the funds are used for child care, a Special Education Parent Liaison, instructional materials, testing materials, assistive technology and trainings.</p> <p><b>Schools Served:</b> District</p> <p><b>School Accounting Code Structure (SACS):</b> Resource(s): 5640</p>	

<b><u>School Based Medi-Cal (9135)</u></b>	
<b>2017-18 Allocation</b>	<b>Total Jobs Included (FTE)</b>
\$384,408	2.00
<p><b>Description:</b> Funding for coordination and implementation of school based psychological services at Highland, Tara Hills and Sheldon Elementary Schools.</p> <p><b>Schools Served:</b> District</p> <p><b>School Accounting Code Structure (SACS):</b> Resource(s): 9135</p>	

<b><u>School Restructuring (9597)</u></b>	
<b>2017-18 Allocation</b>	<b>Total Jobs Included (FTE)</b>
\$533,000	0.00
<p><b>Description:</b> This Resource is for the Pioneer Projects, the Mandarin Program, Partners in School Innovation, Lake Cameras Project, the google conversion one-time costs, the Kennedy High School Intermural Sports Program.</p> <p><b>Schools Served:</b> School Wide</p> <p><b>School Accounting Code Structure (SACS):</b> Resource(s): 9597</p>	

<b><u>Special Education Early Intervention (3385)</u></b>	
<b>2017-18 Allocation</b>	<b>Total Jobs Included (FTE)</b>
\$83,664	0.40
<p><b>Description:</b> 3385 provides funding for Part C of IDEA that provides school staff to provide services to all infants and toddler who are identified, evaluated, assessed, and served in the all areas of development , not just in those areas related to the suspected disability. This includes providing an IFSP (Individual Family Service Plan) and school staff providing the necessary services to facilitate a child's development and enhance the family's capacity to facilitate the child's development through a home-based support program.</p> <p><b>Schools Served:</b> School Wide</p> <p><b>School Accounting Code Structure (SACS):</b> Resource(s): 3385</p>	

<b><u>Special Education Individuals with Disabilities Education Act (IDEA) (3310-3320, 3395)</u></b>	
<b>2017-18 Allocation</b>	<b>Total Jobs Included (FTE)</b>
\$6,467,165	64.83
<p><b>Description:</b> The Federal Funding sources for Special Education are mainly targeted toward providing the special assistance required within a student's Individual Education Program (IEP) and the coordination of those services. These programs are for Pre-K through age 22.</p> <p><b>Schools Served:</b> School Wide  <b>School Accounting Code Structure (SACS):</b> Resource(s): 3310-3320, 3395</p>	

<b><u>Special Education Mental Health Services (3327)</u></b>	
<b>2017-18 Allocation</b>	<b>Total Jobs Included (FTE)</b>
\$326,573	0.80
<p><b>Description:</b> AB114 requires districts to provide Educationally Related Mental Health (ERMS) services to special education students who require mental health support per their Individual Education Program (IEP)s. These funds are used to hire school psychologists who have behavioral and counseling training to provide behavioral services and counseling as stated in the student's IEPs. Funds are also used for students whose IEP's place them in residential placements within and out of the State of California as well as the transportation of those students to residential facilities.</p> <p><b>Schools Served:</b> School Wide  <b>School Accounting Code Structure (SACS):</b> Resource(s): 3327</p>	

<b><u>Special Education State and Local (6500-6515)</u></b>	
<b>2017-18 Allocation</b>	<b>Total Jobs Included (FTE)</b>
\$55,606,291	411.37
<p><b>Description:</b> Special Education State and Local Funding is used to provide the special education services to special education students as required by their IEPs. By definition, these are students who have needs that go beyond the basic classroom settings for regular education, although many students also participate in regular education classes and receive support services in a variety of settings. These services include: Resource Specialist Program, Special Day Class - Non-Severely Handicapped, Special Day Class – Severely Handicapped, Full Inclusion Support Services, Speech Therapy, Counseling, Behavioral Services, Occupational Therapy, Physical Therapy, Adaptive Physical Education, and placement in Non-Public Schools, Residential placement, Services for students in Juvenile Hall and County/State prisons.</p> <p>Special Education also receives funding from Base and Supplemental Concentration funds in the amount of: Base=\$9.5m Supp/Conc=\$3.7m Base/Encroachment=\$25.4m and is also supported by other federal and state funds.</p> <p><b>Schools Served:</b> District and School  <b>School Accounting Code Structure (SACS):</b> Resource(s): 6500-6515</p>	

<b><u>Special Education WorkAbility (6520)</u></b>	
<b>2017-18 Allocation</b>	<b>Total Jobs Included (FTE)</b>
\$262,732	2.25
<p><b>Description:</b> With an emphasis on providing work-based learning, WorkAbility 1 promotes the involvement of key stakeholders (students, families, educators, youth-serving organizations, workforce development organizations, and business partners) in planning and implementing an array of services that culminate in successful student transition to employment, lifelong learning, and quality adult life.</p> <p><b>Schools Served:</b> District and School</p> <p><b>School Accounting Code Structure (SACS):</b> Resource(s): 6520</p>	

<b><u>Tobacco Use Prevention Education (TUPE) (9668)</u></b>	
<b>2017-18 Allocation</b>	<b>Total Jobs Included (FTE)</b>
\$10,000	0.00
<p><b>Description:</b> The Tobacco Use Prevention Education (TUPE) Program is a three-year collaborative prevention program with Contra Costa County Office of Education. WCCUSD sites include: Crespi, DeJean, Helms, Hercules, Korematsu, Pinole Middle, DeAnza, El Cerrito, Hercules High, Kennedy High, Pinole Valley High, Richmond High, and Greenwood Academy. Program elements include tobacco-prevention peer educators, youth health coalition, anti-tobacco advocacy, and anti-tobacco media literacy. Funds are used to support reimbursement for substitutes for lead staff at each school site.</p> <p><b>Schools Served:</b> School Wide</p> <p><b>School Accounting Code Structure (SACS):</b> Resource(s): 9668</p>	

<b><u>West County Transportation (9590)</u></b>	
<b>2017-18 Allocation</b>	<b>Total Jobs Included (FTE)</b>
\$64,810	0.50
<p><b>Description:</b> The grant provides free bus passes for income- eligible students districtwide</p> <p><b>Schools Served:</b> District</p> <p><b>School Accounting Code Structure (SACS):</b> Resource(s): 9590</p>	

<b><u>YMCA Morehouse (9620)</u></b>	
<b>2017-18 Allocation</b>	<b>Total Jobs Included (FTE)</b>
\$105,731	0.90
<p><b>Description:</b> Funding is used to support Director of James Morehouse Project position (currently a Teacher on Special Assignment). Funding is provided through funds raised for the James Morehouse Project, fiscally sponsored by the YMCA of the East Bay. Funding for this position is contingent upon funds raised by the James Morehouse Project/YMCA of the East Bay.</p> <p><b>Schools Served:</b> School Wide</p> <p><b>School Accounting Code Structure (SACS):</b> Resource(s): 9620</p>	

## Goal 5: Provide Basic Services LCFF Supplemental & Concentration Funds

<b>Action/ Service 5.01: Typist Clerk Support for LCAP Data Entry (5250)</b>				
<b>2017-18 Allocation</b>	<b>2016-17 Allocation</b>	<b>Total Jobs Included (FTE)</b>	<b>Increased or Improved Service? (offers more to low income, English learner &amp; foster youth than other students)</b>	<b>Is this Action/Service New, Modified, or Unchanged from last year?</b>
\$844,501	\$760,471	9.30	No	Modified
<p><b>Description:</b> Continue to extend the workday for elementary typist clerks and extra support for targeted elementary and secondary schools for data collection and entry, especially for provision 2, free and reduced lunch count and other state and federal programs. Funding increased to cover increase in benefits</p> <p><b>Schools Served:</b> Districtwide</p>				

<b>Action/ Service 5.02: Adaptive Curriculum (6250)</b>				
<b>2017-18 Allocation</b>	<b>2016-17 Allocation</b>	<b>Total Jobs Included (FTE)</b>	<b>Increased or Improved Service? (offers more to low income, English learner &amp; foster youth than other students)</b>	<b>Is this Action/Service New, Modified, or Unchanged from last year?</b>
\$162,533	\$200,469	0.00	No	Unchanged
<p><b>Description:</b> These funds are utilized to purchase online programs for students with disabilities and provide training to teachers. 1 year licenses were purchased for:</p> <p>Moby Max (Language Arts/Math) K-12 NSH/RSP</p> <p>Reading A-Z (Language Arts/Math) K-12 NSH/RSP/SH</p> <p>Raz Kids (Language Arts) K-12 RSP/NSH</p> <p>Read and Write for Google (Language Arts) K-12 NSH/RSP/SH</p> <p>Unique (Language Arts/Math) K-12/Transition SH</p> <p>News-2-You (Language Arts/Math) K-12/Transition SH</p> <p>Boardmaker Online (Symbol Based Instruction) Pre-K-Transition SH Autism</p> <p>Read Naturally Online (Language Arts) K-12 NSH/RSP</p> <p><b>Schools Served:</b> Districtwide</p>				

<b>Action/ Service 5.03: Evaluations &amp; Program Monitoring (5260)</b>				
<b>2017-18 Allocation</b>	<b>2016-17 Allocation</b>	<b>Total Jobs Included (FTE)</b>	<b>Increased or Improved Service? (offers more to low income, English learner &amp; foster youth than other students)</b>	<b>Is this Action/Service New, Modified, or Unchanged from last year?</b>
\$237,065	\$380,000	1.40	No	Modified
<p><b>Description:</b> Provide services to help authentically evaluate and progress monitor the LCAP actions and services for Goals 1 – 5. It is critical that WCCUSD stakeholders are able to know and understand what is working well, not working well, and what should be expanded with rationale and data. Reduced to reflect actual costs, which were less than budgeted last year</p> <p><b>Schools Served:</b> Districtwide</p>				

## LCFF Base Funding Supporting LCAP Goal 5

<b><u>Board and Superintendent (7110, 7130, 7150, 7190)</u></b>	
<b>2017-18 Allocation</b>	<b>Total Jobs Included (FTE)</b>
\$2,432,507	5.00
<p><b>Description:</b> Activities, services and supplies concerned with establishing and administering policy for the school district and the operations of the Superintendent's Office and Board meetings. Includes School Board, Superintendent, External Audit, Legal expenses.</p> <p><b>Schools Served:</b> District</p> <p><b>School Accounting Code Structure (SACS):</b> Funtion(s) 7110, 7130, 7150, 7190</p>	

<b><u>Business Services (73XX)</u></b>	
<b>2017-18 Allocation</b>	<b>Total Jobs Included (FTE)</b>
\$3,812,891	34.05
<p><b>Description:</b> Activities, services and supplies concerned with the fiscal operations of the school district including budget, accounting, accounts payable, payroll, accounts receivable and fund management.</p> <p><b>Schools Served:</b> District</p> <p><b>School Accounting Code Structure (SACS):</b> Funtion(s) 73XX</p>	

<b><u>Debt and Transfers (9xxx)</u></b>	
<b>2017-18 Allocation</b>	<b>Total Jobs Included (FTE)</b>
\$1,250,202	0.00
<p><b>Description:</b> Debt Service loan payment and State Special School fee. The loan was refunded in 2006 and will be paid off January 1, 2024. There is a pre-payment penalty.</p> <p><b>Schools Served:</b> District</p> <p><b>School Accounting Code Structure (SACS):</b> Funtion(s) 9xxx</p>	

<b><u>Facility Maintenance and Operations (8xxx, 7600 (except 83xx))</u></b>	
<b>2017-18 Allocation</b>	<b>Total Jobs Included (FTE)</b>
\$14,404,804	162.00
<p><b>Description:</b> Activities, services and supplies and equipment concerned with keeping the physical plans and grounds of all sites open and operating and in a satisfactory state of repair and condition. This includes such items as custodial, plant operations and utilities.</p> <p><b>Schools Served:</b> District and School</p> <p><b>School Accounting Code Structure (SACS):</b> Funtion(s) 8xxx, 7600 (except 83xx)</p>	



<b><u>General Services (7520-7551)</u></b>	
<b>2017-18 Allocation</b>	<b>Total Jobs Included (FTE)</b>
\$3,663,289	20.43
<p><b>Description:</b> Activities, services and supplies and equipment concerned with purchasing and warehouse operations, furniture services, central print shop, district “pony mail” delivery, central mailroom and site copy machine repair services.</p> <p><b>Schools Served:</b> District</p> <p><b>School Accounting Code Structure (SACS):</b> Funtion(s) 7520-7551</p>	

<b><u>Human Resources (74xx, 7120)</u></b>	
<b>2017-18 Allocation</b>	<b>Total Jobs Included (FTE)</b>
\$3,457,514	22.00
<p><b>Description:</b> Activities, services and supplies concerned with maintaining an efficient staff for the school system. Including activities such as placements, transfers, credentialing and negotiations.</p> <p><b>Schools Served:</b> District</p> <p><b>School Accounting Code Structure (SACS):</b> Funtion(s) 74xx, 7120</p>	

<b><u>School Site Administration (2700, 7200, 7210, 7500, 7510)</u></b>	
<b>2017-18 Allocation</b>	<b>Total Jobs Included (FTE)</b>
\$18,704,881	176.00
<p><b>Description:</b> Activities, services and supplies concerned with directing and managing the operations of school sites including principals, vice principals and clerical support staff at the site.</p> <p><b>Schools Served:</b> District</p> <p><b>School Accounting Code Structure (SACS):</b> Funtion(s) 2700, 7200, 7210, 7500, 7510</p>	

<b><u>Student Instruction (1000)</u></b>	
<b>2017-18 Allocation</b> \$103,523,323	<b>Total Jobs Included (FTE)</b> 951.57
<b>Description:</b> Activities, services and supplies and equipment concerned with direct instruction with students.	
<b>Schools Served:</b> School Wide	
<b>School Accounting Code Structure (SACS):</b> Funtion(s) 1000	

<b><u>Student Instruction (77xx, 2420)</u></b>	
<b>2017-18 Allocation</b> \$7,238,834	<b>Total Jobs Included (FTE)</b> 38.00
<b>Description:</b> Activities, services and supplies and equipment concerned with technology and data processing including hardware, software and support.	
<b>Schools Served:</b> District	
<b>School Accounting Code Structure (SACS):</b> Funtion(s) 77xx, 2420	

## **Restricted Funds Supporting LCAP Goal 5**

<b><u>CA Clean Energy (6230)</u></b>	
<b>2017-18 Allocation</b> \$1,300,000	<b>Total Jobs Included (FTE)</b> 1.00
<b>Description:</b> The allocated funding for West Contra Costa Unified for year one (2013-14) was \$1.4 million; year 2 (2014-15) was \$1.2 million; year 3 (2015-16) \$1,792,167.00 million. The District submitted plans in February of 2015 for five energy efficiency projects for year 1 & 2 at Hanna Ranch Elementary for a LED lighting retrofit and energy management system controls; Richmond High School, Collins Elementary, Grant Elementary and Lake Elementary for LED lighting retrofits. The projects were approved and completed before the start of the 2015-2016 school year. In February 2016, the District submitted projects for Verde Elementary and Kennedy High School LED Lighting Retrofits. These schools were selected based upon strict energy savings and other eligibility criteria. The project funding has been approved by the California Energy Commission and the projects are scheduled to be completed during the summer of 2016.	
<b>Schools Served:</b> District	
<b>School Accounting Code Structure (SACS):</b> Resource(s): 6230	

<b><u>California Emerging Tech Fund (9616)</u></b>	
<b>2017-18 Allocation</b>	<b>Total Jobs Included (FTE)</b>
\$78,011	0.54
<b>Description:</b> Grant will provide an Instructional Specialist at DeJean Middle School.	
<b>Schools Served:</b> School Wide	
<b>School Accounting Code Structure (SACS):</b> Resource(s): 9616	

<b><u>Hellman Foundation (9515)</u></b>	
<b>2017-18 Allocation</b>	<b>Total Jobs Included (FTE)</b>
\$100,000	1.00
<b>Description:</b> The Hellman Foundation has approved 2-year Grant Award of \$200,000 from July 1,2016 to June 30, 2018 to support the Mathematics Coaching Initiative at Nystrom Elementary School	
<b>Schools Served:</b> n/a	
<b>School Accounting Code Structure (SACS):</b> Resource(s): 9515	

<b><u>Lottery Restricted (6300)</u></b>	
<b>2017-18 Allocation</b>	<b>Total Jobs Included (FTE)</b>
\$1,217,776	0.00
<b>Description:</b> The primary use of these funds is for instructional materials such as textbooks for all grades and schools. It is estimated that the District will receive \$41/ADA for 2017-18 fiscal year.	
<b>Schools Served:</b> District	
<b>School Accounting Code Structure (SACS):</b> Resource(s): 6300	

<b><u>Maintenance and Recreation District (MRAD) (9200)</u></b>	
<b>2017-18 Allocation</b>	<b>Total Jobs Included (FTE)</b>
\$5,703,856	0.67
<b>Description:</b> In 1994 an effort to raise and sustain funding for the school district the District formed a Maintenance and Recreation District. In 1996 the formation of MRAD was followed by an election to continue these levies. This allows the District to levy taxes to support the maintenance and operations of fields and outdoor areas for the purpose of public use. The FTE for MRAD are charged to the general fund, which is reimbursed by MRAD fund.	
<b>Schools Served:</b> District and School	
<b>School Accounting Code Structure (SACS):</b> Resource(s): 9200	

<b><u>Munis Enterprise Resource Project (9650)</u></b>	
<b>2017-18 Allocation</b> \$0,000	<b>Total Jobs Included (FTE)</b> 0.00
<b>Description:</b>	
<b>Schools Served:</b> District	
<b>School Accounting Code Structure (SACS):</b> Resource(s): 9650	

<b><u>Routine Repair and Maintenance (8150)</u></b>	
<b>2017-18 Allocation</b> \$10,992,743	<b>Total Jobs Included (FTE)</b> 46.15
<b>Description:</b> The maintenance department is responsible for the routine maintenance of all school sites throughout the district. The employees are mainly journey level craftsperson with specialties in areas such as plumbing, electrical and carpentry. This program is set up as a restricted category due to Education Code 17070.75 which requires all school districts that accept funds through the State School Building Program to set aside funding each year to for the purpose of providing ongoing and major maintenance to its buildings. There is an allowance by the State to make alternative calculated contribution amounts during the period that the LCFF is implemented, with the understanding that a full 3% must be in place no later than 2020-21. For 2017-18 to 2019-20 the contribution can be either the greater of;	
<ol style="list-style-type: none"> <li>1) Lesser of 3% of total General Fund expenditures or the amount deposited in 2014-15.</li> <li>2) 2% of total General Fund expenditures.</li> </ol>	
<b>Schools Served:</b> District	
<b>School Accounting Code Structure (SACS):</b> Resource(s): 8150	





Action	2017-18 Action/Service	Increased or Improved Service?*	Student Groups Targeted	16-17 Allocation	17-18 Proposed Allocation	Status	Details on Modified Services	Scope of Services	Related Annual Measurable Outcome
<b>GOAL 1 - INCREASE STUDENT ACHIEVEMENT</b>				<b>\$ 15,205,791</b>	<b>\$ 20,304,436</b>				
1	Vice Principals and Assistant Principals (1260)	Yes	EL, FY, LI	\$ -	\$ 2,094,036	NEW		Elementary Schools: Bayview, Chavez, Dover, Downer, Ford, Grant, Highland, King, Lake, Lincoln, Nystrom, Peres, Verde Secondary Schools: Helms Middle, Richmond and Kennedy High Schools	1C-D: SBAC ELA and Math 4A - B: School Attendance including LI & EL 4L: Positive School Climates
2	Library Materials and Renaissance Learning (1150)	No		\$ 340,657	\$ 635,983	Modified	Increased to provide electronic media in a one-on-one initiative	Districtwide	1C: Increase SBAC ELA Proficiency
3	Expand College and Career (1120)	Yes	EL, FY, LI	\$ 2,671,410	\$ 2,874,684	Modified	Added two new full time counselors for a total of 10	Middle Schools: Helms High Schools: De Anza, El Cerrito, Greenwood, Kennedy, Pinole Valley, and Richmond	1F: UC/CSU completion rate 1G: Students completing CTE 1H: # AP Exams 1I: % AP Passed
4	Career Pathways / Academies (1121)	No		\$ 1,067,293	\$ 721,575	Unchanged		All Comprehensive High Schools	1F: UC/CSU completion rate 1G: Students completing CTE 1H: # AP Exams 1I: % AP Passed
5	Science, Technology, Engineering and Mathematics (STEM) Fabrication (FAB) Lab and Mobile / Hybrid Lab (1160)	No		\$ 372,839	\$ 381,132	Modified	Adding a FAB Lab manager, office manager, and project program assistant to supervise lab	Districtwide	1D: Increase SBAC Math Proficiency
6	Full Day Kindergarten at all district schools (1250)	No		\$ 2,297,086	\$ 2,367,145	Modified	Expanded to Fairmont and Madera	All Elementary Schools	1M: Reclassification 4L: Positive School Climate 4A - B: School Attendance including LI & EL
7	Dual Immersion (1102)	No		\$ -	\$ 730,757	NEW		Spanish: Stewart and Washington elementary schools. Korematsu Middle and El Cerrito High also offer dual immersion courses. Mandarin: Serra	1C-D: SBAC ELA and Math
8	English Language Learner (ELL) Assessment & Reclassification (1270)	Yes	EL	\$ 1,465,517	\$ 1,543,045	Modified	Funding increased to cover extra time, materials and supplies, and other operating items	Districtwide	1L: CELDT 1M: Reclassification
9	English Learner Master Plan (4170)	Yes	EL	\$ 1,577,226	\$ 1,594,860	Modified	Funding increased to cover additional staffing, materials and supplies, and other operating expenses	Districtwide	1L: CELDT 1M: Reclassification
10	Secondary Class Size Reduction (1251)	Yes	EL, FY, LI	\$ 1,864,458	\$ 3,550,101	Modified	Increased teacher staffing by 15.4 FTE over the 16-17 budget to lower class sizes	Middle Schools: Crespi, De Jean, Helms, Korematsu, Pinole Middle. High Schools: De Anza, El Cerrito, Greenwood Academy, Hercules, Kennedy, Pinole Valley, and Richmond	1C-D: SBAC ELA and Math 1J-K: EAP English and Math 4L: Positive School Climates
11	Summer Out of School Time Services (1290)	Yes	EL, FY, LI	\$ 748,002	\$ 770,164	Unchanged		At selected Title 1 Schools	1F: UC/CSU completion rate 4D-E: Reduce middle/high dropouts 4G: Increase Grad Rate

Action	2017-18 Action/Service	Increased or Improved Service?*	Student Groups Targeted	16-17 Allocation	17-18 Proposed Allocation	Status	Details on Modified Services	Scope of Services	Related Annual Measurable Outcome
12	Grad Tutor Program (1280)	Yes	EL, FY, LI	\$ 1,917,251	\$ 2,124,787	Modified	Increased to offer full time positions with benefits to grad tutors	Elementary schools: Bayview, Chavez, Collins, Coronado, Dover, Downer, Highland, Fairmont, Ford, Grant, King, Lake, Lincoln, Mira Vista, Montalvin, Murphy, Nystrom, Peres, Riverside, Shannon, Sheldon, Tara Hills, Verde, Washington, Wilson. Middle Schools: Helms, Korematsu, De Jean, Pinole, Crespi. High Schools: De Anza, Kennedy, Pinole Valley, and Richmond.	1C-D: SBAC ELA and Math 1J-K: EAP English and Math
13	Read 180/System 44 (1261)	No		\$ 484,052	\$ 516,167	Modified	Covers increase in retirement / benefits	Middle and High Schools	1C: SBAC ELA Proficiency
14	Practices for African American Student Support/Success (PAASSS) (1180)	No	African American	\$ 400,000	\$ 400,000	Unchanged		Districtwide	1C-D: SBAC ELA and Math 1J-K: EAP English and Math
<b>GOAL 2 - IMPROVE INSTRUCTIONAL PRACTICE</b>				<b>\$ 8,894,950</b>	<b>\$ 13,155,013</b>				
1	Additional Calendar Days for Teacher Professional Development (2312)	No		\$ 3,781,822	\$ 3,807,660	Modified	Added additional calendar days	Districtwide	1A: Maintain course access at 100% 1C-D: SBAC ELA and Math 2A: Tool to Measure CCSS (pending)
2	Professional Development Classified Training Day (2311)	No		\$ 461,317	\$ 450,025	Unchanged		Districtwide	2C: Teacher retention 2D: Principal retention 4L: Positive School Climate
3	Teacher Recruitment and Retention, new teacher support (2315)	No		\$ -	\$ 1,414,709	NEW		Districtwide	2C: Teacher retention 2D: Principal retention 5B: Ensure 100% appropriately assigned and fully credentialed teachers 5C: Ensure 100% appropriately assigned and fully credentialed teachers for EL
4	Site Funding to Implement Single Plan for Student Achievement (SPSA) - School sites use funding to meet student needs based on school data (RS 9670)	Yes	EL, FY, LI	\$ 3,800,000	\$ 6,503,158	Modified	Increased by \$2,703,158 for site-level decision making	Districtwide	1C-D: SBAC ELA and Math 4D-E: Reduce middle/high dropouts 4G: Increase Grad Rate 4L: Positive School Climate
5	Collaboration & Professional Development (6110)	No		\$ 524,776	\$ 725,825	Modified	Increase covers extra time, over time, and increase in retirement / benefits	Districtwide	1A: Maintain course access at 100%
6	Practices for African American Student Support and Success - PD provided to teachers, administrators, and support staff (2180)	No	African American	\$ 175,000	\$ 175,000	Unchanged		Districtwide	1C-D: SBAC ELA and Math 3B: Increased parent satisfaction & engagement 4I - J: Decrease Suspension Rates including EL and LI 4H: Maintain low level of expulsions
7	Implement California Standards and English Language Learner (ELL) Standards w/Equity Lens (2310)	No		\$ 152,035	\$ 78,636	Modified	Reduced to cover positions only (previously covered extra hours and overtime)	Districtwide	1C-D: SBAC ELA and Math



Action	2017-18 Action/Service	Increased or Improved Service?*	Student Groups Targeted	16-17 Allocation	17-18 Proposed Allocation	Status	Details on Modified Services	Scope of Services	Related Annual Measurable Outcome
1	School Community Outreach Workers (SCOWs) (3110)	Yes	EL, FY, LI	\$ 2,134,651	\$ 2,679,130	Unchanged		Elementary: Bayview, Chavez, Collins, Coronado, Dover, Downer, Fairmont, Ford, Grant, Highland, King, Lake, Lincoln, Mira Vista, Montalvin, Murphy, Nystrom, Peres, Riverside, Shannon, Sheldon, Stege, Tara Hills, Verde, Washington, Wilson Secondary: Crespi, DeAnza, DeJean, Helms, Kennedy, Korematsu, Pinole Middle, Pinole Valley, Richmond	3A: Increase CA Parent Survey response rate 3B: Increase parent satisfaction & engagement
2	Parent University and Volunteer Support (3120)	Yes	EL, FY, LI	\$ 497,038	\$ 350,792	Modified	Reduction in other operating expenditures	Parent University: Elementary schools: Bayview, Chavez, Coronado, Dover, Downer, Fairmont, Grant, King, Lincoln, Lupine Hills, Mira Vista, Montalvin, Nystrom, Peres, Riverside, Verde. Secondary schools: DeAnza, Helms, Richmond Volunteers: Districtwide	3A: Increase CA Parent Survey response rate 3B: Increase parent satisfaction & engagement 3C: # parent graduates will increase
3	Practices for African American Student Support and Success (PAASSS) parent support (3180)	No	African American	\$ 175,000	\$ 175,623	Unchanged		Districtwide	3A: California School Parent Survey (CSPS) response rate will increase 3B: Increase parent satisfaction & engagement
<b>GOAL 4 - IMPROVE STUDENT ENGAGEMENT AND SCHOOL CLIMATE</b>				<b>\$ 13,105,066</b>	<b>\$ 13,128,295</b>				
1	Campus Safety Officers (CSOs) (4221)	No		\$ 2,528,500	\$ 2,078,585	Modified	Reduction due to a decrease in operating expenditures.	Districtwide	4A - B: School Attendance including LI & EL 4C: Chronic Absenteeism 4I - J: Decrease Suspension Rates including EL and LI (overall met; EL & LI not met)
2	Socio-Emotional Well-Being (4220, 4272)	Yes	EL, FY, LI	\$ 1,563,466	\$ 1,939,298	Modified	Combined 2016-17 Goal 4.03 and 4.11 to have one action/service in 2017-18	All comprehensive high schools. Helms and DeJean Middle Schools	4A - B: School Attendance including LI & EL 4C: Chronic Absenteeism 4I - J: Decrease Suspension Rates including EL and LI (overall met; EL & LI not met)
3	Visual and Performing Arts (VAPA) (4230)	No		\$ 1,200,215	\$ 973,035	Unchanged		Districtwide	1C-D: SBAC ELA and Math 4A - B: School Attendance including LI & EL 4L: Positive School Climates
4	Playworks - organized recess, lunch, and breaks at 26 elementary schools (4222)	Yes	EL, FY, LI	\$ 1,461,819	\$ 1,384,753	Unchanged		Full Program at Elementary Schools: Bayview, Chavez, Collins, Coronado, Dover, Downer, Fairmont, Ford, Grant, Highland, King, Lake, Lincoln, Montalvin, Murphy, Nystrom, Peres, Riverside, Shannon, Sheldon, Stege, Tara Hills, Verde, Washington, Wilson. Staff Development at Ellerhorst, Hanna Ranch, Harding, Kensington, Lupine Hills, Madera, Ohlone, Olinda, Stewart, and Valley View	4L: Positive School Climates 4E Decrease EL, LI, FY dropouts 4I - J: Decrease Suspension Rates including EL and LI (overall met; EL & LI not met)
5	Three Technology Coaches (4150)	No		\$ 269,409	\$ 383,582	Modified	Increased by one full time technology coach	Districtwide	1C-D: SBAC ELA and Math
6	Full Service Community Schools (4240)	Yes	EL, FY, LI	\$ 960,426	\$ 1,080,238	Unchanged		Elementary Schools: Coronado, Dover, Ford, Grant, and Verde. Secondary Schools: Crespi, DeAnza, DeJean, El Cerrito, Greenwood Academy, Helms, Hercules, Kennedy, Pinole Valley High, and Richmond High	4A - B: School Attendance including LI & EL 4C: Chronic Absenteeism 4L: Positive School Climates
7	Special Education (4260)	Yes	EL, FY, LI	\$ 4,872,937	\$ 5,038,833	Unchanged		Districtwide	

Action	2017-18 Action/Service	Increased or Improved Service?*	Student Groups Targeted	16-17 Allocation	17-18 Proposed Allocation	Status	Details on Modified Services	Scope of Services	Related Annual Measurable Outcome
8	Training for Foster and Homeless Youth (4271)	Yes	FY	\$ 248,294	\$ 249,971	Unchanged		Districtwide	4A - B: School Attendance including LI & EL 4C: Chronic Absenteeism 4F: Decrease number of EL, LI, Foster Youth Dropouts
<b>GOAL 5 - PROVIDE BASIC SERVICES</b>				<b>\$ 1,340,940</b>	<b>\$ 1,244,099</b>				
1	Typist Clerk Support for LCAP Data Entry (5250)	No		\$ 760,471	\$ 844,501	Modified	Funding increased to cover increase in benefits	Districtwide	4A - B: School Attendance including LI & EL
2	Adaptive Curriculum (6250)	No		\$ 200,469	\$ 162,533	Unchanged		Districtwide	
3	Evaluations & Program Monitoring (5260)	No		\$ 380,000	\$ 237,065	Modified	Reduced to reflect actual costs, which were less than budgeted last year	Districtwide	3B: CSPS will measure increase in engagement, involvement, and satisfaction
<b>DISTRICT TOTAL</b>				<b>\$ 41,353,436</b>	<b>\$ 51,037,388</b>				

\* Increased or improved services are services above what is available to students who are **not** low income, English Learner, or Foster Youth students







### LCAP Acronyms

ACRONYM	STANDS FOR	WEB ADDRESS	PAGE
ADA	Average Daily Attendance	<a href="http://www.cde.ca.gov/ds/fd/ec/">http://www.cde.ca.gov/ds/fd/ec/</a>	176
A-G	A-G Requirements	<a href="http://www.ucop.edu/agguide/">http://www.ucop.edu/agguide/</a>	8,9,133
AP	Advanced Placement	<a href="http://apstudent.collegeboard.org">http://apstudent.collegeboard.org</a>	14,16,51,55,124,166,175
API	Academic Performance Index	<a href="http://www.cde.ca.gov/ta/ac/ap">http://www.cde.ca.gov/ta/ac/ap</a>	14,124
BEST	Building Effective Schools Together		36,43,123
CAASPP	California Assessment of Student Performance and Progress	<a href="http://www.cde.ca.gov/ta/tg/ca/">http://www.cde.ca.gov/ta/tg/ca/</a>	10,174
CAC	Community Advisory Committee		176
CCSS	Common Core State Standards	<a href="http://www.corestandards.org/">http://www.corestandards.org/</a>	11,26,29,76,124,173
CDE	California Department of Education	<a href="http://www.cde.ca.gov">http://www.cde.ca.gov</a>	10,11,124,140,177
CELDT	California English Language Development Test	<a href="http://www.cde.ca.gov/ta/tg/el">http://www.cde.ca.gov/ta/tg/el</a>	14,51,166,175
COE	County Office of Education	<a href="http://www.cde.ca.gov/re/sd/co/index.asp">http://www.cde.ca.gov/re/sd/co/index.asp</a>	
CSO	Campus Safety Officer		36,42,97,123,150,167
CSR	Comprehensive School Reform	<a href="http://www.cde.ca.gov/ta/lp/cs/">http://www.cde.ca.gov/ta/lp/cs/</a>	123
CSU	California State University	<a href="http://www.calstate.edu/">http://www.calstate.edu/</a>	17,50,124,166,174,175
CTE	Career Technical Education		14,17,50,57,138,139,140,166,174
EAP	Early Assessment Program	<a href="http://www.calstate.edu/eap/">http://www.calstate.edu/eap/</a>	14,51,124,166,175
EL	English Learner	<a href="http://www.cde.ca.gov/ta/cr/el">http://www.cde.ca.gov/ta/cr/el</a>	6,14,15,35,50,51,96,107,118,124,134,166,167,168,174,175
ELD	English Language Development	<a href="http://www.cde.ca.gov/ta/cr/el">http://www.cde.ca.gov/ta/cr/el</a>	11
FTE	Full-Time-Equivalent	<a href="http://data1.cde.ca.gov/dataquery/gls_fte.htm">http://data1.cde.ca.gov/dataquery/gls_fte.htm</a>	123,127, 129-166, 170
GATE	Gifted and Talented Education	<a href="http://www.cde.ca.gov/sp/g/">http://www.cde.ca.gov/sp/g/</a>	7

ACRONYM	STANDS FOR	WEB ADDRESS	PAGE
GED	General Educational Development	<a href="http://www.cde.ca.gov/ta/tg/gd">http://www.cde.ca.gov/ta/tg/gd</a>	177
IEP	Individualized Education Program	<a href="http://www.calstat.org/iep/">http://www.calstat.org/iep/</a>	157
K	Kindergarten		
LCAP	Local Control Accountability Plan	<a href="http://www.cde.ca.gov/fg/aa/lc/lcffoverview.asp">http://www.cde.ca.gov/fg/aa/lc/lcffoverview.asp</a>	
LCFF	Local Control Funding Formula	<a href="http://www.cde.ca.gov/fg/aa/lc/lcffoverview.asp">http://www.cde.ca.gov/fg/aa/lc/lcffoverview.asp</a>	
LEA	Local Educational Agency	<a href="http://www.cde.ca.gov/re/sd">http://www.cde.ca.gov/re/sd</a>	
LI	Low Income		6,14,15,35,50,95,107,118,124,166,167,168
NGSS	Next Generation Science Standards	<a href="http://www.nextgenscience.org">http://www.nextgenscience.org</a>	146
PD	Professional Development		8,17,138,144,144,149,167,175
PFT	Physical Fitness Test	<a href="http://www.cde.ca.gov/ta/tg/pf/">http://www.cde.ca.gov/ta/tg/pf/</a>	175
PSAT	Preliminary Scholastic Assessment Test	<a href="http://www.collegeboard.com">http://www.collegeboard.com</a>	14,124,174
PTA	Parent Teacher Association	<a href="http://www.pta.org">http://www.pta.org</a>	148
R-FEP	Re-designated Fluent-English-Proficient		175
SAT	Scholastic Assessment Test	<a href="http://www.collegeboard.com">http://www.collegeboard.com</a>	174
SBAC	Smarter Balanced Assessment Consortium	<a href="http://www.smarterbalanced.org/">http://www.smarterbalanced.org/</a>	4,8,10,11,14,50,166,167,168
STAR	Standardized Testing and Reporting	<a href="http://www.cde.ca.gov/ta/tg/sr">http://www.cde.ca.gov/ta/tg/sr</a>	14,15,54,124,129
STEM	Science, Technology, Engineering, and Mathematics		6,18,25,59,123,125,126,131,139,166
UC	University of California	<a href="http://www.universityofcalifornia.edu/">http://www.universityofcalifornia.edu/</a>	14,50,124,166,179
WCCUSD	West Contra Costa Unified School District	<a href="http://www.wccusd.net">http://www.wccusd.net</a>	

## 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**

California Standards (formerly Common Core State Standards) - 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

CAASPP - The California Assessment of Student Performance and Progress (CAASPP) System includes Smarter Balanced Summative Assessments, Interim Assessments, and Digital Library. Summative Assessments are administered in grades three through eight and eleven for English language arts/literacy (ELA) and mathematics. CAASPP assessments include computer-based and paper-pencil assessments. The computer-based assessments are the Smarter Balanced English language arts/literacy (ELA) and mathematics tests. The paper-pencil assessments include the science assessments—the California Standards Tests (CSTs) for Science, the California Modified Assessment (CMA) for Science, and California Alternate Performance Assessment (CAPA) for Science—and the optional Standards-based Tests in Spanish (STS) for Reading/Language Arts (RLA).

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.

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.

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 (ELs) or English Language Learners (ELLs) – 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 EI 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, and 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 advise 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 4<sup>th</sup> 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, and 12.