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

Introduction:

LEA: West Contra Costa Unified   Contact (Name, Title, Email, Phone Number): Nicole Joyner, Director Accountability, njoyner@wccusd.net, 510-307-4502   LCAP Year: 2015-16

Local Control and Accountability Plan and Annual Update Template

State Priorities

A. Conditions of Learning:

Basic:

Implementation of State Standards:

Course access:

Expelled pupils (for county offices of education only):

Foster youth (for county offices of education only):

B. Pupil Outcomes:

Pupil achievement:

Section 1: Stakeholder Engagement

Instructions:

Guiding Questions:

Involvement Process	Impact on LCAP
Details of Meeting Dates and Stakeholder group:	A variety of over 30 district-wide and site-based meetings were organized to reach parents, students, community organizations, central office personnel, local bargaining units, and the community at large. Tools and materials were created, translated, and shared to better engage all stakeholders. LCAP progress updates were presented at the board meetings and DLCAP meetings to inform the community about progress toward our indicator goals and major activities completed. The stakeholder engagement process informed the development and refinement of the LCAP and served as an example of how the District includes and involves parents, community organizations, and the community at large in the decision-making of the district. The stakeholder engagement process was highly focused on informing stakeholders about the LCAP, reporting district and site-level strategies for LCAP funds, and collecting input and feedback.
September 30, 2014 District LCAP Parent Committee (DLCAP) Meeting November 13, 2014 DLCAP Meeting January 15, 2015 DLCAP Meeting	The District LCAP Committee is ethnically diverse and includes equal representation across all six feeder families. The committee includes parents of English Learners, Special Education, and Low Income, and is actively seeking to recruit foster parents. Committee members include representatives from 14 community organizations. Based on DLCAP participant feedbacks for more meetings, additional meetings were scheduled in November and January. During the meetings, parent participants received LCAP progress updates, budget updates, and more in-depth training about the LCAP. Participants also drafted a stakeholder engagement plan. In addition, Based on DLCAP feedback, LCAP Infographics (Overall District and Site Based) were developed and used as a training tool at subsequent LCAP meetings. All materials were provided in English and Spanish and are available online: http://www.wccusd.net/Page/5246. Parents provided feedback that the LCAP 2014-15 template was too long and complicated with too many goals. In response, the district developed the 2015-16 template to consolidate the goals from 14 to 5 and remove actions and services that were coming out of base funds so that the LCAP could focus on outcomes specific to supplemental and concentration funds of the LCFF.
January 20, 2015 Solutions Team Meeting February 5, 2015 Solutions Team Meeting March 5, 2015 Solutions Team Meeting March 25, 2015 Solutions Team Meeting May 1, 2015 Solutions Team Meeting	The Solution Team provides a forum for communication and collaboratLCAervices ervi-5(h 2)4

The meetings provided the necessary groundwork for the Board to guide the formation of the 2015-16 LCAP.

January 26, 2015   Youth Commission Meeting
February 9, 2015   Youth Commission Meeting
February 23, 2015   Youth Commission Meeting

	interactive LCAP and an online data dashboard located at http://www.wccusd.net/dashboard. These tools serve to simplify the LCAP and provide more transparency.
May 20, 2015 LCAP First Reading June 10, 2015 LCAP Public Hearing June 24, 2015 LCAP Adoption	Board meetings which focused on LCFF/LCAP were served as additional opportunities for the community to give feedback on the LCAP plan. During these meetings, the need to improve school climate at middle schools was identified as one that could benefit from LCAP funds. As a direct result, Goal 4, Actions & Services Item 4 was updated to specify that middle school extracurricular programs will focus on school climate.
Annual Update:	**Annual Update:**
N/A See 2016-17 Draft LCAP	**N/A See 2016-17 Draft LCAP**

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

Instructions:

Goal:

Budgeted Expenditures:

GOAL:	Goal 1: Improve student achievement for all students and accelerate student learning increases for EL and low income students	Related State and/or Local Priorities: 1 _ 2__ 3__

6) Whole school intervention model (Stege Elementary)	School-wide	__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ _ _ALL -- OR: _ X _Low Income pupils _	

GOAL:

GOAL:	Goal 3: Increase parent and community engagement, involvement, and satisfaction.	Related State and/or Local Priorities: 1__ 2__ 3_X_ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____

Identified Need:	To provide opportunities for parents to build capacity so they can support children with their learning
Goal Applies to:	Schools:

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1) Enhance the implementation of Restorative Justice, BEST, Toolbox & Mindful Life and Selena Jackson practices	LEA-wide	_ X _ALL ---	

GOAL:

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

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

(d)   school graduation   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

                                      -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)   shall be calculated as follows:

    (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was sus[( )(BT1 0 0 1 428.69 418.3 Tm[( )] TJETBT1 0 0 1 431.21 9 105.38 418.3 423 0 1