

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

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

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

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

[LCFF Evaluation Rubrics](#) [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: Essential data to support completion of this LCAP. Please analyze the LEA’s full data set; specific links to the rubrics are also provided within the template.

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## 2017-20 Plan Summary

### THE STORY

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

Walnut Creek Elementary School District is a TK-8 elementary district located in the central Bay Area. The community of Walnut Creek is a unique combination of urban, suburban and open space areas. The district is responsible for meeting the educational needs of approximately 3600 students at six elementary schools and one intermediate school. The sixth elementary school, a K-8 school, opened in 2015. In grades TK-5 students learn in primarily self-contained classrooms, while in grades 6-8 students are in both core and elective courses.

The goals and actions of the LCAP are focused on meeting the needs of all students, including unduplicated populations; English Learners (11%), Socioeconomically Disadvantaged/LC (10%), Foster Youth (.1%), and Students with Disabilities (12%). The diverse student population includes the following significant ethnic populations; Hispanic (14%), Asian (15%), Filipino (2%), White (58%), Black or African American (2%), and Two or More Races (7%).

The following metrics do not apply to the district: % of students completing UC and CSU requirements, % of students accessing AP Exams, % of students demonstrating college preparedness with the EAP, High School Graduation rate, and High School Dropout rates to our student population.

## LCAP HIGHLIGHTS

Identify and briefly summarize the key features of this year's LCAP.

For 2017-2018 the Walnut Creek Elementary School District is revising their LCAP goals to align with goals in the newly-adopted Strategic Plan. The following are the revised goals:

**Goal 1:** Provide all students high quality classroom instruction and standards aligned curriculum.

The actions/services in Goal 1 are at the core of our mission to provide students with an inspiring and engaging curriculum preparing students with both mastery of academic content and the development of essential skills for engaging, innovating, creating, and leading in the world beyond school.

**Goal 2:** Improve the achievement of all students (including English Learners, Socioeconomically Disadvantaged and Students with Disabilities) in reaching high academic standards and attaining proficiency in ELA and Mathematics.

The actions/services in Goal 2 are focused on interventions and strategies for closing the achievement gap and improving outcomes for all student groups.

**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.

The actions and services in Goal 3 are intended to improve student engagement in school by focusing on the social emotional needs of students and by ensuring student access to supportive and healthy learning communities.

**Goal 4:** Engage parents and community members as partners to work within and across schools to support student learning.

The actions and services in Goal 4 are intended to support community engagement by ensuring communication and opportunities for stakeholders to be both informed and to provide input to support the learning of all students. Actions are intended to be inclusive and to engage parents of English Learners, Socioeconomically Disadvantaged and Students with Disabilities.

## REVIEW OF PERFORMANCE

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

Analysis of WCSD's performance on state indicators reported in the California School Dashboard (Dashboard), as well as more recent and locally generated and – monitored data, shows the district has maintained progress in English Learner Reclassification. This is the direct reflection of a focus on academic achievement for English Learners, greater participation in English Language Development (ELD) and support provided by the ELD Coordinator/Coach.

## GREATEST PROGRESS

Another area of progress for the district is in academic achievement on state testing. While the academic indicators for ELA are Blue and Mathematics are Green for all students. The District's growth on both indicators exceeded 10%. In ELA, all student groups except students with disabilities and Filipino (which maintained) increased or significantly increased in a positive direction. In math, all student groups except for students with disabilities (which maintained) increased or significantly increased in a positive direction. These areas of progress are a direct reflection of continued emphasis on high quality instruction aligned to standards.

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

## **GREATEST NEEDS**

The Dashboard Indicator for suspension shows that the district is orange. This is an issue for districtwide focus. Further analysis of the Dashboard indicator for Suspension Rate shows that all students, and two subgroups are rated Orange or Yellow. While English Learners (EL) are rated Green. One of WCSD’s highest need groups is Students with Disabilities (SWD). The district has a relatively high percentage of SWD at 12%. The critical need for this student group is indicated by performance categories in Yellow and Orange in both academics and suspension rate. Although the suspension rate for Socioeconomically Disadvantaged (SED) has decreased significantly it is still high with a Yellow indicator.

The Chronic absenteeism rate for the district decreased and met the goal for K-5 students. It did not decrease and the goal of a 1% decrease was not met for students in 6-8. Although the overall attendance rate for the district maintained at 97% and exceeds the state target of 90% attendance is a continued concern. The number of individual students with attendance concern\* both in K-5 and 6-8 increased significantly.

Both suspension rate and attendance are measures of student engagement and school climate. Focusing on actions to improve in both of these areas districtwide will also positively impact the achievement of students and the achievement of EL, SED and SWD and Filipino subgroup population (5.7%). StudentActions/Services in the LCAP will address student engagement and school climate as well as actions/services focused on improving academic achievement.

\*Students with 3 or more unexcused absences and/or truant tardies.

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

## **PERFORMANCE GAPS**

Two student groups (Socio-Economically Disadvantaged and Students with Disabilities) scored two or more levels below the district rating in ELA. No groups scored two or more levels below the district in math.

To address this performance gap, the district will continue to emphasize consistent high quality literacy intervention both in the general education program and in the special education program. This will be accomplished with the implementation of consistent programs and professional development for staff in the implementation of these programs.

Additionally, the district focus on student engagement and school climate as areas of need districtwide should also positively impact the achievement of SED and SWD.

## INCREASED OR IMPROVED SERVICES

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

Addressed previously in program needs and performance gaps.

## BUDGET SUMMARY

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

### DESCRIPTION

### AMOUNT

Total General Fund Budget Expenditures for LCAP Year	\$34,996,541.35
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Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$1,213,300
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The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

The California Education Code requires local educational agencies (LEAs) to follow the definitions, instructions, and procedures in the California School Accounting Manual. The General Fund is the chief operating fund for all LEAs and is divided into restricted and unrestricted segments. Restricted programs fulfill the requirements defined by the funding source and are by nature not associated with the LCAP. For this reason, restricted expenditures are generally not included as part of LCAP expenditures unless specifically identified as a funding source.

LEAs are also required to record expenditures according to the types of items purchased or services obtained. As a general rule, 85 percent of total General Fund expenditures consist of personnel salaries and benefits. These costs account for the human resources required to carry out a vast array of education support activities such as transportation, nutrition services, custodial activities, health and safety, building maintenance and operation, and more. These support activities along with the related supplies and services operating costs do not directly influence the outcome of the actions and services identified in the LCAP. For this reason, they are not included in the LCAP.

\$27,557,645.15
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Total Projected LCFF Revenues for LCAP Year

# Annual Update

LCAP Year Reviewed: 2016–17

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

<h2 style="margin: 0;">Goal 1</h2>	Align instruction and student learning to Common Core State Standards (CCSS), English Language Development (ELD) Standards and Next Generation Science Standards (NGSS).
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State and/or Local Priorities Addressed by this goal:

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

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

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

#### ACTUAL

##### Student Progress Towards Mastery

Report Card Data	2015-16	Met/Not Met
K-5 Grades MS/MS+	ELA 87% Math NA	Baseline
6-8 Grades “C” or better	ELA 95% Math 93%	Baseline

(Priority 8a) Final Grades have not yet been determined for 2016-17.

Based on observations during classroom visits site administrators report that levels of students engaged in speaking, small group discussions, problem solving have remained the same. (Priority 2a, b) *The district did not maintain the Instructional Rounds program this year so data was collected by site administrators’ observations.*

The district did not use the CCSS Implementation Rubrics as a

school. (Priority 2a)

Percentage of grade/level courses where teachers are collaboratively scoring student work aligned to CCSS will increase from 20% to 25% based on site reports. (Priority 2a, b)

Percentage of students demonstrating proficiency on SBAC will increase 2% from 2015-16. (Priority 2a, b, 8a)

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: % of students completing UC and CSU requirements, % of pupils passing AP exams, %*

measure this year. (Priority 2a)

Instructional coaches report that approximately 25% of grade levels are collaboratively scoring student work in K-5, no increase in grades 6-8. (Priority 2a, b)

SBAC Proficiency

State Academic Indicators	2014-2015	2015-2016	Met/Not Met
District ELA	70%	74%	Met
District Mathematics	63%	68%	Met

(Priority 2a, b, 8a)

Dashboard Indicators	2015-2016	Met/Not Met
ELA	47 points above level 3	Met
Mathematics	34 points above level 3	Met

(Priority 4b)

2015-16 District Accountability Report Card (DARC) indicates that 3 teachers are not fully credentialed teachers. (Priority 1a)

2015-16 DARC indicates that all students have access to standards-aligned instructional materials. (Priority 1b)

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

*The following metrics do not apply to the district: % of students completing UC and CSU requirements, % of pupils passing AP*

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

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

**ACTIONS / SERVICES**

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

Action **1**

Actions/Services	<p><b>PLANNED</b></p> <p>Sites will implement and monitor the effectiveness of CCSS aligned instructional materials and assessments. (Curriculum Meetings, Instructional Coach)</p>	<p><b>ACTUAL</b></p> <p>District teachers piloted CCSS aligned programs for math during this year and recommended programs for K-5 and 6-8 to the Governing Board for adoption.</p> <p>Instructional coaches worked with teachers during coached collaboration reviewing assessment data in literacy and implementing instructional strategies for teaching CCSS standards in ELA.</p>
Expenditures	<p><b>BUDGETED</b></p>	<p><b>ESTIMATED ACTUAL</b></p> <p>No additional costs</p>

Action **2**

Actions/Services	<p><b>PLANNED</b></p> <p>Continue to provide professional development for certificated staff and classified staff when appropriate:</p> <p>To support implementation of CCSS and effective pedagogy in all classrooms.</p> <p>To support technology/integration and implementation of the technology skills continuum.</p> <p>SVMI Training</p> <p>To increase knowledge of NGSS and support</p>	<p><b>ACTUAL</b></p> <p>District teachers (25) attended the SVMI Summer Coach Institute and continued many continued to participate in the follow up professional development provided by SVMI throughout the fall and winter.</p> <p>All staff had the opportunity to attend the District Staff Development Day in September to learn effective instructional strategies across the curriculum from Doug Fisher.</p>
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implementation	<p>Throughout the year teachers had the opportunity to further their learning in the following areas:</p> <p>NGSS implementation strategies with the Lawrence Hall of Science, Readers' Workshop, Implementation of the History/Social Science Framework, World Languages Instruction and CCSS strategies.</p> <p>District staff (10) will be attending the ISTE (International Society for Technology in Education) Conference in June 2017.</p> <p>District staff (14) will be attending PBL(Project Based Learning) World in June 2017</p>
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Expenditures

<p><b>BUDGETED</b></p> <p>\$50,000 Teacher (Educator) Effectiveness Grant LCFF Base Professional Development, Certificated Substitute Costs</p>
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<p><b>ESTIMATED ACTUAL</b></p> <p>\$50,000 Resource 6264 Educator Effectiveness Grant 4000-4999: Books and Supplies 5000-5999: Services and Other Operating Expenditures \$10,000 LCFF Base Professional Development (see action 4)</p>
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Action

**3**

Actions/Services

<p><b>PLANNED</b></p> <p>Maintain Instructional Coach Program TK- 8 and provide additional training for coaches.</p>
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<p><b>ACTUAL</b></p> <p>The district continues to provide 4.6 FTE of instructional coaches for job embedded professional learning.</p> <p>Instructional coaches attended professional learning throughout the year to further their knowledge of student-centered coaching strategies.</p>
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Expenditures

<p><b>BUDGETED</b></p> <p>\$45,000 Supplemental Salary/Benefits</p>
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<p><b>ESTIMATED ACTUAL</b></p> <p>\$49,100 LCFF Supplemental Salary/Benefits</p>
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[ACTIONS / SERVICES](#)



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

Action **4**

Actions/Services	<p><b>PLANNED</b> Maintain Instructional Rounds Program at each school in the district to give feedback on CCSS implementation and instructional programs and continue site rounds program.</p>	<p><b>ACTUAL</b> The district did not continue the Instructional Rounds program this year. Resources allocated for this program are going towards summer professional development (See Action 2)</p>
Expenditures	<p><b>BUDGETED</b> \$10,000 LCFF Base Professional Development, Certificated Substitute Costs</p>	<p><b>ESTIMATED ACTUAL</b> \$0 LCFF Base Professional Development, Certificated Substitute Costs</p>

ACTIONS / SERVICES

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

Action **5**

Actions/Services	<p><b>PLANNED</b> 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)</p>	<p><b>ACTUAL</b> The district technology network and infrastructure require significant upgrades this will be part of the Bond improvements during the summer of 2017. An additional technology specialist was added to support technology integration at the school sites.  In order to eliminate the district's reliance on contract services for network and infrastructure support the district added a position, the Director of Technology and Innovation.  Technology Coordinator's focus shifted from maintenance to supporting technology integration in the classroom and assessment.</p>
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Expenditures

	The district continued to add additional devices or upgrade devices at school sites to expand student access to technology.
<b>BUDGETED</b> \$350,000 Supplemental supplies and equipment, salary/benefits, contract services	<b>ESTIMATED ACTUAL</b> \$350,000 LCFF Supplemental  1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books and Supplies 5000-5999: Services and Other Operating Expenditures

ANALYSIS

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	<p>Actions and services for this goal were primarily implemented as planned with a few exceptions primarily due to staff input during the year and changes in district leadership. The Instructional Rounds program was not maintained this year and resources allocated for this program were used to provide staff with other professional development opportunities. The professional development opportunities support the implementation of a standards-aligned curriculum and high quality instructional strategies. Significantly more teachers have participated in professional development this year than in previous years.</p> <p>Instructional coaches support the implementation of high quality instructional strategies and a standards aligned curriculum. In addition to individual support provided to teachers and/or grade level or department teams the coaches provide focused professional development during district collaboration and release days.</p> <p>The district piloted and adopted new CCSS aligned math programs in grades K-8 this year. A Comprehensive Language and Literacy Program consisting of Best Practices in literacy instruction; guided reading, Readers' Workshop, Writers' Workshop and ELD was also adopted and a professional development to support implementation was provided. All TK-6 teachers attended a one day training in Guided Reading.</p> <p>Technology integration in classrooms continues however, the need for infrastructure improvements have somewhat limited the ability to improve access. An additional technology specialist provides site level support. The Director of Technology and Innovation has been able to take on network upgrades and infrastructure improvement previously managed by contract services. The technology coordinator provides ongoing support with technology integration.</p>
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	<p>The district has continued to see improvement in the achievement of students districtwide as measured by the SBAC. In addition to this improvement, the Dashboard Indicators released this spring show that district students overall are meeting state targets as evidenced by the Blue and Green indicators for ELA and Math.</p> <p>Although staff have attended training to support implementation of the NGSS the implementation of these standards in K-5 is still in the early phases of implementation. In grades 6-8 more progress has been made with NGSS implementation.</p> <p>Instructional coaches and administrators report that implementation of standards including evidence of student collaboration and problem solving has maintained.</p>
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	<p>The district maintained consistency of identifying budget expenditures as presented in the prior year. There were no significant material differences in estimated actual and budgeted expenditures. The estimated expenditures for Action 4 Instructional Rounds were used to support additional professional development in Action 2.</p>

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

Based on the newly revised District Strategic Plan this goal has been modified to reflect implementation of all standards rather than just the ones named in Goal 1 for 2016-2017. The goal has also been modified to reflect a focus on high quality instructional strategies which the district will continue to develop through extensive professional learning opportunities. Professional development to support the newly adopted math programs and the implementation of the Comprehensive Literacy Plan has been added as an action/service to Goal 1 for 2017-2018.

The modified Goal 1 for the three-year plan beginning in 2017-2018 reflects this focus. In addition, the metrics used for measuring the expected outcomes have been changed to reflect this. Based on the data collected the use of report card grades did not reflect student mastery of standards in grades 6-8. So beginning in 2017-2018 the Interim Assessment Blocks (IAB) will be used as a district metric for achievement of standards. With a newly adopted math program in K-5 the district will use a benchmark assessment to measure progress towards CCSS math standards in addition to state indicators. A district measure for K-5 math had not been a previously used indicator.

A self reflection tool has been added as a measure of progress towards implementation of a standards-aligned curriculum. This replaces the CCSS implementation rubric which was not used primarily because it did not accurately reflect the current level of work staff was engaged in. The district had exceeded the measure the rubric was designed to demonstrate.

Finally, to support the professional learning of staff beyond the work day during the 2017-2018 school year staff, both certificated and classified will have the opportunity to earn an incentive. The number of staff participating in this opportunity will be measured as a means of determining its impact on implementation of standards-aligned curriculum and high quality instructional strategies.

## 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.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_\_\_\_

ANNUAL MEASURABLE OUTCOMES

**EXPECTED**

Percentage of students, including subgroups, demonstrating proficiency on SBAC will increase 2% from baseline, established 2015. (Priority 4a)  
*Subgroups - English Learners (EL), Socioeconomically Disadvantaged (SED), Students with Disabilities (SWD)*

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

**ACTUAL**

SBAC Proficiency	2014-2015	2015-2016	Met/Not Met
EL – ELA	31%	28%	Not Met
EL – Math	35%	41%	Met
SED – ELA	41%	42%	Not Met*
SED - Math	31%	38%	Met
SWD – ELA	25%	25%	Not Met*
SWD - Math	21%	22%	Not Met*

(Priority 4a) \*Increased or maintained but did not meet goal of increasing by 2%.

Dashboard Indicators	2015-2016	Met/Not Met
EL – ELA	4.6 points above level 3	Met
EL – Math	4.1 points above level 3	Met
SED – ELA	15.8 points below level 3	Not Met
SED – Math	29.9 points below level 3	Not Met
SWD – ELA	42.5 point below level 3	Not Met
SWD - Math	55.9 points below level 3	Not Met

(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 EL's will increase 3% from 2015-16. (Priority 4e)

Continue to meet or exceed AMAO targets for EL's. (Priority 4d)

Report Card Data	2015-2016	Met/Not Met
<b>K-5 Grades MS/MS+</b>		
EL – ELA	52%	Baseline
SED – ELA	40%	Baseline
SWD - ELA	38%	Baseline
<b>6-8 Grades "C" or Better</b>		
EL – ELA	76%	Baseline
EL – Math	75%	Baseline
SED – ELA	84%	Baseline
SED – Math	72%	Baseline
SWD – ELA	85%	Baseline
SWD - Math	66%	Baseline

(Priority 8a) The district has not yet collected end of year results. The district did not collect formative assessment or performance task data from the Interim Assessment Blocks (IAB) as planned grades are based on formative assessment and performance tasks.

Numbers of EL Students Reclassified

2014		2015		2016		2017	
K-5	6-8	K-5	6-8	K-5	6-8	K-5	6-8
73	15	133	11	68	21	55	7

(Priority 4e) The reclassification rate has maintained.

The district exceeded all AMAO targets for ELs (Results based on 2014-15 released July 2016).

Programs and services development and provided to unduplicated pupils. (Priority 7b)

*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.*

Dashboard Indicator	EL Progress	Met/Not Met
2016	79%	Met

(Priority 4d)

Course and teacher assignments indicate the following programs and services for unduplicated pupils maintained additional sections of EL (grade 6-8) and maintained two full time Title I teachers. (Priority 7b)

*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.*

Action **1**

Actions/Services

**PLANNED**  
Students will continue to: receive support through high quality instructional strategies, receive differentiated curriculum and instruction in ELA and math at all grade levels.

The district provided professional learning to support teachers' implementation of high quality instructional strategies. A consultant was invited to the district wide staff development day in the fall. Additionally, high quality instructional strategies and differentiated instructional strategies are a focus of work the district coaches engage in with teachers.

Expenditures

**BUDGETED**

**ESTIMATED ACTUAL**  
No additional cost

Action **2**

Actions/Services

**PLANNED**  
Continue to implement district assessment calendar. Data from assessments to be used for progress monitoring and the planning of interventions at school sites.

**ACTUAL**  
The district continues to implement an assessment calendar. Sites collect data throughout the year to monitor student progress in interventions. In addition data is collected at the district level to measure student progress in January and again in June.

Expenditures

**BUDGETED**  
Covered within Base – Salary & Benefits

**ESTIMATED ACTUAL**  
Covered within Base – Salary & Benefits

Action **3**

Actions/Services

**PLANNED**  
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.

**ACTUAL**  
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. An ELD teacher provided designated ELD support at the two K-5 sites with the largest population of English Learners. ELD specialists support the classroom instruction for EL students.  
An EL/Curriculum Assistant position was added this year to manage the paperwork for the EL program allowing the ELD Coordinator to spend time coaching teachers at school sites in strategies for supporting English Learners.

Expenditures

**BUDGETED**  
\$90,000 Supplemental Salary/Benefits

**ESTIMATED ACTUAL**  
\$72,222 Supplemental Salary/Benefits

Action **4**

Actions/Services

**PLANNED**  
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.

**ACTUAL**  
Sites received budget allocations to provide high quality interventions. It was determined this year that the availability of intervention teachers to provide these interventions was not equitable.  
The district hired hourly intervention teachers to be allocated to school sites based on the numbers of students identified as needing intervention support. The Fountas and Pinnell Leveled Literacy Intervention System was purchased for all sites. Intervention teachers received training in the program. The program was implemented for students in grades 1-6 from January through May.  
Multiple measures were used to identify students eligible for the interventions



		and to monitor student progress in the interventions. Students were exited from the intervention when mastery of the standards was achieved.
		To support Tier 1 literacy intervention in the classroom all teachers K-6 attended a one-day guided reading/differentiated reading instruction training. All K-5 sites received additional materials for their leveled libraries to assist with the implementation of guided reading K-5
Expenditures	<b>BUDGETED</b>	<b>ESTIMATED ACTUAL</b>
	\$195,000 Supplemental Salary/Benefits, Materials (school wide interventions)	\$210,000 Supplemental Salary/Benefits, Materials

Action **5**

Actions/Services	<b>PLANNED</b>	<b>ACTUAL</b>
	Provide professional development to support the planning of academic interventions and behavioral supports for students.	The district began implementation of Beyond SST (formerly SST Online) to assist with monitoring of students who receive Tier 2 intervention or have a 504 plan. Administrators, SST Coordinators and Site Teacher Leaders received training. Special Education staff participated in extensive professional learning this year areas of focus included the following: Dyslexia & Multi-sensory reading Reading Comprehension Effective Educational Spaces Positive Behavior Supports & Behavior Intervention Plans Crisis Prevention Intervention Social Thinking
Expenditures	<b>BUDGETED</b>	<b>ESTIMATED ACTUAL</b>
	\$5,000 LCFF Base, Salary/Benefits	\$5,000 LCFF Base, Salary/Benefits

Action **6**

Actions/Services	<b>PLANNED</b> Supplement the cost of two full-time Title I Teachers to provide strategic intervention during the school day.	<b>ACTUAL</b> Two full-time Title I teachers provide strategic intervention at the two Title I targeted assistance schools (Buena Vista & Murwood).
	<b>BUDGETED</b> \$70,000 Supplemental Salary/Benefits	<b>ESTIMATED ACTUAL</b> \$76,543 Supplemental Salary/Benefits

Action **7**

Actions/Services	<b>PLANNED</b> Continue to provide additional sections of EL intervention courses at the secondary level.	<b>ACTUAL</b> WCI offered three sections of ELD.
	<b>BUDGETED</b> \$30,000 Supplemental Salary/Benefits	<b>ESTIMATED ACTUAL</b> \$34,600 Supplemental Salary/Benefits

Action **8**

Actions/Services	<b>PLANNED</b> Maintain the increased length of the school day. (District increased the length of the school day by fifteen minutes over three years – 2012-13, 2013-14, 2014-15) Compensation for additional instructional minutes	<b>ACTUAL</b> The district continued to maintain the lengthened school day.
	<b>BUDGETED</b> \$230,000 Supplemental Salary/Benefits	<b>ESTIMATED ACTUAL</b> \$230,000 Supplemental Salary/Benefits

Action **9**

Actions/Services

**PLANNED**  
Maintain process for monitoring the academic achievement of students following reclassification for three years.

**ACTUAL**  
In January 2017 teachers reported progress for all students reclassified in 2014, 2015 & 2016. Students identified as needing additional support based on this progress monitoring were provided with classroom interventions.

Expenditures

**BUDGETED**  
Covered within Base – Salary & Benefits

**ESTIMATED ACTUAL**  
Covered within Base – Salary & Benefits

## ANALYSIS

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

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

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

The actions and services for this goal were implemented to improve achievement for all students as well as English Learners (EL), Socioeconomically Disadvantaged (SED) and Students with Disabilities (SWD). In some areas the actual actions and services exceeded what was originally planned.

Tier 2 interventions had previously been based on site level allocations. In the fall the management team determined that this was creating inequities in the interventions available to students at the different school sites. A district wide program for Tier 2 literacy intervention was adopted and benchmarks for identifying eligible students and monitoring progress were identified. District hourly intervention teachers were hired and the program began implementation in January.

Support for Tier 1 interventions in literacy was also provided this year. All teachers in grades K-6 participated in a one-day training to learn strategies for differentiated reading instruction with a focus on guided reading in the early grades. The implementation of Beyond SST was initiated this year to support the ongoing monitoring of students receiving Tier 1 and 2 interventions. This will assist district staff with the early identification of students for possible Tier 3 support or a 504 plan.

The focus of professional development for special education staff also exceeded what had originally been planned. SDC teachers received coaching and support to create effective learning spaces. All special education staff received training in a multi-sensory reading program designed to support the achievement of students with exceptional needs in addition to professional development in positive behavioral supports.

Support for English Learners continued with the addition of another section of ELD in grades 6-8. The hiring of an EL/Curriculum Assistant to manage paperwork for CELDT testing, EL Designation, EL Reclassification, and REF monitoring gave the EL Coordinator, who had previously managed these tasks time to work directly with teachers and support ELD instruction in classrooms.

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

Based on the indicators used to measure progress in these areas the district has seen improvement in the achievement of English Learners (EL). English learners are meeting or exceeding state targets. However, when the district looks at these same measures for socioeconomically disadvantaged students (SED) and students with disabilities (SWD) further progress is needed.

Additionally, the gap in performance for EL, SED, SWD students on the SBAC in comparison to the district performance overall continues to be an area for focus. Although there were increases in the percentage of students proficient the increases did not meet the district goal of a 2% increase. The results reported in 2016 do not reflect the extensive changes and improvements made to actions/services during this year. Based on research in effective instructional practice the district believes the actions/services will continue to support improved achievement for these groups of students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The district maintained consistency of identifying budget expenditures as presented in the prior year. Material differences in estimated actual and budgeted expenditures were primarily due to an increase in services or an inability to staff positions earlier in the year. The ELD Coordinator/Coach (Action 3) was not hired until January. The increase in estimated actual expenditures for interventions (Action 4) came from the hiring of additional hourly intervention teachers to support the implementation of Tier 2 interventions at all school sites.

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

The District will continue to implement high quality instruction and provide Tier 1 and Tier 2 interventions to improve the achievement of students, particularly EL, SED and SWD. In addition to a comprehensive plan for literacy interventions the district will implement comprehensive math interventions (Goal 2). The adoption of curriculum for RSP and SDC programs will continue along with professional development for all staff to support the implementation of these programs (Goal 2). These new and continuing actions/services will support improving achievement for unduplicated pupils and students with exceptional needs.

A focus on Social Emotional Learning and professional development in positive behavioral supports for all staff will also support improvements in student achievement (Goal 3).

The EL coordinator's role with support from the EL/Curriculum assistant will continue to be focused on providing job embedded support to classroom teachers to ensure implementation of ELD standards and integration with ELA.

Based on the data collected the use of report card grades did not reflect student mastery of standards in grades 6-8. So beginning in 2017-2018 the Interim Assessment Blocks (IAB) will be used as a district metric for achievement of standards. With a newly adopted math program in K-5 the district will use a benchmark assessment to measure progress towards CCSS math standards in addition to state indicators. A district measure for K-5 math had not been a previously used indicator. These metrics will be used to measure the achievement of EL, SED, and SWD as compared to results for students districtwide to ensure a focus on performance gaps and a continued focus on improving achievement for all students.

# 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.

State and/or Local Priorities Addressed by this goal:

STATE x 1  2  3  4 x 5 x 6  7  8

COE  9  10

LOCAL \_\_\_\_\_

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

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)

*Attendance Concern – a student with a combination of three or more*

### ACTUAL

Suspension Rate	2014-15	2015-2016	Met/Not Met
District	3.5%	3.5%	Not Met
EL	-	2.8%	Met (-2.8%)
SED	-	5.5%	Met (-3.6%)
SWD	-	7.4%	Met (1.5%)

(Priority 6b)

*(EL- English Learners, SED – Socio Economically Disadvantaged, SWD – Students with Disabilities)*

#### Students with Attendance Concern

	2014-15	2015-16	Met/Not Met

*unexcused absences and/or truant tardies.*

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.*

K-5	565	710	Not Met
6-8	203*	217	Not Met

(Priority 5b)

*\*The number of Students with Attendance Concern was calculated incorrectly in 2015 this number is the actual number of students.*

<b>Chronic Absenteeism</b>	<b>2014-15</b>	<b>2015-16</b>	<b>Met/Not Met</b>
District	5.4%	4.3%	Met
TK-5	5.3%	3.6%	Met
6-8	5.6%	5.6%	Not Met

(Priority 5b)

The School Attendance Rate in 2016 was 97%, exceeding the state target rate of 90%. (Priority 5a)

Expulsion and Middle School dropout rates have maintained at 0%.  
(Priority 5c, 6b)

The district did not administer the 2017 CHKS so there are no survey results to report. (Priority 6c)

Staffing and Courses in Aeries indicate that programs and services were developed and provided to individuals with exceptional needs. This included the addition of another SDC class for grades 3-5.  
(Priority 7c)

Based on site inspections October 2016 facility conditions remain exemplary. (Priority 1c)

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

ACTIONS / SERVICES

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

Action **1**

Actions/Services	<p><b>PLANNED</b> The district will continue to fund crossing guards in order to maintain the program which is a local priority.</p>	<p><b>ACTUAL</b> The district continued to fund crossing guards formerly supported by the City of Walnut Creek.</p>
Expenditures	<p><b>BUDGETED</b> \$21,485 Supplemental Contract Service</p>	<p><b>ESTIMATED ACTUAL</b> \$21,236 Supplemental Contract Service 5000-5999: Services and Other Operating Expenditures</p>

Action **2**

Actions/Services	<p><b>PLANNED</b> School sites will provide consistent communication to parents on absences and tardies.</p>	<p><b>ACTUAL</b> 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.</p>
Expenditures	<p><b>BUDGETED</b> Base – Salary &amp; Benefits</p>	<p><b>ESTIMATED ACTUAL</b> Covered with Base salary &amp; benefits</p>

Action **3**

Actions/Services	<p><b>PLANNED</b> Continue Rethink program model to implement behavioral supports and interventions.</p>	<p><b>ACTUAL</b> The new Director of Special Services did not continue this program. Special Education Staff received training in positive behavioral supports and social thinking.</p>
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Expenditures	<b>BUDGETED</b> Base – Salary & Benefits	<b>ESTIMATED ACTUAL</b> Base salary & benefits

Action **4**

Actions/Services	<b>PLANNED</b> Continue to sponsor social/emotional programs at elementary sites and WCI (Soul Shoppe, Character Counts, Squire Pride, Second Step)	<b>ACTUAL</b> All schools continued to offer social/emotional programs (Soul Shoppe, Character Counts, Squire Pride, The Toolbox Project).

Expenditures	<b>BUDGETED</b> PTA, Student Body, LCFF Base	<b>ESTIMATED ACTUAL</b> PTA, Student Body, LCFF Base

Action **5**

Actions/Services	<b>PLANNED</b> WCI will continue to provide a transition program for all 5 <sup>th</sup> graders, including subgroups moving from elementary to middle school.	<b>ACTUAL</b> WCI provided the WEB day transition program for all 5 <sup>th</sup> graders moving from elementary to middle school. The WCI principal visited all elementary schools the previous spring to talk with 5 <sup>th</sup> graders and support the transition.

Expenditures	<b>BUDGETED</b> Base - Salary & Benefits	<b>ESTIMATED ACTUAL</b> Base – Salary & Benefits

Action **6**

Actions/Services

**PLANNED**  
District will continue to fund Crisis Counselor program.

**ACTUAL**  
The District continued to fund the Crisis Counselor program.

Expenditures

**BUDGETED**  
\$60,000 Supplemental Contract Service

**ESTIMATED ACTUAL**  
\$65,000 Supplemental Contract Service

ANALYSIS

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

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

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

Actions and Services for this goal were implemented as planned with a few exceptions primarily due to changes in staff. The newly hired Director of Special Services determined that professional development for both teaching staff and paraprofessionals in positive behavioral supports and social thinking would have a greater impact on programs than continuing with implementation of the ReThink program which is primarily designed for younger students.

Crisis counselors continue to provide student support at school sites. Elementary sites have provided additional counseling services by allocating funds in their site budgets. Social Emotional programs at schools vary in their degrees of implementation. There is not a district wide program for Social Emotional Learning. Schools have continued regular communication with families regarding the importance of regular school attendance.

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

Although the District Student Attendance rate exceeds the state goal and the District met the goal of reducing the District Chronic Absenteeism Rate by 1%, the rate for students in grades 6-8 did not decrease. This is a continued area of concern as this is one indicator of student engagement.

The District tracks the number of Students with Attendance Concern as a local measure. This is the number of students with a combination of three or more unexcused absences and/or truant tardies. The number of students in this category increased significantly at the TK-5 level and also increased in grades 6-8. While a focus on parent communication to reduce the numbers of students with unexcused absences and/or truant tardies has been implemented this has not been effective in reducing this number.

The District Suspension Rate is high based on the Dashboard indicators. The Suspension Rate for the district maintained and did not decrease. The rate for English Learners (EL) students did decrease significantly as did the rate for Socioeconomically Disadvantaged (SED) students, while the rate for Students with Disabilities (SWD) decreased it was not significant. With the exception of the rate for EL students (Medium) all of the rates for the district are High (Very High for SWD) based on the Dashboard indicators.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The district maintained consistency of identifying budget expenditures as presented in the prior year. There were no significant material differences in estimated actual and budgeted expenditures.

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

Based on an analysis of the LCFF Evaluation Rubric and other local measures, there is a continuing need to focus on student engagement and reduce the number suspensions and school absences the following changes have been made to the actions and services in this goal: (1) Professional development for all staff in positive behavioral interventions; (2) Adopt a districtwide approach to Social Emotional Learning (SEL); (3) District coordination of counseling services to replace current approach of site based coordination in order to ensure equitable allocation of resources for counseling across the district; (4) Parent education on the importance of regular school attendance (Goal 4).

In addition to current metrics for measuring outcomes for this goal the District will also conduct a local survey to measure student engagement and connectedness to school at the secondary level (6-8). The CHKS will be administered again in the fall of 2017 to also determine if there has been improvement in the areas previously noted as areas of concern on the 2016 CHKS; percentage of students with high school connectedness, meaningful participation, and caring adult relationships.

# Goal 4

Focus on communication ensuring the engagement of all parents and the inclusion of subgroup parents in the WCSD.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_\_\_\_

## ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

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)

Observation and Sign-ins indicate increased parent participation in Parent Education Meetings and Superintendent/Principal Coffees. Superintendent Coffees were scheduled twice instead of just once as in previous years. (Priority 3a, b, c)

Parent input at Site Planning Days and at Community Coordinating Council indicate a need for improved communication. The governing board held two special study sessions in June to focus on Stakeholder Engagement – Communication. (Priority 3a, b, c)

Participation rates and overall funding have remained the same for the Walnut Creek Education Foundation. (Priority 3a)

ACTIONS / SERVICES

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

Action

1

Actions/Services

PLANNED

Provide Parent Education:  
Give information on how parents can support student learning for all students and specifically for subgroups (ELAC, DELAC, Title I Parent Meetings).

ACTUAL

Sign-in sheets and observations indicate an increase in parent attendance at Parent Education Meetings and DELAC meetings. At the first DELAC meeting parents provided input into topics for future meetings. This input was incorporated into the planning for future meetings.  
Superintendent Coffees held in both the fall and spring were well attended (5-25 parents in attendance)  
As part of the District Master Planning Process two community meetings were held at each school site. (3-20 community members at each meeting)  
A Special Education Parent Forum was also held in May providing parents with an opportunity to provide input into programs and services for students with exceptional needs.

Expenditures	<b>BUDGETED</b> \$2000 PTA, LCFF Base	<b>ESTIMATED ACTUAL</b> \$2,000 PTA, LCFF Base

Action **2**

Actions/Services	<b>PLANNED</b> Provide Year-Long Calendars for the District and School Sites to assist parents in planning and participation.	<b>ACTUAL</b> An annual calendar of events is maintained on the district website and on the websites of each school site.

Expenditures	<b>BUDGETED</b> Base – Salary & Benefits	<b>ESTIMATED ACTUAL</b> Base – Salary & Benefits

Action **3**

Actions/Services	<b>PLANNED</b> 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	<b>ACTUAL</b> Parent and community input is Collected during District Strategic Planning in February and April. Parents are included in the site planning days. Schools collect parent information with surveys and/or during site meetings. The Community Coordinating Council met throughout the year.  In addition, as part of the District Master Planning Process two community meetings were held at each school site. During a Master Planning Open House in May community members were invited to view the Master Plan and give input.  The Governing Board convened two special study sessions in early June to gather input from stakeholders regarding engagement and communication, both are a focus area in the District Strategic Plan.

Expenditures	<b>BUDGETED</b> Base – Salary & Benefits	<b>ESTIMATED ACTUAL</b> Base – Salary & Benefits
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Action **4**

Actions/Services	<b>PLANNED</b> 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 home language.	<b>ACTUAL</b> 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 home language Inviting new families to school-wide social events All sites provided families with Welcome Back Day assistance.
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Expenditures	<b>BUDGETED</b> Base – Salary & Benefits	<b>ESTIMATED ACTUAL</b> Base – Salary & Benefits
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Action **5**

Actions/Services	<b>PLANNED</b> Continue to hold regular Principal/Superintendent Coffees to provide families with face to face interaction.	<b>ACTUAL</b> The new superintended held two coffees at all schools sites this year both in the fall and the spring providing parents and community members who attended with an opportunity for face to face interaction.
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Expenditures	<b>BUDGETED</b> Base – Salary & Benefits	<b>ESTIMATED ACTUAL</b> Base – Salary & Benefits
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Action

# 6

Actions/Services

**PLANNED**

Provide new families with regular and consistent communication:

Weekly eNews

Superintendent's Letters to the Community

Website Information kept up to date

**ACTUAL**

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 each month. This year the district website was updated to reflect a more user friendly format. The website content continues to be updated.

Expenditures

**BUDGETED**

Base – Salary & Benefits

**ESTIMATED ACTUAL**

Base – Salary & Benefits



ANALYSIS

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	<p>The District implemented the planned actions and services for this goal. In addition to the planned actions and services the District engaged in an extensive Master Planning Process throughout the winter and spring. This process involved the entire community of each school and stakeholders were afforded the opportunity to provide input. This input went beyond facility needs and included input regarding the use of technology and the design of spaces for learning, including the kinds of collaborative learning opportunities students should have available to them.</p> <p>The WCSD community took advantage of opportunities to meet with the new superintendent at Coffees scheduled in both the fall and spring.</p> <p>The DELAC met twice during the year with larger attendance than in previous years. Parents expressed satisfaction with programs and requested more information on supporting their students' learning.</p>
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	<p>Overall the actions and services of this goal provided the means intended with this goal. There were opportunities for parent communication and evidence of increased participation. Through the District Strategic Planning process, Community Coordinating Council, as well as site planning days it was determined that community members sought greater input and engagement.</p>
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	<p>The district maintained consistency of identifying budget expenditures as presented in the prior year. There were no material differences in estimated actual and budgeted expenditures.</p>
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	<p>This goal was modified to reflect the focus of the District Strategic Plan and the desire of community members to thoughtfully engage and support student learning. The actions and services have been modified to provide greater opportunity for community members to provide input regarding district programs and to offer a more comprehensive Parent Education focus.</p>

# Stakeholder Engagement

LCAP Year  2017–18  2018–19  2019–20

## INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

The Walnut Creek Elementary School District (WCSD) is committed to the idea that meaningful stakeholder engagement is an integral part of developing an effective strategic plan. As such the WCSD used a variety of meetings and activities to involve stakeholders in the LCAP process including the discussion and review of goals, district data as well as proposed actions and services.

The WCSD engaged stakeholders with several opportunities this year to receive information and gather input in order to prepare for the Annual Update. A community meeting was held January 18, 2017 to engage stakeholders in a discussion of the current LCAP goals and actions, report on progress to date, and review the district budget. At the DELAC meeting on January 24, 2017 stakeholders reviewed LCAP actions principally directed towards English Learners and input towards current actions was received. This was followed up by a DELAC meeting May 16, 2017 where additional input from parents was sought. During the Staff Development Day on February 16, 2017 all staff reviewed the current LCAP goals and actions and provided input on the goals, current implementation of the actions and offered additional input towards proposed actions.

The WCSD Strategic Planning Team functions as the District LCAP Advisory Committee. This group is comprised of parents, community, staff and students, including local bargaining unit representatives. This group met three times February 21, March 16, and April 14, 2017. This year a new strategic plan was developed including a new vision, mission and belief statements for the district. In addition, based on stakeholder input three new overarching goals for the Strategic Plan were developed for the district in the areas of Teaching and Learning, 21<sup>st</sup> Century Learning Environments and Stakeholder Engagement.

The new District Strategic Plan was shared by principals at Site Strategic Planning Days throughout the spring. Site planning groups include representation of special education, foster youth, English Learner, and socioeconomically disadvantaged revised and updated site plans. 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 Intermediate School level the principal convened a Student Site Council comprised of student representatives. This group and student representatives on the District Strategic Planning Team gave input.

The draft LCAP including input from stakeholders 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 June 5, 2017 and the LCAP was submitted for Governing Board Approval on June 19, 2017.

## IMPACT ON LCAP AND ANNUAL UPDATE

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

Opportunities for stakeholder engagement and input were held throughout the winter and early spring. Input from certificated and classified staff and administrators collected in February and the newly updated District Strategic Plan and input from the LCAP Advisory Committee had the most influence on the development of the LCAP including the modification of some goals and the identification of actions and services.

The following are examples of suggestions and/or needs that are addressed by the LCAP, or that will be considered in the future:

- Professional development and coaching viewed as positive for impacting instruction and student learning.
- Maintain Tier 2 interventions for literacy and develop a plan for Tier 2 interventions in mathematics.
- Positive Behavioral support for students as well as professional development in this area for staff.
- Social Emotional Learning and/or character education consistent across schools.
- Professional development to support the implementation of new curriculum in mathematics and ELA.
- Upgrades to technology infrastructure and increased access to technology and devices in schools.
- Parent engagement to support students' learning and engagement in school.

# Goals, Actions, & Services

## Strategic Planning Details and Accountability

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

New
  Modified
  Unchanged

### Goal 1

Provide all students high quality classroom instruction and standards aligned curriculum.

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

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

#### Identified Need

#### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20				
SBAC Proficiency (Priority 4a, 2a, b, 8a)	2016 District Proficiency <table border="1"> <tr> <td>ELA</td> <td>70%</td> </tr> <tr> <td>Mathematics</td> <td>68%</td> </tr> </table>	ELA	70%	Mathematics	68%	Percentage of students demonstrating proficiency in ELA and mathematics will increase 2% from 2016.	Percentage of students demonstrating proficiency in ELA and mathematics will increase 2% from 2017.	Percentage of students demonstrating proficiency in ELA and mathematics will increase 2% from 2018.
ELA	70%							
Mathematics	68%							
Dashboard Indicator – District ELA (Priority 4b)	2016 47 points above level 3 BLUE	+2 points above level 3 Maintain BLUE	+2 points above level 3 Maintain BLUE	+2 points above level 3 Maintain BLUE				
Dashboard Indicator – District Math (Priority 4b)	2016 34 points above level 3 GREEN	+2 points above level 3 Maintain GREEN increasing to BLUE	+2 points above level 3 Maintain GREEN increasing to BLUE	+2 points above level 3 Maintain GREEN increasing to BLUE				
Informal Reading Inventory K-5	2016 87% Proficient K-5	Increase 2%	Increase 2%	Increase 2%				

(Priority 8a)				
Math Benchmark Assessment K-5 (Priority 8a)	2016 84% Proficient K-5	Increase 2%	Increase 2%	Increase 2%
ELA Interim Assessment Block (IAB) 6-8 (Priority 8a)	2016 84% Proficient 6-8	Increase 2%	Increase 2%	Increase 2%
Math Interim Assessment Block (IAB) 6-8 (Priority 8a)	2016 81% Proficient 6-8	Increase 2%	Increase 2%	Increase 2%
Self Reflection Tool – <i>Recently Adopted Academic Standards &amp; Curriculum</i> (Priority 2a)	Average 2	Average 3	Average 4	Average 5
Staff Participation in Additional Professional Learning (Priority 2a)	# of Staff participating in additional PD hours TBD 2017	Increase # of Staff participating in additional PD hours	Increase # of Staff participating in additional PD hours	Increase # of Staff participating in additional PD hours
All Grades/Courses taught by fully credentialed teachers. (Priority 1a)	2016 DARC 3 Grades/Courses not taught by fully credentialed teachers.	0 Grades/Courses not taught by fully credentialed teachers.	Maintain 0 Grades/Courses not taught by fully credentialed teachers.	Maintain 0 Grades/Courses not taught by fully credentialed teachers.
Access to standards-aligned instructional materials for all students. (Priority 1b)	2016 DARC 100% of students have access to standards-aligned instructional materials. <i>Textbook Sufficiency</i>	Maintain 100% Textbook Sufficiency	Maintain 100% Textbook Sufficiency	Maintain 100% Textbook Sufficiency
Grade/Course Assignments in Aeries will continue to indicate a broad course of study for all students including EL, SED, SWD, FY, and LC (Priority 7a, b, c)	2016 Grade/Course assignments in Aeries indicate access to a broad course of study for all students including ELD sections, SDC classes, and Title I support.	Maintain a broad course of study for all students including additional programs and services for EL, SED, SWD, FY, and LC	Maintain a broad course of study for all students including additional programs and services for EL, SED, SWD, FY, and LC	Maintain a broad course of study for all students including additional programs and services for EL, SED, SWD, FY, and LC

PLANNED ACTIONS / SERVICES

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

Action **1**

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

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

**OR**

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Provide resources and professional development to implement the adopted Comprehensive Literacy Program – Writers' Workshop TK-8, Words Their Way K-3, Vocabulary 4-8.	Provide resources and professional development to implement the adopted Comprehensive Literacy Program – Readers' Workshop and maintain Writers' Workshop TK-8, Words Their Way K-3, and Vocabulary 4-8.	Provide resources and professional development to implement the adopted Comprehensive Literacy Program – Readers' Workshop, Writers' Workshop TK-8, Words Their Way K-3, Vocabulary 4-8 and strategies for ELD/ELA integration.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$85,000	Amount: \$85,000	Amount: \$85,000
Source: LCFF Supplemental	Source: LCFF Supplemental	Source: LCFF Supplemental

Amount	\$80,000	Amount	\$80,000	Amount	\$80,000
Source	Lottery	Source	Lottery	Source	Lottery
Budget Reference	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books and Supplies 5000-5999: Services and Other Operating Expenditures	Budget Reference	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books and Supplies 5000-5999: Services and Other Operating Expenditures	Budget Reference	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books and Supplies 5000-5999: Services and Other Operating Expenditures

Action **2**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide resources and professional development to implement newly adopted math programs in TK, K-5, and 6-8.	Provide resources and professional development to implement adopted math programs in TK, K-5, and 6-8.	Provide resources and professional development to implement adopted math programs in TK, K-5, and 6-8.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<b>Amount</b> \$40,000	<b>Amount</b> \$40,000	<b>Amount</b> \$40,000
<b>Source</b> LCFF Supplemental	<b>Source</b> LCFF Supplemental	<b>Source</b> LCFF Supplemental
<b>Budget Reference</b> 1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books and Supplies 5000-5999: Services and Other Operating Expenditures	<b>Budget Reference</b> 1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books and Supplies 5000-5999: Services and Other Operating Expenditures	<b>Budget Reference</b> 1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books and Supplies 5000-5999: Services and Other Operating Expenditures



Action **3**

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

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

**OR**

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Maintain Instructional Coach Program TK-8 and provide additional training for coaches.	Maintain Instructional Coach Program TK-8 and provide additional training for coaches.	Maintain Instructional Coach Program TK-8 and provide additional training for coaches.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<b>Amount</b> \$74,000	<b>Amount</b> \$74,000	<b>Amount</b> \$74,000
<b>\$14,</b> LCFF Supplemental	<b>Source</b> LCFF Supplemental	<b>Source</b> LCFF Supplemental
<b>Budget Reference</b> 1000-1999: Certificated Personnel Salaries	<b>Budget Reference</b> 1000-1999: Certificated Personnel Salaries	<b>Budget Reference</b> 1000-1999: Certificated Personnel Salaries

3000-3999: Employee Benefits

3000-3999: Employee Benefits

3000-3999: Employee Benefits

Action **4**

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

Students to be Served

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

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

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

Students to be Served

English Learners  Foster Youth  Low Income

Scope of Services

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

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

**2017-18**

**2018-19**

**2019-20**

New  Modified  Unchanged

New  Modified  Unchanged

New  Modified  Unchanged

Increase knowledge of NGSS and support implementation.

Increase knowledge of NGSS and support implementation through professional development and the piloting of instructional materials.

Increase knowledge of NGSS and provide professional development to support implementation of adopted materials.

BUDGETED EXPENDITURES

**2017-18**

**2018-19**

**2019-20**

Amount

\$6,000

Amount

\$6,000

Amount

\$6,000

Source	LCFF Base	Source	LCFF Base	Source	LCFF Base
Budget Reference	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	Budget Reference	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	Budget Reference	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits

Action **5**

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

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

Location(s)     All schools     Specific Schools: \_\_\_\_\_     Specific Grade spans: \_\_\_\_\_

**OR**

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

Students to be Served     English Learners     Foster Youth     Low Income

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

Location(s)     All schools     Specific Schools: \_\_\_\_\_     Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Support improved digital learning environments by increasing student access to technology and providing professional development to support technology integration in the classroom.	Support improved digital learning environments by increasing student access to technology and providing professional development to support technology	Support improved digital learning environments by increasing student access to technology and providing professional development to support technology integration in the classroom.

integration in the classroom.

**BUDGETED EXPENDITURES**

2017-18	2018-19	2019-20
<b>Amount</b>	<b>Amount</b>	<b>Amount</b>
\$14,000	\$14,000	\$14,000
<b>Source</b>	<b>Source</b>	<b>Source</b>
LCFF Base	LCFF Base	LCFF Base
<b>Budget Reference</b>	<b>Budget Reference</b>	<b>Budget Reference</b>
1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books and Supplies 5000-5999: Services and Other Operating Expenditures	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books and Supplies 5000-5999: Services and Other Operating Expenditures	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books and Supplies 5000-5999: Services and Other Operating Expenditures

New       Modified      x Unchanged

**Goal 2**

Improve the achievement of all students (including English Learners, Socioeconomically Disadvantaged and Students with Disabilities) in reaching high academic standards and attaining proficiency in ELA and Mathematics.

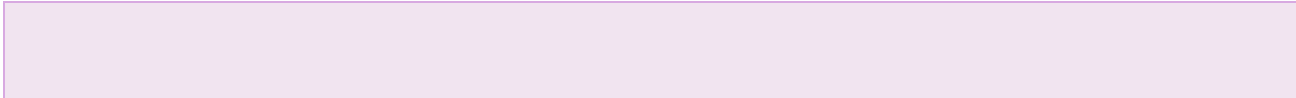
State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_\_\_\_

[Identified Need](#)



**EXPECTED ANNUAL MEASURABLE OUTCOMES**

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20	
SBAC Proficiency - ELA (Priority 4a, 2a, 2b)	2016 Proficiency		Percentage of students demonstrating proficiency in ELA will increase 2% from 2016.	Percentage of students demonstrating proficiency in ELA will increase 2% from 2017.	Percentage of students demonstrating proficiency in ELA will increase 2% from 2018.
	EL	28%			
	SED	42%			
	SWD	25%			
SBAC Proficiency – Math (Priority 4a, 2a, 2b)	2016 Proficiency		Percentage of students demonstrating proficiency in math will increase 2% from 2016.	Percentage of students demonstrating proficiency in math will increase 2% from 2017.	Percentage of students demonstrating proficiency in math will increase 2% from 2018.
	EL	41%			
	SED	38%			
	SWD	22%			
Dashboard Indicators ELA – (EL) English Learners (Priority 2b)	2016 4.6 points above level 3 GREEN	+2 points above level 3 Maintain GREEN increasing to BLUE	+2 points above level 3 Maintain GREEN increasing to BLUE	+2 points above level 3 Maintain GREEN increasing to BLUE	
Dashboard Indicators Math – EL (Priority 2b)	2016 4.1 point above level 3 BLUE	+2 points above level 3 Maintain BLUE	+2 points above level 3 Maintain BLUE	+2 points above level 3 Maintain BLUE	
Dashboard Indicators ELA – (SED) Socioeconomically Disadvantaged (Priority 2b)	2016 15.8 points below level 3 YELLOW	+2 points below level 3 Maintain YELLOW increasing to GREEN	+2 points below level 3 Maintain YELLOW increasing to GREEN	+2 points below level 3 Maintain YELLOW increasing to GREEN	
Dashboard Indicators Math – SED (Priority 2b)	2016 29.9 points below level 3 YELLOW	+2 points below level 3 Maintain YELLOW increasing to GREEN	+2 points below level 3 Maintain YELLOW increasing to GREEN	+2 points below level 3 Maintain YELLOW increasing to GREEN	
Dashboard Indicators ELA – (SWD) Students with Disabilities (Priority 2b)	2016 42.5 points below level 3 YELLOW	+2 points below level 3 Maintain YELLOW increasing to GREEN	+2 points below level 3 Maintain YELLOW increasing to GREEN	+2 points below level 3 Maintain YELLOW increasing to GREEN	
Dashboard Indicators Math – SWD	2016 55.9 points below level 3	+2 points below level 3 Maintain YELLOW increasing to	+2 points below level 3 Maintain YELLOW increasing to	+2 points below level 3 Maintain YELLOW increasing to	

	YELLOW	GREEN	GREEN	GREEN
Informal Reading Inventory K-5 (Priority 8a)	2016 Proficient		Increase proficiency 2% for EL, SED, SWD	Increase proficiency 2% for EL, SED, SWD
	EL	52%		
	SED	40%		
	SWD	38%		
Math Benchmark Assessment K-5 (Priority 8a, 2a, 2b)	TBD 2017 EL, SED, SWD			
ELA Interim Assessment Block (IAB) 6-8 (Priority 8a, 2a, 2b)	TBD 2017 EL, SED, SWD			
Math Interim Assessment Block (IAB) 6-8 (Priority 8a, 2a, 2b)	TBD 2017 EL, SED, SWD			
English Learner Progress Dashboard Indicator (Priority 4d, e)	2016 79% GREEN	Increase 1% Maintain GREEN increasing to BLUE	Increase 1% Maintain GREEN increasing to BLUE	Increase 1% Maintain GREEN increasing to BLUE
Continue programs and services developed and provided to unduplicated pupils. (Priority 7b)	2016 Aeries Grades/Courses show ELD courses, additional Title I support and services for EL, SED, and Foster Youth.	Maintain programs and services for unduplicated pupils.	Maintain programs and services for unduplicated pupils.	Maintain programs and services for unduplicated pupils.
Continue programs and services developed and provided to individuals with exceptional needs. (Priority 7c)	2016 Aeries Grades/Courses show SDC classes and services for students with exceptional needs.	Maintain programs and services for students with exceptional needs.	Maintain programs and services for students with exceptional needs.	Maintain programs and services for students with exceptional needs.

Action **1**

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

Students to be Served

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

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

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

Students to be Served

English Learners  Foster Youth  Low Income

Scope of Services

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

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

Students will continue to receive support through high quality instructional strategies, receive differentiated curriculum and instruction in ELA and math at all grade levels.

**2018-19**

New  Modified  Unchanged

Students will continue to receive support through high quality instructional strategies, receive differentiated curriculum and instruction in ELA and math at all grade levels.

**2019-20**

New  Modified  Unchanged

Students will continue to receive support through high quality instructional strategies, receive differentiated curriculum and instruction in ELA and math at all grade levels.

BUDGETED EXPENDITURES

**2017-18**

Amount \$2,500

Source LCFF Base

**Budget Reference**

1000-1999: Certificated Personnel Salaries  
2000-2999: Classified Personnel Salaries  
3000-3999: Employee Benefits

**2018-19**

Amount \$2,500

Source LCFF Base

**Budget Reference**

1000-1999: Certificated Personnel Salaries  
2000-2999: Classified Personnel Salaries  
3000-3999: Employee Benefits

**2019-20**

Amount \$2,500

Source LCFF Base

**Budget Reference**

1000-1999: Certificated Personnel Salaries  
2000-2999: Classified Personnel Salaries  
3000-3999: Employee Benefits

Action **2**

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

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

**OR**

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
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.	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.	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.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<b>Amount</b> \$184,000	<b>Amount</b> \$184,000	<b>Amount</b> \$184,000
<b>Source</b> LCFF Supplemental	<b>Source</b> LCFF Supplemental	<b>Source</b> LCFF Supplemental
<b>Budget Reference</b> 1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries	<b>Budget Reference</b> 1000-1999: Certificated Personnel Salaries	<b>Budget Reference</b> 1000-1999: Certificated Personnel Salaries



3000-3999: Employee Benefits  
 4000-4999: Books and Supplies  
 5000-5999: Services and Other Operating Expenditures

2000-2999: Classified Personnel Salaries  
 3000-3999: Employee Benefits  
 4000-4999: Books and Supplies  
 5000-5999: Services and Other Operating Expenditures

2000-2999: Classified Personnel Salaries  
 3000-3999: Employee Benefits  
 4000-4999: Books and Supplies  
 5000-5999: Services and Other Operating Expenditures

Action **3**

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

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

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

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

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Maintain a district calendar for administration and analysis of formative assessments and district benchmark assessments. Data from these assessments to be used for identification of students at risk, progress monitoring and	Maintain a district calendar for administration and analysis of formative assessments and district benchmark assessments. Data from these	Maintain a district calendar for administration and analysis of formative assessments and district benchmark assessments. Data from these assessments to be used for identification of

the planning of interventions, including flexible grouping at school sites.

assessments to be used for identification of students at risk, progress monitoring and the planning of interventions, including flexible grouping at school sites.

students at risk, progress monitoring and the planning of interventions, including flexible grouping at school sites.

**BUDGETED EXPENDITURES**

2017-18	2018-19	2019-20
Amount: \$3,000	Amount: \$3,000	Amount: \$3,000
Source: LCFF Base	Source: LCFF Base	Source: LCFF Base
Budget Reference: 1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits	Budget Reference: 1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits	Budget Reference: 1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits

Action **4**

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

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

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

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

Students to be Served  English Learners  Foster Youth  Low Income

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

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**ACTIONS/SERVICES**

2017-18

2018-19

2019-20

X New  Modified  Unchanged

New  Modified X Unchanged

New  Modified X Unchanged

Implement *Beyond SST* as part of district RtI process and to assist with 504 Plan monitoring.

Implement *Beyond SST* as part of district RtI process and to assist with 504 Plan monitoring.

Implement *Beyond SST* as part of district RtI process and to assist with 504 Plan monitoring.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount \$8,000

Source LCFF Base

Budget Reference  
1000-1999: Certificated Personnel Salaries  
2000-2999: Classified Personnel Salaries  
3000-3999: Employee Benefits

Amount \$8,000

Source LCFF Base

Budget Reference  
1000-1999: Certificated Personnel Salaries  
2000-2999: Classified Personnel Salaries  
3000-3999: Employee Benefits

Amount \$8,000

Source LCFF Base

Budget Reference  
1000-1999: Certificated Personnel Salaries  
2000-2999: Classified Personnel Salaries  
3000-3999: Employee Benefits

Action **5**

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

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

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

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

Students to be Served X English Learners  Foster Youth  Low Income

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

Location(s) X All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>English Learners 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 TK-5 and 6-8. EL/Curriculum Assistant will continue to support program monitoring and implementation.</p>	<p>English Learners 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 TK-5 and 6-8. EL/Curriculum Assistant will continue to support program monitoring and implementation.</p>	<p>English Learners 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 TK-5 and 6-8. EL/Curriculum Assistant will continue to support program monitoring and implementation.</p>

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<p><b>Amount</b>      \$130,000</p>	<p><b>Amount</b>      \$130,000</p>	<p><b>Amount</b>      \$130,000</p>
<p><b>Source</b>      LCFF Supplemental</p>	<p><b>Source</b>      LCFF Supplemental</p>	<p><b>Source</b>      LCFF Supplemental</p>
<p><b>Amount</b>      \$30,000</p>	<p><b>Amount</b>      \$30,000</p>	<p><b>Amount</b>      \$30,000</p>
<p><b>Source</b>      Title III</p>	<p><b>Source</b>      Title III</p>	<p><b>Source</b>      Title III</p>
<p><b>Budget Reference</b>      1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits</p>	<p><b>Budget Reference</b>      1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits</p>	<p><b>Budget Reference</b>      1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits</p>

Action **6**

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

[Students to be Served](#)

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

[Location\(s\)](#)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

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

[Students to be Served](#)

English Learners  Foster Youth  Low Income

[Scope of Services](#)

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

[Location\(s\)](#)

All schools  Specific Schools: Walnut Creek Intermediate  Specific Grade spans: 6-8

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

**2017-18**

New  Modified  Unchanged

Provide additional sections of EL courses at the secondary level.

**2018-19**

New  Modified  Unchanged

Provide additional sections of EL courses at the secondary level.

**2019-20**

New  Modified  Unchanged

Provide additional sections of EL courses at the secondary level.

**[BUDGETED EXPENDITURES](#)**

**2017-18**

Amount \$32,000

Source LCFF Supplemental

Budget Reference  
1000-1999: Certificated Personnel Salaries  
3000-3999: Employee Benefits

**2018-19**

Amount \$32,000

Source LCFF Supplemental

Budget Reference  
1000-1999: Certificated Personnel Salaries  
3000-3999: Employee Benefits

**2019-20**

Amount \$32,000

Source LCFF Supplemental

Budget Reference  
1000-1999: Certificated Personnel Salaries  
3000-3999: Employee Benefits

Action **7**

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

Students to be Served

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

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

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

Students to be Served

English Learners  Foster Youth  Low Income

Scope of Services

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

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

Maintain process for monitoring the academic achievement of students following reclassification for three years.

**2018-19**

New  Modified  Unchanged

Maintain process for monitoring the academic achievement of students following reclassification for three years.

**2019-20**

New  Modified  Unchanged

Maintain process for monitoring the academic achievement of students following reclassification for three years.

BUDGETED EXPENDITURES

**2017-18**

Amount \$5,500

Source LCFF Base

Budget Reference  
1000-1999: Certificated Personnel Salaries  
2000-2999: Classified Personnel Salaries  
3000-3999: Employee Benefits

**2018-19**

Amount \$5,500

Source LCFF Base

Budget Reference  
1000-1999: Certificated Personnel Salaries  
2000-2999: Classified Personnel Salaries  
3000-3999: Employee Benefits

**2019-20**

Amount \$5,500

Source LCFF Base

Budget Reference  
1000-1999: Certificated Personnel Salaries  
2000-2999: Classified Personnel Salaries  
3000-3999: Employee Benefits

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

Students to be Served

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

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

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

Students to be Served

English Learners  Foster Youth  Low Income

Scope of Services

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

Location(s)

All schools  Specific Schools: Buena Vista, Murwood  Specific Grade spans: K-5

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

Supplement the cost of two full-time Title I Teachers to provide strategic intervention during the school day.

**2018-19**

New  Modified  Unchanged

Supplement the cost of two full-time Title I Teachers to provide strategic intervention during the school day.

**2019-20**

New  Modified  Unchanged

Supplement the cost of two full-time Title I Teachers to provide strategic intervention during the school day.

BUDGETED EXPENDITURES

**2017-18**

Amount \$74,000

Source LCFF Supplemental

Budget Reference  
1000-1999: Certificated Personnel Salaries  
3000-3999: Employee Benefits

**2018-19**

Amount \$74,000

Source LCFF Supplemental

Budget Reference  
1000-1999: Certificated Personnel Salaries  
3000-3999: Employee Benefits

**2019-20**

Amount \$74,000

Source LCFF Supplemental

Budget Reference  
1000-1999: Certificated Personnel Salaries  
3000-3999: Employee Benefits

Action **9**

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

Students to be Served

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

Location(s)

All schools     Specific Schools: \_\_\_\_\_     Specific Grade spans: \_\_\_\_\_

**OR**

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

Students to be Served

English Learners     Foster Youth     Low Income

Scope of Services

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

Location(s)

All schools     Specific Schools: \_\_\_\_\_     Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Implement consistent literacy and mathematics curriculum in all special education program classes and provide professional development (RSP and SDC).	Implement consistent literacy and mathematics curriculum in all special education program classes and provide professional development (RSP and SDC).	Implement consistent literacy and mathematics curriculum in all special education program classes and provide professional development (RSP and SDC).

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$85,000	Amount	\$85,000	Amount	\$85,000
Source	LCFF Supplemental	Source	LCFF Supplemental	Source	LCFF Supplemental
Amount	\$45,000	Amount	\$45,000	Amount	\$45,000
Source	LCFF Base	Source	LCFF Base	Source	LCFF Base



Budget Reference

1000-1999: Certificated Personnel Salaries  
2000-2999: Classified Personnel Salaries  
3000-3999: Employee Benefits  
4000-4999: Books and Supplies  
5000-5999: Services and Other Operating Expenditures

Budget Reference

1000-1999: Certificated Personnel Salaries  
2000-2999: Classified Personnel Salaries  
3000-3999: Employee Benefits  
4000-4999: Books and Supplies  
5000-5999: Services and Other Operating Expenditures

Budget Reference

1000-1999: Certificated Personnel Salaries  
2000-2999: Classified Personnel Salaries  
3000-3999: Employee Benefits  
4000-4999: Books and Supplies  
5000-5999: Services and Other Operating Expenditures

New       Modified      x Unchanged

### 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.

[State and/or Local Priorities Addressed by this goal:](#)

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

[Identified Need](#)

Based on the LCFF Evaluation Rubric and Dashboard the rate of suspensions in the district is high. This measure as well as the number of students with attendance concern and the chronic absenteeism rate, particularly in grades 6-8, demonstrate a need for the district to focus on student engagement and school climate. The 2016 CHKS results further demonstrated the need for school climates that foster healthy relationships, meaningful participation and school connectedness.

### [EXPECTED ANNUAL MEASURABLE OUTCOMES](#)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Suspension Rate (Priority 6a)	2016 Suspension Rate	The Suspension Rate will decrease districtwide and will	The Suspension Rate will decrease districtwide and will	The Suspension Rate will decrease districtwide and will continue to

	<table border="1"> <tr> <td>District</td> <td>3.5%</td> </tr> <tr> <td>EL</td> <td>2.6%</td> </tr> <tr> <td>SED</td> <td>5.5%</td> </tr> <tr> <td>SWD</td> <td>7.4%</td> </tr> </table>	District	3.5%	EL	2.6%	SED	5.5%	SWD	7.4%	<p>continue to decrease for each of the subgroup populations. LCFF Evaluation Rubric will show progress towards Green/Blue for all groups.</p>	<p>continue to decrease for each of the subgroup populations. LCFF Evaluation Rubric will show progress towards Green/Blue for all groups.</p>	<p>decrease for each of the subgroup populations. LCFF Evaluation Rubric will show progress towards Green/Blue for all groups.</p>
District	3.5%											
EL	2.6%											
SED	5.5%											
SWD	7.4%											
Students with Attendance Concern (Priority 5b)	<p>2016 # of Students</p> <table border="1"> <tr> <td>TK-5</td> <td>710</td> </tr> <tr> <td>6-8</td> <td>217</td> </tr> </table>	TK-5	710	6-8	217	<p>The number of Students with Attendance Concern will decrease by 5% in each grade span.</p>	<p>The number of Students with Attendance Concern will decrease by 5% in each grade span.</p>	<p>The number of Students with Attendance Concern will decrease by 5% in each grade span.</p>				
TK-5	710											
6-8	217											
Chronic Absenteeism (Priority 5b)	<p>2016 Chronic Absenteeism Rate</p> <table border="1"> <tr> <td>District</td> <td>4.3%</td> </tr> <tr> <td>TK-5</td> <td>3.6%</td> </tr> <tr> <td>6-8</td> <td>5.6%</td> </tr> </table>	District	4.3%	TK-5	3.6%	6-8	5.6%	<p>The Chronic Absenteeism Rate will decrease by 1%.</p>	<p>The Chronic Absenteeism Rate will decrease by .5%.</p>	<p>The Chronic Absenteeism Rate will decrease by .5%.</p>		
District	4.3%											
TK-5	3.6%											
6-8	5.6%											
School Attendance Rate (Priority 5a)	<p>2016 School Attendance Rate 97%</p>	<p>The School Attendance Rate will continue to meet or exceed target rate.</p>	<p>The School Attendance Rate will continue to meet or exceed target rate.</p>	<p>The School Attendance Rate will continue to meet or exceed target rate.</p>								
Expulsion and Dropout Rates (Priority 5c, 6b)	<p>2016 Expulsion and Dropout Rate – 0%</p>	<p>Maintain Expulsion and Dropout Rate</p>	<p>Maintain Expulsion and Dropout Rate</p>	<p>Maintain Expulsion and Dropout Rate</p>								
CHKS (Priority 6c)	<p>2016 CHKS Results</p> <p><b>5<sup>th</sup> Grade</b></p> <p>67% High School Connectedness 18% Meaningful Participation</p> <p>68% High Caring Adult Relationships</p> <p><b>7<sup>th</sup> Grade</b></p> <p>65% High School Connectedness 7 % Meaningful Participation 50 % High Caring Adult Relationships</p>	<p>The survey will results will indicate a 3% increase in the three categories for each grade level.</p>	<p>The survey will results will indicate a 3% increase in the three categories for each grade level.</p>	<p>The survey will results will indicate a 3% increase in the three categories for each grade level.</p>								
School Connectedness Survey (Priority 6c)	<p>TBD</p>	<p>Baseline established for Local Measure.</p>										
Facility Conditions (Priority 1c)	<p>2016 Facility Conditions Exemplary - DARC</p>	<p>Maintain Exemplary Facility Conditions</p>	<p>Maintain Exemplary Facility Conditions</p>	<p>Maintain Exemplary Facility Conditions</p>								

Action **1**

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

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

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: TK-8

**OR**

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

Students to be Served  English Learners  Foster Youth  Low Income

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

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
The district will fund campus supervisors, noon supervisors, and crossing guards (supplemented through Walnut Creek City funds) in order to maintain safe schools.	The district will fund campus supervisors, noon supervisors, and crossing guards (supplemented through Walnut Creek City funds) in order to maintain safe schools.	The district will fund campus supervisors, noon supervisors, and crossing guards (supplemented through Walnut Creek City funds) in order to maintain safe schools.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<b>Amount</b> \$80,000	<b>Amount</b> \$80,000	<b>Amount</b> \$80,000
<b>Source</b> LCFF Supplemental	<b>Source</b> LCFF Supplemental	<b>Source</b> LCFF Supplemental
<b>Budget Reference</b> 5000-5999: Services and Other Operating Expenditures	<b>Budget Reference</b> 5000-5999: Services and	<b>Budget Reference</b> 5000-5999: Services and Other Operating Expenditures

			Other Operating Expenditures		
Amount	\$25,000	Amount	\$25,000	Amount	\$25,000
Source	LCFF Base	Source	LCFF Base	Source	LCFF Base
Budget Reference	5000-5999: Services and Other Operating Expenditures	Budget Reference	5000-5999: Services and Other Operating Expenditures	Budget Reference	5000-5999: Services and Other Operating Expenditures

Action **2**

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

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

OR

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

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

[ACTIONS/SERVICES](#)

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
School sites will provide consistent communication to parents on absences and tardies.	School sites will provide consistent communication to parents on absences and tardies.	School sites will provide consistent communication to parents on absences and tardies.

[BUDGETED EXPENDITURES](#)

2017-18	2018-19	2019-20			
<b>Amount</b>	\$2,800	<b>Amount</b>	\$2,800	<b>Amount</b>	\$2,800
<b>Source</b>	LCFF Base	<b>Source</b>	LCFF Base	<b>Source</b>	LCFF Base
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits	<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits	<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits

Action **3**

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

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

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

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

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged

Implement and provide staff development in positive behavioral supports and interventions.

Implement and provide staff development in positive behavioral supports and interventions.

Implement and provide staff development in positive behavioral supports and interventions.

**BUDGETED EXPENDITURES**

	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	\$80,000	\$80,000	\$80,000
<b>Source</b>	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books and Supplies 5000-5999: Services and Other Operating Expenditures	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books and Supplies 5000-5999: Services and Other Operating Expenditures	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books and Supplies 5000-5999: Services and Other Operating Expenditures

Action **4**

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

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

Location(s)     All schools     Specific Schools: \_\_\_\_\_     Specific Grade spans: \_\_\_\_\_

**OR**

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

Students to be Served     English Learners     Foster Youth     Low Income

[Scope of Services](#)

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

[Location\(s\)](#)

All schools     Specific Schools: \_\_\_\_\_     Specific Grade spans: \_\_\_\_\_

[ACTIONS/SERVICES](#)

2017-18	2018-19	2019-20
X New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified   X Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified   X Unchanged
Research and adopt a districtwide approach to support Social Emotional wellness of students and staff.	Research and adopt a districtwide approach to support Social Emotional wellness of students and staff.	Research and adopt a districtwide approach to support Social Emotional wellness of students and staff.

[BUDGETED EXPENDITURES](#)

2017-18	2018-19	2019-20
<b>Amount</b> \$10,000	<b>Amount</b> \$10,000	<b>Amount</b> \$10,000
<b>Source</b> LCFF Base	<b>Source</b> LCFF Base	<b>Source</b> LCFF Base
<b>Budget Reference</b> 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books and Supplies 5000-5999: Services and Other Operating Expenditures	<b>Budget Reference</b> 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books and Supplies 5000-5999: Services and Other Operating Expenditures	<b>Budget Reference</b> 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books and Supplies 5000-5999: Services and Other Operating Expenditures

Action **5**

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

[Students to be Served](#)

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

Location(s)

All schools

X Specific Schools: Walnut Creek Intermediate

Specific Grade spans: Grade 6

**OR**

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

Students to be Served

English Learners

Foster Youth

Low Income

Scope of Services

LEA-wide Group(s)

Schoolwide

**OR**

Limited to Unduplicated Student

Location(s)

All schools

Specific Schools: \_\_\_\_\_

Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

**2017-18**

New  Modified X Unchanged

WCI will provide transition program for all 5<sup>th</sup> graders including subgroups moving from elementary to middle school.

**2018-19**

New  Modified X Unchanged

WCI will provide transition program for all 5<sup>th</sup> graders including subgroups moving from elementary to middle school.

**2019-20**

New  Modified X Unchanged

WCI will provide transition program for all 5<sup>th</sup> graders including subgroups moving from elementary to middle school.

BUDGETED EXPENDITURES

**2017-18**

Amount

\$2,000

Source

LCFF Base

Budget Reference

1000-1999: Certificated Personnel Salaries  
2000-2999: Classified Personnel Salaries  
3000-3999: Employee Benefits  
4000-4999: Books and Supplies

**2018-19**

Amount

\$2,000

Source

LCFF Base

Budget Reference

1000-1999: Certificated Personnel Salaries  
2000-2999: Classified Personnel Salaries  
3000-3999: Employee Benefits  
4000-4999: Books and Supplies

**2019-20**

Amount

\$2,000

Source

LCFF Base

Budget Reference

1000-1999: Certificated Personnel Salaries  
2000-2999: Classified Personnel Salaries  
3000-3999: Employee Benefits  
4000-4999: Books and Supplies



Action **6**

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

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

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

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

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
District will implement and fund a counseling program.	District will implement and fund a counseling program.	District will implement and fund a counseling program.

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
<b>Amount</b>	\$115,000	\$115,000	\$115,000
<b>Source</b>	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books and Supplies 5000-5999: Services and Other Operating Expenditures	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books and Supplies	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books and Supplies 5000-5999: Services and Other Operating Expenditures



5000-5999: Services and Other Operating Expenditures



New                      X Modified                       Unchanged

## Goal 4

Engage parents and community members as partners to work within and across schools to support student learning.

State and/or Local Priorities Addressed by this goal:

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

Identified Need

The District learned through implementation of the actions and services for this goal during the 2016-17 school year that parents and community members seek opportunities to actively and thoughtfully engage in program development with district staff. In addition, there is a need for communication that engages parents and community members as partners to support student learning.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parent Education Participation (Priority 3a, b, c)	2016-2017 Approximately 3-35 participants at each event.	Maintain consistent and regular attendance at events.	Maintain consistent and regular attendance at events.	Maintain consistent and regular attendance at events.

Superintendent Coffee Participation (Priority 3a, b, c)	2016-17 Approximately 5-25 participants at each event.	Maintain consistent and regular attendance at events.	Maintain consistent and regular attendance at events.	Maintain consistent and regular attendance at events.								
PTA/PTO Participation (Priority 3a, b, c)	TBD 2017											
Parent Survey Participation Rate (Priority 3a, b, c)	TBD 2017											
Parent Teacher Conference Participation Rate (Priority 3a, b, c)	TBD 2017 <table border="1"> <tr> <td>District</td> <td>%</td> </tr> <tr> <td>EL</td> <td>%</td> </tr> <tr> <td>SED</td> <td>%</td> </tr> <tr> <td>SWD</td> <td>%</td> </tr> </table>	District	%	EL	%	SED	%	SWD	%			
District	%											
EL	%											
SED	%											
SWD	%											
Website & Web App Usage Rates (Priority 3a, b, c)	TBD 2017											

Action **1**

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

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

OR

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

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

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

Provide Parent Education:  
 Information on supporting student learning for all students and specifically for subgroups (ELAC, DELAC, and Title I Parent Meetings and Special Education Parent Meetings)  
 Communicate expectations for student learning aligned with the implementation of standards based curriculum.  
 Social Media and Digital Citizenship  
 Importance of Regular school attendance and engagement in school.  
 Other topics of interest to parents based on survey, site input, and evaluation of current Parent Education offered.

**2018-19**

New  Modified  Unchanged

Provide Parent Education:  
 Information on supporting student learning for all students and specifically for subgroups (ELAC, DELAC, and Title I Parent Meetings).  
 Communicate expectations for student learning aligned with the implementation of standards based curriculum.  
 Social Media and Digital Citizenship  
 Importance of Regular school attendance and engagement in school.  
 Other topics of interest to parents based on survey, site input, and evaluation of current Parent Education offered.

**2019-20**

New  Modified  Unchanged

Provide Parent Education:  
 Information on supporting student learning for all students and specifically for subgroups (ELAC, DELAC, and Title I Parent Meetings).  
 Communicate expectations for student learning aligned with the implementation of standards based curriculum.  
 Social Media and Digital Citizenship  
 Importance of Regular school attendance and engagement in school.  
 Other topics of interest to parents based on survey, site input, and evaluation of current Parent Education offered.

BUDGETED EXPENDITURES

**2017-18**

Amount	\$5,000
Source	LCFF Base
Budget Reference	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books and Supplies 5000-5999: Services and Other Operating Expenditures

**2018-19**

Amount	\$5,000
Source	LCFF Base
Budget Reference	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books and Supplies 5000-5999: Services and Other Operating Expenditures

**2019-20**

Amount	\$5,000
Source	LCFF Base
Budget Reference	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books and Supplies 5000-5999: Services and Other Operating Expenditures

Action **2**

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

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

**OR**

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide a Year-Long Calendar of district and school site events to assist parents with planning and participation.	Provide a Year-Long Calendar of district and school site events to assist parents with planning and participation.	Provide a Year-Long Calendar of district and school site events to assist parents with planning and participation.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<b>Amount</b> \$20,000	<b>Amount</b> \$20,000	<b>Amount</b> \$20,000
<b>Source</b> LCFF Base	<b>Source</b> LCFF Base	<b>Source</b> LCFF Base
<b>Budget</b> 2000-2999: Classified Personnel Salaries	<b>Budget</b> 2000-2999: Classified	<b>Budget</b> 2000-2999: Classified Personnel Salaries

Reference

3000-3999: Employee Benefits

Reference

Personnel Salaries  
3000-3999: Employee Benefits

Reference

3000-3999: Employee Benefits

Action **3**

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

Students to be Served

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

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

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

Students to be Served

English Learners  Foster Youth  Low Income

Scope of Services

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

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

Provide opportunities to thoughtfully engage parents to gain input and information about district programs:  
District Strategic Planning\*\*  
Site Strategic Planning\*\*  
Title I Parent Meetings\*  
LCAP Annual Update\*  
DELAC\*  
SPED Parent Forums\*  
Surveys  
PTA/PTOs  
Community Coordinating Council

**2018-19**

New  Modified  Unchanged

Provide opportunities to thoughtfully engage parents to gain input and information about district programs:  
District Strategic Planning  
Site Strategic Planning  
LCAP Annual Update  
DELAC  
SPED Parent Forums  
Surveys  
PTA/PTOs  
Community Coordinating Council

**2019-20**

New  Modified  Unchanged

Provide opportunities to thoughtfully engage parents to gain input and information about district programs:  
District Strategic Planning  
Site Strategic Planning  
LCAP Annual Update  
DELAC  
SPED Parent Forums  
Surveys  
PTA/PTOs  
Community Coordinating Council

\*Parents of unduplicated students and students with disabilities will receive direct mailing invitations to meetings.  
 \*\*Parents of unduplicated students and students with disabilities will be invited to participate to ensure participation and representation.

**BUDGETED EXPENDITURES**

2017-18	2018-19	2019-20
Amount: \$1,500	Amount: \$1,500	Amount: \$1,500
Source: LCFF Base	Source: LCFF Base	Source: LCFF Base
Budget Reference: 4000-4999: Books and Supplies	Budget Reference: 4000-4999: Books and Supplies	Budget Reference: 4000-4999: Books and Supplies

Action **4**

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

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

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

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

Students to be Served  English Learners  Foster Youth  Low Income

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

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged

Provide regular and consistent communication:

- Weekly eNews
- Superintendent's Letters to Community
- Website
- Social Media
- Principal/Superintendent Coffees

Provide regular and consistent communication:

- Weekly eNews
- Superintendent's Letters to Community
- Website
- Social Media
- Principal/Superintendent Coffees

Provide regular and consistent communication:

- Weekly eNews
- Superintendent's Letters to Community
- Website
- Social Media
- Principal/Superintendent Coffees

**BUDGETED EXPENDITURES**

2017-18		2018-19		2019-20	
Amount	\$4,000	Amount	\$4,000	Amount	\$4,000
Source	LCFF Base	Source	LCFF Base	Source	LCFF Base
Budget Reference	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books and Supplies 5000-5999: Services and Other Operating Expenditures	Budget Reference	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books and Supplies 5000-5999: Services and Other Operating Expenditures	Budget Reference	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books and Supplies 5000-5999: Services and Other Operating Expenditures

**Demonstration of Increased or Improved Services for Unduplicated Pupils**

LCAP Year  2017-18  2018-19  2019-20

<u>Estimated Supplemental and Concentration Grant Funds:</u>	\$ 870,671	<u>Percentage to Increase or Improve Services:</u>	3.36 %
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Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

Actions and services have been planned to meet the requirement to increase and/or improve services for unduplicated students in proportion to the increase in Supplemental funds. These services are principally directed toward and are effective in meeting the district's goals for its unduplicated students for state and local priority areas because these services focus on the identified needs of these students.

Increased services may include but are not limited to supplemental instructional materials, support staff, technology, parent engagement activities, professional development, increased counseling, increased/extended learning opportunities. These services have been deemed the most effective use of funds for unduplicated students based on research and experience. The district has gained experience through subsequent LCAPs and stakeholder engagement participation. Additionally, state and district assessments have been used to measure the effectiveness of actions included in the LCAPs. The district will continue to implement research based programs and professional development such as Lucy Calkins units of study, including Teachers College coaching strategies. In addition, the ISTE technology standards will strengthen 21<sup>st</sup> century teaching and learning.

Additional specific examples of increased and/or improved services include:

- Interventions– These specific actions/services are effective in increasing and improving services for unduplicated students. In the district's experience, a large percentage of students participating in intervention programs 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 (Buffrum, Mattos, and Weber 2010).
- English Learner Support – These specific actions/services are principally directed towards, and are effective in, increasing or improving services for English Learners. These actions and 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).
- Social and Emotional Support – These specific actions/services are effective in increasing and improving achievement for unduplicated students. Providing social emotional support to unduplicated students helps to improve academic achievement (Jensen, 2009).
- Professional Development and Coach Support – Professional development to support the implementation of high quality instruction and coaching support helps teachers to design effective classroom instruction and Tier 1 interventions to differentiate for the diverse needs of students (Sweeney, 2011).

# Local Control and Accountability Plan and Annual Update Template Instructions

## Addendum

*The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.*

*For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.*

*For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) 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 funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.*

*If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.*

*Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, 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 EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.*

For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).

## [Plan Summary](#)

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under EC Section 52064.5.

## [Budget Summary](#)

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

## Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's\* approved LCAP. Minor typographical errors may be corrected.

\* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

## Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

## Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

## Analysis

Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

## Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student 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 specific goals.

**Instructions:** The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, mark the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

**School districts and county offices of education:** Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

**Charter schools:** Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

## Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

**School districts and county offices of education:** The LCAP is a three-year plan, which is reviewed and updated annually, as required.

**Charter schools:** The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

### **New, Modified, Unchanged**

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

### Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

### 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 applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

### Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

### Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

## Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

### **For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement**

#### Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by checking “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is checked, identify the specific student group(s) as appropriate.

#### Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

**Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

### **For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:**

#### Students to be Served

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see [Demonstration of Increased or Improved Services for Unduplicated Students](#) section, below), the LEA must identify the unduplicated student group(s) being served.

#### Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, place a check mark next to “Limited to Student Groups”.

**For charter schools and single-school school districts**, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

## Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

**Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

## Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

### **New/Modified/Unchanged:**

- Check "New" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Check "Modified" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Check "Unchanged" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
  - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check "Unchanged" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

**Note:** The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

**Charter schools** may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

## 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 EC sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

## Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section for each of the three years within the LCAP.

### Estimated Supplemental and Concentration Grant Funds

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 students as determined pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(5).

### Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.



## State Priorities

**Priority 1: Basic Services** addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

**Priority 2: Implementation of State Standards** addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
  - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
  - b. Mathematics – CCSS for Mathematics
  - c. English Language Development (ELD)
  - d. Career Technical Education
  - e. Health Education Content Standards
  - f. History-Social Science
  - g. Model School Library Standards
  - h. Physical Education Model Content Standards
  - i. Next Generation Science Standards
  - j. Visual and Performing Arts
  - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

**Priority 3: Parental Involvement** addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

**Priority 4: Pupil Achievement** as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

**Priority 5: Pupil Engagement** as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

**Priority 6: School Climate** as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

**Priority 7: Course Access** addresses the extent to which pupils have access to and are enrolled in:

- A. A broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

**Priority 8: Pupil Outcomes** addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

**Priority 9: Coordination of Instruction of Expelled Pupils (COE Only)** addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

**Priority 10. Coordination of Services for Foster Youth (COE Only)** addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

**Local Priorities** address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

## APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, 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 5 *CCR* 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).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

## **APPENDIX B: GUIDING QUESTIONS**

### **Guiding Questions: Annual Review and Analysis**

- 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 *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

### **Guiding Questions: Stakeholder Engagement**

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* 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 *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 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?

## Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* 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 school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, 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?