

**Introduction:****LEA: Willow Creek Academy****Contact: Tara Seekins, Head of School [tseekins@willowcreekacademy.org](mailto:tseekins@willowcreekacademy.org) 415-331-7530****LCAP Year: 2016-17*****Local Control and Accountability Plan and Annual Update Template***

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

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

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

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

*The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.*

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

### **State Priorities**

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

#### **A. Conditions of Learning:**

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

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

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

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

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

#### **B. Pupil Outcomes:**

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

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

#### **C. Engagement:**

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

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

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

## Section 1: Stakeholder Engagement

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

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

### Guiding Questions:

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

- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
<p>Willow Creek Academy has a long history of parental involvement. In fact, parents helped found the school in 2001. We have several structures in place for involving parents in our students' success. Our goals include:</p> <ul style="list-style-type: none"> <li>• Encouraging all families to volunteer 50 hours each year to Willow Creek (project days, conferences, Parent Council meetings, etc.)</li> <li>• Increasing participation in our Parent Council, particularly of our Marin City families and middle school families</li> <li>• Find alternate solutions to student behavior issues that involve parent communication and student reflection</li> <li>• Bring parents into classrooms as volunteers during the school day, during after school tutoring and other opportunities</li> <li>• Bring families to campus to share questions and concerns directly with the Head of School</li> <li>• Publish weekly Friday Posts to share information about school events, community partners, and student accomplishments.</li> <li>• Encourage participation in the School Site Council and English Learner Advisory Committee</li> </ul>	<p>To achieve these goals, Willow Creek Academy will further develop a restorative justice program that opens up communication between the school and home about behavior issues, hold Back to School Nights for all grades, hold Family Literacy Nights at school to help parents implement literacy activities at home, encourage the Parent Council to meet in off campus locations, hold monthly coffee chats for parents and the Head of School, and incentivize participation in SSC/ELAC. We will utilize simultaneous translation equipment to increase inclusion of families whose first language is not English.</p>
<p><b>Annual Update:</b></p> <p>As part of our annual update process in the 2015-16 school year, we maintained the family engagement strategies outlined above, and we took additional actions to facilitate stakeholder engagement in monitoring progress and adjusting our strategies:</p> <ul style="list-style-type: none"> <li>• Reviewed LCAP goals and achievement, reclassification, and discipline data at SSC and ELAC meetings</li> <li>• Reviewed LCAP goals and achievement, reclassification, and discipline data at WCA Board meetings</li> <li>• Conducted LCAP workshops with families, staff, and community stakeholders in March and April, 2016</li> <li>• Offered middle school students extra credit to attend LCAP workshops</li> <li>• Ensured priorities assessed in our annual Family Survey (available in English and Spanish) match LCAP priority areas</li> <li>• Presented on the alignment of our LCAP and our Strategic Plan at WCA Board meeting in May, 2016</li> <li>• Collected student survey data keyed to LCAP priority areas</li> </ul>	<p><b>Annual Update:</b></p> <p>In the 2016-17 school year, we will maintain the family engagement strategies currently in place, as we have found them to be effective at facilitating communication and feedback with our stakeholders. In addition, we will add regular updates from our SSC and ELAC to our Parent Council meeting agendas to promote a deeper understanding of how these governing bodies promote achievement for low-income students and English Learners. Finally, we will implement Family Math Nights, in addition to Family Literacy Nights, to promote continuity between school and home.</p>

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

### Instructions:

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

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

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

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

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

**Goal:** Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

**Guiding Questions:**

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

## GOAL 1: ENGLISH LANGUAGE ARTS ACHIEVEMENT

<b>GOAL:</b>	By 2018-19, 70% of all students in grades 3-8 will score at the proficient or advanced level in ELA on the CAASPP, and 80% of all students in grades 1-2 will score in the average, high-average, or high achievement bands in Reading on the Spring, 2019 MAP administration. By 2018-19, 55% of socioeconomically disadvantaged students in grades 3-8 and 40% of English Learners in grades 3-8 will score at the proficient or advanced level in ELA on the CAASPP. By 2018-19, 55% of socioeconomically disadvantaged students in grades 1-2 and 50% of English Learners in grades 1-2 will score in the average, high-average, or high achievement bands in Reading on the Spring, 2019 MAP administration.		Related State and/or Local Priorities: 1 <u>x</u> 2 <u>x</u> 3 <u>x</u> 4 <u>x</u> 5 <u>x</u> 6 <u>  </u> 7 <u>x</u> 8 <u>  </u> COE only: 9 <u>  </u> 10 <u>  </u>  Local: Specify _____	
<b>Identified Need:</b>	50% of all students in grades 3-8 scored at the proficient or advanced level in ELA on the 2015 CAASPP, and 66% of all students in grades 1-2 scored in the average, high-average, or high achievement bands in Reading on the Spring, 2016 MAP administration. 31% of socioeconomically disadvantaged students in grades 3-8 and 18% of English Learners in grades 3-8 scored at the proficient or advanced level in ELA on the 2015 CAASPP. 40% of socioeconomically disadvantaged students in grades 1-2 and 33% of English Learners in grades 1-2 scored average, high-average, or high achievement bands in Reading on the Spring, 2016 MAP administration.			
<b>Goal Applies to:</b>	Schools:	Willow Creek		
	Applicable Pupil Subgroups:	All students, socioeconomically disadvantaged students, English Learners		
<b>LCAP Year 1: 2016-17</b>				
<b>Expected Annual Measurable Outcomes:</b>	In 2016-17, 60% of all students in grades 3-8 will score at the proficient or advanced level in ELA on the CAASPP, and 70% of all students in grades 1-2 will score in the average, high-average, or high achievement bands in Reading on the spring trimester MAP administration. In 2016-17, 45% of socioeconomically disadvantaged students in grades 3-8 and 30% of English Learners in grades 3-8 will score at the proficient or advanced level in ELA on the CAASPP. 45% of socioeconomically disadvantaged students in grades 1-2 and 40% of English Learners in grades 1-2 will score in the average, high-average, or high achievement bands in Reading on the spring trimester MAP administration.			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Progress Monitoring • MAP assessments will be administered each trimester. • Lead Teachers will guide grade level families in analyzing MAP data and developing/adapting instructional strategies. • Literacy Specialist will develop writing rubrics for standards at each grade level and facilitate development of writing portfolios for each student.		K-8	<u>  x  </u> ALL  OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify)_____	Assistant Teacher Salaries \$161,780  Lead Teacher Stipend \$3,000  Teacher Salaries (includes Literacy Specialist) \$1,354,054
Professional Development and Curriculum • Teachers and paraprofessionals in each grade level family will complete professional development in Guided Language Acquisition Design (GLAD) training.		K-8	<u>  x  </u> ALL  OR: <u>  </u> Low Income pupils <u>  </u> English Learners	Administrator Salaries \$202,620



<ul style="list-style-type: none"> <li>• New teachers will complete professional development in Project Based Learning (PBL), with emphasis on differentiation.</li> <li>• Lead Teachers will facilitate Reader's and Writer's Workshop book study.</li> <li>• Veteran WCA staff will mentor new WCA staff through BTSA and Intern programs.</li> <li>• Literacy Specialist will provide coaching and feedback to all staff teaching ELA.</li> <li>• Administration will provide formal and informal feedback on classroom instruction keyed to content standards, scope and sequence implementation, and specific professional development goals.</li> </ul>	K-8	<div> <input checked="" type="checkbox"/> ALL </div> <hr/> <div> OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other  Subgroups:(Specify)_____ </div>	Staff Development \$25,000  Instructional Supplies and Curricula \$118,982  BTSA \$6,000  Substitute Teachers \$31,000
<p>Intervention</p> <ul style="list-style-type: none"> <li>• Literacy Specialist will train Assistant Teachers to provide targeted instruction including designated ELD.</li> <li>• Primary Intervention Specialist will provide push-in and pull-out support to strategically selected students in grades K-2 on longitudinal, case-management basis.</li> <li>• Administration will facilitate SSTs for students who need additional support.</li> <li>• After-school program will collaborate with certificated staff to develop intervention component for strategically selected students in grades 2-4.</li> <li>• After-school program will collaborate with certificated staff to develop and implement summer academics and enrichment.</li> </ul> <p>Family Engagement</p> <ul style="list-style-type: none"> <li>• Literacy specialist will facilitate Family Literacy Nights.</li> <li>• Literacy Specialist, Math Specialist, and Primary Intervention Specialist will provide parent education in multiple languages on the following topics: <ul style="list-style-type: none"> <li>○ Project-based Learning</li> <li>○ Differentiation (including use of Leveled Reading Library)</li> <li>○ Our scope and sequence</li> <li>○ Standardized testing (including test preparation</li> </ul> </li> </ul>	K-8	<div> <input checked="" type="checkbox"/> ALL </div> <hr/> <div> OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other  Subgroups:(Specify)_____ </div> <hr/> <div> <input checked="" type="checkbox"/> ALL </div> <hr/> <div> OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other  Subgroups:(Specify)_____ </div>	

<p>strategies and resources families can use at home)</p> <ul style="list-style-type: none"> <li>SSC and ELAC will monitor progress toward goals and provide feedback on interventions.</li> <li>Administration will work with school leaders to strengthen relationships among SSC, ELAC, Parent Council, Willow Creek Foundation, and Board of Directors to provide forums for progress-monitoring, feedback, and planning.</li> </ul>			
LCAP Year 2: 2017-18			
Expected Annual Measurable Outcomes:	In 2017-18, 65% of all students in grades 3-8 will score at the proficient or advanced level in ELA on the CAASPP, and 75% of all students in grades 1-2 will score in the average, high-average, or high achievement bands in Reading on the spring trimester MAP administration. In 2017-18, 50% of socioeconomically disadvantaged students in grades 3-8 and 35% of English Learners in grades 3-8 will score at the proficient or advanced level in ELA on the CAASPP. 50% of socioeconomically disadvantaged students in grades 1-2 and 45% of English Learners in grades 1-2 will score in the average, high-average, or high achievement bands in Reading on the spring trimester MAP administration.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>MAP assessments will be administered each trimester.</li> <li>Lead Teachers will guide grade level families in analyzing MAP data and developing/adapting instructional strategies.</li> <li>Literacy Specialist will engage grade level families in cycles of inquiry focused on ELA.</li> <li>Literacy Specialist will develop writing rubrics for standards at each grade level and facilitate development of writing portfolios for each student.</li> </ul>	K-8	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>	<p>Assistant Teacher Salaries \$165,080</p> <p>Lead Teacher Stipend \$3,000</p> <p>Teacher Salaries (includes Literacy Specialist) \$1,433,899</p> <p>Administrator Salaries \$211,697</p>
<p>Professional Development and Curriculum</p> <ul style="list-style-type: none"> <li>Teachers and paraprofessionals in each grade level family will complete professional development in Guided Language Acquisition Design (GLAD) training.</li> <li>New teachers will complete professional development in Project Based Learning (PBL), with emphasis on differentiation.</li> </ul>	K-8	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>	<p>Staff Development \$25,000</p> <p>Instructional Supplies and Curricula \$138,227</p>

<ul style="list-style-type: none"> <li>Lead Teachers will facilitate Reader's and Writer's Workshop book study.</li> <li>Veteran WCA staff will mentor new WCA staff through BTSA and Intern programs.</li> <li>Literacy Specialist will provide coaching and feedback to all staff teaching ELA.</li> <li>Administration will provide formal and informal feedback on classroom instruction keyed to content standards, scope and sequence implementation, and specific professional development goals.</li> </ul>	K-8	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	BTSA \$6,000  Substitute Teachers \$31,000
<p>Intervention</p> <ul style="list-style-type: none"> <li>Literacy Specialist will train Assistant Teachers to provide targeted instruction including designated ELD.</li> <li>Primary Intervention Specialist will provide push-in and pull-out support to strategically selected students in grades K-2 on longitudinal, case-management basis.</li> <li>Administration will facilitate SSTs for students who need additional support.</li> <li>After-school program will collaborate with certificated staff to develop intervention component for strategically selected students in grades 2-4.</li> <li>After-school program will collaborate with certificated staff to develop and implement summer academics and enrichment.</li> </ul>	K-8	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
<p>Family Engagement</p> <ul style="list-style-type: none"> <li>Literacy specialist will facilitate Family Literacy Nights.</li> <li>Literacy Specialist, Math Specialist, and Primary Intervention Specialist will provide parent education in multiple languages on the following topics: <ul style="list-style-type: none"> <li>Project-based Learning</li> <li>Differentiation (including use of Leveled Reading Library)</li> <li>Our scope and sequence</li> <li>Standardized testing (including test preparation strategies and resources families can use at home)</li> </ul> </li> <li>Administration will work with school leaders to</li> </ul>	K-8	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

strengthen relationships among SSC, ELAC, Parent Council, Willow Creek Foundation, and Board of Directors to provide forums for progress-monitoring, feedback, and planning.

**LCAP Year 3: 2018-19**

**Expected Annual Measurable Outcomes:**

In 2018-19, 70% of all students in grades 3-8 will score at the proficient or advanced level in ELA on the CAASPP, and 80% of all students in grades 1-2 will score in the average, high-average, or high achievement bands on the spring trimester MAP administration. In 2018-19, 55% of socioeconomically disadvantaged students in grades 3-8 and 35% of English Learners in grades 3-8 will score at the proficient or advanced level in ELA on the CAASPP. 55% of socioeconomically disadvantaged students in grades 1-2 and 50% of English Learners in grades 1-2 will score in the average, high-average, or high achievement bands in the spring trimester MAP administration.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<b>Progress Monitoring</b> <ul style="list-style-type: none"> <li>MAP assessments will be administered each trimester.</li> <li>Lead Teachers will guide grade level families in analyzing MAP data and developing/adapting instructional strategies.</li> <li>Literacy Specialist will engage grade level families in cycles of inquiry focused on ELA.</li> <li>Literacy Specialist will develop writing rubrics for standards at each grade level and facilitate development of writing portfolios for each student.</li> </ul>	K-8	<u>  x  </u> ALL OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups: (Specify) _____	Assistant Teacher Salaries \$170,000  Lead Teacher Stipend \$3,000  Teacher Salaries (includes Literacy Specialist) \$1,472,537  Administrator Salaries \$214,695
<b>Professional Development and Curriculum</b> <ul style="list-style-type: none"> <li>Teachers and paraprofessionals in each grade level family will complete professional development in Guided Language Acquisition Design (GLAD) training.</li> <li>New teachers will complete professional development in Project Based Learning (PBL), with emphasis on differentiation.</li> <li>Lead Teachers will facilitate Reader's and Writer's Workshop book study.</li> <li>Veteran WCA staff will mentor new WCA staff through</li> </ul>	K-8	<u>  x  </u> ALL OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups: (Specify) _____	Staff Development \$25,000  Instructional Supplies and Curricula \$138,605  BTSA \$6,000

<p>BTSA and Intern programs.</p> <ul style="list-style-type: none"> <li>Literacy Specialist will provide coaching and feedback to all staff teaching ELA.</li> <li>Administration will provide formal and informal feedback on classroom instruction keyed to content standards, scope and sequence implementation, and specific professional development goals.</li> </ul>	K-8	<p><u>  x  </u> ALL</p> <hr/> <p>OR:</p> <p><u>      </u> Low Income pupils <u>      </u> English Learners</p> <p><u>      </u> Foster Youth <u>      </u> Redesignated fluent English proficient <u>      </u> Other</p> <p>Subgroups: (Specify) _____</p>	Substitute Teachers \$31,000
<p>Intervention</p> <ul style="list-style-type: none"> <li>Literacy Specialist will train Assistant Teachers to provide targeted instruction including designated ELD.</li> <li>Primary Intervention Specialist will provide push-in and pull-out support to strategically selected students in grades K-2 on longitudinal, case-management basis.</li> <li>Administration will facilitate SSTs for students who need additional support.</li> <li>After-school program will collaborate with certificated staff to develop intervention component for strategically selected students in grades 2-4.</li> <li>After-school program will collaborate with certificated staff to develop and implement summer academics and enrichment.</li> </ul>	K-8	<p><u>  x  </u> ALL</p> <hr/> <p>OR:</p> <p><u>      </u> Low Income pupils <u>      </u> English Learners</p> <p><u>      </u> Foster Youth <u>      </u> Redesignated fluent English proficient <u>      </u> Other</p> <p>Subgroups: (Specify) _____</p>	
<p>Family Engagement</p> <ul style="list-style-type: none"> <li>Literacy Specialist will facilitate Family Literacy Nights.</li> <li>Literacy Specialist and Primary Intervention Specialist will provide parent education in multiple languages on the following topics: <ul style="list-style-type: none"> <li>Project-based Learning</li> <li>Differentiation (including use of Leveled Reading Library)</li> <li>Our scope and sequence</li> <li>Standardized testing (including test preparation strategies and resources families can use at home)</li> </ul> </li> <li>Administration will work with school leaders to strengthen relationships among SSC, ELAC, Parent Council, Willow Creek Foundation, and Board of Directors to provide forums for progress-monitoring,</li> </ul>	K-8	<p><u>  x  </u> ALL</p> <hr/> <p>OR:</p> <p><u>      </u> Low Income pupils <u>      </u> English Learners</p> <p><u>      </u> Foster Youth <u>      </u> Redesignated fluent English proficient <u>      </u> Other</p> <p>Subgroups: (Specify) _____</p>	

feedback, and planning.

### Annual Update

Original GOAL from prior year LCAP:	60% of students in Grades 3-8 will score Proficient or Advanced in ELA on CAASPP. 60% of students in Grades K-2 will score Proficient or Advanced in ELA on local assessments.		Related State and/or Local Priorities: 1__x__ 2__x__ 3__x__ 4__x__ 5__x__ 6__ 7__x__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	WCA		
	Applicable Pupil Subgroups:	All students		
Expected Annual Measurable Outcomes:	60% of students in grades 3-8 will score Proficient or Advanced in ELA on CAASPP. 60% of students in grades K-2 will score Proficient or Advanced in ELA on local assessments.		Actual Annual Measurable Outcomes:	50% of students in grades 3-8 scored Proficient or Advanced in ELA on CAASPP. Approximately 40% of students in grades 1-2 scored Proficient or Advanced in ELA on local assessments (spring trimester MAP administration).
LCAP Year: 2015-16				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
1. Connect teachers with professional development to maintain rigorous, standards-based curriculum at all grade levels. 2. Continue to monitor achievement data and identify areas of need in PLCs, under supervision of literacy specialist. 3. Maintain literacy specialist who administers local assessments, trains local staff on literacy assessment and intervention using technology resources, guides teachers in examining data, coaches teachers on best practices, and develops intervention programs for students experiencing	\$21,600 for Professional Development (Educator Effectiveness)  \$1,261,511 for staff salaries	1. Connect teachers with professional development to maintain rigorous, standards-based curriculum at all grade levels.	587500001110000 Staff Development Exp-Instruct \$20,000  110100001110000 Teacher Salaries-Regular \$1,428,494	

challenges.					
Scope of service:			Scope of service:		
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		In 2013, 57% of students scored at the Proficient or Advanced levels on the CST. In 2014, only 50% of students scored at the Proficient or Advanced levels on the CAASPP. While it is not possible to compare CST and CAASPP data, staff observed that students may have underperformed on the CAASPP due to unfamiliarity with the test format. Therefore, we will utilize strategies, such as Interim Assessments, that will support students in preparing for and becoming familiar with the CAASPP. While we were not able to hire a Literacy Specialist in the 2015-16 school year, we have hired a Literacy Specialist for the 2016-17 school year. Data for students in grades 1-2 were not included in 2015-16 goals; MAP data, disaggregated by socio-economic status and language status, are now included for these students. We have hired a Primary Intervention Specialist to support data analysis and intervention to identify students who need support and to develop their skills to meet grade level standards.			

<b>GOAL: MATH</b>	By 2018-19, 70% of all students in grades 3-8 will score at the proficient or advanced level in Math on the CAASPP, and 85% of all students in grades 1-2 will score in the average, high-average, or high achievement bands on the Spring, 2019 MAP administration. By 2018-19, 55% of socioeconomically disadvantaged students in grades 3-8 and 40% of English Learners in grades 3-8 will score at the proficient or advanced level in Math on the CAASPP. By 2018-19, 65% of socioeconomically disadvantaged students in grades 1-2 and 60% of English Learners in grades 1-2 will score at in the average, high-average, or high achievement bands in Math on the Spring, 2019 MAP administration.		Related State and/or Local Priorities:  1 <u>x</u> 2 <u>x</u> 3 <u>x</u> 4 <u>x</u> 5 <u>x</u> 6 ___ 7 <u>x</u> 8 ___ COE only: 9 ___ 10 ___  Local : Specify _____	
<b>Identified Need :</b>	41% of all students in grades 3-8 scored at the proficient or advanced level in Math on the 2015 CAASPP, and 70% of all students in grades 1-2 scored in the average, high-average, or high achievement bands in Math on the Spring, 2015 MAP administration. 27% of socioeconomically disadvantaged students in grades 3-8 and 22% of English Learners in grades 3-8 scored at the proficient or advanced level in Math on the 2015 CAASPP. 46% of socioeconomically disadvantaged students in grades 1-2 and 50% of English Learners in grades 1-2 scored in the average, high-average, or high achievement bands in Math on the Spring, 2016 MAP administration.			
<b>Goal Applies to:</b>	Schools:	Willow Creek		
	Applicable Pupil Subgroups:	All students, socioeconomically disadvantaged students, English Learners		
<b>LCAP Year 1: 2016-17</b>				
<b>Expected Annual Measurable Outcomes:</b>	50% of all students in grades 3-8 will score at the proficient or advanced level in Math on the CAASPP, and 75% of all students in grades 1-2 will score in the average, high-average, or high achievement bands in Math on the spring trimester MAP administration. 40% of socioeconomically disadvantaged students in grades 3-8 and 35% of English Learners in grades 3-8 will score at the proficient or advanced level in Math on the CAASPP. 50% of socioeconomically disadvantaged students in grades 1-2 and 55% of English Learners in grades 1-2 will score in the average, high-average, or high achievement bands in Math on the spring trimester MAP administration.			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Progress Monitoring • MAP assessments will be administered each trimester. • Lead Teachers will guide grade level families in analyzing MAP data and developing/adapting instructional strategies.		K-8	<u>  x  </u> ALL	Lead Teacher Stipend \$3,000
			OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	Teacher Salaries (includes Math Specialist) \$1,354,054
Professional Development and Curriculum • Teachers and paraprofessionals in each grade level family will complete professional development in Guided Language Acquisition Design (GLAD) training. • New teachers will complete professional development in Project Based Learning (PBL), with emphasis on differentiation.		K-8	<u>  x  </u> ALL	Administrator Salaries \$202,620
			OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	Staff Development \$25,000  Instructional Supplies and Curricula \$118,982



<ul style="list-style-type: none"> <li>• Veteran WCA staff will mentor new WCA staff through BTSA and Intern programs.</li> <li>• Math Specialist will provide coaching and feedback to all staff teaching Math.</li> <li>• Administration will provide formal and informal feedback on classroom instruction keyed to content standards, scope and sequence implementation, and specific professional development goals.</li> </ul>	K-8	<div> <input checked="" type="checkbox"/> ALL </div> <hr/> <div> OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other  Subgroups:(Specify)_____ </div>	BTSA \$6,000  Substitute Teachers \$31,000
<div> Intervention <ul style="list-style-type: none"> <li>• Primary Intervention Specialist will provide push-in and pull-out support to strategically selected students in grades K-2 on longitudinal, case-management basis.</li> <li>• Administration will facilitate SSTs for students who need additional support.</li> <li>• After-school program will collaborate with certificated staff to develop intervention component for strategically selected students in grades 2-4.</li> <li>• After-school program will collaborate with certificated staff to develop and implement summer academics and enrichment.</li> </ul> </div> <div> Family Engagement <ul style="list-style-type: none"> <li>• Math Specialist will facilitate Family Math Nights.</li> <li>• Math Specialist and Primary Intervention Specialist will provide parent education in multiple languages on the following topics: <ul style="list-style-type: none"> <li>○ Project-based Learning</li> <li>○ Differentiation</li> <li>○ Our scope and sequence</li> <li>○ Standardized testing (including test preparation strategies and resources families can use at home)</li> </ul> </li> <li>• Administration will work with school leaders to strengthen relationships among SSC, ELAC, Parent Council, Willow Creek Foundation, and Board of Directors to provide forums for progress-monitoring, feedback, and planning.</li> </ul> </div>	<div>K-8</div> <div>K-8</div>	<div> <div> <input checked="" type="checkbox"/> ALL </div> <hr/> <div> OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other  Subgroups:(Specify)_____ </div> </div> <div> <div> <input checked="" type="checkbox"/> ALL </div> <hr/> <div> OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other  Subgroups:(Specify)_____ </div> </div>	

**LCAP Year 2: 2017-18**

**Expected Annual Measurable Outcomes:**

55% of all students in grades 3-8 will score at the proficient or advanced level in Math on the CAASPP, and 80% of all students in grades 1-2 will score in the average, high-average, or high achievement bands in Math on the spring trimester MAP administration. 45% of socioeconomically disadvantaged students in grades 3-8 and 40% of English Learners in grades 3-8 will score at the proficient or advanced level in Math on the CAASPP. 55% of socioeconomically disadvantaged students in grades 1-2 and 60% of English Learners in grades 1-2 will score in the average, high-average, or high achievement bands in Math on the spring trimester MAP administration.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<b>Progress Monitoring</b> <ul style="list-style-type: none"> <li>MAP assessments will be administered each trimester.</li> <li>Lead Teachers will guide grade level families in analyzing MAP data and developing/adapting instructional strategies.</li> <li>Math Specialist will engage grade level families in cycles of inquiry.</li> </ul>	K-8	<u>  x  </u> ALL <hr/> OR: <u>      </u> Low Income pupils <u>      </u> English Learners <u>      </u> Foster Youth <u>      </u> Redesignated fluent English proficient <u>      </u> Other Subgroups:(Specify)_____	Assistant Teacher Salaries \$165,080  Lead Teacher Stipend \$3,000  Teacher Salaries (includes Math Specialist) \$1,433,899
<b>Professional Development and Curriculum</b> <ul style="list-style-type: none"> <li>Teachers and paraprofessionals in each grade level family will complete professional development in Guided Language Acquisition Design (GLAD) training.</li> <li>New teachers will complete professional development in Project Based Learning (PBL), with emphasis on differentiation.</li> <li>Veteran WCA staff will mentor new WCA staff through BTSA and Intern programs.</li> <li>Math Specialist will provide coaching and feedback to all staff teaching Math.</li> <li>Administration will provide formal and informal feedback on classroom instruction keyed to content standards, scope and sequence implementation, and specific professional development goals.</li> </ul>	K-8	<u>  x  </u> ALL <hr/> OR: <u>      </u> Low Income pupils <u>      </u> English Learners <u>      </u> Foster Youth <u>      </u> Redesignated fluent English proficient <u>      </u> Other Subgroups:(Specify)_____	Administrator Salaries \$211,697  Staff Development \$25,000  Instructional Supplies and Curricula \$138,227  BTSA \$6,000  Substitute Teachers \$31,000
<b>Intervention</b> <ul style="list-style-type: none"> <li>Primary Intervention Specialist will provide push-in and pull-out support to strategically selected students in grades K-2 on longitudinal, case-management basis.</li> </ul>	K-8	<u>  x  </u> ALL <hr/> OR: <u>      </u> Low Income pupils <u>      </u> English Learners	

## Family Engagement

K-8

☐ Foster Youth    ☐ Redesignated fluent English proficient    ☐ Other  
 Subgroups:(Specify)

x ALL

OR:

☐ Low Income pupils ☐ English Learners  
☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other  
 Subgroups: (Specify)

**LCAP Year 3: 2018-19**

Expected Annual  
Measurable Outcomes:

60% of all students in grades 3-8 will score at the proficient or advanced level in Math on the CAASPP, and 85% of all students in grades 1-2 will score in the average, high-average, or high achievement bands in Math on the spring trimester MAP administration. 50% of socioeconomically disadvantaged students in grades 3-8 and 45% of English Learners in grades 3-8 will score at the proficient or advanced level in Math on the CAASPP. 60% of socioeconomically disadvantaged students in grades 1-2 and 65% of English Learners in grades 1-2 will score in the average, high-average, or high achievement bands in Math on the spring trimester MAP administration.

### Actions/Services

Scope of Service	
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Pupils to be served within identified scope of service

Budgeted  
Expenditures

## Progress Monitoring

- MAP assessments will be administered each trimester.
- Lead Teachers will guide grade level families in analyzing MAP data and developing/adapting instructional

K-8

x	ALL
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OR:

☐ Low Income pupils    ☐ English Learners  
☐ Foster Youth    ☐ Redesignated fluent English proficient    ☐ Other

Assistant Teacher Salaries	\$170,000
Lead Teacher Stipend	

<p>strategies.</p> <ul style="list-style-type: none"> <li>Math Specialist will engage grade level families in cycles of inquiry focused on Math.</li> </ul>		<p>Subgroups: (Specify) _____</p>	<p>\$3,000</p>
<p>Professional Development and Curriculum</p> <ul style="list-style-type: none"> <li>Teachers and paraprofessionals in each grade level family will complete professional development in Guided Language Acquisition Design (GLAD) training.</li> <li>New teachers will complete professional development in Project Based Learning (PBL), with emphasis on differentiation.</li> <li>Veteran WCA staff will mentor new WCA staff through BTSA and Intern programs.</li> <li>Math Specialist will provide coaching and feedback to all staff teaching Math.</li> <li>Administration will provide formal and informal feedback on classroom instruction keyed to content standards, scope and sequence implementation, and specific professional development goals.</li> </ul>	K-8	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups: (Specify) _____</p>	<p>Teacher Salaries (includes Math Specialist) \$1,472,537</p> <p>Administrator Salaries \$214,695</p> <p>Staff Development \$25,000</p> <p>Instructional Supplies and Curricula \$138,605</p> <p>BTSA \$6,000</p> <p>Substitute Teachers \$31,000</p>
<p>Intervention</p> <ul style="list-style-type: none"> <li>Primary Intervention Specialist will provide push-in and pull-out support to strategically selected students in grades K-2 on longitudinal, case-management basis.</li> <li>Administration will facilitate SSTs for students who need additional support.</li> <li>After-school program will collaborate with certificated staff to develop intervention component for strategically selected students in grades 2-4.</li> <li>After-school program will collaborate with certificated staff to develop and implement summer academics and enrichment.</li> </ul>	K-8	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups: (Specify) _____</p>	
<p>Family Engagement</p> <ul style="list-style-type: none"> <li>Math Specialist will facilitate Family Math Nights.</li> <li>Math Specialist and Primary Intervention Specialist will provide parent education in multiple languages on the following topics: <ul style="list-style-type: none"> <li>Project-based Learning</li> <li>Differentiation</li> </ul> </li> </ul>	K-8	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups: (Specify) _____</p>	

<ul style="list-style-type: none"> <li>○ Our scope and sequence</li> <li>○ Standardized testing (including test preparation strategies and resources families can use at home)</li> <li>• Administration will work with school leaders to strengthen relationships among SSC, ELAC, Parent Council, Willow Creek Foundation, and Board of Directors to provide forums for progress-monitoring, feedback, and planning.</li> </ul>			
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### Annual Update

Original GOAL from prior year LCAP:	70% of students in Grades 3-8 will score Proficient or Advanced in Math on CAASPP. 70% of students in Grades K-2 will score Proficient or Advanced in Math on local assessments.			Related State and/or Local Priorities: 1__x 2__x 3__x 4__x 5__x 6__ 7__x 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	WCA			
	Applicable Pupil Subgroups:		All students		
Expected Annual Measurable Outcomes:	70% of students in Grades 3-8 will score Proficient or Advanced in Math on CAASPP. 70% of students in Grades K-2 will score Proficient or Advanced in Math on local assessments.			Actual Annual Measurable Outcomes:	41% of students in Grades 3-8 scored Proficient or Advanced in Math on CAASPP. Approximately 40% of students in Grades K-2 scored Proficient or Advanced in Math on local assessments.
LCAP Year: 2015-16					
Planned Actions/Services			Actual Actions/Services		
	Budgeted Expenditures			Estimated Actual Annual Expenditures	
1. Maintain rigorous, standards-based curriculum at all grade levels. 2. Continue to monitor achievement data and identify areas of need in PLCs. 3. Hire math specialist who administers local assessments, guides teachers in examining data, coaches teachers on best practices, and develops intervention programs for students	\$21,600 Professional Development (Educator Effectiveness)  \$1,261,511		1. Maintain rigorous, standards-based curriculum at all grade levels. 2. Continue to monitor achievement data and identify areas of need in PLCs. 3. Hire math specialist who administers local assessments, guides teachers in examining data, coaches teachers on best practices, and develops intervention programs for students experiencing	587500001110000 Staff Development Exp-Instruct \$20,000  110100001110000 Teacher Salaries-Regular \$1,428,494	

experiencing challenges. 4. Connect teachers with professional development opportunities to build capacity in Math instruction.		for staff salaries	challenges. 4. Connect teachers with professional development opportunities to build capacity in Math instruction.		
Scope of service:			Scope of service:		
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		In 2013, 55% of students scored at the Proficient or Advanced levels on the CST. In 2014, only 41% of students scored at the Proficient or Advanced levels on the CAASPP. While it is not possible to compare CST and CAASPP data, staff observed that students may have underperformed on the CAASPP due to unfamiliarity with the test format. Therefore, we will utilize strategies, such as Interim Assessments, that will support students in preparing for and becoming familiar with the CAASPP. Data for students in grades 1-2 were not included in 2015-16 goals; MAP data, disaggregated by socio-economic status and language status, are now included for these students. We have hired a Primary Intervention Specialist to support data analysis and intervention to identify students who need support and to develop their skills to meet grade level standards.			

<b>GOAL:</b>	By 2018-19, 95% of English Learners (ELs) continuously enrolled at WCA will advance by at least one CELDT level each year. The reclassification rate will meet or exceed the state target of .22.		Related State and/or Local Priorities: 1 <u>x</u> 2 <u>x</u> 3 <u>x</u> 4 <u>x</u> 5 <u>x</u> 6 ___ 7 <u>x</u> 8 ___ COE only: 9 ___ 10 ___ Local : Specify _____	
<b>Identified Need :</b>	In 2015-16, 82% of ELs progressed at least one CELDT level. Our reclassification rate in 2015-16 was .19.			
<b>Goal Applies to:</b>	Schools:	Willow Creek		
	Applicable Pupil Subgroups:	English Learners		
<b>LCAP Year 1: 2016-17</b>				
<b>Expected Annual Measurable Outcomes:</b>	In 2016-17, 85% of ELs will progress at least one CELDT level. The reclassification rate will rise to .22.			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
Progress Monitoring <ul style="list-style-type: none"> <li>MAP assessments will be administered each trimester.</li> <li>Lead Teachers will guide grade level families in analyzing MAP data and developing/adapting instructional strategies keyed to supporting ELs.</li> <li>CELDT will be administered annually and administration will calculate and share progress data and reclassification data.</li> </ul>	K-8	__ALL  OR: __Low Income pupils __x English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Assistant Teacher Salaries \$161,780  Lead Teacher Stipend \$3,000  Teacher Salaries (includes Literacy Specialist) \$1,354,054	
Professional Development and Curriculum <ul style="list-style-type: none"> <li>Teachers and paraprofessionals in each grade level family will complete professional development in Guided Language Acquisition Design (GLAD) training.</li> <li>New teachers will complete professional development in Project Based Learning (PBL), with emphasis on differentiation.</li> <li>Lead Teachers will facilitate Reader's and Writer's Workshop book study.</li> <li>Veteran WCA staff will mentor new WCA staff through BTSA and Intern programs.</li> <li>Literacy Specialist will provide coaching and feedback to all staff teaching ELs.</li> </ul>	K-8	__ALL  OR: __Low Income pupils __x English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Administrator Salaries \$202,620  Staff Development \$25,000  Instructional Supplies and Curricula \$118,982  BTSA \$6,000	

<ul style="list-style-type: none"> <li>Administration will provide formal and informal feedback on classroom instruction keyed to content standards, scope and sequence implementation, and specific professional development goals (including ELD and GLAD strategies).</li> </ul>		
<p>Intervention</p> <ul style="list-style-type: none"> <li>Literacy Specialist will train Assistant Teachers to provide targeted instruction including designated ELD using approved curriculum.</li> <li>Primary Intervention Specialist will provide push-in and pull-out support to strategically selected students in grades K-2 on longitudinal, case-management basis.</li> <li>Administration will facilitate SSTs for students who need additional support.</li> <li>After-school program will collaborate with certificated staff to develop intervention component for strategically selected students in grades 2-4.</li> <li>After-school program will collaborate with certificated staff to develop and implement summer academics and enrichment.</li> </ul>	K-8	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p>
<p>Family Engagement</p> <ul style="list-style-type: none"> <li>Administration will communicate CELDT results and ELD plan to families of ELs.</li> <li>ELAC will monitor progress toward goals and provide feedback on interventions.</li> <li>Literacy specialist will facilitate Family Literacy Nights, with emphasis on including bilingual families.</li> <li>Literacy Specialist, Math Specialist, and Primary Intervention Specialist will provide parent education in multiple languages on the following topics: <ul style="list-style-type: none"> <li>Project-based Learning</li> <li>Differentiation (including use of Leveled Reading Library)</li> <li>Our scope and sequence</li> </ul> </li> <li>ELAC will monitor progress toward goals and provide feedback on interventions.</li> </ul>	K-8	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p>



**LCAP Year 2: 2017-18**

Expected Annual Measurable Outcomes:	In 2017-18, 90% of ELs will progress at least one CELDT level. The reclassification rate will rise to .23.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<b>Progress Monitoring</b> <ul style="list-style-type: none"> <li>MAP assessments will be administered each trimester.</li> <li>Lead Teachers will guide grade level families in analyzing MAP data and developing/adapting instructional strategies keyed to supporting ELs.</li> <li>CELDT will be administered annually and administration will calculate and share progress data and reclassification data.</li> </ul>	K-8	<p><u>  </u>ALL</p> <hr/> <p>OR:</p> <p><u>  </u>Low Income pupils <u>  x  </u>English Learners</p> <p><u>  </u>Foster Youth <u>  </u>Redesignated fluent English proficient <u>  </u>Other</p> <p>Subgroups:(Specify)_____</p>	<p>Assistant Teacher Salaries \$165,080</p> <p>Lead Teacher Stipend \$3,000</p> <p>Teacher Salaries (includes Literacy Specialist) \$1,433,899</p>
<b>Professional Development and Curriculum</b> <ul style="list-style-type: none"> <li>Teachers and paraprofessionals in each grade level family will complete professional development in Guided Language Acquisition Design (GLAD) training.</li> <li>New teachers will complete professional development in Project Based Learning (PBL), with emphasis on differentiation.</li> <li>Lead Teachers will facilitate Reader's and Writer's Workshop book study.</li> <li>Veteran WCA staff will mentor new WCA staff through BTSA and Intern programs.</li> <li>Literacy Specialist will provide coaching and feedback to all staff teaching ELs.</li> <li>Administration will provide formal and informal feedback on classroom instruction keyed to content standards, scope and sequence implementation, and specific professional development goals (including ELD and GLAD strategies).</li> </ul>	K-8	<p><u>  </u>ALL</p> <hr/> <p>OR:</p> <p><u>  </u>Low Income pupils <u>  x  </u>English Learners</p> <p><u>  </u>Foster Youth <u>  </u>Redesignated fluent English proficient <u>  </u>Other</p> <p>Subgroups:(Specify)_____</p>	<p>Administrator Salaries \$211,697</p> <p>Staff Development \$25,000</p> <p>Instructional Supplies and Curricula \$138,227</p> <p>BTSA \$6,000</p>
<b>Intervention</b>	K-8	<u>  </u> ALL	

- ## Family Engagement

- K-8

☐ Low Income pupils ☒ English Learners  
☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other  
 Subgroups:(Specify) \_\_\_\_\_

OR:

☐ Low Income pupils ☐ English Learners  
☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other  
 Subgroups:(Specify)

Expected Annual  
Measurable Outcomes:

In 2018-19, 90% of ELs will progress at least one CELDT level. The reclassification rate will rise to .25.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Progress Monitoring	K-8	__ALL	Assistant Teacher

<ul style="list-style-type: none"> <li>MAP assessments will be administered each trimester.</li> <li>Lead Teachers will guide grade level families in analyzing MAP data and developing/adapting instructional strategies keyed to supporting ELs.</li> <li>CELDT will be administered annually and administration will calculate and share progress data and reclassification data.</li> </ul>	K-8	<div> <div>__ALL</div> <div>OR:</div> <div>__Low Income pupils <input checked="" type="checkbox"/> English Learners</div> <div>__Foster Youth __Redesignated fluent English proficient __Other</div> <div>Subgroups: (Specify)_____</div> </div>	Salaries \$170,000  Lead Teacher Stipend \$3,000  Teacher Salaries (includes Literacy Specialist) \$1,472,537
Professional Development and Curriculum <ul style="list-style-type: none"> <li>Teachers and paraprofessionals in each grade level family will complete professional development in Guided Language Acquisition Design (GLAD) training.</li> <li>New teachers will complete professional development in Project Based Learning (PBL), with emphasis on differentiation.</li> <li>Lead Teachers will facilitate Reader's and Writer's Workshop book study.</li> <li>Veteran WCA staff will mentor new WCA staff through BTSA and Intern programs.</li> <li>Literacy Specialist will provide coaching and feedback to all staff teaching ELs.</li> <li>Administration will provide formal and informal feedback on classroom instruction keyed to content standards, scope and sequence implementation, and specific professional development goals (including ELD and GLAD strategies).</li> </ul>	K-8	<div> <div>__ALL</div> <div>OR:</div> <div>__Low Income pupils <input checked="" type="checkbox"/> English Learners</div> <div>__Foster Youth __Redesignated fluent English proficient __Other</div> <div>Subgroups: (Specify)_____</div> </div>	Administrator Salaries \$214,695  Staff Development \$25,000  Instructional Supplies and Curricula \$138,605  BTSA \$6,000
Intervention <ul style="list-style-type: none"> <li>Literacy Specialist will train Assistant Teachers to provide targeted instruction including designated ELD.</li> <li>Primary Intervention Specialist will provide push-in and pull-out support to strategically selected students in grades K-2 on longitudinal, case-management basis.</li> <li>Administration will facilitate SSTs for students who need additional support.</li> <li>After-school program will collaborate with certificated staff to develop intervention component for strategically selected students in grades 2-4.</li> </ul>	K-8	<div> <div>__ALL</div> <div>OR:</div> <div>__Low Income pupils <input checked="" type="checkbox"/> English Learners</div> <div>__Foster Youth __Redesignated fluent English proficient __Other</div> <div>Subgroups: (Specify)_____</div> </div>	

<ul style="list-style-type: none"> <li>After-school program will collaborate with certificated staff to develop and implement summer academics and enrichment.</li> </ul> <p>Family Engagement</p> <ul style="list-style-type: none"> <li>Administration will communicate CELDT results and ELD plan to families of ELs.</li> <li>ELAC will monitor progress toward goals and provide feedback on interventions.</li> <li>Literacy specialist will facilitate Family Literacy Nights, with emphasis on including bilingual families.</li> <li>Literacy Specialist, Math Specialist, and Primary Intervention Specialist will provide parent education in multiple languages on the following topics:             <ul style="list-style-type: none"> <li>Project-based Learning</li> <li>Differentiation (including use of Leveled Reading Library)</li> <li>Our scope and sequence</li> </ul> </li> <li>ELAC will monitor progress toward goals and provide feedback on interventions.</li> </ul>	K-8	<div></div> <div>__ALL</div> <div>OR:</div> <div>__Low Income pupils <u>  x  </u> English Learners</div> <div>__Foster Youth __Redesignated fluent English proficient __Other</div> <div>Subgroups: (Specify)_____</div>	
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#### Annual Update

Original GOAL from prior year LCAP:	In 2015-16, at least 60% of ELs continuously enrolled at WCA will advance by at least one CELDT level.		Related State and/or Local Priorities: 1 <u>  x  </u> 2 <u>  x  </u> 3 <u>  x  </u> 4 <u>  x  </u> 5 <u>  x  </u> 6 <u>  </u> 7 <u>  x  </u> 8 <u>  </u> COE only: 9 <u>  </u> 10 <u>  </u> Local : Specify _____	
	Goal Applies to:	Schools: WCA Applicable Pupil Subgroups: English Learners		
Expected Annual Measurable Outcomes:	60% of ELs continuously enrolled at WCA will advance by at least one CELDT level.	Actual Annual Measurable Outcomes:	82% of ELs continuously enrolled at WCA advanced by at least one CELDT level.	
<b>LCAP Year: 2015-16</b>				
Planned Actions/Services			Actual Actions/Services	

		Budgeted Expenditures		Estimated Actual Annual Expenditures	
1. Continue to monitor proper identification, placement, evaluation, and communication regarding ELs and the rights of students and parents. 2. Continue to implement Specially Designed Academic Instruction in English (SDAIE) techniques to meet the needs of English learners in all core classes. 3. Professional Development in Guided Language Acquisition Design (GLAD). 4. ELD pull-out or push-in support and teacher coaching (esp. at upper grades).		\$2,000 for Professional Development  \$1,261,511 for staff salaries	1. Continue to monitor proper identification, placement, evaluation, and communication regarding ELs and the rights of students and parents. 2. Continue to implement Specially Designed Academic Instruction in English (SDAIE) techniques to meet the needs of English learners in all core classes. 3. Professional Development in Guided Language Acquisition Design (GLAD). 4. ELD pull-out or push-in support and teacher coaching (esp. at upper grades).	587500001110000 Staff Development Exp-Instruct \$20,000  110100001110000 Teacher Salaries-Regular \$1,428,494	
Scope of service:			Scope of service:		
__ALL			__ALL		
OR: __Low Income pupils __x English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __x English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		While the percentage of students advancing by at least one CELDT level exceeded our goal in 2015-16, our analysis of CELDT data showed that 8 of the 10 students who either regressed or maintained at their current level were in the second grade in 2014-15 (students were tested at the beginning of the third grade in 2015-16). Primary Intervention Specialist support will be targeted toward ELs in the primary grades, and primary teachers will receive professional development in ELD strategies.			

**GOAL 4: SCHOOL CLIMATE AND CULTURE**

<b>GOAL:</b>	The suspension rate for low-income students will maintain below .05, per US Dept. of Education guidelines.		Related State and/or Local Priorities: 1__ 2__ 3_ <input checked="" type="checkbox"/> 4__ 5_ <input checked="" type="checkbox"/> 6_ <input checked="" type="checkbox"/> 7__ 8__ COE only: 9__ 10__ Local : Specify _____
<b>Identified Need :</b>	WCA's school-wide suspension rate was .07 in 2012-13. It fell to .03 in 2013-14. It was .02 in 2014-15 and .037 in 2015-16. The suspension rates for low-income students were .07 in 2013-14, .05 in 2014-15, and .08 in 2015-16. Of 14 unique students suspended in 2015-16, 13 were low-income students. Of 64 unique students who received discipline referrals in 2015-16, 51 were low-income students.		
<b>Goal Applies to:</b>	Schools:	Willow Creek	
	Applicable Pupil Subgroups:	Low income pupils	
<b>LCAP Year 1: 2016-17</b>			
<b>Expected Annual Measurable Outcomes:</b>	The suspension rate for low-income students will fall below .05, per US Dept. of Education guidelines.		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
<b>Progress Monitoring</b> <ul style="list-style-type: none"> <li>Administration will maintain and review discipline data, particularly the disproportionate discipline of low-income students and students of color, with full staff.</li> </ul>	K-8	<input checked="" type="checkbox"/> ALL <hr/> OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Student Support Specialist Salaries \$115,767  Counselors \$75,000  Teacher Salaries \$1,469,494
<b>Professional Development and Curriculum</b> <ul style="list-style-type: none"> <li>Staff new to WCA will receive professional development in Responsive Classroom.</li> <li>Veteran WCA staff will support beginning teachers in implementing Responsive Classroom and progressive discipline through BTSA and Intern programs.</li> <li>Student Support Specialists will receive additional professional development in Restorative Justice.</li> <li>Administration will provide formal and informal feedback on classroom management and implementation of Responsive Classroom and restorative justice.</li> </ul>	K-8	<input checked="" type="checkbox"/> ALL <hr/> OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Administrator Salaries \$202,620  Staff Development \$25,000  BTSA \$6,000
<b>Intervention</b>	K-8	<input checked="" type="checkbox"/> ALL	

<ul style="list-style-type: none"> <li>Team of three Student Support Specialists will provide targeted intervention and implement tiered Restorative Justice program.</li> <li>Counseling services will be provided through Bay Area Community Resources.</li> </ul> <p>Family Engagement</p> <ul style="list-style-type: none"> <li>Administration will facilitate Student Study Teams (SSTs) to address the root causes of misbehavior. Teams will include representatives from community based organizations, families, counselors, CASAs, and social workers, as appropriate.</li> <li>Student Support Specialists will maintain open lines of communication with families to facilitate collaboration.</li> </ul>	K-8	<div>OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</div> <div><input checked="" type="checkbox"/> ALL</div> <div>OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</div>	
LCAP Year 2: 2017-18			
Expected Annual Measurable Outcomes:	The suspension rate for low-income students will fall below .05, per US Dept. of Education guidelines.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>Administration will maintain and review discipline data, particularly the disproportionate discipline of low-income students and students of color, with full staff.</li> </ul>	K-8	<div><input checked="" type="checkbox"/> ALL</div> <div>OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</div>	<p>Student Support Specialist Salaries \$118,767</p> <p>Counselors \$75,000</p>
<p>Professional Development and Curriculum</p> <ul style="list-style-type: none"> <li>Staff new to WCA will receive professional development in Responsive Classroom.</li> <li>Veteran WCA staff will support beginning teachers in implementing Responsive Classroom and progressive discipline through BTSA and Intern programs.</li> <li>Student Support Specialists will receive additional professional development in Restorative Justice.</li> <li>Administration will provide formal and informal feedback on classroom management and implementation of Responsive Classroom and restorative justice.</li> </ul>	K-8	<div><input checked="" type="checkbox"/> ALL</div> <div>OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</div>	<p>Teacher Salaries \$1,503,899</p> <p>Administrator Salaries \$209,225</p> <p>Staff Development \$25,000</p> <p>BTSA \$6,000</p>

<p><b>Intervention</b> Team of three Student Support Specialists will provide targeted intervention and implement tiered Restorative Justice program. Counseling services will be provided through Bay Area Community Resources.</p> <p><b>Family Engagement</b></p> <ul style="list-style-type: none"> <li>Administration will facilitate Student Study Teams (SSTs) to address the root causes of misbehavior. Teams will include representatives from community based organizations, families, counselors, CASAs, and social workers, as appropriate.</li> <li>Student Support Specialists will maintain open lines of communication with families to facilitate collaboration.</li> </ul>	<p>K-8</p> <p>K-8</p>	<p><u>  x  </u> ALL</p> <p>OR:</p> <p><u>  x  </u> Low Income pupils <u>      </u> English Learners  <u>      </u> Foster Youth <u>      </u> Redesignated fluent English proficient <u>      </u> Other  Subgroups:(Specify)_____</p> <p><u>  x  </u> ALL</p> <p>OR:</p> <p><u>  x  </u> Low Income pupils <u>      </u> English Learners  <u>      </u> Foster Youth <u>      </u> Redesignated fluent English proficient <u>      </u> Other  Subgroups:(Specify)_____</p>	
<b>LCAP Year 3: 2018-19</b>			
Expected Annual Measurable Outcomes:	The suspension rate for low-income students will maintain below .05, per US Dept. of Education guidelines.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p><b>Progress Monitoring</b></p> <ul style="list-style-type: none"> <li>Administration will maintain and review discipline data, particularly the disproportionate discipline of low-income students and students of color, with full staff.</li> </ul>	K-8	<p><u>  x  </u> ALL</p> <p>OR:</p> <p><u>  x  </u> Low Income pupils <u>      </u> English Learners  <u>      </u> Foster Youth <u>      </u> Redesignated fluent English proficient <u>      </u> Other  Subgroups: (Specify)_____</p>	<p>Student Support Specialist Salaries \$125,000</p> <p>Counselors \$75,000</p>
<p><b>Professional Development and Curriculum</b></p> <ul style="list-style-type: none"> <li>Staff new to WCA will receive professional development in Responsive Classroom.</li> <li>Veteran WCA staff will support beginning teachers in implementing Responsive Classroom and progressive discipline through BTSA and Intern programs.</li> <li>Student Support Specialists will receive additional professional development in Restorative Justice.</li> <li>Administration will provide formal and informal feedback on classroom management and implementation of</li> </ul>	K-8	<p><u>  x  </u> ALL</p> <p>OR:</p> <p><u>  x  </u> Low Income pupils <u>      </u> English Learners  <u>      </u> Foster Youth <u>      </u> Redesignated fluent English proficient <u>      </u> Other  Subgroups: (Specify)_____</p>	<p>Teacher Salaries \$1,542,534</p> <p>Administrator Salaries \$214,695</p> <p>Staff Development \$25,000</p> <p>BTSA \$6,000</p>



Responsive Classroom and restorative justice.		
<b>Intervention</b> <ul style="list-style-type: none"> <li>Team of three Student Support Specialists will provide targeted intervention and implement tiered Restorative Justice program.</li> <li>Counseling services will be provided through Bay Area Community Resources.</li> </ul>	K-8	<input checked="" type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____
<b>Family Engagement</b> <ul style="list-style-type: none"> <li>Administration will facilitate Student Study Teams (SSTs) to address the root causes of misbehavior. Teams will include representatives from community based organizations, families, counselors, CASAs, and social workers, as appropriate.</li> <li>Student Support Specialists will maintain open lines of communication with families to facilitate collaboration.</li> </ul>	K-8	<input checked="" type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____

#### Annual Update

Original GOAL from prior year LCAP:	School-wide suspension rate for low-income students will be below .05, per US Dept. of Education guidelines.		Related State and/or Local Priorities: 1__ 2__ 3 <input checked="" type="checkbox"/> 4__ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	WCA		
	Applicable Pupil Subgroups:	All students, focus on low-income students		
Expected Annual Measurable Outcomes:	Suspension rate for low-income students will be below .05, per US Dept. of Education guidelines.		Actual Annual Measurable Outcomes:	Suspension rate for low-income students was .06 in 2015-16.
<b>LCAP Year: 2015-16</b>				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures		Estimated Actual Annual

				Expenditures
1. Continue to utilize restorative practices and strategies as well as Student Study Teams (SSTs) to address the root causes of misbehavior. 2. Maintain position of Student Support Coordinator for Restorative Practices program and social skills groups for grades 6-8. 3. Create position of Student Support Coordinator for restorative practices program and social skills groups for grades K-5. 4. Continue Responsive Classroom professional development and monitor implementation of the program to build positive school culture. 5. Continue to maintain and review discipline data, particularly the disproportionate discipline of low-income students and students of color, with full staff and Equity Committee.		\$21,600 Professional Development (Educator Effectiveness)  \$1,070,134 for certificated staff salaries  \$123,092 for classified staff salaries		1. Continue to utilize restorative practices and strategies as well as Student Study Teams (SSTs) to address the root causes of misbehavior. 2. Maintain position of Student Support Coordinator for Restorative Practices program and social skills groups for grades 6-8. Add third Student Support Coordinator to provide additional support in grades 6-8. 3. Create position of Student Support Coordinator for restorative practices program and social skills groups for grades K-5. 4. Continue Responsive Classroom professional development and monitor implementation of the program to build positive school culture. 5. Continue to maintain and review discipline data, particularly the disproportionate discipline of low-income students and students of color, with full staff and Equity Committee.
Scope of service:			Scope of service:	
<u>  x  </u> ALL			<u>  x  </u> ALL	
OR: __Low Income pupils   __English Learners __Foster Youth   __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils   __English Learners __Foster Youth   __Redesignated fluent English proficient   __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	In 2014-15, approximately 75 students were enrolled in grades 6-8. In 2015-16, approximately 100 students were enrolled in grades 6-8, per our growth plan to establish two classes at each grade level. Early in the 2015-16 school year, we saw a rise in suspensions and discipline referrals and elected to hire an additional Student Support Specialist. Now two Student Support Specialists serve students in grades 5-8 and one Student Support Specialist serves students in grades K-4. Due to this added resource, suspension and referral rates have stabilized or fallen in the second half of the 2015-16 school year. We intend to maintain this resource going forward.			

**GOAL 5: ARTS AND ENRICHMENT**

<b>GOAL:</b>	All students will participate in designated Music, Art, Library, and PE courses. All students will participate in field trips aligned to Willow Creek's scope and sequence. All students will have access to garden and nutrition program, including a high-quality school lunch. Middle school students will participate in Spanish classes.		Related State and/or Local Priorities: 1__ 2_x 3_x 4_x 5_x 6_x 7__ 8__ COE only: 9__ 10__ Local : Specify <u>Arts and Enrichment</u>
<b>Identified Need:</b>	In 2015-16, students in grades 1-8 participated in designated visual arts classes and shared visual art work at community arts event. Students in grades K-4 participated in Library classes. Students in grades K-5 participated in designated music classes and shared musical performance at community music performance. Students in grades K-8 participated in PE classes. All students participated in field trips aligned to Willow Creek's scope and sequence. Students in grades K-6 participated in nutrition classes; all students had access to high-quality school lunch program. Middle school students participated in Spanish classes.		
<b>Goal Applies to:</b>	Schools:	Willow Creek	
	Applicable Pupil Subgroups:	All pupils	
<b>LCAP Year 1: 2016-17</b>			
<b>Expected Annual Measurable Outcomes:</b>	In 2016-17, students in grades 1-8 will participate in designated visual arts classes and share visual art work at community arts event. Students in grades K-4 will participate in Library classes. Students in grades K-8 will participate in designated music classes and shared musical performance at community music performance. Students in grades K-8 will participate in PE classes. All students will have access to garden and nutrition program, including a high-quality school lunch. Middle school students will participate in Spanish classes.		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
Maintain current visual arts, music, and PE courses. Maintain field trips aligned to scope and sequence. Add music classes for grades 6-8. Maintain garden and nutrition program, including high-quality school lunch program.  Enhance enrichment opportunities and field trips in after school program.	K-8	<u>  x  </u> ALL       OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify) _____	Specialist Salaries \$268,689  Arts Supplies \$2,000  PE Supplies \$1,000  Food Services Salaries \$133,079  Food Services Expenses \$120,000  Librarian Salary \$13,210  After School Program Salaries \$173,106

			After School Program Supplies \$7,000
<b>LCAP Year 2: 2017-18</b>			
Expected Annual Measurable Outcomes:	In 2017-18, students in grades K-8 will participate in designated visual arts classes and share visual art work at community arts event. Students in grades K-6 will participate in Library classes. Students in grades K-8 will participate in designated music classes and shared musical performance at community music performance. Students in grades K-8 will participate in PE classes. All students will have access to garden and nutrition program, including a high-quality school lunch. Middle school students will participate in Spanish classes.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain current visual arts, music, and PE courses. Maintain field trips aligned to scope and sequence. Maintain music classes for grades 6-8. Maintain garden and nutrition program, including high-quality school lunch program.  Enhance enrichment opportunities and field trips in after school program.	K-8	<u>  x  </u> ALL OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify)_____  OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify)_____	Specialist Salaries \$274,062  Arts Supplies \$3,000  PE Supplies \$1,000  Food Services Salaries \$135,740  Food Services Expenses \$120,000  Librarian Salary \$15,210  After School Program Salaries \$174,000  After School Program Supplies \$7,000
<b>LCAP Year 3: 2018-19</b>			
Expected Annual	In 2018-19, students in grades K-8 will participate in designated visual arts classes and share visual art work at community arts event. Students in		

Measurable Outcomes:	grades K-8 will participate in Library classes. Students in grades K-8 will participate in designated music classes and shared musical performance at community music performance. Students in grades K-8 will participate in PE classes. All students will have access to garden and nutrition program, including a high-quality school lunch. Middle school students will participate in Spanish classes.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Maintain current visual arts, music, and PE courses. Maintain field trips aligned to scope and sequence. Maintain music classes for grades 6-8. Maintain garden and nutrition program, including high-quality school lunch program.</p> <p>Enhance enrichment opportunities and field trips in after school program.</p>	K-8	<p><u>  x  </u> ALL</p> <hr/> <p>OR:</p> <p><u>    </u> Low Income pupils <u>    </u> English Learners</p> <p><u>    </u> Foster Youth <u>    </u> Redesignated fluent English proficient <u>    </u> Other</p> <p>Subgroups: (Specify) _____</p>	<p>Specialist Salaries \$280,000</p> <p>Arts Supplies \$3,000</p> <p>PE Supplies \$1,000</p> <p>Food Services Salaries \$138,740</p> <p>Food Services Expenses \$120,000</p> <p>Librarian Salary \$18,210</p> <p>After School Program Salaries \$178,000</p> <p>After School Program Supplies \$7,000</p>

#### Annual Update

Original GOAL from prior year LCAP:	There is no annual update. We created this LCAP goal in 2015-16.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools:	WCA	
	Applicable Pupil Subgroups:		

Expected Annual Measurable Outcomes:		Actual Annual Measurable Outcomes:	
<b>LCAP Year: 2015-16</b>			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Scope of service:		Scope of service:	
__ALL		__ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?			

### GOAL 5: OPERATIONS

GOAL:	High-quality instruction will be supported by efficient maintenance services, custodial services, and administrative resources.	Related State and/or Local Priorities: 1__x__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Identified Need:	As our school has grown from 252 students in 2011-12 to 398 students in 2016-17, we have needed to add resources to support school operations. With many resources in place, our goal now is to leverage them as efficiently as possible as we grow to our projected enrollment of 420. Family survey data indicate facilities as an area of need. Teacher survey data indicate sharing space has become challenging as the school has grown. School communications have improved dramatically, thanks to increased access to technology resources, which need to be maintained.	
Goal Applies to:	Schools: Willow Creek	
	Applicable Pupil Subgroups:	All pupils

**LCAP Year 1: 2016-17**

Expected Annual Measurable Outcomes:	Establish quantitative baseline for family and staff satisfaction with school operations, including maintenance, custodial, scheduling, and administrative resources.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Maintain current receptionist, data assistant, and part-time business administrative assistant.</p> <p>Maintain current custodial and maintenance resources.</p> <p>Revise Master Facilities Plan in cooperation with SMCS D (5-year scope), and create financial plan to implement Master Facilities Plan in coordination with SMCS D.</p> <p>Leverage current facilities to enhance educational program (garden, creek, baseball diamond, library, public art, technology lab, science lab).</p> <p>Prioritize annual maintenance and special projects in annual plans (includes bathrooms, drainage, carpets, turn-around areas, HVAC, athletics spaces).</p> <p>Promote Facilities Bond in November, 2016 election.</p>	K-8	<p><u>  x  </u> ALL</p> <hr/> <p>OR:</p> <p><u>      </u> Low Income pupils <u>      </u> English Learners</p> <p><u>      </u> Foster Youth <u>      </u> Redesignated fluent English proficient <u>      </u> Other</p> <p>Subgroups:(Specify)_____</p>	<p>Maintenance and Custodial staff salaries \$76,296</p> <p>Clerical salaries \$95,276</p> <p>Administrator salaries \$202,620</p> <p>Business Services Contract \$72,000</p> <p>Oversight Fee \$92,905</p> <p>Tech Services \$50,000</p> <p>Communications \$8,163</p> <p>Facilities Subagreements \$50,000</p> <p>Non-capitalized equipment \$36,000</p> <p>Maintenance and Equipment \$29,244</p> <p>Prop. 39 Subagreements \$50,000</p>

			Equipment Rentals, Leases, Repairs \$29,244
			Legal and Audit Services \$18,000

**LCAP Year 2: 2017-18**

Expected Annual Measurable Outcomes:	Increase by 5% family and staff satisfaction with school operations, including maintenance, custodial, scheduling, and administrative resources, as measured by survey data.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain current receptionist, data assistant, and part-time business administrative assistant. Enhance resources as needed to support high-quality instruction and operations.	K-8	<u>  x  </u> ALL	Maintenance and Custodial staff salaries \$77,921
Maintain current custodial and maintenance resources. Enhance resources as needed to support high-quality instruction and operations.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Clerical salaries \$97,305
Revise Master Facilities Plan in cooperation with SMCS D (5-year scope), and create financial plan to implement Master Facilities Plan in coordination with SMCS D.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Administrator salaries \$209,225
Leverage current facilities to enhance educational program (garden, creek, baseball diamond, library, public art, technology lab, science lab).			Business Services Contract \$72,000
Prioritize annual maintenance and special projects in annual plans (includes bathrooms, drainage, carpets, turn-around areas, HVAC, athletics spaces).			Oversight Fee \$95,831
			Tech Services \$50,000
			Communications \$8,263
			Facilities Subagreements \$50,000
			Non-capitalized equipment \$40,000



			Maintenance and Equipment \$29,244  Equipment Rentals, Leases, Repairs \$32,244  Legal and Audit Services \$18,000
LCAP Year 3: 2018-19			
Expected Annual Measurable Outcomes:	Increase by 5% family and staff satisfaction with school operations, including maintenance, custodial, scheduling, and administrative resources, as measured by survey data.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Maintain current receptionist, data assistant, and part-time business administrative assistant. Enhance resources as needed to support high-quality instruction and operations.</p> <p>Maintain current custodial and maintenance resources. Enhance resources as needed to support high-quality instruction and operations.</p> <p>Revise Master Facilities Plan in cooperation with SMCS D (5-year scope), and create financial plan to implement Master Facilities Plan in coordination with SMCS D.</p> <p>Leverage current facilities to enhance educational program (garden, creek, baseball diamond, library, public art, technology lab, science lab).</p> <p>Prioritize annual maintenance and special projects in annual plans (includes bathrooms, drainage, carpets, turn-around areas, HVAC, athletics spaces).</p>	K-8	<u>  x  </u> ALL ----- OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups: (Specify) _____	Maintenance and Custodial staff salaries \$79,986  Clerical salaries \$99,884  Administrator salaries \$214,695  Business Services Contract \$72,000  Oversight Fee \$95,831  Tech Services \$50,000  Communications \$8,263  Facilities Subagreements

			\$50,000
		Non-capitalized equipment	
		\$40,000	
		Maintenance and Equipment	
		\$29,244	
		Equipment Rentals, Leases, Repairs	
		\$32,244	
		Legal and Audit Services	
		\$18,000	

## Annual Update

Original GOAL from prior year LCAP:	There is no annual update. We created this LCAP goal in 2015-16.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	WCA		
	Applicable Pupil Subgroups:			
Expected Annual Measurable Outcomes:			Actual Annual Measurable Outcomes:	
<b>LCAP Year: 2015-16</b>				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures			Estimated Actual Annual Expenditures
Scope of service:			Scope of service:	

<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?			

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	\$ 285,598
<p>Currently, all students—including FRPM-eligible students, English Learners, and foster youth, and homeless students—have access to a broad course of study, including English, mathematics, social studies, science, visual and performing arts, health, physical education, and music. Where possible, teachers integrate the liberal arts and sciences in project- based lessons keyed to grade-level standards.</p> <p>Staff have monitored achievement data and identified areas of need for all students, with a particular focus on low-income students and English Learners. In the 2016-17 school year, we hired a literacy specialist and a math specialist who administer local assessments, guide teachers in examining data, coach teachers on best practices, and develop intervention programs for students experiencing challenges.</p> <p>In the 2012-13 school year, we created the position of Student Support Coordinator to facilitate our restorative practices program and leadership groups for upper school students. All teachers received Responsive Classroom professional development in August 2013, and administration will continue to monitor implementation of the program to build positive school culture. Teachers have reviewed discipline data, particularly the disproportionate discipline of low-income students and students of color, and our team has adopted policies and practices that have significantly reduced suspensions and referrals of low-income students and students of color.</p> <p>This plan focuses on further developing each of these resources, increasing professional development in priority areas, and expanding our use of technology, to support diverse learners.</p>	

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

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

21	%
<p>While a small portion of our increased funds will be used for professional development and coaching intended to build teacher capacity in serving all students, the majority of our increased funds will support programs developed by (1) our Literacy and Math Specialists, (2) our Primary Intervention Specialist, and (3) our Student Support Coordinators. Data from pilots of these programs show that the majority of students directly served by our Specialists in small-group tutoring sessions and intervention programs are ELs and/or students who qualify for free or reduced price lunch. Likewise, 75 percent of students served by our Student Support Coordinator in the restorative practices program are ELs and/or students who qualify for free or reduced price lunch. This figure corresponds to the salary of the Primary Intervention Specialist as a percentage of the total amount of Supplemental and Concentration grant funds.</p> <p>MAP assessments will be administered each trimester to measure progress toward achievement goals.</p>	

#### LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

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

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

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

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

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

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

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

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

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

01-13-15 [California Department of Education]