Introduction: Walnut Creek School District is a TK-8 elementary district with six elementary schools and one Intermediate school. The sixth elementary school is a K-7 school and will be a K-8 school in the 2017-18 school year. The following metrics do not apply to the district: % of students completing UC and CSU requirements, % of pupils passing AP Exams, % of pupils demonstrating college preparedness with the EAP, High School Graduation rate, and High School Dropout rates to our student population. The goals and actions in the LCAP are focused on meeting the needs of all students, including significant ethnic populations; Hispanic (15%), Asian (14%), Filipino (2%), White (59%), Black or African American (3%) and Two or More Races (6%).

LEA: Walnut Creek School District **Contact (Name, Title, Email, Phone Number):** Patricia Wool, Superintendent, pwool@wcsd.k12.ca.us, 925 944-6850 x2001
LCAP Year: 2016-2017

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs

may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

Implementation of State Standards: implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)

Course access: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

Expelled pupils (for county offices of education only): coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)

Foster youth (for county offices of education only): coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
The Walnut Creek School District Strategic Planning Team functions as the District LCAP Advisory Committee. This group is comprised of students, parents, community, and staff, including local bargaining unit representatives. At the February 16, 2016 meeting of this group Annual Update information was presented and input was solicited. An initial draft of the 16-17 LCAP was shared at a meeting of this group on April 14, 2016, and additional input was received. At the site level, each school held a Site Planning Day between March 2016 and April 2016. During the Site Planning Days sites updated and revised their site plans. These site planning groups included representation of special education, foster youth and low income. Based on these updates and revisions sites provided input for the district LCAP. In addition to the site planning input, student input was solicited at the elementary level via parents. At the Middle School the	The stakeholders' meetings garnered feedback. The LCAP Advisory Committee analyzed the data presented in February and from this determined that the actions and allocation of funds were still appropriate to achieve the LCAP goals. It was suggested that the funds used for technology be included in the LCAP and this was added. Parents attending the DELAC meeting approved of the goals and actions as well and no additional recommendations were made. The areas of focus represented by the consolidated goals continue to be areas represented in our District Strategic Plan. The stakeholder involvement helped form the direction of the district for the next three years with actions and services that can be implemented and progress measured annually. The District Strategic Plan continues to support long-range planning and goals for the district.

principal convened a Student Site Council comprised of student representatives. This group and student representatives on the Site Strategic Planning Team gave input. At the January 13 and May 4, 2016 DELAC Committee meeting all English Learner parents were invited. Parents of EL students and staff attended the meeting and gave input. Program information, actions, and updates were shared and input was gathered. The draft LCAP including input from District LCAP Advisory Group, Site Planning Groups, and the DELAC was posted on the district website for public comment and input. Any questions were answered by the superintendent in writing. A public hearing was held on May 16, 2016 and the LCAP was submitted for Governing Board approval on June 20, 2016.	
Annual Update: At each meeting with stakeholders: District Strategic Planning/District LCAP Advisory Committee (February 2016), Site Planning Committees (March 2016), and DELAC (January 2016), information was shared including a summary of actions/services implemented to date and measurement of progress to date. On each site planning agenda was an LCAP presentation where actions to date were shared and feedback was solicited from parents, students, and community. Site Planning Committees also received site level data in order to assist with input based on school level needs and development of site plans. The following measurement of progress data was shared with stakeholders: - Student academic performance indicators using local measures in ELA and Math (including numbers for subgroups). - The number of English Learners Reclassified. - The number of students with chronic absences and tardies (including numbers for subgroups). - The total number of suspensions (including numbers for subgroups). -SBAC Baseline data -2016 CHKS Survey Data Based on this information, stakeholder groups were asked to consider	**Annual Update:** At each of the stakeholders' meetings no new actions were recommended. Analysis of the data indicated that we were making progress and that the actions and allocation of funds was appropriate. Suggestions such as including the funding for technology and using the updated CHKS data as a baseline were incorporated into the plan.

actions to be maintained, impact of the current actions and services, and new actions to be considered.	

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

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

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

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

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

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate "all" for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

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

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to "ALL."

> For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?

7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
9) What information was considered/reviewed for individual schoolsites?
10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
12) How do these actions/services link to identified goals and expected measurable outcomes?
13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL 1:	Align instruction and student learning to Common Core State Standards (CCSS), English Language Development (ELD) Standards, and Next Generation Science Standards (NGSS).	Related State and/or Local Priorities: 1_X_ 2_X_ 3__ 4_X_ 5__ 6__ 7_X_ 8_X_ COE only: 9__ 10__ Local : Specify _____
Identified Need :	Basic Services: 2014-15 District SARC – all courses taught by fully credentialed teachers and all students have access to standards-aligned instructional materials. Pupil Achievement: District 2013 API – 907; District 2013 CST – ELA 79.6%, Math 79.7% Proficient and Advanced District Baseline 2015 SBAC – ELA 70%, Math 63% Meeting or Exceeding State Standards Implementation of State Standards: District curriculum alignment to CCSS, ELD Standards and NGSS for all students, including English learners – District Focus Areas (2013-14, 2014-15, 2015-16) CCSS Shifts in Literacy and mathematics, WCSD Math Transition Units, and Professional development. Course Access: Grades/Course assignments in Aeries indicate access to courses for all students. Other Pupil Outcomes: CCSS Aligned Report Card developed 2014-15	
Goal Applies to:	**Schools:** All	
	Applicable Pupil Subgroups: All	

Expected Annual Measurable Outcomes:	5% increase in the number of students showing progression towards mastery of the CCSS in ELA and math based on report card measures established in 2015-16. (Priority 8a) Percentage of classrooms where students are engaged in speaking, small group discussions, problem solving at least 50% of the time will increase from 20% to 30% based on classroom observation. (Priority 2a,b) CCSS Implementation Rubrics for principals/staff show growth for each school. (Priority 2a) Percentage of grade levels/courses where teachers are collaboratively scoring student work aligned to CCSS will increase from 20% to 25% based on site reports. (Priority 2a,b, 8a) Percentage of students demonstrating proficiency on SBAC will increase 2% from 2015-2016. (Priority 4a) District will meet or exceed state accountability targets when determined. (Priority 4b) District SARC will continue to indicate all grades/courses are taught by fully credentialed teachers (Priority 1a) District SARC will continue to indicate access to standards-aligned instructional materials for all students. (Priority 1b) Grade/Course Assignments in Aeries will continue to indicate access to a broad course of study for all students. (Priority 7a) *The following metrics do not apply to the district: % if students completing UC and CSU requirements, % of pupils passing AP Exams, % of pupils demonstrating college preparedness with the EAP, High School Dropout rates.*

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Sites will implement and monitor the effectiveness of CCSS aligned instructional materials and assessments. (Curriculum Meetings, Instructional Coach)	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Covered within Base – Salary & Benefits
Continue to provide professional development for certificated staff and classified staff when appropriate: To support implementation of CCSS and effective pedagogy in all classrooms To support technology/integration and implementation of the technology skills continuum	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$50,000 Teacher Effectiveness Grant, LCFF Base Professional

SVMI Training To increase knowledge of NGSS and support implementation			Development, Certificated Substitute Costs
Maintain Instructional Coach Program TK-8 and provide additional training for coaches.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$45,000 Supplemental Salary/Benefits
Maintain Instructional Rounds program at each school in the district to give feedback on CCSS implementation and instructional programs and continue site rounds program.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$10,000 LCFF Base Professional Development, Certificated Substitute Costs
Continue to expand student access to technology in the classroom and provide technology instruction based on grade level technology skills continuum. (Equipment purchases, additional technology support, network improvements)	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$350,000 Supplemental, supplies and equipment, salary/benefits, contract services

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	2% increase in the number of students showing progression towards mastery of the CCSS in ELA and math based on report card measures. (Priority 8a) Percentage of classrooms where students are engaged in speaking, small group discussions, problem solving at least 50% of the time will increase from 30% to 50% based on classroom observations. (Priority 2a,b) CCSS Implementation Rubrics for principals/staff show growth for each school. (Priority 2) Percentage of grade levels/courses where teachers are collaboratively scoring student work aligned to CCSS will increase from 25% to 30% based on site reports. (Priority 2a,b, 8a) Percentage of students demonstrating proficiency on SBAC will increase 2% from 2016-2017. (Priority 4a)

District will meet or exceed state targets for API when determined. (Priority 4b)

District SARC will continue to indicate all grades/courses are taught by fully credentialed teachers (Priority 1a)

District SARC will continue to indicate access to standards-aligned instructional materials for all students. (Priority 1b)

Grade/Course Assignments in Aeries will continue to indicate access to a broad course of study for all students. (Priority 7a)

The following metrics do not apply to the district: % if students completing UC and CSU requirements, % of pupils passing AP Exams, % of pupils demonstrating college preparedness with the EAP, High School Dropout rates.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Sites will continue to implement and monitor the effectiveness of CCSS aligned instructional materials and assessments. (Curriculum Meetings, Instructional Coach)	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Covered within Base – Salary & Benefits
Continue to provide professional development for certificated staff and classified staff when appropriate: To support implementation of CCSS and effective pedagogy in all classrooms To support technology/integration and implementation of the technology skills continuum SVMI Training To increase knowledge of NGSS and support implementation	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$50,000 Teacher Effectiveness Grant, LCFF Base Professional Development, Certificated Substitute Costs
Maintain Instructional Coach Program TK-8 and provide additional training for coaches.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$45,000 Supplemental Salary/Benefits
Maintain Instructional Rounds program at each school in the	LEA-wide	_X_ALL	$10,000

		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF Base Professional Development, Certificated Substitute Costs
Continue to expand student access to technology in the classroom and provide technology instruction based on grade level technology skills continuum. (Equipment purchases, additional technology support, network improvements)	LEA-wide	__X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$350,000 Supplemental Supplies and Equipment, salary/benefits, contract services

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	2% increase in the number of students showing progression towards mastery of the CCSS in ELA and math based on report card measures. (Priority 8a) Percentage of classrooms where students are engaged in speaking, small group discussions, problem solving at least 50% of the time will increase from 50% to 60% based on classroom observations. (Priority 2a,b) CCSS Implementation Rubrics for principals/staff show growth for each school. (Priority 2) Percentage of grade levels/courses where teachers are collaboratively scoring student work aligned to CCSS will increase from 30% to 35% based on site reports. (Priority 2a,b, 8a) Percentage of students demonstrating proficiency on SBAC will increase 2% from 2017-2018. (Priority 4a) District will meet or exceed state targets for API when determined. (Priority 4b) District SARC will continue to indicate all grades/courses are taught by fully credentialed teachers (Priority 1a) District SARC will continue to indicate access to standards-aligned instructional materials for all students. (Priority 1b) Grade/Course Assignments in Aeries will continue to indicate access to a broad course of study for all students. (Priority 7a) *The following metrics do not apply to the district: % if students completing UC and CSU requirements, % of pupils passing AP Exams, % of pupils demonstrating college preparedness with the EAP, High School Dropout rates.*

Actions/Services	Scope of	Pupils to be served within identified scope of service	Budgeted

	Service		Expenditures
Sites will continue to implement and monitor the effectiveness of CCSS aligned instructional materials and assessments. (Curriculum Meetings, Instructional Coach)	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	Covered within Base – Salary & Benefits
Continue to provide professional development for certificated staff and classified staff when appropriate: To support implementation of CCSS and effective pedagogy in all classrooms To support technology/integration and implementation of the technology skills continuum SVMI Training To increase knowledge of NGSS and support implementation	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$50,000 Teacher Effectiveness Grant, LCFF Base Professional Development, Certificated Substitute Costs
Maintain Instructional Coach Program TK-8.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$45,000 Supplemental Salary/Benefits
Maintain Instructional Rounds program at each school in the district to give feedback on CCSS implementation and instructional programs.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$10,000 LCFF Base Professional Development, Certificated Substitute Costs
Continue to expand student access to technology in the classroom and provide technology instruction based on grade level technology skills continuum. (Equipment purchases, additional technology support, network improvements)	LEA-wide	_X_ALL	$350,000 Supplemental, Supplies and Equipment, Salary/benefits, contract services

GOAL 2:	Improve the achievement of all students (including English Learners, Socio-economically disadvantaged and Students with Disabilities) in reaching high academic standards and attaining proficiency in ELA and Mathematics.	Related State and/or Local Priorities: 1__ 2__ 3__ 4_X_ 5__ 6__ 7_X_ 8_X_ COE only: 9__ 10__ Local : Specify _____

Identified Need :	Pupil Achievement: 2013 District API – 907; Subgroups - English Learners (EL) 817, Socio-Economically Disadvantaged (SED) 799, Students with Disabilities (SWD) 727 2013 CST ELA District – 79.6% Proficient or Advanced; Subgroups - EL 56.8%, SED 58%, SWD 59% 2013 CST Math District – 79.7% Proficient or Advanced; Subgroups – EL 63.1%, SED 58%, SWD 49.2% District Baseline 2015 SBAC – ELA 70%, Math 63% Meeting or Exceeding State Standards English Learners (EL) - ELA 31%, Math 35% Meeting or Exceeding State Standards Socio-economically Disadvantaged (SED) – ELA 41%, Math 31% Meeting or Exceeding State Standards 2013-14, 2014-15, 2015-16 Met all applicable AMAO Targets.

Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	All

LCAP Year 1: 2016-17	
Expected Annual Measurable Outcomes:	Percentage of students, including subgroups, demonstrating proficiency on SBAC will increase 2% from baseline established 2015. (Priority 4a) District will meet or exceed state accountability targets when determined. (Priority 4b) 2% increase in the number of students, including subgroups, performing at or above grade level on formative assessments and performance tasks. (Priority 8a) Reclassification rate for ELs will increase 3% from 2015-16. (Priority 4e) Continue to meet or exceed AMAO targets for ELs. (Priority 4d) Programs and services developed and provided to unduplicated pupils. (Priority 7b) *The following metrics do not apply to the district: % if students completing UC and CSU requirements, % of pupils passing AP Exams, %*

	of pupils demonstrating college preparedness with the EAP, High School Dropout rates.			
Actions/Services	**Scope of Service**	**Pupils to be served within identified scope of service**		**Budgeted Expenditures**
Students will continue to: receive support through high quality instructional strategies, receive differentiated curriculum and instruction in ELA and math at all grade levels.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Covered within Base – Salary & Benefits
Continue to implement district assessment calendar. Data from assessments to be used for progress monitoring and the planning of interventions at school sites.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Covered within Base – Salary & Benefits
English learners will continue to be appropriately placed according to their CELDT level for designated ELD instruction provided by classroom teacher, ELD teacher and supported by ELD specialists, using the adopted ELD programs in K-5 and 6-8.	LEA-wide	__ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		$90,000 Supplemental Salary/Benefits
All students including subgroups will receive high quality interventions – placement in Tier 1 and Tier 2 interventions to be based on multiple measures and will include progress monitoring to determine when to exit interventions.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		$195,000 Supplemental Salary/Benefits Materials (schoolwide interventions)
Provide professional development to support the planning of academic interventions and behavioral supports for students.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		$5,000 LCFF Base Salary/Benefits
Supplement the cost of two full-time Title I Teachers to	Buena Vista	__ALL		$70,000

provide strategic intervention during the school day.	Murwood	OR: _X_Low Income pupils __English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Supplemental Salary/Benefits
Continue to provide additional sections of EL intervention courses at the secondary level.	WCI	__ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$30,000 Supplemental Salary/Benefits
Maintain the increased length of the school day. (District increased the length of the school day by fifteen minutes over 3 years – 2012-13, 2013-14, 2014-15) Compensation for additional instructional minutes	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$230,000 Supplemental Salary/Benefits
Maintain process for monitoring the academic achievement of students following reclassification for three years.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Covered within Base – Salary & Benefits

LCAP Year 2: 2017-18	
Expected Annual Measurable Outcomes:	Percentage of students, including subgroups, demonstrating proficiency on SBAC will increase 2%. (Priority 4a) District will meet or exceed state accountability targets when determined. (Priority 4b) 2% increase in the number of students, including subgroups, performing at or above grade level on formative assessments and performance tasks. (Priority 8a) Reclassification rate for ELs will increase 3% from 2016-17. (Priority 4e) Continue to meet or exceed AMAO targets for ELs. (Priority 4d) Programs and services developed and provided to unduplicated pupils. (Priority 7b) *The following metrics do not apply to the district: % if students completing UC and CSU requirements, % of pupils passing AP Exams, %*

of pupils demonstrating college preparedness with the EAP, High School Dropout rates.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Students will continue to: receive support through high quality instructional strategies, receive differentiated curriculum and instruction in ELA and math at all grade levels.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Covered within Base – Salary & Benefits
Continue to implement district assessment calendar. Data from assessments to be used for progress monitoring and the planning of interventions at school sites.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Covered within Base – Salary & Benefits
English learners will continue to be appropriately placed according to their CELDT level for designated ELD instruction provided by classroom teacher, ELD teacher and supported by ELD specialists, using the adopted ELD programs in K-5 and 6-8.	LEA-wide	__ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$90,000 Supplemental Salary/Benefits
All students including subgroups will receive high quality interventions – placement in Tier 1 and Tier 2 interventions to be based on multiple measures and will include progress monitoring to determine when to exit interventions.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$195,000 Supplemental Salary/Benefits Materials
Provide professional development to support the planning of academic interventions and behavioral supports for students.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$5,000 LCFF Base Salary/Benefits
Supplement the cost of two full-time Title I Teachers to	Buena Vista	__ALL	$70,000

provide strategic intervention during the school day.	Murwood	OR: _X_Low Income pupils __English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Supplemental Salary/Benefits
Continue to provide additional sections of EL intervention courses at the secondary level.	WCI	__ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$30,000 Supplemental Salary/Benefits
Maintain the increased length of the school day. (District increased the length of the school day by fifteen minutes over 3 years – 2012-13, 2013-14, 2014-15) Compensation for additional instructional minutes	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$230,000 Supplemental Salary/Benefits
Maintain process for monitoring the academic achievement of students following reclassification for three years.	LEA-wide	__ALL OR: __Low Income pupils __English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Covered within Base – Salary & Benefits

	LCAP Year 3: 2018-19
Expected Annual Measurable Outcomes:	Percentage of students, including subgroups, demonstrating proficiency on SBAC will increase 2%. (Priority 4a) District will meet or exceed state accountability targets when determined. (Priority 4b) 2% increase in the number of students, including subgroups, performing at or above grade level on formative assessments and performance tasks. (Priority 8a) Reclassification rate for ELs will increase 3% from 2016-17. (Priority 4e) Continue to meet or exceed AMAO targets for ELs. (Priority 4d) Programs and services developed and provided to unduplicated pupils. (Priority 7b) *The following metrics do not apply to the district: % if students completing UC and CSU requirements, % of pupils passing AP Exams, %*

		of pupils demonstrating college preparedness with the EAP, High School Dropout rates.	

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Students will continue to: receive support through high quality instructional strategies, receive differentiated curriculum and instruction in ELA and math at all grade levels.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	Covered within Base – Salary & Benefits
Continue to implement district assessment calendar. Data from assessments to be used for progress monitoring and the planning of interventions at school sites.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	Covered within Base – Salary & Benefits
English learners will continue to be appropriately placed according to their CELDT level for designated ELD instruction provided by classroom teacher, ELD teacher and supported by ELD specialists, using the adopted ELD programs in K-5 and 6-8.	LEA-wide	__ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$90,000 Supplemental Salary/Benefits
All students including subgroups will receive high quality interventions – placement in Tier 1 and Tier 2 interventions to be based on multiple measures and will include progress monitoring to determine when to exit interventions.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$195,000 Supplemental Salary/Benefits Materials
Provide professional development to support the planning of academic interventions and behavioral supports for students.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$5,000 LCFF Base Salary/Benefits

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Supplement the cost of two full-time Title I Teachers to provide strategic intervention during the school day.	Buena Vista Murwood	__ALL OR: _X_Low Income pupils __English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$70,000 Supplemental Salary/Benefits
Continue to provide additional sections of EL intervention courses at the secondary level.	Walnut Creek Intermediate	__ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$30cert,000 Supplemental Salary/Benefits
Maintain the increased length of the school day. (District increased the length of the school day by fifteen minutes over 3 years – 2012-13, 2013-14, 2014-15) Compensation for additional instructional minutes	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$230,000 Supplemental Salary/Benefits
Maintain process for monitoring the academic achievement of students following reclassification for three years.	LEA-wide	__ALL OR: __Low Income pupils __English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Covered within Base – Salary & Benefits

GOAL 3:	All students will have a safe and supportive school culture, climate, and learning environment to promote academic achievement, physical, mental, and emotional health.	Related State and/or Local Priorities: 1_X_ 2__ 3__ 4__ 5_X_ 6_X_ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Identified Need :	School Climate: 2012 CHKS 24% of WCSD 7th graders feel safe at school 56% of WCSD 7th graders have high connectedness at school 20% of WCSD 5th graders report high meaningful participation 2016 CHKS	

67% of WCSD 5th graders & 65% of 7th graders have high school connectedness
18% of WCSD 5th graders & 20% of 7th graders report high meaningful participation
68% of WCSD 5th graders & 50% of 7th graders report high caring adult relationships

2014-15 Suspension Rate – District 3.5%, Elementary 1.9%, Middle School 6.4% (Dataquest)
2013-14 Suspension Rate – District 3.4%, Elementary 1.6%, Middle School 7.0% (Dataquest)
2012-13 Total # of Suspensions
Elementary 31; Subgroups EL 1, SED 4, SWD 18
Middle School 40; Subgroups EL 5, SED 12, SWD 13 (incidents not individual students)
2012-13 0 Expulsions

Pupil Engagement:
2014-15 Truancy rate – District 17.5%, TK-5 20.1%, 6-8 12.9 % (Dataquest)
2013-14 Truancy rate – District 15.6%, TK-5 18.5%, 6-8 13.6% (Dataquest)
2013-14 Chronic Absenteeism – District 5.1%, TK-5 4.8%, 6-8 5.6%
2014-15 Chronic Absenteeism – District 5.4%, TK-5 5.3%, 6-8 5.6%
2015 School Attendance Rate – 97% (Target Rate 90%)
Number of students with attendance concern 2014-15 – K-5 565; 6-8 50
SED and SWD markedly higher unexcused absences over three years 2010-13.
SED greatest number of tardies of any subgroup over three years 2010-13
0 Expulsions

Basic Services: 2014-15 SARC Overall summary of facility conditions – Exemplary/Good in all areas.

Crossing Guard Program reduced by the city in 2014-15.

Maintain Crisis Counselor Program (reduction in City Contribution not anticipated 2015-16)

| Goal Applies to: | Schools: | All |
| | Applicable Pupil Subgroups: | All |

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	The suspension rate will decrease by .5% for the district, will maintain at the Elementary level and decrease by 2% at the Middle School. (Priority 6a)
	The number of students with attendance concerns will decrease by 5% at the Elementary and Middle School levels. (Priority 5b)
	The Truancy Rate will decrease by 1% for the district. (Priority 5a)
	The Chronic Absenteeism Rate will decrease by 1% for the district. (Priority 5b)

The School Attendance Rate will continue to meet or exceed target rate. (Priority 5a)

Maintain expulsion and Middle School dropout rates of 0%. (Priority 5c, 6b)

2017 CHKS survey results will indicate a 3% increase in the percentages of students with high school connectedness, meaningful participation and caring adult relationships. (Priority 6c)

Programs and services developed and provided to individuals with exceptional needs. (Priority 7c)

Maintain overall summary of facility conditions as exemplary. (Priority 1c)

The high school graduation and dropout rates do not apply to the district.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
The district will continue to fund crossing guards in order to maintain the program which is a local priority.	Buena Vista, Walnut Heights, WCI	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$21,485 Supplemental Contract Service
School sites will provide consistent communication to parents on absences and tardies.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Covered within Base – Salary & Benefits
Continue Rethink program model to implement behavioral supports and interventions.	LEA-wide	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups:(Specify)_Students with exceptional needs_	Covered within Base – Salary & Benefits
Continue to sponsor social/emotional programs at	LEA-wide	_X_ALL	$40,000

elementary sites and WCI (Soul Shoppe, Character Counts, Squire Pride, Second Step)		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	PTA, Student Body, LCFF Base
WCI will continue to provide a transition program for all 5th graders, including subgroups moving from elementary to middle school.	WCI	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Covered within Base – Salary & Benefits
District will continue to fund Crisis Counselor program.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$60,000 Supplemental Contract Service

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	The suspension rate will decrease by .5% for the district, will maintain at the Elementary level and decrease by 1% at the Middle School. (Priority 6a) The number of students with attendance concerns will decrease by 5% at the Elementary and Middle School levels. (Priority 5b) The Truancy Rate will decrease by 1% for the district. (Priority 5a) The Chronic Absenteeism Rate will decrease by 1% for the district. (Priority 5b) The School Attendance Rate will continue to meet or exceed target rate. (Priority 5a) Maintain expulsion and Middle School dropout rates of 0%. (Priority 5c, 6b) CHKS survey results will continue to improve in the three categories noted. (Priority 6c) Programs and services developed and provided to individuals with exceptional needs. (Priority 7c) Maintain overall summary of facility conditions as exemplary. (Priority 1c) *The high school graduation and dropout rates do not apply to the district.*

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
The district will continue to fund crossing guards in order to maintain the program which is a local priority.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$21,485 Supplemental Contract Services
School sites will provide consistent communication to parents on absences and tardies.	LEA-wide	X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Covered within Base – Salary & Benefits
Continue Rethink program model to implement behavioral supports and interventions.	LEA-wide	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups:(Specify) Students with exceptional needs.	Covered within Base – Salary & Benefits
Continue to sponsor social/emotional programs at elementary sites and WCI (Soul Shoppe, Character Counts, Squire Pride, Second Step)	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$40,000 PTA, Student Body, LCFF Base
WCI will continue to provide a transition program for all 5th graders, including subgroups moving from elementary to middle school.	WCI	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Covered within Base – Salary & Benefits
District will continue to fund Crisis Counselor program.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$60,000 Supplemental Contract Services

Expected Annual Measurable Outcomes:	The suspension rate will decrease by .5% for the district, will maintain at the Elementary level and decrease by 1% at the Middle School. (Priority 6a) The number of students with attendance concerns will decrease by 2% at the Elementary and Middle School levels. (Priority 5b) The Truancy Rate will decrease by 1% for the district. (Priority 5a) The Chronic Absenteeism Rate will decrease by 1% for the district. (Priority 5b) The School Attendance Rate will continue to meet or exceed target rate. (Priority 5a) Maintain expulsion and Middle School dropout rates of 0%. (Priority 5c, 6b) CHKS survey results will continue to improve in the three categories noted. (Priority 6c) Programs and services developed and provided to individuals with exceptional needs. (Priority 7c) Maintain overall summary of facility conditions as exemplary. (Priority 1c) *The high school graduation and dropout rates do not apply to the district.*

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
The district will continue to fund crossing guards in order to maintain the program which is a local priority.	Buena Vista Walnut Heights Walnut Creek Intermediate	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$20,000 Supplemental Contract Services
School sites will provide consistent communication to parents on absences and tardies.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	Covered within Base – Salary & Benefits

Continue Rethink program model to implement behavioral supports and interventions for students with exceptional needs.		__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups: (Specify) <u>Students with exceptional needs.</u>	Covered within Base – Salary & Benefits
Continue to sponsor social/emotional programs at elementary sites and WCI (Soul Shoppe, Character Counts, Squire Pride, Second Step)	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$40,000 PTA, Student Body, LCFF Base
WCI will continue to provide a transition program for all 5th graders, including subgroups moving from elementary to middle school.	WCI	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	Covered within Base – Salary & Benefits
District will continue to fund Crisis Counselor program.	LEA-wide	_X_ALL	$60,000 Supplemental Contract Services

		Related State and/or Local Priorities:
GOAL 4:	Focus on communication ensuring the engagement of all parents and the inclusion of subgroup parents in the WCSD.	1__ 2__ 3_X_ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Identified Need :	Parental Involvement: Low parent attendance at meetings: CCSS, Title I, DELAC & Site ELAC Limited attendance at superintendent and principal coffees Responses from site surveys indicate need for additional communication	
Goal Applies to:	Schools: All	
	Applicable Pupil Subgroups: All	
LCAP Year 1: 2016-17		

Expected Annual Measurable Outcomes:	Increase attendance at Parent Education Meetings, Superintendent/Principal Coffees establish baseline with parent sign-in sheets. (Priority 3a,b,c)
	Parent surveys and Site Planning Day input at each site indicate improved communication. (Priority 3a,b,c)
	Increased support for Walnut Creek Education Foundation and Collaborative Funding Plan (Priority 3a)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide Parent Education: Give information on how parents can support student learning for all students and specifically for subgroups (ELAC, DELAC and Title I parents meetings). Communicate expectations for student learning aligned with the implementation of CCSS, NGSS and ELD Standards. Other topics of interest to parents based on survey, site input, and evaluation of Parent Education offered.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$2,000 PTA, LCFF Base
Provide Year-Long Calendars for the District and School Sites to assist parents in planning and participation.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Covered within Base – Salary & Benefits
Provide opportunities for parents to provide input and receive information on district programs: District Strategic Planning Site Planning Days Surveys PTA/PTOs Community Coordinating Council	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Covered within Base – Salary & Benefits
Provide support at the sites for new families: Pair New Families with a Buddy Family Welcome Back Day assistance Matching EL families with a family that speaks the same language.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Covered within Base – Salary & Benefits

| Continue to hold regular Principal/Superintendent Coffees to provide families with face to face interaction. | LEA-wide | _X_ ALL

OR:
__Low Income pupils __English Learners
__Foster Youth __Redesignated fluent English proficient
__Other Subgroups:(Specify)_____ | Covered within Base – Salary & Benefits |
| Provide families with regular and consistent communication:
Weekly eNews
Superintendent's Letters to the Community
Website Information kept up to date | LEA-wide | _X_ ALL

OR:
__Low Income pupils __English Learners
__Foster Youth __Redesignated fluent English proficient
__Other Subgroups:(Specify)_____ | Covered within Base – Salary & Benefits |

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	2% increase in attendance at Parent Education Meetings, Superintendent/Principal Coffees based on parent sign-in sheets. (Priority 3a,b,c) Annual parent surveys at each site indicate improved communication and parent engagement. (Priority 3a,b,c) Increased funding for Walnut Creek Education Foundation (Priority 3a)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide Parent Education: Give information on how parents can support student learning for all students and specifically for subgroups (ELAC, DELAC and Title I parents meetings). Communicate expectations for student learning aligned with the implementation of CCSS, NGSS and ELD Standards. Other topics of interest to parents based on survey, site input, and evaluation of Parent Education offered.	LEA-wide	_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$2,000 PTA, LCFF Base
Provide Year-Long Calendars for the District and School	LEA-wide	_X_ ALL	Covered within

Sites to assist parents in planning and participation.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Base – Salary & Benefits
Provide opportunities for parents to provide input and receive information on district programs: District Strategic Planning Site Planning Days Surveys PTA/PTOs Community Coordinating Council	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Covered within Base – Salary & Benefits
Provide support at the sites for new families: Pair New Families with a Buddy Family Welcome Back Day assistance Matching EL families with a family that speaks the same language.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Covered within Base – Salary & Benefits
Continue to hold regular Principal/Superintendent Coffees to provide families with face to face interaction.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Covered within Base – Salary & Benefits
Provide families with regular and consistent communication: Weekly eNews Superintendent's Letters to the Community Website Information kept up to date	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Covered within Base – Salary & Benefits

LCAP Year 3: 2018-19				
Expected Annual Measurable Outcomes:	2% increase in attendance at Parent Education Meetings, Superintendent/Principal Coffees based on parent sign-in sheets. (Priority 3a,b,c) Annual parent surveys at each site indicate improved communication and parent engagement. (Priority 3a,b,c) Increased funding for Walnut Creek Education Foundation (Priority 3a)			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide Parent Education: Give information on how parents can support student learning for all students and specifically for subgroups (ELAC, DELAC and Title I parents meetings). Communicate expectations for student learning aligned with the implementation of CCSS, NGSS and ELD Standards. Other topics of interest to parents based on survey, site input, and evaluation of Parent Education offered.		LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$2,000 PTA, LCFF Base
Provide Year-Long Calendars for the District and School Sites to assist parents in planning and participation.		LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	Covered within Base – Salary & Benefits
Provide opportunities for parents to provide input and receive information on district programs: District Strategic Planning Site Planning Days Surveys PTA/PTOs Community Coordinating Council		LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	Covered within Base – Salary & Benefits
Provide support at the sites for new families: Pair New Families with a Buddy Family Welcome Back Day assistance Matching EL families with a family that speaks the same language.		LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	Covered within Base – Salary & Benefits

Continue to hold regular Principal/Superintendent Coffees to provide families with face-to-face interaction.	LEA-wide	_X_ ALL _____ OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	Covered within Base – Salary & Benefits
Provide families with regular and consistent communication: Weekly eNews Superintendent's Letters to the Community Website Information kept up to date	LEA-wide	_X_ ALL _____ OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	Covered within Base – Salary & Benefits

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

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?

4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

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

Original GOAL from prior year LCAP:	Goal 1: Align instruction and student learning to Common Core State Standards (CCSS), English Language Development (ELD) Standards, and Next Generation Science Standards (NGSS).		Related State and/or Local Priorities: 1 X 2 X 3 __ 4 X 5 __ 6 __ 7 X 8 X COE only: 9 __ 10 __ Local : Specify _____
Goal Applies to:	Schools: All		
	Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Establish baseline in the number of students showing progression towards mastery of the CCSS in ELA and math based on report card measures established in 2014-15. (Priority 8a) District will meet state targets for API when determined. (Priority 4b) Percentage of classrooms where students are engaged in speaking, small group discussions, problem solving at least 50% of the time will increase from 10% to 20% based on classroom observation. (Priority 2a,b) CCSS Implementation Rubrics for principals/staff show growth for each school. (Priority 2a) Percentage of grade levels/courses where teachers are collaboratively scoring student work aligned to CCSS will	Actual Annual Measurable Outcomes:	Report card measures completed summer of 2015 implemented during the 15-16 school year. (Priority 8a) API no longer used as a state measure (Priority 4b) District met AYP measures for 2015 (Priority 4b) During site visits for instructional rounds students were observed engaging in collaborative work, small group discussions, problem solving at least 50% of the time in at least 20% of classrooms, more when this was a focus area for the school. (Priority 2a,b) CCSS Implementation Rubrics have not been used by principals in 15-16. Two sites have new principals and new

increase to 20% based on site reports (Priority 2a,b) Percentage of students demonstrating proficiency on SBAC will increase 2% from baseline established 2014-2015. (Priority 4a) District SARC will continue to indicate all grades/courses are taught by fully credentialed teachers (Priority 1a) District SARC will continue to indicate access to standards-aligned instructional materials for all students. (Priority 1b) Grade/Course Assignments in Aeries will continue to indicate access to a broad course of study for all students. (Priority 7 a,b,c) *The following metrics do not apply to the district: % of students completing UC and CSU requirements, % of pupils passing AP Exams, % of pupils demonstrating college preparedness with the EAP, High School Dropout rates, and High School Graduation rates.*		school did not have a measure. Principals will evaluate growth at the end of the year. (Priority 2a) Instructional coaches report that approximately 20% of grade levels are collaboratively scoring student work. (Priority 2a, b) District Baseline 2015 SBAC – ELA 70%, Math 63% Meeting or Exceeding State Standards. We do not have the results for 2015-16 yet. (Priority 4a) 2014-15 SARC indicates all grades/courses are taught by fully credentialed teachers. (Priority 1a) 2014-15 SARC indicates access to standards-aligned instructional materials for students. (Priority 1b) Grade/Course Assignments in Aeries continue to indicate access to a broad course of study for all students. (Priority 7 a,b,c) *The following metrics do not apply to the district: % of students completing UC and CSU requirements, % of pupils passing AP Exams, % of pupils demonstrating college preparedness with the EAP, High School Dropout rates, and High School Graduation rates..*

LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
District will continue to lead sites in a process to: identify CCSS essential standards and CCSS aligned instructional materials and in the identification of common assessments.	Covered within Base – Salary & Benefits	Essential standards were identified for the TK-5 standards based report card and CCSS aligned assessments and common performance standards were identified. These were used by teachers this year and will continue to be evaluated and revised.	Covered within Base – Salary & Benefits
Scope of service:	LEA-wide	Scope of service:	LEA-wide

_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Provide professional development for certificated staff and classified staff when appropriate: To support implementation of CCSS and effective pedagogy in all classrooms To support technology/integration and implementation of the technology skills continuum SVMI Training To increase knowledge of NGSS and support implementation	$50,000 Educator Effectiveness Grant, LCFF Base	To support implementation of CCSS and effective pedagogy job embedded professional development was provided by site principals during staff meetings and supported by instructional coaches. Teachers continued to attend SVMI both the summer coaching institute and the follow-up professional development sessions throughout the fall and winter. NGSS training by the Lawrence Hall of Science was provided for all grade 6-8 science teachers and for a cadre of K-5 teachers, as well as science specialist, coaches and principals. Professional development in the use of technology was provided during site based staff development and by a representative from Google to support the implementation of Google Read Write.	$50,000 Educator Effectiveness Grant, LCFF Base
Scope of service: LEA-wide _X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		**Scope of service:** LEA-wide _X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Provide instructional coaches TK-8 with an increase from 3.5 FTE (2.5 Elementary, 1.0 WCI) to 4.0 FTE.	$45,000 Supplemental Salary/Benefits	A qualified applicant for coach at Tice Creek was not found during the year so there was no increase in coaching FTE this year. Current instructional coaches began support of Tice Creek teachers in January 2016.	$10,000 Supplemental Salary/Benefits
Scope of service: LEA-wide _X_ ALL OR: __Low Income pupils __English Learners		**Scope of service:** LEA-wide _X_ ALL OR: __Low Income pupils __English Learners	

__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Maintain Instructional Rounds program at each school in the district to give feedback on CCSS implementation and instructional programs.	$10,000 LCFF Base Certificated Substitute Costs	Instructional Rounds continued this year with additional teachers, new administrators, and coaches trained in September. The district instructional rounds team visited each school site. Schools also held their own internal rounds to evaluate implementation of instructional programs.	$9,000 LCFF Base Certificated Substitute Costs
Scope of service: LEA-wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		**Scope of service:** LEA-wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Expand student access to technology in the classroom and provide technology instruction based on grade level technology skills continuum. *Budget for expanding student access to technology was not included in 2015-16 LCAP.*	Not included in 2015-16 LCAP budget	Sites continue to purchase and expand the use of technology. The district technology team continued to refine the skills continuum.	Budget will be included in 2016-17 LCAP
Scope of service: LEA-wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		**Scope of service:** LEA-wide _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	As part of the annual update process the District Strategic Planning team which functions as the LCAP Advisory Committee reviewed the priorities and metrics to date. Input was gathered and it was determined that the identified needs and actions were appropriate. It was recommended that expenses for technology be included.		

Original GOAL from prior year LCAP:	Goal 2: Improve the achievement of all students (including English Learners, Socio-economically disadvantaged and Students with Disabilities) in reaching high academic standards and attaining proficiency in ELA and Mathematics.	Related State and/or Local Priorities: 1 2__ 3__ 4 X 5__ 6__ 7 _ 8 X COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools: All
	Applicable Pupil Subgroups: All

Expected Annual Measurable Outcomes:	Percentage of students, including subgroups, demonstrating proficiency on SBAC will increase 2% from baseline established 2015. (Priority 4a) District will meet state targets for API when determined. (Priority 4b) 5% increase in the number of students, including subgroups, performing at or above grade level on formative assessments and performance tasks baseline established in 2014-15. (Priority 8a) Reclassification rate for ELs will increase 3% from 2014-15. (Priority 4e) Continue to meet or exceed AMAO targets for ELs. (Priority 4d) *The following metrics do not apply to the district: % if students completing UC and CSU requirements, % of pupils passing AP Exams, % of pupils demonstrating college preparedness with the EAP, High School Dropout rates.*	Actual Annual Measurable Outcomes:	District Baseline 2015 SBAC – ELA 70%, Math 63% Meeting or Exceeding State Standards English Learners ELA 31%, Math 35% Socio-economically Disadvantaged ELA 41%, Math 31% Students with Disabilities ELA 25%, Math 21% Meeting or Exceeding Standards. We do not have the 2016 results yet. API is no longer used as a stat measure (Priority 4b) District met AYP measures for 2015 (Priority 4b) We do not have results yet for end of year data on district assessments and performance tasks. The number of ELs reclassified in 2015-16 in K-5 decreased from 133 to 68 (decrease of 49%) and in grades 6-8 increased from 11 to 21 (increase of 91%). The reclassification rate decreased significantly from 40% in 2014 to 14% in 2015. The district met or exceeded all AMAO targets for ELs. *The following metrics do not apply to the district: % if students completing UC and CSU requirements, % of pupils passing AP Exams, % of pupils demonstrating college preparedness with the EAP, High School Dropout rates*

LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures

Students will: receive support through high quality instructional strategies, receive differentiated curriculum and instruction in ELA and math at all grade levels.	Covered within Base – Salary & Benefits	Sites continued to provide strategic interventions in ELA and math. This includes Reading Recovery at all K-5 schools, a math help class and reading intervention class at WCI.	Covered within Base – Salary & Benefits st
Scope of service: LEA-wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		**Scope of service:** LEA-wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Continue to implement district assessment calendar. Data from assessments to be used for progress monitoring and the planning of interventions at school sites.	Covered within Base – Salary & Benefits	The district continues to implement an assessment calendar. Sites collect data throughout the year to monitor student progress in interventions. In addition, the data is collected at the district level to measure student progress in January and again in June.	Covered within Base – Salary & Benefits
Scope of service: LEA-wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		**Scope of service:** LEA-wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
English learners will continue to be appropriately placed according to their CELDT level for designated ELD instruction provided by classroom teacher, ELD teacher and supported by ELD specialists, using the adopted ELD programs in K-5 and 6-8.	$140,000 Supplemental Salary/Benefits Materials	CELDT testing was completed by the end of September and all students identified as EL received ELD instruction using the district adopted programs in K-5 and 6-8. ELD specialists support the classroom instruction for EL students. Due to an extended leave the ELD teacher did not provide support at sites this year, instruction was provided by a qualified substitute at various times during the year.	$50,000 Supplemental Salary/Benefits Materials
Scope of service: LEA-wide __ALL OR:		**Scope of service:** LEA-wide __ALL OR:	

__Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			__Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
All students including subgroups will receive high quality interventions – placement in Tier 1 and Tier 2 interventions to be based on multiple measures and will include progress monitoring to determine when to exit interventions.		$150,000 Supplemental Salary/Benefits Materials	Students received high quality interventions and were identified based on multiple measures. Progress was monitored using these measures and students exited intervention when mastery of standards was achieved.		$150,000 Supplemental Salary/Benefits Materials
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
_X_ALL			_X_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Provide professional development to support the planning of academic interventions and behavioral supports for students.		$5,000 LCFF Base	The Rethink program model was used to develop and implement behavioral supports and interventions. Two separate trainings were completed with SDC and Resource teachers K-5 extending the professional development begun with Pre-K teachers in 2014-15. District office directors, site principals, middle school counselors, and psychologists participated in an introductory professional development with SST On-line to review their system of interventions management. District and Site Staff Development		$5,000 LCFF Base
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
_X_ALL			_X_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Supplement the cost of two full-time Title I Teachers to provide strategic intervention during the school day.		$60,000 Supplemental	Two full-time Title I teachers provide strategic intervention at the both of the targeted assistance Title I schools.		$70,000 Supplemental (in

	Salary/Benefits		addition to federal Title I funds) Salary/Benefits
Scope of service: Buena Vista, Murwood __ALL OR: _X_Low Income pupils __English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: Buena Vista, Murwood __ALL OR: _X_Low Income pupils __English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Continue to provide additional sections of EL intervention courses at the secondary level.	$34,000 Supplemental Salary/Benefits	WCI continued to offer two sections of EL intervention.	$34,000 Supplemental Salary/Benefits
Scope of service: WCI __ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: WCI __ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Maintain process for monitoring the academic achievement of students following reclassification for three years.	Covered within Base – Salary & Benefits	In January 2016 teachers reported progress for all students reclassified in 2014 and 2015.	Covered within Base – Salary & Benefits
Scope of service: LEA-wide __ALL OR: __Low Income pupils __English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: LEA-wide __ALL OR: __Low Income pupils __English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Maintain the increased length of the school day. (District	$210,000	The district continued to maintain the lengthened school	$230,000

increased the length of the school day by fifteen minutes over 3 years – 2012-13, 2013-14, 2014-15) Compensation for additional instructional minutes	Supplemental Salary/Benefits	day.	Supplemental Salary/Benefits
Scope of service: LEA-wide		**Scope of service:** LEA-wide	
_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	As part of the annual update process the District Strategic Planning team which functions as the LCAP Advisory Committee reviewed the priorities and metrics to date. Input was gathered and it was determined that the identified needs and actions were appropriate. Reclassification data and ELD program information was shared with EL parents at DELAC meetings and no further actions were recommended.

Original GOAL from prior year LCAP:	**Goal 3:** All students will have a safe and supportive school culture, climate, and learning environment to promote academic achievement, physical, mental, and emotional health.	Related State and/or Local Priorities: 1 _X_ 2__ 3__ 4__ 5 _X_ 6 _X_ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: All	
	Applicable Pupil Subgroups: All	

Expected Annual Measurable Outcomes:	The suspension rate will decrease by .5% for the district, will maintain at the Elementary level and decrease by 2% at the Middle School. (Priority 6a) The Chronic Absenteeism rate will decrease by .5% for the district, by 1% at the Elementary and Middle School levels. (Priority 5b) The Truancy Rate will decrease by 1% for the district. (Priority 5a)	Actual Annual Measurable Outcomes:	The suspension rate for the district increased by .1%, increased at the Elementary level by .3% and decreased at the Middle School by .6% from 2013-14 to 2014-15. Data not available for 2015-16 yet. Recording the number of students with attendance concern was requested by the LCAP Advisory Committee in addition to Chronic Absenteeism. Number of students for 2015-16 not yet known. *Attendance Concern – a student with a combination of three or more unexcused absences and/or truant tardies.*

Maintain expulsion and Middle School dropout rates. (Priority 5c, 6b) 2015 CHKS survey results will indicate a 3% increase in the percentages of students feeling safe, school connectedness (7th grade) and meaningful participation (5th grade). (Priority 6c) Maintain overall summary of facility conditions as exemplary. (Priority 1c) *The high school graduation and dropout rates do not apply to the district.*		The Chronic Absenteeism rate for the district increased by .3% in the district, increased by.5% in TK-5 and was unchanged in 6-8 (2014-15). Rates are not yet known for 2015-16. The Truancy Rate increased by approximately 2% from 2013-14 to 2014-15. Data is not available yet for 2015-16. Expulsion and Middle School dropout rates have been maintained at 0%. CHKS survey administered in 2016 results indicate a significant increase in the percentage of 7th graders feeling safe at school – 24% (2012) to 78%. The percentage of 5th graders reporting high meaningful participation decreased slightly – 20% (2012) to 18%. The percentage of 7th graders reporting high connectedness at school increased – 56% (2012) to 65%. The results indicate three areas of focus meaningful participation, school connectedness and caring adult relationships for both 5th and 7th grade. 2014-15 SARC indicates facility conditions are exemplary. *The high school graduation and dropout rates do not apply to the district.*	

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
The district will continue to fund crossing guards in order to maintain the program which is a local priority.	$20,000 Supplemental Contract Service	The district continued to fund crossing guards formerly supported by the City of Walnut Creek.	$21,485 Supplemental Contract Service
Scope of service:	Buena Vista, Walnut Heights, Walnut Creek Intermediate (WCI)	Scope of service:	Buena Vista, Walnut Heights, WCI	

_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
School sites will provide consistent communication to parents on absences and tardies.	Covered within Base – Salary & Benefits	All schools provided consistent communication to parents on absences and tardies. This communication consisted of letters, phone calls, face to face meetings, and/or reporting of attendance statistics in school newsletter. At WCI students with attendance concerns were met with individually.	Covered within Base – Salary & Benefits
Scope of service: LEA-wide		Scope of service: LEA-wide	
_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Continue to sponsor social/emotional programs at elementary sites and WCI (Soul Shoppe, Character Counts, Squire Pride, Second Step, ReThink)	$40,000 PTA, Student Body, LCFF Base	All schools continued to offer social/emotional programs (Soul Shoppe, Character Counts, Squire Pride, ReThink). Tice Creek began implementing The Toolbox Project.	$30,000 PTA, Student Body, LCFF Base
Scope of service: LEA-wide		Scope of service: LEA-wide	
_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
WCI will continue to provide a transition program for all 5th graders, including subgroups moving from elementary to middle school.	Covered within Base – Salary & Benefits	WCI provided the WEB day transition program for all 5th graders moving from elementary to middle school. The WCI principal also visited all elementary schools the previous spring to talk with 5th graders and support the transition.	Covered within Base – Salary & Benefits

Scope of service:	WCI		Scope of service:	WCI	
_X_ALL			_X_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
District will continue to fund Crisis Counselor program.		$60,000 Supplemental Contract Service	The district continued to fund Crisis Counselor program.		$65,000 Supplemental Contract Service
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
_X_ALL			_X_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	As part of the annual update process the District Strategic Planning team which functions as the LCAP Advisory Committee reviewed the priorities and metrics to date. Input was gathered and it was determined that the identified needs and actions were appropriate.

Original GOAL from prior year LCAP:	Goal 4: Focus on communication ensuring the engagement of all parents and the inclusion of subgroup parents in the WCSD.	Related State and/or Local Priorities: 1__ 2__ 3 X_ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	All

Expected Annual Measurable Outcomes:	Increase attendance at Parent Education Meetings, Superintendent/Principal Coffees establish baseline with parent sign-in sheets. (Priority 3a,b,c) Parent surveys and Site Planning Day input at each site	Actual Annual Measurable Outcomes:	Sign-in sheets and observations indicate an increase in parent attendance at Parent Education Meetings, Superintendent/Principal Coffees and DELAC meetings. Superintendent/Principal Coffees – 5-12 parents Parent Education Events – 10-50 parents

indicate improved communication. (Priority 3a,b,c) Increased support for Walnut Creek Education Foundation and Collaborative Funding Plan (Priority 3a)		Parent surveys at two schools (Parkmead, Murwood) indicate that parent communication is improving. All sites solicited input from the community at their site planning days on communication. WCEF (Walnut Creek Education Foundation) funds received had reached over $800,000 in February an increase from the previous year.

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Provide Parent Education: Give information on how parents can support student learning for all students and specifically for subgroups (ELAC, DELAC and Title I parents meetings). Communicate expectations for student learning aligned with the implementation of CCSS, NGSS and ELD Standards. Other topics of interest to parents based on survey, site input, and evaluation of Parent Education offered.	$2,000 PTA, LCFF Base	At DELAC and Title I meetings this year parents were given program information and information about how to support their students at home. All of the school sites offered parent education events throughout the year. Topics included CCSS Math, Soul Shoppe, Project Based Learning, Cyber Safety). Topics were typically generated from parent input at PTA/PTO meetings, Superintendent/Principal Coffees, School Site Councils, or from surveys.	$1,000 PTA, LCFF Base
Scope of service: LEA-wide		**Scope of service:** LEA-wide	
_X_ALL		_X_ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Provide Year-Long Calendars for the District and School Sites to assist parents in planning and participation.	Covered within Base – Salary & Benefits	An annual calendar of events is maintained on the district website and on the websites of each school site.	Covered within Base – Salary & Benefits

Scope of service:	LEA-wide		**Scope of service:**	LEA-wide	
_X_ ALL			_X_ ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Provide opportunities for parents to provide input and receive information on district programs: District Strategic Planning Site Planning Days Surveys PTA/PTOs Community Coordinating Council		Covered within Base – Salary & Benefits	Parent and community input is provided during District Strategic Planning in February and April. Parents are included in the site planning days. Schools collect parent information with surveys and during site meetings. The Community Coordinating Council met throughout the year.		Covered within Base – Salary & Benefits
Scope of service:	LEA-wide		**Scope of service:**	LEA-wide	
_X_ ALL			_X_ ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Provide support at the sites for new families: Pair New Families with a Buddy Family Welcome Back Day assistance Matching EL families with a family that speaks the same language.		Covered within Base – Salary & Benefits	All schools offered support for new families and students. This support included some or all of the following: Pairing New Families with a Buddy Family Matching EL families with a family that speaks the same language Inviting new families to school wide social events All sites provided families with Welcome Back Day assistance.		Covered within Base – Salary & Benefits
Scope of service:	LEA-wide		**Scope of service:**	LEA-wide	
_X_ ALL			_X_ ALL		
OR: __Low Income pupils __English Learners			OR: __Low Income pupils __English Learners		

__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Continue to hold regular Principal/Superintendent Coffees to provide families with face to face interaction.	Covered within Base – Salary & Benefits	The Superintendent held coffees at all school sites this year providing parents and community members who attended with face to face interaction.	Covered within Base – Salary & Benefits
Scope of service: LEA-wide		**Scope of service:** LEA-wide	
_X_ ALL		_X_ ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Provide families with regular and consistent communication: Weekly eNews Superintendent's Letters to the Community Website Information kept up to date	Covered within Base – Salary & Benefits	All school sites continue to send out a Weekly eNews and special editions to inform parents of special events. The Superintendent maintained regular communication with letters to the community. This year the district website was updated to reflect a more user friendly format. The content continues to be updated.	Covered within Base – Salary & Benefits
Scope of service: LEA-wide		**Scope of service:** LEA-wide	
_X_ ALL		_X_ ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	As part of the annual update process the District Strategic Planning team which functions as the LCAP Advisory Committee reviewed the priorities and metrics to date. Input was gathered and it was determined that the identified needs and actions were appropriate.		

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

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

A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	$ 835,702 (estimated supplemental grant)	
The Walnut Creek School District's proportionality percentages are as follows: Year 1 2016-17 3.28% Year 2 2017-18 3.36% Year 3 2017-18 3.37% The Walnut Creek School District expenditure of supplemental funds is aligned with the LCAP and addresses the needs of unduplicated pupils. Programs and services offered to students using supplemental funds are targeted and were determined as a result of LCAP discussions and as a result of research into viable options for increasing academic achievement for all students, including unduplicated students. The following expenditure plan meets the proportionality percentage for the LCAP term as well as the LCFF implementation period.		
$195,000	After school interventions, Reading Recovery, and three periods of middle school math support and intervention	These specific actions/services are effective in increasing and improving services for unduplicated students. In the district's experience, a large
$70,000	District contribution to targeted support programs at	percentage of students participating in after school and in-class

$50,000	MW and BV Additional half time literacy coach within district	interventions are unduplicated students. Tier 1 and Tier 2 interventions help struggling students, especially unduplicated students, improve achievement and achieve greater success in the core curriculum. The benefits of Response to Intervention (RtI) for improving student achievement are research based (Buffum, Mattos and Weber 2010). Coach support helps teachers to design effective classroom instruction and Tier 1 interventions to differentiate for the diverse needs of students (Sweeney, 2011).
$230,000	Continue 5 additional instructional minutes for all students begun in 2014-15	This specific action/service is effective in increasing and improving achievement for unduplicated students. The additional instructional minutes allow for greater differentiation, support, and intervention services during the regular school day. The added minutes equate to an additional 15 hours of instruction per year. Additional time has been proven to be effective when closing the achievement gap for students (Angela Joy Aumaugher Grand Valley State university; Jensen, 2009).
$350,000	Additional computers, technology support, and increased network capacity.	This specific action/service is effective in increasing and improving achievement for unduplicated students. Enhanced access to technology enables teachers to improve instructional delivery. It also enables unduplicated students to access technology that they may not have access to at home. Lack of technology in the home continues the gap for students (John Schacter, 1999). Technology integration supports the academic achievement of EL students and students with disabilities (RMC Research, 2008).
$45,000 $30,000 $90,000	Half time English Learner coordinator to oversee district EL program Two periods of English Learner support periods at middle school Certificated EL Teacher to serve students at most impacted sites	These specific actions/services are principally directed towards, and are effective in, increasing or improving services for English Learners. These actions/services serve as the district's core approach to educating all English Learners with a focus on developing language fluency and improved academic achievement (Zacarian, 2011).

$65,000	Social and emotional counseling for at-risk students	This specific action/service is effective in increasing and improving achievement for unduplicated students. The additional counseling support is offered to all unduplicated students. Providing social emotional support to students at-risk helps to improve academic achievement (Jensen, 2009).
$21,485	District support for crossing guard partnership with city	This specific action/service is effective in increasing and improving safety and for unduplicated students. Crossing guards enable students who live near the school to walk to the three campuses where the service is offered. The areas that students walk from are primarily apartments within the district, which constitute the majority of homes for unduplicated students. Research shows that safety can be improved, and pedestrian injuries reduced by providing adult crossing guards (Schieber and Vegega, 2010).
$1,146,485 Total		Includes $310,783 contribution from other sources

B.   In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

3.28	%

Using the FCMAT calculator, the district estimates its target supplemental grant will be $835,702 in 2016-17.
The district's Minimum Proportionality Percentage for unduplicated students in 2015-16 is 2.95%

The proportionality percentage is met by increasing existing services (counseling, intervention programs, English Learner services, and professional development). Additionally, the plan provides for five additional instructional minutes district-wide that was implemented district-wide in 2014-15 (which was part of a total increase of 15 minutes over a three year period). The district also began paying for half of the crossing guard program per an agreement with the City of Walnut Creek.
The estimated supplemental expenditures in 2016-17 total: $1,146,485 (supplemental grant and contribution from other sources)

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

    (a) "Chronic absenteeism rate" shall be calculated as follows:

        (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

        (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

        (3) Divide (1) by (2).

    (b) "Middle School dropout rate" shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

    (c) "High school dropout rate" shall be calculated as follows:

        (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

(1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

01-13-15 [California Department of Education]