Introduction:

LEA: Cambrian School District   **Contact (Name, Title, Email, Phone Number):** Carrie Andrews, Superintendent, andrewsc@cambriansd.org, (408) 377-2103   **LCAP Year:** 2016-19

Local Control and Accountability Plan and Annual Update Template

Located in the heart of the Silicon Valley, the Cambrian School District serves approximately 3,400 students in grades K-8 in the Cambrian Park area in the City of San Jose. All five of the district's schools have been recognized as California Distinguished Schools. Both Farnham and Bagby Schools were again designated as California Distinguished Schools for 2010. Guided by a forward-looking strategic plan, the schools in the Cambrian School District are all high performing, boasting Academic Performance Index (API) scores well above 800. Through several grants, the district has been recognized for its innovative work in curriculum development in the areas of mathematics and science. Committed to serving the whole child, the Cambrian School District offers many outstanding programs in the areas of visual and performing arts and physical education. Technology is being infused into our instructional practices so our students are truly receiving a 21st Century education that will fully prepare them for secondary education, college and careers.

Our Mission: Cambrian School District, a caring and collaborative community, develops creative and critical thinkers who communicate effectively, value diversity and are ready to excel in a global society.

Our Vision: The Cambrian School District will be known for its creativity and innovation and maintaining a strong focus on educating the whole child. Our schools will provide a safe, supportive environment for all students. Collaboration of all stakeholders will be at the center of what we do, keeping us focused on a path of continuous improvement.

Our Goals
1. 21st Century Skills: We will provide a highly engaging 21st century curriculum focused on developing global citizens.
2. Flexible Learning Environments: We will create flexible learning environments, enabling students to reach their individual potential.
3. Whole Child: We will provide a robust array of opportunities in a positive and safe atmosphere to address the needs of the whole child.
4. Student Achievement: We will provide and support engaging, high quality instruction which promotes active learning and maximizes student achievement.
5. Resources - We will utilize our existing and future resources to support the goals of our district.

Safe, Positive, School Cultures
Keeping our students and employees safe and secure while at school is our highest priority. We work diligently to maintain a positive culture in our schools where students are free from bullying, isolation, racism, and intolerance, and practice open two-way communication and problem-solving with their peers and adults. We also work to maintain healthy schools that serve nutritional meals and offer classroom environments that are free from safety or health risks.

Leader in Educational Technology Integration
Based on our strategic plan, our district has launched several initiatives to provide both equipment and training to promote the integration of educational technology into our classrooms. These include our Digital Media Academy which allows both teachers and students to learn how to increase digital literacy skills

through the creation of digital videos. These products include curriculum related videos teaching academic concepts, as well as Public Service Announcements. The culminating event for this project is an Academy Awards style gala Film Festival. Another example is our iPad Academy. Teachers apply to be part of the academy and receive training on how to incorporate this powerful tool which allows for individualization of instruction. Teachers receive a class set of iPads that they are piloting with their students.

Educating the Whole Child
The Cambrian School District has a rich tradition of providing a curriculum that focuses on meeting the needs of the whole child. In times when most districts have cut the arts and PE programs from their districts, we have not. Cambrian has retained these programs and believes in their importance to producing a well-rounded educational experience. Through the passage of an ongoing parcel tax, our community has shown its strong belief in these programs. These funds allow us to provide elementary classroom and instrumental music, and middle school choral and instrumental music. We have an award-winning Middle School Percussion Ensemble that competes successfully with high school ensembles. Our Price Panthers Marching Band wins many local parade competitions. Visual Arts programs are supported by our parent-led Art Vistas program – parents teaching a standards based arts curriculum to our students.

Highly Qualified Teachers, High Quality Learning
Cambrian is a highly sought after place in which to teach. Over 28% of our teachers have been with the district for 20 years or longer. Over 84% of our teachers have advanced degrees and/or over 60 hours of post graduate work. Cambrian teachers value professional development and extended learning opportunities. The participation rate in voluntary staff development opportunities is extremely high. They quickly implement what they learn. Cambrian teachers are a highly dedicated group or professionals. They are often found working after hours and on weekends. Some even coming in to work in their classrooms over the summer. They are truly dedicated to meeting the needs of students. Even before or after the regular instructional day you can see our teachers routinely in their classrooms providing support and tutoring for students in need of help.

Achieving 21st Century Excellence
A key element of the district's Strategic Plan is to ensure effective communication among the district stakeholders and its community constituents. To meet that objective, the district has launched a public awareness campaign, Achieving 21st Century Excellence. This project coordinates and integrates district level communication to showcase the performance, programs, practices, and people that make Cambrian public schools some of the best in the county, region and state of California.

The Board of Trustees are actively involved in setting policy for this project and receive monthly updates to track progress and identify new opportunities to communicate the Cambrian message. Through this web page we will be posting progress reports, key facts, and significant accomplishments as Cambrian School District brings to into focus its goal to create infinite possibilities for learning for every student.

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
The Cambrian School District (CSD) incorporated the following process in order to engage with our community stakeholders this year. The District's efforts began in November by developing an engagement process and timeline for the adoption of the 2016-17 plan. Stakeholder meetings were then held to include a mid-year Local Control Accountability Plan progress update. The stakeholder groups included:	After roughly 50 Stakeholder consultation meeting and a community-wide survey, the Cambrian School District (CSD) identified reoccurring themes. These themes are reflected in the goals, actions, services and expected measurable outcomes identified on subsequent pages of the CSD Local Control Accountability Plan (LCAP). Common themes from the survey and meetings included but is not limited to:
• K-8 Instructional teacher leaders through various district committee	Major Key Areas of Great Need

meetings
- District English Learner Advisory Committee meetings
- Superintendent Faculty Senate meetings
- Superintendent Home & School Club President meetings
- School Site Council meetings
- School Home & School Clubs meetings

CSD conducted several informational meetings to consult and gather input from various stakeholder groups. These meetings included:

At a District Level:
* Community Conversation on Learning held in the fall of 2015
* Community Advisory Committee on Portrait of a Cambrian Graduate (3 meetings)
* District Advisory & Intervention Team (3 meetings)
* District English Language Advisory Committee (3 meetings)
* LCAP Community Engagement meetings - March 2016 (2 meetings)
* LCAP Community Input Survey March - April 2016 (3 weeks)
* LCAP Student Survey April 2016 (2 weeks)
* Teacher/Staff Input from Professional Development
* District Leadership Committees
* Curriculum Leadership Council (5 meetings)
* Math Leadership & Adoption Committee (10 meetings)
* PBIS Leadership Team (3 meetings)
* Science Leadership Team (3 meetings)
* GLADiators (3 meetings)

At School Sites Level:
* School Site Council meetings
* English Learner Advisory Committee meetings
* Principal's Coffees
* Staff meetings

In addition to the stakeholder meetings, an online survey was launched on 02/08/16 which remained open through 02/24/16. The purpose of the survey was to gather input from parents, teachers, and community members of Cambrian Community in order to better serve and evaluate the needs of the students in the district. The online survey received a combined 309 responses.

1. Increase availability to standards-aligned instructional materials
2. Increase access to instructional technology in all curriculum areas for both teachers and students
3. Differentiated Instruction for All students, including GATE, SPED, EL, SED, Foster Youth
4. Closing the achievement gap for all students with tiered interventions and extended learning opportunities
5. Focuses on preparing teachers to implement rigorous curriculum for all students with instructional support and professional development
6. Strives to engage parents in the school community with communication and parent education

Major Key Areas to Maintain
1. Increasing student achievement in all subject areas
2. Focuses on implementing the state academic standards for all students, including Common Core State Standards, ELA/ELD Framework, and NGSS
3. Utilizes assessment data to improve rigorous instruction
4. Supporting English Learners towards English proficiency and increase reclassification rate
5. Encourages attendance and implement positive behavior intervention and support
6. Comprehensive program on social emotional and social competence
7. Tier 3 programs and services to support students and families with intensive needs
8. Ensures facilities are in good repair

Highlighted data from the Stakeholder Engagement Survey includes:
* 308 Respondents
* 63% White; 16.7% Asian; 8.3% Hispanic; 12% Other
* 6.2% English Learners; 15.6 % SpEd; 4.5% Free & Reduced Lunch; 76.9% Other
* CCSS Implementation: 76% "Very Effective", "Effective" or "Somewhat Effective"
* Campus Safety: 95% "Very Effective", "Effective" or "Somewhat Effective":
* Parent Engagement: 90% "Very Effective", "Effective" or "Somewhat Effective":
* Professional Development: 60% "Very Effective", "Effective" or "Somewhat Effective"; 36% "Not Aware" or "Not Applicable"

A student survey was also launched on 03/21/16 for students in grades 4-8 which remained open through April 11. The online survey received a combined 147 student responses.

In addition to the meetings, the District developed a website with additional information:
- LCAP adoption timelines-policies-procedures
- Informational Videos on the the Local Control Funding Formula and Local Control Accountability Plan
- Board Presentations of updates on the LCAP
- Other links and resources for more information

The following link provides information on the LCAP:
http://www.cambriansd.org/Page/1753

During May - June 2016: LCAP was posted on district website with public access to all stakeholders for review, comment, and/or questions. the Assistant Superintendent of Ed Services will provide written responses if needed. The public is also invited to mail LCAP feedback.

on June 2, 2016: The first reading of the LCAP and School Plans for Student Achievement/Annual Update & Budgets was presented at the Cambrian School District Board Meeting. The board had an opportunity to provide feedback to the LCAP and Budget. There was also a public hearing for the LCAP as well for public comments.

On June 16, 2016: The Final LCAP and School Plans for Student Achievement/Annual + Budgets is presented to the Board for approval and adoption.

* Support for Struggling Students: 44% "Very Effective", "Effective" or "Somewhat Effective"; 46% "Not Aware" or "Not Applicable"
* Technology Integration: 83% "Very Effective", "Effective" or "Somewhat Effective":

Highlighted data from the Grades 4-8 Student Survey includes:
* 147 Respondents
* Do you like going to school? 79.5% - Yes; 8.8% - No; 11.7% - I Don't Know
* Do you like your schoolwork? 56.2% - Yes; 21.2% - No; 22.6% - I Don't Know
* Is your schoolwork challenging? 49.5% - Yes; 39.4% - No; 10.9% - I Don't Know
* Do you feel safe at school? 92.8% - Yes; 3.6% - No; 3.6% - I Don't Know
* Is your school clean? 69.4% - Yes; 18.2% - No; 12.4% - I Don't Know
* Do the adults at your school care about you? 67.9% Yes; 5.1% No; 27% I Don't Know

CSD conducted approximately 50 Stakeholder consultation meetings. As a result of these meetings and input from the community surveys CSD refined our LCAP goals, annual measurable outcomes, proposed actions and services, as well as expenditures to reflect the identified priorities. The four goals include:

1. Provide high quality and dynamic instruction for all students (including English Learners, Socio-Economically Disadvantaged, Foster Youth, GATE, and Students with Disabilties) while preparing them for 21st century college and career readiness.
2. Provide highly qualified staff through recruitment, retention and professional development so
every student thrives.
3. Provide a supportive, orderly and purposeful environment so that students can reach their full
academic potential.
4. Promote a welcoming and inclusive environment for all parents, families and community
stakeholders as partners in the education and support of all students' success in school.

Developed goals, proposed actions and services as well as the expected

measurable outcomes and budgeted expenditures are all reflective of the community responses to the survey and from community meetings. The plan also includes specific supports and expenditures for un-duplicated students (Foster Youth, English Learners, and Low-Income Students). Programs, services, and aligned expenditures are detailed in subsequent pages and are ties to the academic data and needs of our students.

Annual Update:

CSDt used various methods of communication in order to engage with our community stakeholders. District staff conducted an internal review of programs and services. CSD conducted numerous input sessions in order to gather feedback from stakeholders on CSD's existing goals, expected annual measures, and expenditures of the LCAP and to identify any desired revisions to the LCAP. Progress update and consultation meetings:

- K-8 Instructional Leaders through district committee meetings
- District English earner Advisory Advisory Committee (DELAC) meetings
- Superintendent Faculty Senate meetings
- Superintendent Home & School Club (H&SC) president meetings
- School Site Council(SSC) meetings
- H&SC meetings

In addition to the Input Sessions, meetings were held with both the DELAC and DAIT wherein District personnel provided updates on a number of programs highlighted by the CSD's LCAP. In particular, they focused on key programs funded by new and ongoing investments made in 2015-16 and provided progress updates on targets and strategies established in the 2015-16 LCAP.

Major Key Areas of Great Need
1. Increase availability to standards-aligned instructional materials
2. Increase access to instructional technology in all curriculum areas for both teachers and students
3. Differentiated Instruction for All students, including GATE, SPED, EL, SED, Foster Youth
4. Closing the achievement gap for all students with tiered interventions and extended learning opportunities

Annual Update:

Cambrian School District (CSD) provided all community stakeholders ample opportunity to engage in discussion and feedback with regards to the goals, actions and services in 2015-16. Throughout these processes and engagement opportunities, below are highlights of the impact those actions and services had on achieving the LCAP 2015-16 goals:

CSD continues to dedicate money to decrease class sizes. CSD's goal iin collaboration with CDTA is to move closer to smaller class sizes in the 2017-18 school year. Staff continues to explore and implement intervention strategies to help address students who are struggling to meet the more rigorous state standards.

In response to provide more opportunities for target students, staff decided to implement summer school to help target students (EL and SED) grades 1-5. A middle school bridge program (from from 6th to 7th, 7th to 8th, and 8th to 9th grade) was developed in collaboration with SVEF Elevate and CUHSD to help students struggling in math.

Although a pilot of math curriculum took place, no decision was made on adopting a new curriculum. Due to lack of funding and materials that did not meet the district's needs, no formal adoption of curriculum in Math was decided. The district will need to accelerate our timeline to adopt common core aligned math materials for elementary and middle school in the 2016-17. The materials will include supplemental resources specifically for un-duplicated students (EL, SED, FY).

A newcomer transition program was initiated that provided Chrome books installed with educational software and second language support to

5. Focuses on preparing teachers to implement rigorous curriculum for all students with instructional support and professional development
6. Strives to engage parents in the school community with communication and parent education

Major Key Areas to Maintain
1. Increasing student achievement in all subject areas
2. Focuses on implementing the state academic standards for all students, including CCSS, ELA/ELD Framework, and NGSS
3. Utilizes assessment data to improve rigorous instruction
4. Supporting EL towards English proficiency and increase reclassification rate
5. Encourages attendance and implement positive behavior intervention and support
6. A program on social emotional and social competence
7. Tier 3 programs and services to support students and families with intensive needs
8. Ensures facilities are in good repair

The District updated and published a LCAP Summary Review, which will be utilized to publicize annual progress towards LCAP targets. In addition to the summary evaluation report, all program. The report can be viewed at the following link: http://www.cambriansd.org/Page/1753

These documents were utilized to engage students, parents, community members, staff and other stakeholders as part of the annual update and overall engagement process.

For additional annual update information, please see "Involvement Process" above.

newcomers students for home and school use. The program effectiveness will be evaluated at the end of the 2015-16 school year.

The district will continue to provide professional development opportunities to staff that are aligned with the District's initiatives. We will continue to implement instructional rounds with a focus on best practices (first teaching practices). Tier 2 reading and math intervention programs, Leveled Literacy Intervention and Do the Math, will continued to be provided for at risk students.   Our teachers also indicated a need for additional support in their understanding of use of the DRA2. Therefor, staff meeting time will be allocated for that purpose. Additional release time will be allocated for teachers to complete DRA2 testing and use for progress monitoring. We will continue to support teachers interested in implementing Project Based Learning. Benchmark assessments will be aligned with instructional pacing so that assessment data can be used for responding to student needs in a timely manner. Teachers also have asked for additional support with learning to use the data management system, Illuminate.

ELD Pull-out services were provided per elementary sites and an elective ELD class was provided at the middle school. All EL students with CELDT levels 1-3 were receiving designated ELD at least 4-5 times per week for 30-45 minutes by trained certificated ELD teachers for at least 100 days out the school year. All EL students were provided integrated ELD throughout the school year with teachers using GLAD strategies integrated through science and social science in grades TK-5.

The district continues to provide ongoing GLAD training and support for new teachers and GLAD certified teachers using our GLAD trainers and TOSA. All CSD teachers will be engaged in the ELA/ELD Framework as well as designated ELD in 2016-17 with collaboration of the county office of education and will be provided on going support for instructional coaches for differentiation. We determined that we need a Tier 2 Intervention to better meet the needs of students struggling with mastery of Common Core State Standards in Math, "Do the Math"- a Tier 2 Math Intervention program. Teachers will become familiar with Math Benchmark Assessments and implement appropriate pacing so student progress can be monitored through use of the data management system, Illuminate. Homework center will be considered as an additional support for EL students and parents in addressing common core.

Based on the input from our stakeholders, the district's PBIS program is one of the areas of strengths. by increasing the number of hours for counseling services we were able to meet the needs of more students. More than 95% of our parents responded that our schools are a safe, secure and welcoming learning environment. This year, the district spent a tremendous amount of time and work on developing and revising our comprehensive safety plans for all sites. This included training on emergency drills and providing communication equipment for all sites and the districts. The District PBIS team continues to meet regularly to discuss district-wide needs. Based on input from parents, staff and students, there is need for district-wide curriculum on emotional and social skills. CSD will explore such a curriculum for 2016-17 as well as training for staff. There is also a need for more intense services above and beyond the site's capacity to address students with Tier 3 needs. The student study team will continue to be main process for which students who needs additional support will be addressed using the Response to Instruction and Intervention (RtI2) framework. Our survey also indicates that staff needs review and additional training on the SST process and RtI2 framework.

Based on the actions and services we provided this year and input from our stakeholders engagement process, we will continue to provide all the programs and services this current year and will augment those programs and services to include more parent education classes, more parent information night on common core state standards, training on the use of technology and increase our goals to provide translation services for EL parent community. There will also be additional trainings for parents on special education topics such as the IEP process.

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).

Action/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:	High Academic Achievement: Provide high quality and dynamic instruction for ALL students while preparing them for 21st century college and career readiness	Related State and/or Local Priorities: 1 X 2 X 3 _ 4 X 5 _ 6 _ 7 X 8 X COE only: 9 _ 10 _ Local : Specify <u>Strategic Plan Goal 1 & 4</u>

Identified Need :	1. Increase availability to standards-aligned instructional materials 2. Differentiated Instruction for All students, including GATE, SPED, EL, SED, Foster Youth 3. Closing the achievement gap for all students with tiered interventions and extended learning opportunities 4. Increasing student achievement in all subject areas 5. Focuses on implementing the state academic standards for all students, incluing Common Core State Standards, ELA/ELD Framework, and NGSS 6. Utilizes assessment data to improve rigorous instruction 7. Supporting English Learners towards English proficiency and increase reclassification rate As a kindergarten through 8th grade district, we do not administer the California High School Exit Exam (CAHSEE), Early Assessment Program exam or Advance Placement (AP) exams, offer A-G coursework or Career Technical Education (CTE) Pathways as defined by the state of California , or receive a California Department of Education (CDE) calculation for graduation rate, dropout rate, and Academic Performance Index (API). Therefore, these metrics will not be used in our plan. However, all of our actions are directed toward our students successfully matriculating to high school prepared to pass the CAHSEE and EAP, take A-G, AP, and CTE courses, and graduate high school.

Goal Applies to:	Schools:	All school sites
	Applicable Pupil Subgroups:	All Students

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	Students will meet/exceed proficiency rates: a. Local Assessments: All students will improve by 5% in ELA & Math b. Smarter-Balanced Assessment Consortium (SBAC) in ELA & Math - All students will improve by 5% in ELA & Math c. California English Language Development Test (CELDT): All EL students will improve at least 1 CELDT level d. EL Re-designation Rates - 15% of students re-designated as English proficient e. Per Williams Act survey, all students and teachers will have access to state standards-aligned instructional materials

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
A. Identify, plan and provide professional development for continuous improvement of best practices focus on instructional shifts, depth of knowledge, and	Districtwide	X All -------- OR: _ Low Income pupils	Writer's Workshop Consultant 5800: Professional/Consulting Services And Operating Expenditures One Time Discretionary

differentiated instruction for teachers and staff on the following topics. Professional development will take place during district wide teacher in-service days, staff and grade level collaboration meetings on early released Wednesdays, and instructional rounds. 1. Common Core ELA/ELD Framework 2. Next Generation Science Standards 3. Common Core Mathematics Number Talks & 8 Mathematical Practices 4. Instructional Technology Integration 5. Formative, interim and summative assessment 6. Visible Learning 7. Guided Language Acquisition by Design (GLAD) 8. Balanced Literacy, including Writer's Workshop & Guided Reading 9. Differentiated Instruction (EL, SED, GATE, SpEd)		_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Fund 50000 2.25 FTE Instructional Coaches Supplemental 225000 .25 FTE Instructional Coach Title I 25000 .25 FTE Instructional Coach Title III LEP 25000 Release days for collaboration/PLCs/Instructional Rounds Supplemental 15000 Guided Reading Training Supplemental 500
B. Ensure student/teacher access to instructional materials including digital, that are aligned to CCSS and NGSS 1. ELA/ELD Framework (Pilot) 2. CCSS Mathematics 3. Next Generation Science Standards 4. Writing 5. Supplemental instructional materials including web-based resources	Districtwide	X All - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Expenditures include: CCSS instructional materials and supplies for current adoption and supplemental - Lottery Fund Instructional Materials Base 75000 School support, administration, and regular education activities, supplies, materials and contract services, operational cost Supplemental 78964 Leveled book sets for guided reading Supplemental 10000 Leveled book sets for Guided Reading Supplemental materials to support small group literacy centers Kdg-5th
C. Promote the use of instructional technology as a means to deliver rigorous and relevant curriculum aligned to content standards and 21st century skills 1. Parent/student training on digital literacy 2. Extended learning and tech support to students and parents 3. Online resources, including CCSS digital library resource, digital portfolios and personalized learning plans 4. Access to mobile devices 5. High speed internet access	Districtwide	X All - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Tech support; SysOps Base 12400 Technology Instructional Software, Materials & Supplies (Raz Kids; ScootPad; Accelerated Reader) Supplemental 7000

D. Establish a structure and culture for continuous improvement by implementing best practices to support English learners, including reclassified Els 1. Identify, train and implement supplemental instructional materials to support English language acquisition and CCSS 2. English Language Development, both designated and integrated 3. GLAD 4. Seal of Bi-literacy Pathway 5. RFEP Monitoring 6. El parent engagement	Districtwide	_ All _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	Instructional software for English learners-Imagine Learning Supplemental 15000
			Supplemental materials for designated ELD instruction Supplemental 31000
			Supplemental materials for designated ELD instruction Title lll LEP 10000
			EL parent engagement & Community Liaison Title lll LEP 10000
			Additional Translation/interpreters services Supplemental 5500
			Release time for teacher collaboration on GLAD strategies Supplemental 1500
			Newcomer services - Title III Immigrant Ed Title lll LEP 6000
E. Identify and implement intervention programs for ELA and Math will to provide additional or extended learning support to target student subgroups performing below grade level standards, including EL, SED, and SpEd students 1. Leveled Literacy Intervention 2. Do the Math 3. Provide teachers instructional support on differentiaion 4. Response to Intervention 5. Summer School	Districtwide	_ All _ _ _ _ _ _ _ _ _ _ OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) SpEd; Students performing at least one grade level	Extended Day Programs for target subgroups; Supplemental materials for Reading and Math intervention programs Supplemental 50000
			TK/Kindergarten Aides Supplemental 29600
			Student Study Team Process Coordination, training Supplemental 2500
F. Identify, plan and implement enrichment learning opportunities to engage and meet the interests and abilities of all students 1. Math Olympiad 2. Odyssey of the Mind 3. Project Lead the Way 4. Flexible Time throughout the day 5. Extended STEAM activities	Districtwide	X All _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Enrichment programs, activities, materials and supplies Supplemental 20000
			Library Services Supplemental 13000

LCAP Year 2: 2017-2018	

Expected Annual Measurable Outcomes:	Students will meet/exceed proficiency rates: a. Local Assessments: All students will improve by 5% in ELA & Math b. Smarter-Balanced Assessment Consortium (SBAC) in ELA & Math - All students will improve by 5% in ELA & Math c. California English Language Development Test (CELDT): All EL students will improve at least 1 CELDT level d. EL Re-designation Rates - at least a 20% of EL students re-designated as English proficient

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
A. Continue to provide professional development for continuous improvement of best practices focus on instructional shifts, depth of knowledge, and differentiated instruction for teachers and staff on the following topics. Professional development will take place during district wide teacher in-service days, staff and grade level collaboration meetings on early released Wednesdays, and instructional rounds. 1. Common Core ELA/ELD Framework 2. Next Generation Science Standards 3. Common Core Mathematics Number Talks & 8 Mathematical Practices 4. Instructional Technology Integration 5. Formative, interim and summative assessment 6. Visible Learning 7. Guided Language Acquisition by Design (GLAD) 8. Balanced Literacy, including Writer's Workshop & Guided Reading 9. Differentiated Instruction (EL, SED, GATE, SpEd)	Districtwide	X All - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Expenditures include: personnel, professional development; contract services; materials and supplies Base 50000 Supplemental 315000 Title I 25000 Title lll LEP 25000
B. Continue to ensure student/teacher access to instructional materials including digital, that are aligned to CCSS and NGSS 1. ELA/ELD Framework (Pilot) 2. CCSS Mathematics 3. Next Generation Science Standards 4. Writing 5. Supplemental instructional materials including web-based resources	Districtwide	X All - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Expenditures include: CCSS instructional materials and supplies; School support, administration, and regular education activities, supplies, materials and contract services, operational cost; Base 100000 Supplemental 96000

C. Continue to promote the use of instructional technology as a means to deliver rigorous and relevant curriculum aligned to content standards and 21st century skills 1. Parent/student training on digital literacy 2. Extended learning and tech support to students and parents 3. Online resources, including CCSS digital library resource, digital portfolios and personalized learning plans 4. Access to mobile devices 5. High speed internet access	Districtwide	X All – – – – – – – – – – OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Expenditures include: personnel, instructional materials and supplies, training; Tech support; SysOps Technology Instructional Software, Materials & Supplies (Raz Kids; ScootPad; Accelerated Reader) Base 17400 Supplemental 7000
D. Maintain a structure and culture for continuous improvement by implementing best practices to support English learners, including reclassified Els 1. Identify, train and implement supplemental instructional materials to support English language acquisition and CCSS 2. English Language Development, both designated and integrated 3. GLAD 4. Seal of Bi-literacy Pathway 5. RFEP Monitoring 6. El parent engagement	Districtwide	_ All – – – – – – – – – – OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	Expenditures include: personnel, instructional materials and supplies, training (Frames for Fluency; ELA/ELD Framework; Instructional Coaches support; GLAD training; DELAC; El Instructional Aides; ELD classes; Newcomer Program) Supplemental 53000 Title lll LEP 36000
E. Continue to provide intervention programs for ELA and Math will to provide additional or extended learning support to target student subgroups performing below grade level standards, including EL, SED, and SpEd students 1. Leveled Literacy Intervention 2. Do the Math 3. Provide teachers instructional support on differentiaion 4. Response to Intervention 5. Summer School	Districtwide	_ All – – – – – – – – – – OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) SpEd	Expenditures include: personnel; supplemental instructional materials, training (Online resources; Imagine Learning; Compass Learning; kinder instructional aides; Tier II aides; summer school teachers and aides) Supplemental 105200
F. Continue to provide enrichment learning opportunities to engage and meet the interests and abilities of all	Districtwide	X All – – – – – – – – – – OR:	Expenditures include: personnel, materials and supplies; programs; training Supplemental 44000

| students

1. Math Olympiad
2. Odyssey of the Mind
3. Project Lead the Way
4. Flexible Time throughout the day
5. Extended STEAM activities | | _ Low Income pupils
_ English Learners
_ Foster Youth
_ Redesignated fluent English proficient
_ Other Subgroups: (Specify) | |

LCAP Year 3: 2018-19			

| Expected Annual Measurable Outcomes: | Students will meet/exceed proficiency rates:
  a. Local Assessments: All students will improve by 5% in ELA & Math
  b. Smarter-Balanced Assessment Consortium (SBAC) in ELA & Math - All students will improve by 5% in ELA & Math
  c. California English Language Development Test (CELDT): All EL students will improve at least 1 CELDT level
  d. EL Re-designation Rates - at least a 20% of EL students re-designated as English proficient | | |

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

A. Continue to provide professional development for continuous improvement of best practices focus on instructional shifts, depth of knowledge, and differentiated instruction for teachers and staff on the following topics. Professional development will take place during district wide teacher in-service days, staff and grade level collaboration meetings on early released Wednesdays, and instructional rounds.
 	
1. Common Core ELA/ELD Framework
2. Next Generation Science Standards
3. Common Core Mathematics Number Talks & 8 Mathematical Practices
4. Instructional Technology Integration
5. Formative, interim and summative assessment
6. Visible Learning
7. Guided Language Acquisition by Design (GLAD)
8. Balanced Literacy, including Writer's Workshop & Guided Reading
9. Differentiated Instruction (EL, SED, GATE, SpEd)
	Districtwide	X All
		‑ ‑ ‑ ‑ ‑ ‑ ‑ ‑ ‑ ‑ ‑
		OR:
		_ Low Income pupils
		_ English Learners
		_ Foster Youth
		_ Redesignated fluent English proficient
		_ Other Subgroups: (Specify)
			Expenditures include: personnel, professional development; contract services; materials and supplies Base 50000
			
			  Supplemental 31500
			
			  Title I 25000
			
			  Title lll LEP 25000

B. Continue to ensure student/teacher access to instructional materials including digital, that are aligned to CCSS and NGSS	Districtwide	X All ‑ ‑ ‑ ‑ ‑ ‑ ‑ ‑ ‑ ‑ ‑ OR: _ Low Income pupils	Expenditures include: CCSS instructional materials and supplies; Units of Study - Writing; STEMScopes; TCI; Investigations math; Benchmarks ELA/ELD; Classroom

1. ELA/ELD Framework (Pilot) 2. CCSS Mathematics 3. Next Generation Science Standards 4. Writing 5. Supplemental instructional materials including web-based resources		_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	leveled libraries Base 100000 Supplemental 96000
C. Continue to promote the use of instructional technology as a means to deliver rigorous and relevant curriculum aligned to content standards and 21st century skills 1. Parent/student training on digital literacy 2. Extended learning and tech support to students and parents 3. Online resources, including CCSS digital library resource, digital portfolios and personalized learning plans 4. Access to mobile devices 5. High speed internet access	Districtwide	X All - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Expenditures include: personnel, instructional materials and supplies, training Base 17500 Supplemental 7000
D. Maintain a structure and culture for continuous improvement by implementing best practices to support English learners, including reclassified Els 1. Identify, train and implement supplemental instructional materials to support English language acquisition and CCSS 2. English Language Development, both designated and integrated 3. GLAD 4. Seal of Bi-literacy Pathway 5. RFEP Monitoring 6. El parent engagement	Districtwide	_ All - - - - - - - - - - OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	Expenditures include: personnel, instructional materials and supplies, training (Frames for Fluency; ELA/ELD Framework; Instructional Coaches support; GLAD training; DELAC; El Instructional Aides; ELD classes; Newcomer Program) Supplemental 53000 Title lll LEP 36000
E. Continue to provide intervention programs for ELA and Math will to provide additional or extended learning support to target student subgroups performing below grade level standards, including EL, SED, and SpEd students 1. Leveled Literacy Intervention 2. Do the Math	Districtwide	_ All - - - - - - - - - - OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient X Other Subgroups:	Expenditures include: personnel; supplemental instructional materials, training (Online resources; Imagine Learning; Compass Learning; kinder instructional aides; Tier II aides; summer school teachers and aides) Supplemental 105200

3. Provide teachers instructional support on differentiaion 4. Response to Intervention 5. Summer School		(Specify) <u>SpEd</u>	
F. Continue to provide enrichment learning opportunities to engage and meet the interests and abilities of all students 1. Math Olympiad 2. Odyssey of the Mind 3. Project Lead the Way 4. Flexible Time throughout the day 5. Extended STEAM activities	Districtwide	X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Expenditures include: personnel, materials and supplies; programs; training Supplemental 44000

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

GOAL 2:	Effective Leadership, Teaching and Learning: Provide high quality staff through recruitment, retention and professional development so every students thrives.	Related State and/or Local Priorities: 1 X 2 X 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify

| Identified Need : | 1. Continued professional development on best first teaching practices
2. Focuses on implementing the state academic standards for all students, including Common Core State Standards, ELA/ELD Framework, and NGSS
3. Provide teachers time to collaborate

As a kindergarten through 8th grade district, we do not administer the California High School Exit Exam (CAHSEE), Early Assessment Program exam or Advance Placement (AP) exams, offer A-G coursework or Career Technical Education (CTE) Pathways as defined by the state of California , or receive a California Department of Education (CDE) calculation for graduation rate, dropout rate, and Academic Performance Index (API). Therefore, these metrics will not be used in our plan. However, all of our actions are directed toward our students successfully matriculating to high school prepared to pass the CAHSEE and EAP, take A-G, AP, and CTE courses, and graduate high school. |
|---|---|

Goal Applies to:	Schools: All school sites
	Applicable Pupil Subgroups: All Students

LCAP Year 1: 2016-2017

| Expected Annual Measurable Outcomes: | a. Maintain Highly Qualified Teachers at 100% as measured by teacher survey
b. Increase participation in professional development opportunities (Identify the number of PD opportunities - measure what percentage of teachers participate for each PD offered measured by attendance rate
c. Increase level of staff satisfaction from professional development surveys (Pre & Post)
d. Continue to provide BTSA program for all eligible CSD teachers (based on the number of new teachers and administrators)
e. Provide internal leadership and promotion opportunities (Identify the number of leadership opportunities and teacher participation) |
|---|---|

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
A. Establish a structure and culture for continuous improvement by implementing best practices and providing professional development for teachers and staff

1. Research-based instructional strategies
2. Common Core State Standards (CCSS)
3. Next generation Science Standards (NGSS)
4. Integration of instructional technology | Districtwide | X All
‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾
OR:
_ Low Income pupils
_ English Learners
_ Foster Youth
_ Redesignated fluent English proficient
_ Other Subgroups: (Specify) | Substitutes- Discretionary for training opportunities
Professional Development related to 21st century skills
Project Based Learning and STEAM initiatives
NGSS
  Supplemental 28500 |

B. Implement District-wide professional learning communities to promote authentic, timely assessment of student performance to strengthen instruction and identify students for additional support 1. Response to Intervention (RtI) support to all sites 2. Grade level collaboration 3. Structured release time (instructional rounds) 4. Curriculum Leadership Council 5. Instructional coaching/support for differentiation	Districtwide	X All - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Release time to administer reading assessment Supplemental 13000
C. Recruit and retain highly qualified staff 1. Induction (BTSA) 2. Onsite instructional support 3. New teacher monthly collaboration session 4. Formal evaluation process	Districtwide	X All - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	*Cost of personnel per teacher: on average $80000 Base New teacher support through Educator Effectiveness Plan/Fund One Time Discretionary Fund 85000 New teacher monthly support and training Base 2500
D. Ensure access to and mastery of 21st century learning tools, resources and skills for staff and students 1. Integrate instructional technology 2. Professional development on integrating 21st century skills, tools and teaching strategies 3. Online resources for staff	Districtwide	X All - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Expenditures include: personnel; professional development, online resources, materials and supplies (BIE, Google classrooms; Illuminate; SysOps; CLC; SVMI Resources; StemScopes; Digital Portfolios) - Cost already encumbered in Goal 1

LCAP Year 2: 2017-2018			
Expected Annual Measurable Outcomes:	a. Maintain Highly Qualified Teachers at 100% b. Increase participation in professional development opportunities (Identify the number of PD opportunities - measure what percentage of teachers participate for each PD offered) c. Increase level of staff satisfaction from professional development surveys (Pre & Post) d. Continue to provide BTSA program for all eligible CSD teachers (based on the number of new teachers and administrators) e. Provide internal leadership and promotion opportunities (Identify the number of leadership opportunities and teacher participation)		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
A.maintain a structure and culture for continuous improvement by implementing best practices and providing professional development for teachers and staff 1. Research-based instructional strategies 2. Common Core State Standards (CCSS) 3. Next generation Science Standards (NGSS) 4. Integration of instructional technology	Districtwide	X All _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Expenditures include: personnel, professional development, materials supplies (GLAD; Writer's Workshop; BIE; PBL; ELA/ELD Framework Training with SCCOE) Supplemental 40000
B. Continue to provide district-wide professional learning communities to promote authentic, timely assessment of student performance to strengthen instruction and identify students for additional support 1. Response to Intervention (RtI) support to all sites 2. Grade level collaboration 3. Structured release time (instructional rounds) 4. Curriculum Leadership Council 5. Instructional support for differentiation	Districtwide	X All _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Expenditures include: personnel; professional development, data analysis (Illuminate), materials and supplies (Instructional Coach Support; Release Time; Data Mining; Leadership Training) Supplemental 13000

C. Continue to recruit and retain highly qualified staff
 	
1. Induction (BTSA)
2. Onsite instructional support
3. New teacher monthly collaboration session
4. Formal evaluation process
		_ All
		_ _ _ _ _ _ _ _ _
		OR:
		_ Low Income pupils
		_ English Learners
		_ Foster Youth
		_ Redesignated fluent English proficient
		_ Other Subgroups: (Specify)
			*Cost of personnel per teacher: on average $80000 Base Expenditures include: personnel; professional development, materials and supplies
			(Educator Effectiveness Fund; Instructional Coaches Support; Writer's Workshop; GLAD; Cambrian University)
			  One Time Discretionary Fund 85000
			
			  Base 5000

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
D. Continue to provide access to and mastery of 21st century learning tools, resources and skills for staff and students 1. Integrate instructional technology 2. Professional development on integrating 21st century skills, tools and teaching strategies 3. Online resources for staff	Districtwide	X All - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Expenditures include: personnel; professional development, online resources, materials and supplies (BIE, Google classrooms; Illuminate; SysOps; CLC; SVMI Resources; StemScopes; Digital Portfolios) - Cost already encumbered in Goal 1

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	a. Maintain Highly Qualified Teachers at 100% b. Increase participation in professional development opportunities (Identify the number of PD opportunities - measure what percentage of teachers participate for each PD offered) c. Increase level of staff satisfaction from professional development surveys (Pre & Post) d. Continue to provide BTSA program for all eligible CSD teachers (based on the number of new teachers and administrators) e. Provide internal leadership and promotion opportunities (Identify the number of leadership opportunities and teacher participation)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
A. Maintain a structure and culture for continuous improvement by implementing best practices and providing professional development for teachers and staff 1. Research-based instructional strategies 2. Common Core State Standards (CCSS) 3. Next generation Science Standards (NGSS) 4. Integration of instructional technology	Districtwide	X All - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Expenditures include: personnel, professional development, materials supplies (GLAD; Writer's Workshop; BIE; PBL; ELA/ELD Framework Training with SCCOE) Supplemental 40000
B. Continue to provide district-wide professional learning communities to promote authentic, timely assessment of student performance to strengthen instruction and identify students for additional support 1. Response to Intervention (RtI) support to all sites 2. Grade level collaboration 3. Structured release time (instructional rounds) 4. Curriculum Leadership Council 5. Instructional support for differentiation	Districtwide	X All - - - - - - - - - - OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) GATE	Expenditures include: personnel; professional development, data analysis (Illuminate), materials and supplies (Instructional Coach Support; Release Time; Data Mining; Leadership Training) Supplemental 13000

C. Continue to recruit and retain highly qualified staff
 	
1. Induction (BTSA)
2. Onsite instructional support
3. New teacher monthly collaboration session
4. Formal evaluation process
	Districtwide	X All
		- - - - - - - - - - - -
		OR:
		_ Low Income pupils
		_ English Learners
		_ Foster Youth
		_ Redesignated fluent English proficient
		_ Other Subgroups: (Specify)
			*Cost of personnel per teacher: on average $80000 Base
			Expenditures include: personnel; professional development, materials and supplies
			(Educator Effectiveness Fund; Instructional Coaches Support; Writer's Workshop; GLAD; Cambrian University)
			  One Time Discretionary Fund 85000
			
			  Base 5000

D. Continue to provide access to and mastery of 21st century learning tools, resources and skills for staff and students 1. Integrate instructional technology 2. Professional development on integrating 21st century skills, tools and teaching strategies 3. Online resources for staff	Districtwide	X All - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Expenditures include: personnel; professional development, online resources, materials and supplies (BIE, Google classrooms; Illuminate; SysOps; CLC; SVMI Resources; StemScopes; Digital Portfolios) - Cost already encumbered in Goal 1

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

GOAL 3:	Positive School Environment, Climate and Culture: Provide a supportive, orderly and purposeful environment so that students can reach their full academic potential.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 X 6 X 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify SP 2, 3, & 5

Identified Need :	1. Encourages attendance and implement positive behavior intervention and support 2. Comprehensive program on social emotional and social competence 3. Tier 3 programs and services to support students and families with intensive needs 4. Ensures facilities are in good repair As a kindergarten through 8th grade district, we do not administer the California High School Exit Exam (CAHSEE), Early Assessment Program exam or Advance Placement (AP) exams, offer A-G coursework or Career Technical Education (CTE) Pathways as defined by the state of California , or receive a California Department of Education (CDE) calculation for graduation rate, dropout rate, and Academic Performance Index (API). Therefore, these metrics will not be used in our plan. However, all of our actions are directed toward our students successfully matriculating to high school prepared to pass the CAHSEE and EAP, take A-G, AP, and CTE courses, and graduate high school.

Goal Applies to:	Schools:	All school sites
	Applicable Pupil Subgroups:	All subgroups

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	a. Decrease major office referrals rates by 10% b. Decrease suspensions and expulsion rates by 10% c. Increase attendance rates to: 100% d. Williams Audit: All Facilities at 100% compliance e. Maintain or increase PBIS SET rate to: 100%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
A. Identify and develop programs that support the social, emotional and physical well-being of all students and staff 1. Identify, train and implement social emotional curriculum 2. Counseling services 3. Study Study Team Process 4. "Check-in & Check-out" 5. Coordinate learning support services	Districtwide	X All ----------- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Expansion of PBIS; CICO; coordination; collaboration Supplemental 12000 Purchase social emotional curriculum Base 10000

B. Implement district-wide plan to support the knowledge and training of all stakeholders to ensure a safe positive learning and working environment for students and staff 1. Positive Behavior Interventions and Supports (PBIS) 2. Bullying/Digital Citizenship training 3. Emergency Preparedness, including fire and earthquake drills 4. School Safety Plans	Districtwide	X All _ _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Noon Duty Supervision Base 32000 Counseling services Supplemental 10000 Emergency supplies Base 1000
C. Promote opportunities and incentives to maintain or increase attendance rates at all schools 1. Regular school attendance communication to parents via school newsletter 2. An automated system will contact parents when student are absent 3. School Attendance Review Board (SARB) Process 4. Incentive programs for 100% percent attendance	Districtwide	X All _ _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Expenditures include: personnel, contract services; materials and supplies 5000-5999: Services And Other Operating Expenditures Base 6000
D. Ensure school and district facilities are maintained and are safe learning and working environments 1. Upgrade equipment and facilities as needed 2. Monitor and Evaluate cleaning schedules	Districtwide	X All _ _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Expenditures include: personnel, facility improvements; materials and supplies per District Facilities and Maintenance Plan

LCAP Year 2: 2017-2018			
Expected Annual Measurable Outcomes:	a. Decrease major office referrals rates by 10% b. Decrease suspensions and expulsion rates by 10% c. Maintain attendance rates to: 100% d. Williams Audit: All Facilities at 100% compliance e. Maintain PBIS SET rate to: 100%		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
A. Continue to provide programs that support the social, emotional and physical well-being of all students and staff 1. Identify, train and implement social emotional curriculum 2. Counseling services 3. Study Study Team Process 4. "Check-in & Check-out" 5. Coordinate learning support services	Districtwide	X All _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Expenditures include: personnel, contract services; materials and supplies (Second Step Curriculum; Almaden Valley Counseling; CPR and First Aid Training; Health Foster Youth Services; Additional Supervision; inter-recess activities) Base 10000 Supplemental 12000
B. Maintain district-wide plan to support the knowledge and training of all stakeholders to ensure a safe positive learning and working environment for students and staff 1. Positive Behavior Interventions and Supports (PBIS) 2. Bullying/Digital Citizenship training 3. Emergency Preparedness, including fire and earthquake drills 4. School Safety Plans	Districtwide	X All _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Expenditures include: personnel, trainings, contracted services; materials and supplies (Project Cornerstone; PBIS Incentives; Lifeskills; Common Sense Media; Parent Education and Information; School Safety Plan materials and supplies) Base 33000 Supplemental 10000
C. Continue to promote opportunities and incentives to maintain or increase attendance rates at all schools 1. Regular school attendance communication to parents via school newsletter 2. An automated system will contact parents when student are absent 3. School Attendance Review Board (SARB) Process 4. Incentive programs for 100% percent attendance	Districtwide	X All _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Expenditures include: personnel, contract services; materials and supplies Base 6000
D. Continue to ensure that school and district facilities	Districtwide	X All _ _ _ _ _ _ _ _ _ _ _	Expenditures include: personnel, facility improvements;

are maintained and are safe learning and working environments 1. Upgrade equipment and facilities as needed 2. Monitor and Evaluate cleaning schedules	e	OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	materials and supplies per District Facilities and Maintenance Plan

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	a. Decrease major office referrals rates by 10% b. Decrease suspensions and expulsion rates by 10% c. Maintain attendance rates to: 100% d. Williams Audit: All Facilities at 100% compliance e. Maintain PBIS SET rate to: 100%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
A. Continue to provide programs that support the social, emotional and physical well-being of all students and staff 1. Identify, train and implement social emotional curriculum 2. Counseling services 3. Study Study Team Process 4. "Check-in & Check-out" 5. Coordinate learning support services	Districtwide	X All _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Expenditures include: personnel, contract services; materials and supplies (Second Step Curriculum; Almaden Valley Counseling; CPR and First Aid Training; Health Foster Youth Services; Additional Supervision; inter-recess activities) Base 10000 Supplemental 12000
B. Maintain district-wide plan to support the knowledge and training of all stakeholders to ensure a safe positive learning and working environment for students and staff 1. Positive Behavior Interventions and Supports (PBIS) 2. Bullying/Digital Citizenship training 3. Emergency Preparedness, including fire and earthquake drills 4. School Safety Plans	Districtwide	X All _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Expenditures include: personnel, trainings, contracted services; materials and supplies (Project Cornerstone; PBIS Incentives; Lifeskills; Common Sense Media; Parent Education and Information; School Safety Plan materials and supplies) Base 33000 Supplemental 10000
C. Continue to provide opportunities and incentives to maintain or increase attendance rates at all schools	Districtwide	X All _ _ _ _ _ _ _ _ _ _ OR:	Expenditures include: personnel, contract services; materials and supplies Base 6000

1. Regular school attendance communication to parents via school newsletter 2. An automated system will contact parents when student are absent 3. School Attendance Review Board (SARB) Process 4. Incentive programs for 100% percent attendance		_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
D. Continue to ensure school and district facilities are maintained and are safe learning and working environments 1. Upgrade equipment and facilities as needed 2. Monitor and Evaluate cleaning schedules	Districtwide	X All – – – – – – – – – – OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Expenditures include: personnel, facility improvements; materials and supplies per District Facilities and Maintenance Plan

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

GOAL 4:	Strong Parent and Community Engagement: Promote a welcoming and inclusive environment for all parents, families and community stakeholders as partners in the education and support of all students' success in school.	Related State and/or Local Priorities: 1 _ 2 _ 3 X 4 _ 5 _ 6 X 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify <u>Strategic Plan Goals 3 & 5</u>

Identified Need :	1. Strives to engage parents in the school community with communication and parent education 2. Improve communication to all stakeholders 3. Provide learning opportunities about education, state standards, instruction for parents, especially English Learner parents As a kindergarten through 8th grade district, we do not administer the California High School Exit Exam (CAHSEE), Early Assessment Program exam or Advance Placement (AP) exams, offer A-G coursework or Career Technical Education (CTE) Pathways as defined by the state of California , or receive a California Department of Education (CDE) calculation for graduation rate, dropout rate, and Academic Performance Index (API). Therefore, these metrics will not be used in our plan. However, all of our actions are directed toward our students successfully matriculating to high school prepared to pass the CAHSEE and EAP, take A-G, AP, and CTE courses, and graduate high school.

Goal Applies to:	Schools: All school sites
	Applicable Pupil Subgroups:	All students

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	a. Increase parent participation/Attendance in school events, activities, and functions to 100% b. Increase parent involvement in school committees, parent/teacher conferences, and information forums by 50% by lasy tear c. Increase parent participation in parent education and parenting classes by 50% from last year d. Increase positive ratings on district and school climate surveys to 100%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
A. Plan and promote opportunities to highlight student successes 1. Student Awards Assemblies 2. Open House 3. Science/STEAM Fair 4. Family Literacy/Math Night 5. Arts Fair 6. School Musicals 7. Music Concerts	Districtwide	X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Expenditures include: personnel, materials and supplies, contracted services (Student incentives; Art Vista; Starting Arts; Music; Assemblies) Supplemental 24000

8. Principal's Coffees 9. Home & School Clubs community events and acitivities			

B. Promote ongoing and open communication among all stakeholders that maintains a culture of respect, integrity, and inclusion
 	
1. Ensure adequate school office personnel
2. Single Plan for Student Achievement (SPSA)/LCAP Updates
3. District and school websites updated
4. Parent/Student/Teacher Conferences
5. Social Media
6. Translation services for English learners
7. Regular district and site newsletter
	Districtwide	X All
		_ _ _ _ _ _ _ _ _ _
		OR:
		_ Low Income pupils
		_ English Learners
		_ Foster Youth
		_ Redesignated fluent English proficient
		_ Other Subgroups: (Specify)
			Expenditures include: personnel, materials and supplies, contracted services (Educational Presenters; Translation/interpreters; Administrative tasks/operations/supplies/ materials)
			  Supplemental 7000
			
			  Base 20000

C. Identify, plan, maintain and/or add advisory and committees to increase staff, parents and community partners participation to support the personal and intellectual success of ALL students 1. Home & School Club 2. English Learner Advisory Committee 3. School Site Council 4. District Advisory Committees 5. Community Partners	Districtwide	X All _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Expenditures include: personnel, materials and supplies, contracted services for committees and advisories Supplemental 5000

D. Identify and provide opportunities for Parent Education and volunteer opportunities to increase parent participation as partner in their child's education
 	
1. Education Classes, including English classes for English learners
2. Volunteering opportunities in classrooms and school functions
3. Increase diversity on district and school site advisory committees
4. CCSS/NGSS parent information events and activities
	Districtwide	X All
		_ _ _ _ _ _ _ _ _ _
		OR:
		_ Low Income pupils
		_ English Learners
		_ Foster Youth
		_ Redesignated fluent English proficient
		_ Other Subgroups: (Specify)
			Expenditures include: personnel, materials and supplies, contracted services
			
			(Project Cornerstone; SCCOE Parent Education Classes; Field Trips)
			  Supplemental 6000
			
			  Title I 5000

LCAP Year 2: 2017-2018			
Expected Annual Measurable Outcomes:	a. Maintain parent participation/Attendance in school events, activities, and functions to 100% b. Increase parent involvement in school committees, parent/teacher conferences, and information forums by 50% by lasy tear c. Increase parent participation in parent education and parenting classes by 50% from last year d. Maintain positive ratings on district and school climate surveys to 100%		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
A. Continue to provide and to promote opportunities to highlight student successes 1. Student Awards Assemblies 2. Open House 3. Science/STEAM Fair 4. Family Literacy/Math Night 5. Arts Fair 6. School Musicals 7. Music Concerts 8. Principal's Coffees 9. Home & School Clubs community events and acitivities	Districtwide	X All _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Expenditures include: personnel, materials and supplies, contracted services (Student incentives; Art Vista; Starting Arts; Music; Assemblies) Supplemental 24000
B. Continue to promote ongoing and open communication among all stakeholders that maintains a culture of respect, integrity, and inclusion 1. Ensure adequate school office personnel 2. Single Plan for Student Achievement (SPSA)/LCAP Updates 3. District and school websites updated 4. Parent/Student/Teacher Conferences 5. Social Media 6. Translation services for English learners 7. Regular district and site newsletter	Districtwide	X All _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Expenditures include: personnel, materials and supplies, contracted services (Attendance Clerk; Community Liaison) Base 40000 Supplemental 7000
C. Maintain advisory and committees to increase staff, parents and community partners participation to support the personal and intellectual success of ALL students 1. Home & School Club 2. English Learner Advisory Committee 3. School Site Council	Districtwide	X All _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent	Expenditures include: personnel, materials and supplies, contracted services Supplemental 5000

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4. District Advisory Committees 5. Community Partners		English proficient _ Other Subgroups: (Specify)	
D. Continue to provide opportunities for Parent Education and volunteer opportunities to increase parent participation as partner in their child's education 1. Education Classes, including English classes for English learners 2. Volunteering opportunities in classrooms and school functions 3. Increase diversity on district and school site advisory committees 4. CCSS/NGSS parent information events and activities	Districtwide	X All - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Expenditures include: personnel, materials and supplies, contracted services (Project Cornerstone; SCCOE Parent Education Classes; Field Trips) Supplemental 6000 Title I 10000

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	a. Maintain parent participation/Attendance in school events, activities, and functions to 100% b. Increase parent involvement in school committees, parent/teacher conferences, and information forums by 50% by lasy tear c. Increase parent participation in parent education and parenting classes by 50% from last year d. Maintain positive ratings on district and school climate surveys to 100%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
A. Continue to provide and to promote opportunities to highlight student successes 1. Student Awards Assemblies 2. Open House 3. Science/STEAM Fair 4. Family Literacy/Math Night 5. Arts Fair 6. School Musicals 7. Music Concerts 8. Principal's Coffees 9. Home & School Clubs community events and acitivities	Districtwide	X All - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Expenditures include: personnel, materials and supplies, contracted services (Student incentives; Art Vista; Starting Arts; Music; Assemblies) Supplemental 24000
B. Continue to promote ongoing and open communication among all stakeholders that maintains a culture of respect, integrity, and inclusion	Districtwide	X All - - - - - - - - - - - OR: _ Low Income pupils	Expenditures include: personnel, materials and supplies, contracted services (Attendance Clerk; Community Liaison) Base 40000

		_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Supplemental 7000
1. Ensure adequate school office personnel 2. Single Plan for Student Achievement (SPSA)/LCAP Updates 3. District and school websites updated 4. Parent/Student/Teacher Conferences 5. Social Media 6. Translation services for English learners 7. Regular district and site newsletter			
C. Maintain advisory and committees to increase staff, parents and community partners participation to support the personal and intellectual success of ALL students 1. Home & School Club 2. English Learner Advisory Committee 3. School Site Council 4. District Advisory Committees 5. Community Partners	Districtwide	X All _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Expenditures include: personnel, materials and supplies, contracted services Supplemental 5000
D. Continue to provide opportunities for Parent Education and volunteer opportunities to increase parent participation as partner in their child's education 1. Education Classes, including English classes for English learners 2. Volunteering opportunities in classrooms and school functions 3. Increase diversity on district and school site advisory committees 4. CCSS/NGSS parent information events and activities	Districtwide	X All _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Expenditures include: personnel, materials and supplies, contracted services (Project Cornerstone; SCCOE Parent Education Classes; Field Trips) Supplemental 6000 Title I 10000

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

Annual Update

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

Guiding Questions:

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

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

Original GOAL 1 from prior year LCAP:	All students will reach high standards, attaining proficiency or better in English language arts and mathematics.	Related State and/or Local Priorities: 1 X 2 X 3 _ 4 X 5 _ 6 X 7 X 8 COE only: 9 _ 10 _ Local : Specify

Goal Applies to:	Schools:	All school sites.
	Applicable Pupil Subgroups:	1.1: All; 1.2: English Learner, Hispanic, Economically Disadvantaged, Foster Youth, Students with Disabilities

Expected Annual Measurable Outcomes:	Students will meet/exceed proficiency rates: 1. CCSS Interim Assessment Benchmarks: 5% increase in Proficiency or above from baseline in ELA & Math in Grades 1-5 2. District Writing: 5% increase in students performing at levels 3 & 4 in Grades K-5 3. Smarter Balanced Assessment Consortium (SBAC): 5% increase in Proficiency or above from baseline in ELA & Math in Grades 3-5 4. MAC/MARS: 5% increase in students performing at Proficient or above in Grades K-5 5. High Teacher Retention rate, excluding retirement 6. CCSS will be implemented in 100% of the classrooms through classroom observations by principals and teacher evaluation of Professional Development	Actual Annual Measurable Outcomes:	Students will meet/exceed proficiency rates: 1. District Summative Benchmarks for grades 1 & 2: Proficiency or above from baseline in ELA & Math - TBD 2. District Writing: 5% increase in students performing at levels 3 & 4 in Grades K-5 3. Smarter Balanced Assessment Consortium (SBAC): 5% increase in Proficiency or above from baseline in ELA & Math in Grades 3-5 4. MAC/MARS: 5% increase in students performing at Proficient or above in Grades K-5 5. CSD maintains an above 95% teacher retention rate 6. CCSS is being implemented in 100% of the classrooms through classroom observations via principals and teacher evaluation of Professional Development

LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
A. Provide Professional Development aligned with the Common Core State Standards (CCSS) in the following areas for Staff: 1. CCSS Instructional Shifts (ELA & Math) 2. Formative Assessments/Data Analysis 3. Implementing Instructional Rounds	All TK- teachers will have 3 full days of professional development on CCSS implementation. At five district sponsored meetings, all grade level teachers will convene to monitor and refine our implementation practices. At monthly staff meetings, teachers and site administrator will discuss	The district provided the following professional development opportunities to staff in 2015-16: 1. Instructional Shifts focused on Math on early released Wednesdays. These sessions were lead by our Math Teacher Leadership cohort. 2. Formative Assessments and use of data to drive	Expenses include materials and supplies, personnel and training Base 5000 Supplemental 10000

4. Problem/Project Based Learning (PBL) 5. CCSS Units of Study in Writing by Lucy Calkins 6. Aspicio GLAD Curriculum/Strategies 7. Differentiated Instruction 8. ELA/ELD Framework (3 year transition plan) 9. 8 Mathematical Practices 10. Number and Math Talks 11. FOSS & NGSS 12. Technology Integration 13. Math Leadership Institute on Formative Assessment Lesson Design 14. Training of Trainers of GLAD & GLAD Support 15. Training on the newly adopted materials	site-specific needs. The district and site administration will plan district and site based mentoring and coaching opportunities for teachers using instructional rounds. The funding source for the salary portion of this expenditure. Base 5000 Supplemental 10000	3. Grade level teams and departments wer alloctaed 3 Instructional Round released days for focused collaboration. For elementary teachers, the focus was mainly of on supporting writer's workshop. 4. Teachers were provided opportunities to engaged in professional learning on Problem/Project Based Learning (PBL). A cohort of teachers participated in the STEAM practicum in collaboration with SCCOE and Bullis School. 5. All TK-6 teachers were provided 3 training days with a consultant on the Units of Study in Writing by Lucy Calkins 6. All TK-5 grade teachers were provided and trained on the use of the Aspicio GLAD Curriculum/Strategies units. These units were aligned to state standards, NGSS, and ELD standards. 7. All teachers were provided opportunities to collaborate and supported on differentiated instruction for all students. 8. a Cohort of teachers and and administrators participated in a 3 day workshop on the ELA/ELD Framework. 9. There were strong focus on the 8 Mathematical Practices and Number/Math Talks in district-wide PD days. 10. The science committee and middle school science teachers received some NGSS training 11. The district integrated technology training throughout the school year. There were opportunities provided through the Cambrian University. 12. Training of Trainers of GLAD & GLAD Support will be completed by the end of summer. CSD will have 8 GLAD trainers to continue to support the	

		GLAD 13. No new adopted materials. Materials were piloted.	
Scope of Service Districtwide X All - - - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		**Scope of Service** Districtwide X All - - - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
B. Alignment of curriculum, instruction and assessment with the Common Core Standards (CCSS) in Reading/Language Arts & Mathematics. 1. The Curriculum Leadership Council (CLC) will continue to research CCSS materials and assessments for ELA & Math. 2. The Math Adoption Committee will pilot & adopt new Math Curriculum aligned with CCSS. 3. CCSS Interim Benchmark Assessments for ELA & Math will be revised and implemented. 4. Teachers will collaborate in grade level teams to develop Units of Study. 5. Staff will continue to align current adopted materials to the CCSS Scope and Sequence. 6. Supplemental materials including online resources will be researched and implemented for Tier 2 RtI students.	3 release day per teacher for one on one DRA Assessment Base 12600	The district will continue to explore and provide curriculum alignment to our instruction and assessment for ELA and Math. 1. The Curriculum Leadership Council (CLC) will continue to research CCSS materials and assessments for ELA & Math. 2. The Math Adoption Committee piloted Math curriculum, but no decision was made on adoption. Pilot will extend to 2016-17. 3. Interim Benchmark Assessments for ELA & Math were revised and utilized. 4. Teachers continued to collaborate in grade level teams on curriculum and assessment aligned to the standards. 5. Supplemental materials to support state standards, including online resources were utilized for the core program and for Tier 2 interventions.	3 release day per teacher for one on one DRA Assessment Base 12600

Scope of Service Districtwide X All – – – – – – – – – – – – – OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		**Scope of Service** Districtwide X All – – – – – – – – – – – – – OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
C. Teachers will plan lessons that infuse rigor throughout the lesson. General Strategies: 1. Project Based Learning will be integrated across content areas. 2. Levels 3 and 4 Depth of Knowledge questions and diagnostic questions will be embedded in daily lessons. 3. Differentiated instruction will be provided at each level to meet students' current needs during flexible grouping. 4. Formative Assessment Techniques will be embedded into daily lessons 5. Teachers will use Learning Target for lessons. English Language Arts Specific Strategies: 1.A focus will be on text complexity, close reading, informational text and writing for all grade levels. 2. Vocabulary Development lessons will focus on academic vocabulary development and discourse to support the CCSS implementation. Mathematics Specific Strategies:	Identify and secure additional resources, training, materials to support standards mastery Base 5000	All teachers were encouraged and provided planning time to infuse rigor in their instruction. Defining rigor continues to be a point of discussion and how we measure what rigor is when it comes to students learning. General Strategies: 1. Some teachers use the Project Based Learning approached. 2. We continue to work with teachers' learning and integrating levels 3 and 4 Depth of Knowledge questions and embed them in daily lessons. 3. Teachers continue to provide differentiated instruction to the best of their abilities at each level to meet students' current needs during flexible grouping. This is not an easy task as teachers strugfgle with time and understanding the needs of all their students. 4. Teachers continue to learn how to use formative assessment techniques daily to learn more about students' understanding of the topics they teach. 5. We continue to work with teachers to use Learning Target for very lesson they teach. English Language Arts Specific Strategies:	Material and supplies Base 5000

1. Teachers will infuse rigor in lessons focusing on the 8 areas of Mathematical Practice. 2. Teachers will continue to use the MARS performance tasks to help determine student proficiency in Mathematics. 3. Number and Math Talks will be implemented daily		1. A focus will be on text complexity, close reading, informational text and writing for all grade levels. 2. Vocabulary development continues to be a focus for all teachers. Mathematics Specific Strategies: 1. All teachers were trained and encouraged to infuse rigor in their instruction focusing on the 8 areas of Mathematical Practice. 2. The district continues to use the MARS performance tasks to help determine student proficiency in Mathematics. All teachers were enaged in a full day of scoring and reflection on student work. 3. The district continues to work and encouraged all teachers to use Number talks daily	
Scope of Service Districtwide X All – – – – – – – – – – – – – – – – OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service Districtwide X All – – – – – – – – – – – – – – – – OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
D. Provide structured collaboration time for staff 1. Collaboration time is a focus for ensuring that professional development is implemented and improving student learning.	3 release days for each grade level team to collaborate and plan. - Instructional Rounds/Coaching Base 12600	The district provided structured collaboration time for staff to focus on professional learning and target areas of improvement: 1. After every professional development, teachers were given the opportunity to evaluate the activities	3 release days for each grade level team to collaborate and plan. - Instructional Rounds/Coaching Base 12600

2. An evaluation will be completed by all participants of professional development activities. 3. Structured collaboration time will be scheduled to plan, develop, and learn from each other with special emphasis on the following: Formative Assessment; Data analysis; Benchmark; Writing assessments; CELDT; MARS tasks. 4. Teachers and Principals will use data to identify students and subgroups of students who are not reaching proficiency on specific standards and then identifying skills students lack.		and provide suggestion moving forward. This was very helpful information to the district in planning next steps. 3. Structured collaboration time were scheduled to plan, develop, and learn from each other with special emphasis on the following: Formative Assessment; Data analysis; Benchmark; Writing assessments; CELDT; MARS tasks. 4. Teachers and administrators continues to learn how to use data to identify students and subgroups of students who are not reaching proficiency on specific standards and then identifying skills students lack. This is an ongoing process and we help to make the data more visible to teachers and students.	
Scope of Service Districtwide X All - - - - - - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service TK-6 X All - - - - - - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
E. Consistent writing program will be adopted. 1. Implement Common Core Units of Study in Writing Curriculum by Lucy Calkins. 2. Implement three units of study from Lucy Calkins and three assessments per year per grade level. 3. Analyze results of the assessments	Materials and Supplies for writing program implementation. Base 1000	The district adopted the Lucy Calkins Units of Study and Writer's Workshop model as supplement to enhance the balance literacy program. 1. All TK-6 grades teachers received the materials and training. 2. Two of the three units of study from Lucy Calkins and assessments were implemented this year. Ongoing PD	Materials and Supplies for writing program implementation. Base 1000

and reteach or adjust instruction as needed.		will continue into the 2016-17 school year 3. Teachers were provided training and time to analyze results of the assessments and reteach or adjust instruction as needed. 4. All teachers in grades TK-5 received 3 PD days of training with WS consultant.	
Scope of Service Districtwide X All - - - - - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		**Scope of Service** TK-6 X All - - - - - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

F. An intervention program for ELA and Math will be implemented to provide additional or extended day programs focusing on our significant subgroups of English Learners, Low Socio-Economic, and Foster Youth.
 	
1. Implement "Leveled Literacy Intervention" & "Do the Math" (ELA & Math) to provide additional support for students not performing at grade level.
2. Train staff in materials, software and websites selected for intervention.
3. School staffs will implement a model of collaboration among all teachers who work with under-performing students.
4.A Teacher on Assignment will provide support to coordinate and monitor implementation.
	The district will coordinate the implement of the Leveled Literacy Intervention and Do the Math to provide additional support for students not performing at grade level. Training of staff, materials, software and websites selected for intervention will be funded by the district. This program will be coordinated by a Teacher on Assignment.
	
	Intervention Teachers Training & Salaries
	Materials & Supplies
	Kindergarten Instructional Support
	RtI Instructional Aides
	  Supplemental 59960
	
	  Base 60000
		The district provided and trained a selected group of teachers and support staff from every elementary site on the intervention program for ELA (LLI) and Math (Do the Math).
		
		1. 3 out of the 4 sites were able to Implement "Leveled Literacy Intervention" & "Do the Math" to provide additional support for students not performing at grade level.
		2. Trained staff in materials, software and websites selected for intervention.
		3. The Teacher on Assignment provided the training and continued support to coordinate and monitor implementation at all sites.
			Expenses include materials & supplies, personnel and training
			Supplemental 59960
			
			  Base 60000

Scope of Service: Districtwide _ All OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) SpEd		Scope of Service: Districtwide _ All OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) SpEd	
G. Teachers will deliver technology embedded instruction which will provide student access to a digital learning environment. 1. Teachers will participate in the appropriate technology cohort for the iPad & Digital Academies to further advance technology integration to promote student literacy and mathematics. 2. Students will increase digital literacy, including keyboarding skills and communication skills. 3. Teachers will use Smart Board technology to enhance student learning.	Technology Instructional Software, Materials & Supplies (Raz Kids; ScootPad; Accelerated Reader) SysOps Base 13660	All teachers were provided training and highly encouraged to embed technology in their instruction. 1. Due to limited funds, no new iPads and Digital academy were provided. Current academy teachers continued to integrate technology into their instruction. 2. All students had opportunities to increase digital literacy, including keyboarding skills and communication skills. This was dependent of the level of technology comfort level with the classroom teacher and the availability of devices at each site.	Technology Instructional Software, Materials & Supplies (Raz Kids; ScootPad; Accelerated Reader SysOps) Base 13660
Scope of Service: _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient		Scope of Service: _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

_ Other Subgroups: (Specify)			
Scope of Service Districtwide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		**Scope of Service** Districtwide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
H. Using data to guide instruction and learning. 1. Staff will receive training with the data management system, Illuminate. 2. Staff will receive training with Illuminate in developing classroom assessments for both English Language Arts and Mathematics, and analyzing data. 3. Using Math Lead Teachers, teachers will revisit how to use the data from the Silicon Valley Math Initiative MAC/MARS Assessment to build reteach and re-engagement lessons. 4. Principal will receive additional training with Illuminate in how to effectively use English Language Arts and Mathematics data to monitor student growth.	Materials and supplies for data discussions Books And Supplies Base 1000	The district continues to provide staff time and training on using data to guide instruction and learning. 1. Staff continued to receive training on using Illuminate, our data and assessment system. 2. Staff received training on developing classroom assessments for both English Language Arts and Mathematics 3. Using Math Lead Teachers, teachers engaged in how to use the data from the Silicon Valley Math Initiative MAC/MARS Assessment to re-engage students learning at each grade level. 4. All site administrators received additional training with Illuminate to review, analyze and monitor students progress.	Materials and supplies for data discussions Base 1000
Scope of Service Districtwide X All OR: _ Low Income pupils		**Scope of Service** Districtwide X All OR: _ Low Income pupils	

_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
I. Monitor the implementation of CCSS. 1. Implement instructional rounds at least once a quarter with specific emphasis on GLAD Strategies and how EL, SWD, SED, and Foster students are progressing in the classroom. 2. Principal will review data and analyze with teachers to know every below grade level student in each class. 3. EL, Students with Disabilities, Low Socio Economic Students, and Foster Students will be monitored for their success in achieving proficiency in ELA. 4. Principal will monitor the implementation of CC for Mathematics to ensure that students gain in depth exposure to the 8 Mathematical Practices and for a consistent use of problem solving and critical thinking in the mathematics curriculum.	3 release days per grade level for collaboration. Cost already encumbered in Action D.	The district and schools continued to learn and improve our our system of effectively monitoring growth in all areas pf state standards: 1. All teachers utilized the instructional rounds approached at least once a quarter with specific emphasis on looking at data and our target students 2. Principal continued to review student performance data with teachers to know every below grade level student in each class. 3. ELs, SWD, SED, and FY students are monitored forcontinued progress. 4. All principals performed walkthroughs at least once a month to ensure that best practices (first teaching practices) in ELA and Math are consistent throughout the school.	Expenses include materials & supplies, personnel and training. Cost already encumbered in Action D.
Scope of Service: Districtwide X All - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient		Scope of Service: Districtwide X All - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

_ Other Subgroups: (Specify)			
Scope of Service: Districtwide _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: Districtwide _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Staff spent more funds than initially budgeted in this area. In response to more opportunities for extended learning time for target students, staff implemented summer school this year to help target students (EL, SED) in the areas math and reading in grades 1-5. A middle school bridge program (from from 6th to 7th, 7th to 8th, and 8th to 9th grade) was developed in collaboration with SVEF Elevate and CUHSD to help students struggling in math. Due to limited available funds, the district did not adopt new math curriculum and wil need to extend the pilot of instructional materials for math, ELA and science. The district also invested more funds and time to upgrade existing hardware and software for students and staff, especially at the opening of the Steindorf STEAM school. A newcomer transition program was piloted this year and will continue during the 2016-17 school year. All newcomer students, mainly immigrant students, received a Chrome book and educational software for home and school use. The program effectiveness will be evaluated at the end of the 2015-16 school year. Although a tier 2 program for reading and math were provided along with training, not all schools were able to implement the program with fidelity. Teachers indicated a need for additional support in their understanding of use of the DRA2 so staff meeting time will be allocated for that purpose. Additional release time will be allocated for teachers to complete DRA testing. We will continue to support teachers interested in implementing Project Based Learning. The district will continue to review and revise our local benchmark to align with the instruction so that assessment data can be used for responding to student needs. Teachers also asked for additional support with learning to use the data management system, Illuminate.		

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

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

Original GOAL 2 from prior year LCAP:	All English Learners will attain proficiency in English Language Arts and Mathematics.	Related State and/or Local Priorities: 1 _ 2 X 3 _ 4 X 5 _ 6 _ 7 X 8 _ COE only: 9 _ 10 _ Local : Specify

Goal Applies to:	Schools:	All School Sites
	Applicable Pupil Subgroups:	English Learners

Expected Annual Measurable Outcomes:	1. Increase the percent of EL students attaining English proficient level on the CELDT in the less than 5 year cohort from 31% to 40%. 2. At minimum, a 5% increase in EL students performing at proficiency on the Interim Benchmark Assessments for Grades 1-2. 3. At minimum, a 5% increase in EL students performing at proficiency on the SBAC for Grades 3-5. 4. EL Reclassification Rate increase to 12%	Actual Annual Measurable Outcomes:	1. The percent of EL students attaining English proficient level on the CELDT in the less than 5 year cohort increased from 31% to 43.9%. 2. The percent of EL students performing at proficiency on the Interim Benchmark Assessments for Grades 1-2 TBD. 3. The percent of EL students performing at proficiency on the SBAC for Grades 3-5 TBD. 4. EL Reclassification Rate increased from 12% to 28% for 2015-16.

LCAP Year: 2015-2016

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
A. Alignment of ELD instruction with Common Core ELD standards and Features of Designated ELD Instruction from the ELA/ELD Framework. 1. Provide professional development about the ELA/ELD Framework to all staff. 2. Provide training to ELD teacher and EL Instructional Aides on ELD curriculum: "Frames for Fluency" by Ballade & Tighe 3. Provide ongoing training and support for GLAD instructional strategies for all staff.	All TK- teachers will have 4 full days of professional development on CCSS Implementation. At five district sponsored meetings, all grade level teachers will convene to monitor and refine our implementation practices. At monthly staff meetings, teachers and site administrator will discuss site-specific needs. (See Goal 1 for cost associated with PD)	The district continues to work on aligning of ELD instruction with state standards. A cohort of teachers and administrators participated in a 3 day workshop on the new ELA/ELD framework this year. This was available to teachers at all grade levels, TOSA and administrators. All PD will continue to provide opportunities for teachers to integrate meaningful and engaging ELD strategies. Training for the ELA/ELD framework was not provided to all teachers this year, but will be the focus of PD needed in 2016-17 to ensure this shift in the	Expenses include materials and supplies, personnel and training (See Goal 1 for cost associated with this action)

		district's cultural paradigm.	
		The district also trained all ELD teachers on ELD curriculum—"Frames for Fluency" (Elementary) and "Champions of Ideas" by Ballade & Tighe (Middle School)	
		Training was also provided to administrators in overview of ELD curriculum and effective strategies for implementation, supported by GLAD strategies.	

Scope of Service	Districtwide		Scope of Service	Districtwide	
_ All			_ All		
OR:			OR:		
_ Low Income pupils			_ Low Income pupils		
X English Learners			X English Learners		
_ Foster Youth			_ Foster Youth		
X Redesignated fluent English proficient			X Redesignated fluent English proficient		
X Other Subgroups: (Specify)			X Other Subgroups: (Specify)		
EL SWD			EL SWD		

| B. Effectively Monitor the implementation of English Learner program

1. Administrators will monitor effective implementation of adopted ELD curriculum with the implementation of the district Walk-through Guide, emphasizing GLAD strategies.
2. Administrators will monitor on-going implementation of required GLAD strategies to be used during integrated ELD (i.e. 7 HIP Pocket Strategies, Process Grid, and Cognitive Content Dictionary).
3. Administrators and teachers will monitor the placement, assessments, | CELDT Testing - CELDT Testers Supplemental 6000

CELDT Testing Materials & Supplies Supplemental 500 | The district continues to work with improving how we can effectively monitor the implementation of English Learner program. The support of the TOSA made a difference. we were able to streamline the process for testing, identification, implementation of ELD programs, communication to staff and parents, and other processes.

1. All Administrators were trained and supported to monitor the implementation of adopted ELD curriculum with principals Walk-through, emphasizing GLAD strategies. This included monitoring on-going implementation of required GLAD | Expenses included materials and supplies, personnel, and training Supplemental 6500 |

materials and student progress in ELD. 4. Administrators and teachers will analyze annual CELDT data to determine progress of groups and individuals.		strategies to be used during integrated ELD. 3. Continued progress monitoring of the placement, assessments, materials and student progress in ELD. 4. Administrators and teachers analyzed annual CELDT data to determine progress of groups and individuals, especially for students in need of additional support. As a result we had a 28% RFEP.	
Scope of Service ⁞ Districtwide _ All - - - - - - - - - - - - - - - - OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) EL SWD		Scope of Service ⁞ Districtwide _ All - - - - - - - - - - - - - - - - OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) EL SWD	
C. Implement Designated ELD Program 1. Designated ELD is provided 30-45 minutes daily for EL students. 2. Designated ELD programs will group students by CELDT level and grade level if possible. Levels 1 – 2; 2+ - 3; 4-5 OR Levels 1 – 3; 4-5	Pullout services for EL students in Grades 1-5 will be coordinated and implemented by the district. It will be coordinated by the district TOSA Title lll LEP 5000 ELD Curriculum and Supplies Supplemental 2500 Designated ELD Pull-out ELD Teachers Supplemental 27565	the district was able to implement a pull-out Designated ELD Program per the following criteria: 1. Designated ELD is provided 30-45 minutes daily for EL students for student group by CELDT level and grade level for all students with CELDT levels 1-3 and some ELD support for EL students with CELDT levels 4 & 5.	Expenses included materials and supplies, personnel, and training Supplemental 30065 Title lll LEP 5000
Scope of Service ⁞ Districtwide _ All - - - - - - - - - - - - - - - - OR: _ Low Income pupils X English Learners _ Foster Youth		Scope of Service ⁞ Districtwide _ All - - - - - - - - - - - - - - - - OR: _ Low Income pupils X English Learners _ Foster Youth	

X Redesignated fluent English proficient X Other Subgroups: (Specify) EL SWD		X Redesignated fluent English proficient X Other Subgroups: (Specify) EL SWD	
D. Provide Extended Day/Targeted Interventions for EL students who need additional support 1. Staff will implement "Leveled Literacy Intervention (LLI) for ELA and Do the Math (Math) to provide additional support for EL students not performing at grade level. 2. Staff will be trained in the materials, software and websites selected for intervention. 3. Staff will implement a model of collaboration among all teachers who work with under performing EL students. 4.The District Teacher on Assignment will provide support to coordinate and monitor implementation.	See Goal 1 for cost associated with Materials, Training and Teacher Salaries for Intervention Programs to provide additional support for EL students.	Some school sites were able provide extended day/targeted interventions for EL students who needed additional support. Due to lack of certificated staff, not all schools were able to provide this additional support for EL student afterschool. 1. Some of our sites implemented "Leveled Literacy Intervention (LLI) for ELA and Do the Math (Math) to provide additional support for EL students not performing at grade level. 2.The District Teacher on Assignment provided support to coordinate and monitor implementation.	See Goal 1 for cost associated with Materials, Training and Teacher Salaries for Intervention Programs to provide additional support for EL students.
Scope of Service ┊ Districtwide _ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) EL SWD		Scope of Service ┊ Districtwide _ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) EL SWD	

E. Provide Professional Development targeted to meet the needs of English Learners.
 	
1. Training will be provided for ELD teachers on adopted and supplemental ELD curriculum
	GLAD Follow-up Support. These follow up sessions takes place during site collaboration meetings and one release day working with a GLADiators.
	  Base 4000
		All professional development opportunities this year were provided with an emphasis on differentiation for the needs of all students, especial English Learners.
		
		1. Training was provided for ELD
			Expenses included materials and supplies, personnel, and training
			Base 9000
			
			  Supplemental 1500

materials for best implementation. 2. Training will be provided for teachers on ELD Program Instructional strategies and course of study. 3. Training will be provided teachers on the first phase of implementing the newly adopted ELA/ELD Framework. 4.The process and training for transitioning from designated ELD to Integrated ELD for all teachers will occur. 5. Provide ongoing training and support for GLAD.	GLADiators TnT - Training of trainer Common Core 5000 Training for ELD teachers on adopted and supplemental ELD curriculum materials for best implementation Supplemental 1500	teachers on adopted and supplemental ELD curriculum materials for best implementation. 2. Training will be provided for teachers on ELD Program Instructional strategies and course of study. 3. Training will be provided teachers on the first phase of implementing the newly adopted ELA/ELD Framework in 2016-17. 4.The process and training for transitioning from designated ELD to Integrated ELD for all teachers will occur. 5. Provided ongoing training and support for GLAD.	
Scope of Service Districtwide _ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) EL SWD		Scope of Service Districtwide _ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) EL SWD	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	With the challenge of hiring trained certificated ELD teachers and the late start to the ELD pull-out program due to scheduling conflicts, the district is moving ELD as part of the regular school day in which the classroom teacher will providing designated ELD for all EL students at least 30-45 minutes per day/ 5 days a week. All CSD teachers will be engaged in the ELA/ELD Framework as well as designated ELD in 2016-17 with collaboration of the county office of education and will be provided on going support for instructional coaches for differentiation. We determined that we need a Tier 2 Intervention to better meet the needs of students struggling with mastery of Common Core State Standards in Math, "Do the Math"- a Tier 2 Math Intervention program. Teachers will become familiar with Math Benchmark Assessments and implement appropriate pacing so student progress can be monitored through use of the data management system, Illuminate. Homework center will be considered as an additional support for EL students and parents in addressing common core.

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

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

Original GOAL 3 from prior year LCAP:	Cambrian/Bagby School will be a supportive, orderly and purposeful environment in which students and staff feel safe and free to learn and work.	Related State and/or Local Priorities: 1 X 2 X 3 _ 4 _ 5 _ 6 _ 7 X 8 _ COE only: 9 _ 10 _ Local : Specify

Goal Applies to:	Schools: All School Sites
	Applicable Pupil Subgroups: All Students; English Learner, Hispanic, Economically Disadvantaged, Foster Youth, Students with Disabilities

Expected Annual Measurable Outcomes:	1. At least a 90% score on the PBIS SET 2. A 10% decrease in major office referrals and suspensions 3. A 10% decrease in counseling referrals 4. A decrease in SARB Referrals 5. A 95% Attendance Rate 6. Healthy Kids Survey Results (Baseline)	Actual Annual Measurable Outcomes:	1. An average score of 94% the PBIS SET was achieved for all sites in 2015-16 2. There was 9% decrease in major office referrals from 2014-15 to 2015-16. 3. There were a substantial increase in the number of counseling referrals to increase in counseling services and needs at all sites in 2015-16. 4. There were no SARB referrals in 2015-16 5. The district had an average attendance rate of 97% 6. No Healthy Kids Survey was administered this year. Instead a student school climate was provided for students in grades 4-8. Survey results are reflected in the LCAP stakeholder annual update.

LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
A. Staff will establish strategies to maintain regular and high attendance rates. 1. Staff will communicate to parents the importance of regular school attendance via newsletter. 2. An automated system will contact parents when student are absent. 3. Staff will review monthly Attendance Reports to follow up with students who may be experiencing truancy issues.	Site Administration will monitor student attendance and discipline records. As areas of concerns arise, teams will create intervention plans Base 500 School support, administration, and regular education activities, supplies, materials, and contract services Base 59000	The district continued to maintain a high level of attendance at all school sites by doing the following: 1. Staff communicated to parents the importance of regular school attendance via newsletter. 2. An automated system contacted parents when student were absent. 3. Staff reviewed monthly Attendance Reports to follow up with students who may be experiencing truancy issues.	Expenses include materials and supplies, personnel and training Base 59500

4. Staff will follow up and work with parents and families who attendance is truant.		4. Staff followed up and worked with parents and families who attendance were truant.	
Scope of Service ┊ Districtwide X All - - - - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service ┊ Districtwide X All - - - - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
B. Staff will establish programs and strategies to maintain a positive learning environment; preventing bullying and harassment of students and staff. 1. The Bagby B's Program - a consistent language and behavioral language and behavioral standards will be established. 2. Positive Behavior Interventions and Supports (PBIS), which includes a comprehensive Behavior/Discipline system and supports the social and emotional needs of the students. 3. Early detection/prevention - Improve student engagement behavior in the classroom by identifying early and appropriate interventions to help all students learn. 4. Staff will engage and involve parents in their child's education at all levels to change behavior and turn the focus on learning, including parent/teacher conferences; progress reports; student study team	The Bagby 4 Bs Program - a consistent language and behavioral language and behavioral standards will be established. Base 500 2 half-days will be set for Site Team to meet and plan site activities provided by the district. (4 team members) Base 600 3 half-days will be set for District Leadership Team to meet and plan ongoing PBIS activities and PD provided by the district. This will include training on Tier 2 & Tier 3 Programs (2 site leads) Base 600 PBIS Incentive Program for Students and Staff Base 3000	The district established programs and strategies to maintain a positive learning environment; preventing bullying and harassment of students and staff. 1. The Bagby B's Program was continued and enhanced. 2. The district continued to implement Positive Behavior Interventions and Supports (PBIS), which included a comprehensive Behavior/Discipline system and supports the social and emotional needs of the students. This is CSD's 5th of implementation. 3. Early detection/prevention helped to improve student engagement behavior in the classroom by identifying early and appropriate interventions to help all students learn. 4. Staff engaged and involved parents in their child's education at all levels to change behavior and turn the focus on learning, including parent/teacher conferences; progress reports; student study team process. 5. Staff were provided ongoing	Expenses include materials and supplies, personnel and training Base 4700

process. 5. Staff will be provided ongoing professional development on PBIS implementation with emphasis on Tier 2 and Tier 3 strategies and programs and working students with special needs in the general classrooms.		professional development on PBIS implementation with emphasis on Tier 2 and Tier 3 strategies and programs and working students with special needs in the general classrooms.	
Scope of Service Districtwide X All - - - - - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		**Scope of Service** Districtwide X All - - - - - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
C. Staff will develop a plan to provide and offer a variety of club offerings and enrichment activities to meet the interests and abilities of all students. Optional Offerings: 1. GATE program - Math Olympiad & Odyssey of the Mind 2. Maker's Lab 3. Project Lead the Way - Pilot Program 4. Flexible Library Time for student access for a variety of activities in a safe and structured environment throughout the day	Enrichment and other student activities and clubs will be developed and maintain including but not limited to Math Olympiad, Odyssey of the Mind, Maker's Lab, Digital Club, and Flexible Library Time for student access for a variety of activities in a safe and structured environment throughout the day. Base 5000 School Librarian Base 11000 Site based GATE coordinator Base 500	Staff developed a plan to provide and offer a variety of club offerings and enrichment activities to meet the interests and abilities of all students. the following options were provided at each site: 1. Math Olympiad & Odyssey of the Mind were offered as after school enrichment programs for all students, but specifically for GATE identified students. 2. a Maker's Lab, where students engaged in learning and creating engineering projects 3. Project Lead the Way was piloted at Bagby with a focus on engineering concepts. 4. Flexible library time was provided for student access for a variety of activities in a safe and structured environment throughout the day.	Expenses include materials and supplies, personnel and training Base 16500

Scope of Service : Districtwide X All - - - - - - - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service : Districtwide X All - - - - - - - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
D. Services will be provided to meet the emotional, behavioral and mental needs of students. 1. The School Counselor & Almaden Valley Counseling Services will provide individual and group counseling for students through referral process or on an as needed basis. 2. School psychologists provide counseling on death of a family member, bullying, school anxiety and social issues. 3. Study Study Team Process in employed for students who are struggling academically due to emotional, social, mental, and/or academic challenges. 4. "Check-in & Check-out", a programs designed specifically for students who need additional behavioral support will be implemented.	School Counselor & Almaden Valley Counseling Services - provides individual and group counseling is provided for students through referral process or as needed basis. One day of counseling will be provided the Student Services. Base 4500 Additional day of counseling provided by site. Base 4500	Services were provided to meet the emotional, behavioral and mental needs of students. 1. The School Counselor & Almaden Valley Counseling Services were extended and provided individual and group counseling for students through referral process or on an as needed basis. 2. School psychologists provided counseling on death of a family member, bullying, school anxiety and social issues. 3. Study Study Team Process was employed for students who are struggling academically due to emotional, social, mental, and/or academic challenges. 4. "Check-in & Check-out", a programs designed specifically for students who need additional behavioral support was also implemented as needed.	Expenses include materials and supplies, personnel and training Base 9000
Scope of Service : Districtwide X All - - - - - - - - - - - - - - - - - - - OR: _ Low Income pupils		Scope of Service : Districtwide X All - - - - - - - - - - - - - - - - - - - OR: _ Low Income pupils	

_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
E. Staff will establish a survey on school safety and climate. 1. Staff will establish a student survey on school safety and climate using the Healthy Kids survey to be administered in 5th grade. 2. Staff will survey parents on school safety and climate.	Healthy Kids Survey will be administered via online Base 250	Staff created a district-wide survey for grades 4-8 on school safety and climate. Staff also surveyed parents on school safety and climate through the community LCAP survey.	Expenses include materials and supplies Base 250
Scope of Service Districtwide X All - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service Districtwide X All - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
F. Staff will establish a comprehensive Safe School Plan which includes protocols and procedures are in place to ensure that students, staff, and anyone on campus is safe in case of emergencies. 1. Staff will revise and amend a comprehensive Safe School Plan. 2. Students, Staff, and volunteers will be trained on implementing the Safe School Plan. 3. Parents and community members will be apprised of the Safe School Plan.	Ensure sufficient supervision during recesses. 2000-2999: Classified Personnel Salaries Base 2500 Noon Duty Supervision 2000-2999: Classified Personnel Salaries Base 16000	The district continued to work on completing a comprehensive Safe School Plan which includes protocols and procedures are in place to ensure that students, staff, and anyone on campus is safe in case of emergencies. 1. Staff is currently working with a consultant to revise and amend a comprehensive Safe School Plan. This is ongoing for next 2 years. 2. Training is ongoing on implementing the Safe School Plan. 3. Parents and community members	Expenses include materials, supplies, personnel and training Base 18500

		will be apprised of the Safe School Plan.	
Scope of Service: Districtwide X All - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: Districtwide X All - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	This year, the district spent a tremendous amount of time and work on developing and revising our comprehensive safety plans for all sites. This included trainings on emergency drills and providing communication equipment for all sites and the districts. The District PBIS team continues to meet regularly to discuss district-wide needs. Based on input from parents, staff and students, there is need for district-wide curriculum on emotional and social skills. the district will explore such a curriculum for 2016-17 as well as training for staff. There is also a need for more intense services above and beyond the site's capacity to address students with Tier 3 needs. The student study team will continue to be main process for which students who needs additional support will be addressed using the RtI framework. Our survey also indicates that staff needs review and additional training on the SST process and RtI framework.		

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

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

Original GOAL 4 from prior year LCAP:	Cambrian/Bagby School will involve parents, families and community stakeholders as partners in the education of all students.	Related State and/or Local Priorities: 1 _ 2 _ 3 X 4 _ 5 X 6 X 7 _ 8 X COE only: 9 _ 10 _ Local : Specify

Goal Applies to:	Schools: All school sites
	Applicable Pupil Subgroups: All students.

Expected Annual Measurable Outcomes:	1. A 100% participation/attendance at school events, activities, and functions 2. A 15% increase in parent involvement in school committees 3. A 100% attendance at parent/teacher conferences 4. Increase in translation services of English Learner parents 5. 15% increase in parent education and parenting classes	Actual Annual Measurable Outcomes:	1. School sites reported significant turnout of participation/attendance at school events, activities, and functions. Most events had over 90% attendance. 2. Sites reported increases in parent involvement in school committees, especially SSC and ELAC. Unfortunately, sites were not able to provide documentation for those increases. 3. Sites reported an average of 97% attendance at parent/teacher conferences 4. The district had an increase in request for translation services for parent teacher conferences as well as written communication. The district will implement a way to measure these increase for next year. 5. CSD provided 2 series of parent education classes that included a total of 12 sessions with attendance from 20 - 35 parents attending each night. This equates to more than a 50% increase from last year.

LCAP Year: 2015-2016		
Planned Actions/Services || Actual Actions/Services	

	Budgeted Expenditures		Estimated Actual Annual Expenditures
A. Staff will provide multiple opportunities to parents to provide input to programs and progress. 1. Staff will establish communication protocols to utilize both social and traditional media sources, i.e. school	Communication and translation/interpreter services as needed. 5000-5999: Services And Other Operating Expenditures Supplemental 2000 These events may include but are	Staff provided multiple opportunities to parents to provide input to programs and progress. 1. Staff established communication protocols to utilize both social and traditional media sources, i.e. school	Expenses included materials and supplies Base 2750 Supplemental 2000

newsletters, School-wires, School-Reach, Facebook, school website. Communication will also be provided in multiple languages, especially Spanish. 2. Parent Information events and activities (i.e., Principal Coffees, Open House, Back to School, Science Family Night, Math Nights, Middle School Orientation, etc.) will be implemented. 3. Translation Services will be provided for meetings, i.e. IEPs, SSTs, Parent-Teacher Conferences, ELAC and DELAC meetings. The district will develop criteria for translators. 4. Through written communication, staff will keep parents informed on the transition to Common Core. 5. Staff will conduct a comprehensive annual survey to garner input from parents and community members.	not limit to: Principal Coffees, Open House, Back to School, Science Family Night, Math Nights, other. 4000-4999: Books And Supplies Base 2500 LCAP Community Survey will be administered through Schoolwires. This cost will be funded by the district. 4000-4999: Books And Supplies Base 250	newsletters, School-wires, School-Reach, Facebook, school website. Communication will also be provided in multiple languages, especially Spanish. 2. Parent Information events and activities (i.e., Principal Coffees, Open House, Back to School, Science Family Night, Math Nights, Middle School Orientation, etc.) were implemented. 3. Translation Services were provided for meetings, i.e. IEPs, SSTs, Parent-Teacher Conferences, ELAC and DELAC meetings. The district will develop criteria for translators. 4. Through written communication, staff kept parents informed on the transition to Common Core. 5. Staff conducted a comprehensive annual survey to garner input from parents and community members on the LCAP.	
Scope of Service Districtwide X All - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service Districtwide X All - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
B. Staff will maintain standing committees in which information is provided and ideas sought concerning the school. 1. Staff will work alongside Home &	Home & School Club. Staff will work alongside Home & School Club for fundraising purposes to meet the needs of and priorities of students. 4000-4999: Books And Supplies Base 500	Staff maintained standing committees in which information is provided and ideas sought concerning the school. 1. Staff continued to work alongside	Expenses include materials and supplies Base 2000

School Club for fundraising purposes to meet the needs of and priorities of students. 2. English Learner Advisory Committee will be informed and included in decision making. 3. School Site Council will advise on the SPSA and LCAP implementation 4.Parents will be encouraged to join and attend District Committees such as the District Advisory Committee, District English Learner Advisory Committee, District Achievement Intervention Team (DAIT), Home & School Club President meetings with the Superintendent, 5. Parents will be encouraged to join and attend School Site Committees such as Home & School Club, School Site Council and ELAC Committees.	Parent Coffees, SSC & ELAC Meetings Materials & Supplies. 4000-4999: Books And Supplies Base 1500	Home & School Club for fundraising purposes to meet the needs of and priorities of students. 2. English Learner Advisory Committee were informed and included in decision making. 3. School Site Council advised on the SPSA and LCAP implementation 4.Parents were encouraged and invited attend District Committees such as the District Advisory Committee, District English Learner Advisory Committee, District Achievement Intervention Team (DAIT), Home & School Club President meetings with the Superintendent, 5. Parents were encouraged to join and attend School Site Committees such as Home & School Club, School Site Council and ELAC Committees.	
Scope of Service Districtwide X All - - - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service Districtwide X All - - - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
C. Parent Education, Parenting Classes and volunteer opportunities will be established to help parents partner in their child's education. 1. Provide English classes for parents of English Learners. 2. Increase parent volunteering in	Site and District Administration will provide English classes for parents of English Learners, increase parent involvement committees and in the classrooms with training 5800: Professional/Consulting Services And Operating Expenditures Base 1000	Parent Education, Parenting Classes and volunteer opportunities were established to help parents partner in their child's education. 1. Staff continued to promote parent volunteering in classrooms and provide training in classroom protocols and	Expenses include materials and supplies, personnel and training Base 13000

classrooms and provide them training in classroom protocols and appropriate behaviors. 3. Increase parent participation on District and school committees. 4. Increase diversity on district and school committees. 5. Increase college resources for students and parents, i.e., staff will plan a College Day or Week.	Project Cornerstone - Asset Building Champions. 5800: Professional/Consulting Services And Operating Expenditures Base 1000 Art Vista Program Coordinator 2000-2999: Classified Personnel Salaries Base 11000	appropriate behaviors. 2. We were able to increase parent participation on District and school committees. 3. Staff, especially at the middle school, provided more college resources for students and parents, i.e., staff will plan a College Day or Week.	
Scope of Service	Districtwide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service	Districtwide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Based on the actions and services we provided this year and input from our stakeholders engagement process, we will continue to provide all the programs and services this current year and will augment those programs and services to include more parent education classes, more parent information night on common core state standards, training on the use of technology and increase our goals to provide translation services for EL parent community. There will also be additional trainings for parents on special education topics such as the IEP process.

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

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	$282,903

For CalPADS 2016, the CSD (for Steindorf STEAM School) and Bagby Elementary School reflects an unduplicated percentage of 3.84%. District's LCFF Estimated Supplemental Grant funding would be $282,903 for FY 2016-17 and $0 for Concentration Grant funding due to low unduplicated count percentage.

CSD intends to spend to that level by providing Instructional Coaches, supplemental materials and technology, and other support services. Because there is not a large concentration of unduplicated students at any one school, the District provides Instructional Coaching and Support, technology, and professional learning for teachers to address the needs of at-risk students at all sites to give additional learning support to these students as needed. The primary benefit is for the targeted students, but all students will benefit from the plan. The district believes these are the most effective uses of the additional funds to improve the overall educational program for all students as well as for the targeted students. Our review of research and best practices in the State Frameworks indicates these types of supports benefit students and increases their achievement of targeted students.

Districtwide Actions:

Information in the new ELA/ELD framework describes the benefit of explicit language instruction for all students to better access the common core, so the EL strategies were shared with all teachers to enhance language instruction across all grades and content areas. The supplemental funds are being expended on actions and services that are principally directed towards unduplicated student groups . These include:
•   Professional Learning Differentiated Instructional Strategies for students not achieving grade level standards
•   Enhanced Instructional Technology
•   Purchase of Instructional Supplemental Materials
•   Reading and Math Intervention Programs & Services

The Professional Development on working with English Learners is designated district-wide, because all teachers will receive the training on strategies for ELs, even if they don't teach EL students, since the district believes the EL strategies are effective teaching strategies that will benefit all students.

The amounts listed in the LCAP are estimates, and include a combination of both district and site services and programs. Actual costs may vary depending on the number of teachers in professional development, number of new teachers at the site, and if the district moves ahead with materials adoption, to site some examples.

Targeted, differentiated instruction and learning for for all students and selected students per data review as well as extended learning time. Student progress is monitored with formative and summative assessments on a regular basis and instruction adjusted accordingly. This meets the state priorities of Conditions for Learning, Pupil

Achievement, and other Pupil Outcomes.

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

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

| 3.8 | % |

The District intends to spend the increased services by providing ELD teacher support through with instructional coaching and support, supplemental materials and technology, and other support services. Because there is not a large concentration of unduplicated students at any one school, the District provides instructional coaching and support, technology, and professional learning for teachers to address the needs of at-risk students at all sites to give additional learning support to these students as needed.

Focused targeted, differentiated instruction and learning for selected students per data review as well as and extended learning time. Student progress is monitored with formative and summative assessments on a regular basis and instruction adjusted accordingly. This meets the state priorities of Conditions for Learning, Pupil Achievement, and other Pupil Outcomes. The supplemental funds are targeted to support EL, SED, Foster Youth, and SWD students. These additional and extended programs and services includes instructional coaching/mentoring and professional development for teachers and staff working specifically with unduplicated students, Tier II interventions, EL services including designated English Language Development (ELD) instruction, counseling services and parent engagement.

Services provided in the LCAP and SPSAs that are focused on EL, SED, Foster Youth, and SWD. The services are designed to meet their instructional and social/emotional needs within the school day and in supportive services that include targeted, differentiated instruction, mental health services, and both before and after school extended day options.

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]