

§ 15497.5. Local Control and Accountability Plan and Annual Update Template.

Introduction:

LEA: Los Gatos Union School District: Marla Rodriguez, Assistant Superintendent Education Services/HR mrodriguez@lgusd.k12.ca.us 408-335-2042 LCAP Year: 2016

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>The Los Gatos Union School District benefits from a very involved parent community. The structure for parent involvement includes committees at both the district and site levels comprised of a cross section of parents representing English learners, students with disabilities, low-income families, and all significant subgroup populations. The committees also include stakeholders from the bargaining units as well as site and district administrators. The committees that have provided input into the Local Control Accountability Plan and Local Education Agency Plan, and Common Core Spending Plan include: District English Learner Advisory Council, District Resource Council School Site Councils, School Site Student Councils. (See timeline of meetings pg. 7).</p> <p>Focus Group Questions included:</p> <ul style="list-style-type: none"> • What could the district/school sites do to increase parent participation for all subgroups? • What supports would be most helpful for students who are low performing (consider all subgroups)? • What systems for reporting data relative to student progress would be most helpful for parents, teachers, principals • What feedback could you provide to maintain the safe atmosphere that we have on our campuses? <p>Annual assessment data is reviewed and analyzed by Los Gatos Union School District administrators, teachers, and Board of Trustees and presented to stakeholder groups for input. The data includes: Suspension and Expulsion data, Spring 2015 California Assessment of Student Performance and Progress (CAASPP results baseline data, California English Language Development Test data, English Learner reclassification trends, parent/student survey results, and local assessment measures of student progress.</p> <p>Goals that were drafted with community input in 2014 were condensed for the 2015-16 Local Control Accountability Plan (LCAP) to encompass all services and actions under three goal areas to address the eight priority areas. The goals were aligned to the Strategic Plan and Local Education Agency Plan with input from the Board of Trustees, and District and Site Leadership. The data analysis and District goals were then presented to the School Site Councils, the District English Learner Committee, the Site English Learner Advisory Councils, Parent Resource Councils, along with our students with disabilities parents.</p> <p>The Local Control Accountability Plan was created to satisfy statutory requirements and the priorities determined by all stakeholders. Teachers, parents and administrators worked together to gather feedback related to parent participation and create needs based responsive action plans at the site level. Those action plans are in direct alignment with the School Plan for Student Achievement, the Local Education Agency Plan and Local Control Accountability Plan. School Plans for Student Achievement and Site action plans are taken through a feedback and approval process that includes the School Site Councils, the District English Learner Advisory Council, and the Los Gatos Union School District Board of Trustees.</p>	<p>The process allows all stakeholders input into the Local Control Accountability Plan. Local Education Agency Plan, Single Plan for Student Achievement, and Site Action Plans. The involvement process ensures that all statutory requirements are met, and all plans are aligned with common goals, purpose and intent.</p> <p>A direct example of how stakeholder input impacted the Local Control Accountability Plan occurred when determining the focus for professional development to maintain highly qualified teachers and the alignment of resources and materials to support student achievement. A review of student data with staff indicated a need to continue to address mathematics instruction as well as alignment of materials to the Common Core. The priority, as indicated by staff, for purchasing new language arts materials as well as providing professional development in the area of standards based report cards, English Language Arts Adoption, and Next Generation Science Standards (NGSS) is indicated in our action and budget alignment for the 2016-17 LCAP.</p> <p>District English Learner Advisory Council meeting feedback:</p> <ol style="list-style-type: none"> 1. More alignment with parent volunteers and school staff welcoming new families to the community using the primary language of the parents. This will increase the understanding for new families, with English not their first language, in regards to school resources. 2. Increase in communication with English Learner parents on how to support students both academically and emotionally. (Areas of greatest need academically include phonics, grammar and homework explanations). 3. Small meetings designed explicitly to address questions for parents with English Learner children. 4. For newcomers, schools will implement student ambassadors, buddies to make new students feel more welcomed. While this was incorporated in our schools in the past year there was a feeling that this needed to be extended to support throughout the year to assist students as the year progresses. <p>Special Education Parent Group:</p> <ol style="list-style-type: none"> 5. Life Skills Courses 6. Smaller Group Activities at lunchtime 7. Guest speakers for parent education <p>District Parent Resource Council:</p> <ol style="list-style-type: none"> 1. Parent engagement geared toward working parents and /or English Learner Parents. 2. Design and provide support around Digital Citizenship as we refine and improve our current practices. 3. Orientation meetings for Newcomer parents year around. 4. Define new Parent/Family coordinators at each school site and collaborate together. <p>Los Gatos Education Teachers Association & Los Gatos Union Classified Employees Association:</p> <ol style="list-style-type: none"> 1. Include all Project Cornerstone activities/supports for students to highlight school climate. 2. Parent ambassadors for new parents 3. Structures for differentiation, flexible grouping

	<p>4. Professional Development menus</p> <p>School Site Councils:</p> <ol style="list-style-type: none"> 1. Explore creating parent support groups to help connect new families from other cultures. 2. Continue holding parent coffees to partner new families with the Home and School Clubs. 3. Continue strengthening to strengthen and grow the Safe Routes to School Program. <p>1. Updated report cards (In Progress) explore digital report cards.</p> <p>Student Feedback:</p> <ol style="list-style-type: none"> 1. More adults on campus during recess to help supervise 2. Continue to improve school culture through project cornerstone activities <p>In the survey sent to the entire learning community:</p> <ol style="list-style-type: none"> 1. Strengthen Teacher Teams for those who teach same grade/subject collaboration to share promising practices 2. In goal area two (Safe Schools) there were strong responses to increase interventions for students who need additional support for example (counseling and academic support) this would support what we already focus on in the area of student asset development. 3. Teacher professional development in the Next Generation Science Standards leading to stronger science instruction for students. 4. Continue to devote an emphasis in student asset development via Cornerstone and activities leading to stronger social emotional health for students. <p>Based on stakeholder input our sites will continue the practice of welcoming all new parents to our schools. Focusing on our English Learner students and to support their parents, sites will work to create a time where parents of English Learner students can get their questions answered and understand how they can become more involved at the site. Sites have been successful pairing new students with a buddy at the beginning of the year to continue to build a climate of inclusive support for all students. The feedback was that this needed to be continued during the course of the year because English Learner students began to feel more isolated in the weeks following the beginning of school.</p> <p>Our digital citizenship curriculum has blossomed K-5 with the support of our dedicated teaching staff leading the charge creating and delivering the curriculum. We will continue to strengthen this area in 2016-17.</p> <p>Currently we are embarking on an updated standards based report card. Our teachers have been involved in extensive staff development this year to meet this goal continuing into the 2016-17 school year as we prepare our community for the changes.</p> <p>This year we initiated an EL parent tea in the Fall, to gather input regarding activities to increase EL parent participation at school. We will continue this practice going into 2016-17. We are fortunate to have a very involved parent community and will strive to continue to strengthen our parent representation on all campuses.</p>
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Annual Update:

For the annual update, the Los Gatos Union School District went through a similar process as was defined in our involvement process. Because we have a very involved parent community we had committees in both the district and site levels that represented a cross section of parents representing English learners, students with disabilities, low-income families, and other significant subgroup populations. The committees also included representatives from the bargaining units as well as site and district administrators. The committees that have provided input into the Local Control Accountability Plan annual update and Local Education Agency plan include: District English language advisory Council, District Resource Council, School Site Council, Special Education Parent Group, as well as a District-wide survey.

Annual assessment data was reviewed and analyzed by Los Gatos Union School District administrators, teachers, and Board of Trustees. The data includes: Suspension and Expulsion data, California English Language Development Test data, English Learner reclassification trends, parent/student survey results, and local assessment measures of student progress.

District Goals are written to align with the Strategic Plan and Local Education Agency Plan with input from the Board of Trustees, and District and Site Leadership and staff. The data analysis and District goals are presented to the School Site Councils, the District English Learner Committee, the Site English Learner Advisory Councils, for input and used at the site level to create the Single Plans for Student Achievement. Parents provide input when determining priorities to align goals with site and district action plans.

Annual Update:

Following the discussion around the 2015-2016 Local Control Accountability Plan goals, the feedback was very consistent among all of our stakeholders. The plan to have overarching goals and reduce them into 3 categories based on feedback from the 2014-15 LCAP process proved to be an efficient and comprehensive way to look at the District as a whole. Stakeholders believed, this was an efficient way to look at the top priorities. Those 3 categories became the 2015-2016 Local Control Accountability Plan goals around Student Achievement, School Climate and Parental Involvement. Through input from stakeholder groups we have maintained these goals going forward into 2016-17 so that we have continuity and can measure our successes.

Discussion about actions and services needed to accomplish the 2016-2017 Local Control Accountability Plan goals occurred and stakeholders agreed that since we were successful on the 2015-2016 Local Control Accountability Plan goals, that we should use similar actions and services. Any changes that we added or amended based off the stakeholder feedback is discussed above in the impact on Local Control Accountability Plan section.

Stakeholder Consultation Timeline

Date	Meeting	Task	Purpose
8/31/15	EL Parent Community Gathering	To update parents on priorities and to receive input on next steps	To consult parents and consider feedback
10/20/15	District English Learner (DELAC) Advisory Council	Local Control Accountability Plan Overview and Discussion	To consider feedback and next steps in terms of updates
11/05/15	Special Education Parent Meeting	Local Control Accountability Plan Overview and Discussion	To consider feedback and next steps in terms of updates
11/09/15	Principals Meeting	Local Control Accountability Plan Overview input and discussion	To consider feedback and inform principals as they seek input from community.
1/06/16	Los Gatos Elementary Teacher's Association Meeting	Local Control Accountability Plan Overview/feedback for Certificated Association	To consult with the bargaining unit and to consider feedback
1/12/16	Los Gatos Union Classified Employees Association	Local Control Accountability Plan Overview/feedback for Classified Association	To consult with the bargaining unit and to consider feedback
3/07/16	Board Meeting	Local Control Accountability Plan Overview for Board and Public	To consult with Board and public for input regarding LCAP goals 2016-17
3/15/16	District English Learner Advisory Council	Local Control Accountability Plan Overview and feedback	To consult with the District English Learner Advisory Council
3/15/16-5/02/16	Website Survey	Survey to consult public stakeholders	To consult with the public for input
03/25/16	Resource Council	Local Control Accountability Plan Overview and Feedback	To consult with Board and public
March/April	School Site Councils	Principals share Local Control Accountability Plan drafts with School Site Councils for feedback	To consult with the site parent input
April	Student Council	Survey to consult student input	To consult with the students
5/09/16	Board Meeting	Local Control Accountability Plan Overview for Board and public	Board and Public input considered
6/06/16	Board Meeting	Public Hearing	To consult with public and Board for input regarding draft of Local Control Accountability Plan
6/09/16	Board Meeting	Board Review Local Control Accountability Plan	Approve Local Control Accountability Plan

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:	Attain upward mobility in student achievement for all students, including an increase in proficiency levels for all English learner students as measured on local and state assessments		Related State and/or Local Priorities: 1X 2X 3_ 4X 5_ 6_ 7X 8X COE only: 9_ 10_ Local : Specify _____	
Identified Need:	The District shall meet the goal of attaining proficiency or higher for all students on state assessment data. English Learner students must meet academic proficiency at the same rate as their English-speaking counterparts as measured on state assessments.			
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
LCAP Year 1: 2016-2017				
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. Improvement for all students on the California Assessment of Student Performance and Progress (CAASPP) to be given in the spring of 2016. Baseline Academic Level results were received in fall 2015. Baseline 2015-16: Math: 69%, English Language Arts: 74% (These percentages represent standards met and exceeded totals) (2016-17: Goal is to continue upward mobility for scores based on last years baseline). 2. Improved Achievement on local assessment results will be obtained for all students utilizing formative assessments at the local level. 2015-16: Process of developing district-wide benchmarks baseline will be available in the 2016-17 school year. 3. Improvement for all English Learner students on the California Assessment of Student Performance and Progress (CAASPP) to be given in the spring of 2016. Baseline academic results for English Learner students obtained were received in fall 2015. (ELA: 42 students tested 30% of students met or exceeded standards). (Math: 44 students tested 50% of students met or exceeded standards) 2016-17: Goal is to continue upward mobility for scores based on last years baseline. 4. Increase in reclassification rates (2014-2015 (49/140) 35%) (2015-16: (55/136) 40.4%) (2016-17: Would strive for an additional 5% increase). 5. Increase in California English Language Development Test Scores (2014-15): (66% of students increased) (2015-16): (83% of students increased) (2016-17: Goal: Strive for a 5% increase based on 2015-16 data). 6. Maintain 100% Williams Compliance – (2014-15): 100% fully credential teachers for the subject areas they are teaching (2015-16) 100% (2016-17: Maintain 100% compliance.) 7. Maintain 100% Williams Compliance access to materials / Every student in the school district will have access to standards aligned instructional materials 2015-16: maintained at 100%. (Maintain 100% compliance in 2016-17). 8. Maintain 100% Williams Compliance Common Core Standards aligned curriculum (2015-16: Maintained at 100%)(2016-17: Maintain 100% compliance). 			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Pupil Outcomes: Student Achievement: 1.1 Service: Support and provide instruction to <u>all</u> including, English Language Learners, aligned to the Common Core Standards including formative and summative assessments as a basis for differentiation by providing professional development using Schoolnet and Atlas Rubicon to support our work.		All Schools	X ALL OR: __Low Income pupils __XEnglish Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) _____	1.1 <u>\$45,000, General Fund (GF)</u> <u>Expenditure: (010-0133-5846)</u> <u>Schoolnet License</u> <u>Atlas Rubicon Software</u> Professional Development: Standards Based Grading and Reporting and creation of ELA benchmark assessments and formative assessments Expenditure: <u>\$122,000 (060-6264) GF</u>

Pupil Outcomes: Student Achievement: – Student Achievement for Low Income Students: 1.2 Service: Provide professional development in the area of differentiated instruction aligned to Common Core Standards to assist in increasing achievement for English Language Learners, Low Income, Special Education students as well as other at risk populations. Action: Purchase supplemental materials and resources in content areas that are intended for use as interventions for students at risk of low academic performance including low income students, English language learners and students with disabilities. 1.3 Service: Provide direct academic supplemental support to English Language Learners, low income, and students with disabilities, as well as all students who are struggling readers in the Early Literacy Program at each K-5 school using intervention materials such as LEXIA.	All Schools	__XALL	1.2 \$155,000 Expenditure: (010-0154-1000-5000) GF Professional Development CIA Taskforce Supplemental teachers and support staff. Supplemental materials, consultants and registration fees 1.3 \$145,000, (040-0492-1000-3000) (0100-1000-3000) (GF Expenditure: 1.3 FTE Certificated Early Literacy Teachers \$4,000 (010-0133-5846) GF Lexia License
	All Schools	OR: X Low Income pupils __X English Learners __Foster Youth __Redesignated fluent English proficient __XOther Subgroups: SPED Same as above	
	All Schools	Same as above	

<p>Conditions of Learning:</p> <p>1.4 Service: Provide instruction to all students by highly qualified teachers in 100% of all teaching assignments as outlined in the William's Act requirements.</p> <p>Action: All teachers will continue to receive professional development in research supported practices, assessment analysis, and assessment method to target alignment embedding best practices for English learners, and students at risk, such as low income student populations.</p> <p>1.5 Service: To meet the needs of all students, teachers provide instruction integrating the use of technology in the instructional program.</p> <p>Action: Teachers select and the district purchases materials and resources aligned with Common Core and Next Generation Science Standards, including materials appropriate for English Learners, specifically in the areas of English Language Arts and Science. Professional development will be provided for Next Generation Science Standards and English Language Arts.</p> <p>Action: Maintain the infrastructure and access to technology devices to support technology integration by students and teachers as we continue to increase devices on campuses.</p> <p>1.6 Service: Maintain Student access to Common Core aligned materials and resources to include material for Students with Disabilities, English Learners and Reclassified to Fluent English Proficient students such as supplemental materials geared to provide student access to curriculum such as Reading and Writing A-Z, and Goal Book.</p> <p>Services: Provide professional development in the area of core academic areas (math and English Language Arts) aligned to Common Core Standards.</p> <p>Action: Purchase supplemental materials and resources in content areas that are intended for use as support to designated subgroups such as English Learners, foster youth, and low income students.</p> <p>1.7 Service: Maintain equal access to enroll in all grades and courses offered K-8 including students from the designated subgroups such as low income, English Learners, and foster youth.</p> <p>Action: Monitor enrollment into course selections / electives opportunities.</p>	All Schools	<p><u>__X__ALL</u></p> <p>OR:</p> <p><u>__X__Low Income pupils __X__English Learners</u> <u>__Foster Youth __Redesignated fluent English</u> <u>proficient __Other</u> <u>Subgroups:(Specify)_____</u></p>	<p>1.4 <u>\$18,000,000 Expenditure:</u> <u>(Unrestricted GF) All teachers,</u> <u>supplemental teachers and support</u> <u>staff, supplemental materials,</u> <u>consultants and registration fees.</u> <u>\$12,500: (010-0154-1000-5000) GF</u> <u>Materials</u> <u>\$26,000 : (060-4035-5830) GF</u> <u>Contracted service</u></p>
	All Schools	<p><u>__X__ALL</u></p> <p>OR:</p> <p><u>__Low Income pupils __X__English Learners</u> <u>__Foster Youth __Redesignated fluent English</u> <u>proficient __Other</u> <u>Subgroups:(Specify)_____</u></p>	<p>1.5 <u>\$70,000 (060-6300-4140; 010-</u> <u>0154-4140) (010-0132-1000) GF</u> <u>Expenditure: Textbooks and</u> <u>Materials aligned to Common Core</u> <u>& Professional Development for</u> <u>technology integration</u></p>
	All Schools	<p><u>__X__ALL</u></p> <p>OR:</p> <p><u>__Low Income pupils __X__English Learners</u> <u>__Foster Youth __Redesignated fluent English</u> <u>proficient __Other</u> <u>Subgroups:(Specify)_____</u></p>	<p>1.5 <u>\$600,000, GF Expenditure: (010-</u> <u>0154-4140) - New Language Arts</u> <u>and Next Generation Science</u> <u>adoption aligned to Common Core</u> <u>(one time expense)</u></p>
	All Schools	<p><u>__X__ALL</u></p> <p>OR:</p> <p><u>__Low Income pupils __X__English Learners</u> <u>__Foster Youth __X__Redesignated fluent English</u> <u>proficient __Other</u> <u>Subgroups:(Specify) __X__SPED_____</u></p>	<p>1.5 <u>\$10,000 (020-1100-5846) GF</u> <u>Expenditure: Web Filter</u></p>
	All Schools	<p><u>__X__ALL</u></p> <p>OR:</p> <p><u>__X__Low Income pupils __X__English Learners</u> <u>__X__Foster Youth __Redesignated fluent English</u> <u>proficient __Other</u> <u>Subgroups:(Specify)_____</u></p>	<p>1.6 <u>\$5,000 (010-0133-5846) GF</u> <u>Expenditure:</u> <u>Goal book License</u> <u>\$ 25, 000 (010-0133-5846) GF</u> <u>Expenditure: Reading and Writing A-Z</u></p>
	Middle School	<p><u>__X__ALL</u></p> <p>OR:</p> <p><u>__X__Low Income pupils __X__English Learners</u> <u>__X__Foster Youth __Redesignated fluent English</u> <u>proficient __Other</u> <u>Subgroups:(Specify)_____</u></p> <p>Same as above.</p>	<p>1.7 <u>\$25,000 (010-0131-5825) GF</u> <u>Expenditure: Contract with</u> <u>Scheduling Consultant - Monitor</u> <u>Powerschool for enrollment of all</u> <u>students into electives and courses</u></p>

LCAP Year 2: 2017-2018			
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. Continue improvement in upward mobility of academic level results for all students on California Assessment of Student Performance and Progress (CAASPP) relative to scores for 2016-17. 2. Improved local assessment results will be obtained for all students indicating upward mobility based on 2016-17 data. 3. Continue improvement in upward mobility on the California Assessment of Student Performance and Progress results for English Learner students relative to achievement in the 2016-17 school year. 4. Increase in reclassification rates relative to 2016-17 data growth trajectory at approximately 5% yearly. 5. Continued increase in California English Language Development Test Scores relative to data in 2016-17. 6. Maintain 100% Williams Compliance Highly Qualified Teachers – 100% fully credential teachers for the subject areas they are teaching. 7. Maintain 100% Williams Compliance access to materials / Every student in the school district will have access to standards aligned instructional materials. 8. Maintain 100% Williams Compliance Common Core Standards aligned curriculum. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Pupil Outcomes: Student Achievement: 1.1 Service: Support and provide instruction to <u>all</u> students, including English Language Learners, aligned to the Common Core Standards including formative and summative assessments as a basis for differentiation by providing professional development using Schoolnet and Atlas Rubicon to support our work.	All Schools	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) _____ _____	1.1 <u>\$50,000, GF</u> <u>Expenditure: (010-0133-5846)</u> Schoolnet License/Atlas Rubicon PD: Continued standards based grading <u>Expenditure: \$ 80,000 (010-0154-5825) GF</u>

LCAP Year 3: 2018-2019			
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> Continued Improvement in academic level for all students on California Assessment of Student Performance and Progress relative to achievement during the 2017-2018 school year. Improved local assessment results will be obtained for all students relative to achievement during the 2017-18 school year. Improved California Assessment of Student Performance and Progress results for English Learner students relative to achievement during the 2018-19 school year. Increase in reclassification rates relative to 2017-18 data growth trajectory at approximately 5% yearly. Maintain 100% Williams Compliance Highly Qualified Teachers – 100% fully credential teachers for the subject areas they are teaching. Maintain 100% Williams Compliance access to materials / Every student in the school district will have access to standards aligned instructional materials Maintain 100% Williams Compliance Common Core Standards aligned curriculum 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Pupil Outcomes: Student Achievement: 1.1 Service: Support and provide instruction to <u>all</u> students, including English Language Learners, aligned to the Common Core Standards including formative and summative assessments as a basis for differentiation by providing professional development using Schoolnet and Atlas Rubicon to support our work.	All Schools	<u>X</u> ALL OR: __Low Income pupils <u>X</u> English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) _____ _____	1.1 <u>\$55,000, GF (010-0133-5846) Expenditure:</u> Schoolnet License Atlas Rubicon Software
Pupil Outcomes: Student Achievement: – Student Achievement for Low Income Students and other Subgroups: 1.2 Service: Provide professional development in the area of differentiated instruction aligned to the Common Core Standards to assist in increasing achievement for English Language Learners, low income, Special Education students as well as other at risk populations. Action: Purchase supplemental materials and resources in content areas that are intended for use as interventions for students at risk of low academic performance including low income students, English Language Learners and students with disabilities.	All Schools	<u>X</u> ALL OR: <u>X</u> Low Income pupils <u>X</u> English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) <u>SPED</u>	1.2 <u>\$160,000 Expenditure: (010-0154-1000-5000) GF</u> Supplemental teachers and support staff, supplemental materials, consultants and registration fees
1.3 Service: Provide direct academic supplemental support to English Language Learners, and students with disabilities, as well as all students who are struggling readers in the Early Literacy Program at each K-5 school using intervention materials such as LEXIA.	All Schools	<u>X</u> ALL OR: <u>X</u> Low Income pupils <u>X</u> English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) <u>SPED</u>	1.3 <u>\$150,000, GF Expenditure: (040-0492-1000-3000)(010-0100-1000-3000) GF</u> 1.3 FTE Certificated Early Literacy Teachers, Lexia license, Supplemental certificated and support staff

Pupil Outcomes –Student Achievement -EL Students: 1.8 Service: Provide supplemental academic support to English Learners (K-5 push in by EL Tutor and 6-8 Specifically Designed Academic Instruction in English in Core English Class, 6-8 by EL Teacher). 1.9 Action: Purchase materials and resources specific to the needs of English learners and aligned with the California English Language Development Standards such as vocabulary cards and targeted books.	All Schools	__ALL OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	1.8 \$44,000 (010-0154-7091) GF <u>Expenditure: English Learner Tutor</u> \$30,000 (010-0154-7091) GF <u>Expenditure: English Learner Teacher</u>
	All Schools	__ALL OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	1.9 2,000 (010-0154-7091) GF <u>Expenditure: Supplemental materials.</u>

GOAL # 2:	All students will be educated in a safe environment. This would be defined as a reduction in both the suspension and expulsion rates along with an continued focus in the area of Developmental Assets indicators		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local: Specify _____	
Identified Need:	Fostering an appreciation of student diversity within our community, including English language learners, students with disabilities and foster youth.			
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
LCAP Year 1: 2016-2017				
Expected Annual Measurable Outcomes:	1. Improved Developmental Assets indicators on Cornerstone survey when administered in fall 2016-17 will be baseline year 2. Attain greater than 97% attendance rate for all students (2014-2015 96.7% Attendance Rate) (2015-16 Attendance Rate: 96.4%) (2016-17 goal is a increase from 2015-16) 3. Annual decrease in suspension (2014-2015 37 suspensions / currently we have no expulsions) (2015-16 suspensions/expulsions: 35 suspensions no expulsions) 2016-17: continue to decrease suspensions by 2 to 5 less per year. 4. Maintain 0% middle school dropout rate. We are a K-8 district, no data on high school drop out or graduation rates. 5. Maintain 100% Williams Compliance (Safe and well maintained environment) No Williams complaints in 2014-15 or 2015-16. Maintain 100% Williams Compliance in 2016-17			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
Engagement- Safe Learning Environment: 2.1 Service: Purchase and Implement approved updated <u>Second Step</u> curriculum in social skills (K-4). Continue to implement <u>Step it up to Thrive</u> (6-8). Action: Provide all K-5 teachers professional development in new <u>Second Step materials</u> to assist in inclusivity for all subgroups.	All Schools	<input checked="" type="checkbox"/> ALL (2.1)	2.1 \$29,000 (010-0154-4310) GF Expenditure <u>Second Step</u> Materials & Training of new staff (Includes training)	
2.2 Service: Foster youth will be enrolled in schools within one school day after the registration is complete (Currently we have only 2-4 students). Action: Provide Training to Office Assistants on enrolling foster youth.	All Schools	OR: (2.2) <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	2.2 \$500 (010-0152-4310) GF Expenditure: PD for Office Assistants	
2.3 Service: Students will attend school regularly and refrain from risk behaviors such as discipline issues leading to suspension. Action: Monitor Attendance Data on Powerschool with Monthly Reports.	All Schools	<input checked="" type="checkbox"/> ALL (2.3)	2.3 \$31,000 (010-0131-2000 & 3000) GF Expenditure: Run and monitor Attendance Reports (Admin 1 10% of job)	
2.4 Service: All students will complete middle school. Action: Monitor 8 th Grade Retention.	Middle School	OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	2.4 \$0 Expenditure: End of year 8 th grade retention report (not a statistically significant amount of time to calculate)	
2.5 Service: All Students will attend schools in well-maintained safe facilities maintaining 100% William's Act compliance. Action: Implement a streamlined work order system to ensure work is completed in a timely manner. Non-emergency work orders will be completed within thirty days. Emergency work orders will be completed within 24 hours.	All Schools	<input checked="" type="checkbox"/> ALL (2.4 and 2.5)	2.5 \$6,500 salary and benefits (050-8150-2000-3000) GF Expenditure: Weekly monitoring of workload backlog & Emergency work orders will be reviewed daily (Director of Maintenance and Operations spends 5% of his time monitoring work orders)	

LCAP Year 2: 2017-2018			
Expected Annual Measurable Outcomes:	1. Improved Developmental Assets indicators on in targeted areas based on the 2016-17 administration of the Cornerstone survey. 2. Greater than 97% attendance rate for all students based on the attendance rates in 2016-17. 3. Annual decrease in suspension based on suspension rates indicated in 2016-17. 4. Maintain 0% middle school dropout rate. We are a K-8 district, no data on high school drop out or graduation rates. 5. Maintain 100% Williams Compliance (Safe and well maintained environment) Maintain 100% William's Compliance in 2017-18		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Engagement- Safe Learning Environment:			
2.1 Implement approved <u>Second Step</u> curriculum in social skills (K-5) and <u>Step it up to Thrive</u> (6-8). Action: Provide new teachers professional development in <u>Second Step & Step it up to Thrive</u> to assist in inclusivity for all subgroups. 2.2 Service: Foster youth will be enrolled in schools within one school day after the registration is complete. Action: Provide Training to Office Assistants on enrolling foster youth. 2.3 Service: Students will attend school regularly and refrain from risk behaviors such as discipline issues leading to suspension. Action: Monitor Attendance Data on Powerschool with Monthly Reports. 2.4 Service: All students will complete middle school. Action: Monitor 8 th Grade Retention. 2.5 Service: All Students will attend schools in well-maintained safe facilities maintaining 100% Williams's Act compliance. Action: Implement a streamlined work order system to ensure work is completed in a timely manner. Non-emergency work orders will be completed within thirty days. Emergency work orders will be completed within 24 hours.	All Schools	_X_ALL (Services and Actions (2.1)) OR: (Service and Actions (2.2) Foster Youth) __Low Income pupils __English Learners X Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	2.1 \$2000 <u>Expenditure</u> (010-0154-4310) GF <u>Second Step Materials & Training of new staff</u>
	All Schools	X_ALL (2.3) OR: __Low Income pupils __English Learners __X Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	2.2 \$500 GF <u>Expenditure:</u> (010-0154-4310) PD for Office Assistants
	All Schools	OR: __Low Income pupils __English Learners __X Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	2.3 \$31,000 <u>Expenditure:</u> (010-0131-2000 & 3000) GF Run and monitor Attendance Reports
	All Schools	_X_ALL (Services and Actions (2.4) and (2.5)) OR: __Low Income pupils __English Learners Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	2.4 \$0 <u>Expenditure:</u> End of year 8 th grade retention report
	All Schools	Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	2.5 \$6,500 <u>Expenditure:</u> (010-0131-2000 & 3000) GF Weekly monitoring of workload backlog & Emergency work orders will be reviewed daily

LCAP Year 3: 2018-2019			
Expected Annual Measurable Outcomes:	1. Improved Developmental Assets indicators on in targeted areas based on the 2016-17 administration of the Cornerstone survey. 2. Greater than 97% attendance rate for all students based on data from the 2017-18 school year 3. Annual decrease in suspension rates based on data from the 2017-18 school year 4. Maintain 0% middle school dropout rate. We are a K-8 district, no data on high school drop out or graduation rates 5. Maintain 100% Williams Compliance (Safe and well maintained environment)		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Engagement- Safe Learning Environment:			
2.1 Implement approved <u>Second Step</u> curriculum in social skills (K-5) and <u>Step it up to Thrive</u> (6-8). Action: Provide new teachers professional development in <u>Second Step & Step it up to Thrive</u> to assist inclusivity for all subgroups.	All Schools	X ALL (Services and Actions (2.1))	2.1 \$2000 <u>Expenditure</u> (010-0154-4310) <i>GF Second Step Materials & Training of new staff</i>
2.2 Service: Foster youth will be enrolled in schools within one school day after the registration is complete. Action: Provide Training to Office Assistants on enrolling foster youth.	All Schools	OR: Foster Youth (Services and Actions 2.2) __ Low Income pupils __ English Learners X Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	2.2 \$500 <u>Expenditure:</u> (010-0152-4310) GF PD for Office Assistants
2.3 Service: Students will attend school regularly and refrain from risk behaviors such as discipline issues leading to suspension. Action: Monitor Attendance Data on Powerschool with Monthly Reports	All Schools	<u>X ALL (Services and Actions 2.3)</u> OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	2.3 \$31,000 <u>Expenditure:</u> (010-0131-2000 & 3000) GF Run and monitor Attendance <u>Reports</u>
2.4 Service: All students will complete middle school. Action: Monitor 8 th Grade Retention.	Middle Schools	X ALL (Services and Actions (2.4, 2.5)) OR: __ Low Income pupils __ English Learners Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	2.4 \$0 <u>Expenditure:</u> End of year 8 th grade retention report
2.5 Service: All Students will attend schools in well-maintained safe facilities maintaining 100% William's Act compliance. Action: Implement a streamlined work order system to ensure work is completed in a timely manner. Non-emergency work orders will be completed within thirty days. Emergency work orders will be completed within 24 hours.	All Schools		2.5 \$6,500 <u>Expenditure:</u> (010-0131-2000 & 3000) GF weekly monitoring of workload backlog & emergency work orders will be reviewed daily

GOAL #3:	To increase parent engagement in all the various initiatives and meetings throughout the district			Related State and/or Local Priorities:	
				1__ 2__ 3_X 4__ 5_X 6__ 7__ 8__	
				COE only: 9__ 10__	
				Local: Specify _____	
Identified Need:		Ensure we are engaging all parents including English Language Learner, low income, and students with disabilities			
Goal Applies to:		Schools:	All		
		Applicable Pupil Subgroups:	All		
LCAP Year 1: 2016-2017					
Expected Annual Measurable Outcomes:		1. Local Control Accountability Plan updated annually with stakeholder input (see timeline on p.7 for all 2015-16 consult opportunities) 2. English Learner component of the Local Control Accountability Plan updated annually with stakeholder input (2014-2015 7% English Learner parent participation) (2015-16: 28% English Learner parent participation) 2016-17: Target goal: 30% participation. 3. District and Site Plans will include stakeholders in the process for input and consultation.			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
Engagement- Parent Involvement					
3.1 Action: 100% of the District and Site Plans will include a process to solicit input from all stakeholders as indicated in School Site Council minutes including input from English Learner stakeholders. Action: Collect and Monitor School Plan for Student Achievement and School Site Council Minutes to ensure Parent Involvement Action: Maintain high parent involvement in the schools Action: Present data and topics of interest to all stakeholders based on stakeholder input.		All Schools All Schools All Schools All Schools	X ALL OR: __Low Income pupils __X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)____ X ALL OR: __Low Income pupils __X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)____	3.1 \$4,000 (010-0155-1000) GF <u>Expenditure:</u> Review School Plan for Student Achievement and School Site Council Minutes (Asst. Sup spend 2 days reviewing documents) 3.2 \$22,000 GF (010-0152-4310); (010-0152-5812); (010-0152-5825); (010-0152-5836); (010-0151-5836); (010-0151-5910); (010-0152-5910) (010-0155) Expenditure: Staffing (2 days of Assistant Superintendent) to support parent meetings, meeting supplies, mailings, advertisement of meetings	
3.2 Action: Provide parent information workshops related to Common Core Implementation, standards based grading, adoption of textbook materials, and other areas of interest identified by parents. Action: At District English Learner Advisory Council meeting we will focus on how English Learner parents can support their children. Topics to include, how to include report cards, English Language Development curriculum, resources to support students at home, and common core standards.					

LCAP Year 2: 2017-2018			
Expected Annual Measurable Outcomes:	1. Local Control Accountability Plan updated annually with stakeholder input (see timeline on pg. # for all 2016-17 consult opportunities). 2. English Learner component of the Local Control Accountability Plan updated annually with stakeholder input Target Goal for 2017-18 will be based on data from the 2016-17 plan. 3. District and Site Plans will include stakeholders in the process for input and consultation.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Engagement- Parent Involvement 3.1 Action: 100% of the District and Site Plans will include a process to solicit input from all stakeholders as indicated in School Site Council minutes including input from English Learner stakeholders. Action: Collect and Monitor School Plan for Student Achievement and School Site Council Minutes to ensure Parent Involvement. Action: Maintain high parent involvement in the schools. Action: Present data and topics of interest to all stakeholders based on stakeholder input. 3.2 Action: Provide parent information workshops related to Common Core Implementation, NGSS Science, standards based grading, and other areas of interest as identified by the parents. Action: At District English Learner Advisory Council meeting we will focus on how English Learner parents can support their children. Topics to include, how to include report cards, English Language Development curriculum, resources to support students at home, and common core standards.	All Schools	<u>X</u> ALL	3.1 <u>\$4,000 (010-0155-1000)</u> <u>GF Expenditure:</u> Review School Plan for Student Achievement and School Site Council Minute 3.2 \$22,000 GF (010-0152-4310); (010-0152-5812); (010-0152-5825); (010-152-5836); (010-0151-5836); (010-0151-5910); (010-0152-5910) (010-0155) Expenditure: Staffing (2 days of Assistant Superintendent) to support parent meetings, meeting supplies, mailings, advertisement of meetings
	All Schools	OR: __Low Income pupils __X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)____ _____	
	All Schools	<u>X</u> ALL	
	All Schools	OR: __Low Income pupils __X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)____ _____	

LCAP Year 3: 2018-2019			
Expected Annual Measurable Outcomes:	1. Local Control Accountability Plan updated annually with stakeholder input (see timeline on pg. # for all 2017-18 consult opportunities. 2. English Learner component of the Local Control Accountability Plan updated annually with stakeholder input Target Goal for 2017-18 will be based on data from the 2017-18 plan. 3. District and Site Plans will include stakeholders in the process for input and consultation.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Engagement- Parent Involvement 3.1 Action: 100% of the District and Site Plans will include a process to solicit input from all stakeholders as indicated in School Site Council minutes including input from English Language Learner stakeholders. Action: Collect and Monitor School Plan for Student Achievement and School Site Council Minutes to ensure Parent Involvement. Action: Maintain high parent involvement in the schools. Action: Present data and topics of interest to all stakeholders based on stakeholder input.	All Schools	<u>X</u> ALL	3.1 \$4,000 GF <u>Expenditure:</u> (010-0155-1000) Review School Plan for Student Achievement and School Site Council Minutes
	All Schools	OR: __Low Income pupils __X__English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)____	
	All Schools		3.2 <u>\$26,000 GF (010-0152-4310)</u> <u>Expenditure:</u> Staffing to support parent meetings, consultants, meeting supplies, mailings, advertisement of meetings
	All Schools	<u>X</u> ALL OR: __Low Income pupils X__English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)____	
3.2 Action: Provide parent information workshops related to Common Core Implementation, standards based grading, and other areas of interest as identified by the parents. Action: At District English Learner Advisory Council meeting we will focus on how English Learner parents can support their children. Topics to include, how to include report cards, English Language Development curriculum, resources to support students at home, common core standards.			

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.

<p>Service: Provide professional development in the area of differentiated instruction aligned to Common Core Standards.</p> <p>1.4 Service: Provide instruction to all students by highly qualified teachers in 100% of all teaching assignments as outlined in the William's Act requirements.</p> <p>Action: All teachers will continue to receive professional development in research supported practices, assessment analysis, and assessment method to target alignment.</p> <p>1.5 Service: To meet the needs of all students, teachers provide instruction integrating the use of technology in the instructional program.</p> <p>Action: Teachers select and the district purchases materials and resources aligned with Common Core and Next Generation Science Standards.</p> <p>Action: Maintain infrastructure and access to technology devices to support technology integration by students and teachers.</p> <p>1.6 Service: Maintain student access to Common Core aligned materials and resources to include material for Students with Disabilities, English Learners and Reclassified to Fluent English Proficient students.</p> <p>Service: Provide professional development in the area of core academic areas (math and language arts) aligned to Common Core Standards.</p> <p>Action: Purchase supplemental materials and resources in content areas that are intended for use as support for designated subgroups.</p>	<p>1.3 <u>\$136,000 GF (040- 0492-1000-5000) (010-0100-1000-3000)</u> 1.3 FTE Certificated Early Literacy Teachers <u>\$4000 (010-0133-5846)</u> Lexia License</p> <p>1.4 \$106,000 Expenditure (010-0154-1000-5000) Professional Development <u>\$12,500: (010-0154-1000-5000)</u> Materials <u>\$31,000: (010-0154-1000-5000)</u> Contracted Services</p> <p>1.5 <u>\$70,000 (060-6300-4140) GF (010-132-1000) GF</u> Expenditure: Textbooks and materials aligned to the Common Core and professional development for technology integration</p> <p>1.6 <u>\$5,000 (010-0133-5846) GF Expenditure:</u> Goal Book License</p>	<p>support to students who are struggling readers in the Early Literacy Program at each K-5 school.</p> <p>Service: Provided professional development in the area of differentiated instruction aligned to Common Core Standards through materials such as Lexia.</p> <p>1.4 Service: Provided instruction to all students by highly by qualified teachers in 100% of all teaching assignments as outlined in the William's Act requirements.</p> <p>Action: All teachers received professional development in research supported practices, assessment analysis, and assessment method to target alignment.</p> <p>1.5 Service: To meet the needs of all students, teachers provided instruction integrating the use of technology in the instructional program.</p> <p>Action: Teachers selected and we purchased materials and resources aligned to the Common Core in terms of replenishing current materials in math and purchases of materials such as the Math IXL for our middle school. We did not however purchase Next Generation Science Standard materials, as our goal for next year is to provide professional development in this area before purchasing materials as vetted with our stakeholders.</p> <p>Action: We continued to maintain our infrastructure access to technology devices to support technology integration by students and teachers.</p> <p>1.6 Service: Maintained student access to Common Core aligned materials and resources to include material for Students with Disabilities, English Learners and Reclassified to Fluent English Proficient students such as Goal Book.</p> <p>Service: Provided professional development in the area of core academic areas (math and language arts) aligned to Common Core Standards.</p> <p>Action: Purchased supplemental materials and resources in content areas that are intended for use as support for</p>	<p><u>1000-3000)</u> 1.3 FTE Certificated Early Literacy Teachers <u>\$4000 (010-0133-5846)</u> Lexia License</p> <p>1.4 \$106,000 Expenditure (010-0154-1000-5000) Professional Development <u>\$12,500: (010-0154-1000-5000)</u> Materials <u>\$31,000: (010-0154-1000-5000)</u> Contracted Services</p> <p>1.5 <u>\$40,000 (060-6300-4140) GF</u> Expenditure: Textbooks and materials aligned to the Common Core and professional development for technology integration</p> <p>1.6 <u>\$4,552 (010-0133-5846)</u> <u>Expenditure: GF</u> Goal Book License</p>
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<p>1.7 Service: Maintain equal access to enroll in all grades and courses offered K-8.</p> <p>Action: Monitor enrollment into course Selections/electives opportunities.</p> <p>1.8 Service: Provide supplemental academic support to English Learners (K-5) push in, 6-8 Specifically Designed Academic Instruction in English in core English Class, 6-8).</p> <p>Service: Provide professional development in the area of mathematics instruction for English Learner students aligned to Common Core Standards.</p> <p>1.9 Action: Purchase materials and resources specific to the needs of English learners and aligned with the California English Language Development Standards.</p>	<p>1.7 \$25,000 (010-0131-5825) Expenditure: Contract with scheduling consultant monitor Powerschool for enrollment of all students into electives and courses.</p> <p>1.8 \$41,000 GF Expenditure: (010-0154-7091) English Learner Tutor \$26,000 GF Expenditure: (010-0154-7091) English Learner Teacher</p> <p>1.9 \$1,500 GF Expenditure: (010-0154-7091) Supplemental materials, \$500 GF Expenditure: (010-0154-7091): registration fees</p>	<p>designated subgroups such as Goal Book.</p> <p>1.7 Service: Maintained equal access to enroll in all grades and courses offered K-8.</p> <p>Action: Monitored enrollment into course selections/electives opportunities.</p> <p>1.8 Service: Provided supplemental academic support to English Learners (K-5) push in by EL Tutor and 6-8 Specifically Designed Academic Instruction in English in core English Class, 6-8) by EL Teacher.</p> <p>Service: Provided professional development in the area of mathematics instruction for English Learner students aligned to Common Core Standards.</p> <p>1.9 Purchased materials and resources specific to the needs of English learners and aligned with the California English Language Development Standards such as vocabulary cards and books.</p>	<p>1.7 \$25,000 (010-0131-5825) Expenditure: GF Contract with scheduling Consultant Monitor Powerschool for enrollment of all students into electives into electives and courses</p> <p>1.8 \$41,000 GF Expenditure: (010-0154-7091) English Learner Tutor \$26,000 GF Expenditure: (010-0154-7091) English Learner Teacher</p> <p>1.9 \$1,500 GF Expenditure: (010-0154-7091) Registration fees and materials</p>
<p>Scope of service: LEA</p>		<p>Scope of service: LEA</p>	
<p>ALL <input checked="" type="checkbox"/> X</p>		<p>ALL <input checked="" type="checkbox"/> X</p>	
<p>OR:</p> <p><input type="checkbox"/> X Low Income pupils <input type="checkbox"/> X English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p>		<p>OR:</p> <p>X <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> X English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Prior to making changes in actions and services, we were waiting to get results from California Assessment of Student Performance and Progress assessments. Now that we have the baseline scores it was decided based on stakeholder feedback that the NWEA was not the best tool in terms of informing teachers regarding instructional practices for student achievement based on the scores. Thus we did not move forward for this expenditure. Professional development in creating proficiency scales and benchmark assessments proved to be valuable for teachers this year as teachers were able to see how a standard could be differentiated to meet the needs of various students in the classroom. We did not purchase Next Generation Science Standards materials as the goals developed, with stakeholder input, indicated professional development in this area would be part of the 2016-17 school year curriculum and instruction plan as we did not want to deviate from the agreed to goals this year. After reviewing the 2015-2016 Local Control Accountability Plan goals it was decided by stakeholders that we would continue working with these goals, as they were integral to our District-wide strategic initiatives.</p>		

Original GOAL 2 from prior year LCAP:	All students will be educated in a safe environment. This would be defined as a reduction in both the suspension and expulsion rates along with a continued focus in the area of Developmental Asset indicators		Related State and/or Local Priorities: 1 <u>X</u> 2__ 3__ 4__ 5 <u>X</u> 6 <u>X</u> 7 <u>X</u> 8 COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	1. Improved Developmental Asset indicators on Cornerstone survey to be administered fall of 2016-17 2. Attain greater than 97% attendance rate for all students (2014-15 96.7% Attendance Rate) 3. Annual decrease in suspension (2014-15 (37 suspensions/no expulsions) 4. Maintain 0% middle school dropout rate. 5. Maintain 100% Williams Compliance (Safe and well maintained environment)		Actual Annual Measurable Outcomes:	1. Fall of 2016-17 Cornerstone survey will be administered. 2. Attendance rate for 2015-16: (96.4% Attendance Rate) 3. Suspensions/ Expulsions for 2015-16: 35 suspensions no expulsions 4. Maintained a 0% middle school dropout rate for 2015-16. 5. Maintained 100% Williams Compliance (Safe and well maintained environment)
LCAP Year: 2015-2016				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
2.1 Service: Implement approved <u>Second Step</u> (K-5) curriculum in social skills and <u>Step it up to Thrive</u> (6-8). Action: Provide new teachers professional development in <u>Second Step</u> and <u>Step it up to Thrive</u> .	1. \$2000 (010-0123-4310) GF Expenditure Second Step materials and training of new staff (includes training)	2.1 Service: Implemented approved <u>Second Step</u> (K-5) curriculum in social skills and <u>Step it up to Thrive</u> (6-8) Action: Provided new teachers professional development in <u>Second Step</u> and <u>Step it up to Thrive</u> as well as updated all 5 th grade kits with new ones	2.1 \$5,955 Expenditure GF(010-0133-5846) Inclusive of new kits and training.	
2.2 Service: Foster youth will be enrolled in schools within one school day after the registration is complete (Currently we only have 2 foster youth). Action: Provide training to office assistants on enrolling foster youth.	2.2 \$500.00 (010-0152-4310) Expenditure: PD for office assistants	2.2 Service: Two foster youth were enrolled in schools within one school day after the registration was complete. Action: Training of office staff was continuous at administrative assistants' meetings throughout the year.	2.2 \$500.00 (010-0152-4310) GF Expenditure: PD for office assistants	
2.3 Service: Students will attend school regularly and refrain from risk behaviors such as disciplinary referrals. Action: Monitor attendance data on PowerSchool with Monthly reports.	2.3. \$31,000 (010-0131-2000 & 3000) Expenditure: Run and monitor Attendance Reports (Admin 1 10% of job)	2.3 Service: Students attended school regularly and refrained from risk behaviors such as disciplinary referrals at a decreased rate. Action: Monitored attendance data on PowerSchool with monthly reports.	2.3 \$31,000 (010-0131-2000 & 3000) GF Expenditure: Run and monitor Attendance Reports (Admin 1 10% of job).	

<p>2.4 Service: All students will complete middle school. Action: Monitor 8th grade retention.</p> <p>2.5 Service: All students will attend schools in well maintained safe facilities. Action: Implement a streamlined work order system to ensure work is completed in a timely manner Action: Non-emergency work orders will be completed within thirty days. Emergency work orders will be completed within 24 hours</p>		<p>2.4 <u>\$0 Expenditure:</u> End of year 8th grade retention report (not a statistically significant amount of time to calculate \$)</p> <p>2.5 <u>\$6,500 salary and benefits (050-8150-2000-3000) Expenditure:</u> Weekly monitoring of workload backlog & emergency work orders will be reviewed daily (Director of Maintenance and Operations spends 5% of his time monitoring work orders)</p>	<p>2.4 Service: All students completed middle school Action: Monitored 8th grade retention.</p> <p>2.5. Service: All students attended schools in well maintained safe facilities. Action: Implement a streamlined work order system to ensure work is completed in a timely manner. Action: Non-emergency work orders will be completed within thirty days. Emergency work orders will be completed within 24 hours in order to maintain 100% William’s Act compliance.</p>		<p>2.4 <u>\$0 Expenditure:</u> End of year 8th grade retention report (not a statistically significant amount of time to calculate \$)</p> <p>2.5 <u>\$6,500 salary and benefits (050-8150-2000-3000) GF Expenditure:</u> Weekly monitoring of workload backlog & emergency work orders will be reviewed daily (Director of Maintenance and Operations spends 5% of his time monitoring work orders)</p>
Scope of service:	LEA		Scope of service:	LEA	
<u>X ALL</u>			<u>XALL</u>		
OR: <u> </u> Low Income pupils - <u> </u> English Learners <u>X</u> Foster Youth <u> </u> Redesigned fluent English proficient <u> </u> Other Subgroups:(Specify) <u> </u>					

Original GOAL 3 from prior year LCAP:	To increase parent engagement in all the various initiatives and meetings throughout the district		Related State and/or Local Priorities: 1 2__ 3_ <u>X</u> 4_ 5_ <u>X</u> 6__ 7_ 8 COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. Local Control Accountability Plan updated annually with stakeholder consult (See timeline on Pg.7 for all consult opportunities) 2. English learner component of the Local Control Accountability Plan updated annually with stakeholder input and consultation (2014-15 7% English learner parent participation) 3. District and site plans will include parents in the process 	Actual Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. Local Control Accountability Plan updated annually with stakeholder consult (See timeline on pg. 7 for consult opportunities). We started earlier and had more opportunity for feedback. 2. English learner component of the Local Control Accountability Plan updated annually with stakeholder input and consultation (2015-16 28% English learner parent participation) Target Goal 2016-17 30% English learner parent participation) 3. District site plans included parents in the process (100%) 	
LCAP Year: 2015-2016				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
3.1 Action: 100% of the District and Site Plans will include a process to solicit input from all stakeholders as indicated in School Site Council minutes Action: Collect and monitor School Plan for Student Achievement and School Site Council minutes to ensure parent involvement Action: Maintain high parent involvement in the schools Action: Present data and topics of interest to all stakeholders	3.1 \$4,000 (010-0155-1000) Expenditure: Review School Site Plan for Student Achievement and School Site Council Minutes (Asst. Sup. Spends 2 days reviewing documents)	3.1 Action: 100% of the District and Site Plans included a process to solicit input from all stakeholders as indicated in School Site Council minutes. Action: Collected and monitored School Plan for Student Achievement and School Site Council minutes to ensure parent involvement. Action: Maintained a high parent involvement in the schools through District English Language Advisory Committee, Special Education parent groups, and other district committees. Action: Presented data and topics of interest to all stakeholders through parent coffees at the sites, and other committee agendas.	3.1. \$4,000 (010-0121-1000) GF Expenditure: Review School Site Plan for Student Achievement and School Site Council Minutes (Asst. Sup. Spends 2 days reviewing documents)	

LCAP Year: 2015-2016				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
3.2 Action: Provide parent information workshops related to common core Implementation, standards based grading, and other areas of interest as identified by parents Action: At District English Learner Advisory Council (DELAC) meetings we will focus how English Learner parents can support their children. Topics to include, how to understand report cards, English language development curriculum, resources to support students at home, common core standards		3.2 \$22,000 (010-152—5812; 010-152-5825; 010-151-5910; 010-0155) GF <u>Expenditure:</u> Staffing (2 days of Director of Curriculum) to support parent meetings, meeting supplies, mailings, advertisement of meetings	3.2 Action: Provided parent information related to Common core implementation, standards based grading, and other areas of interest as identified by parents for groups such as DELAC and Special Education. Action: At District English Learner Advisory Council meetings focused on how English Learner parents can support their children. Topics included, how to understand report cards, English Language Development curriculum, resources to support students at home, and common core standards.	
Scope of service:	LEA	Scope of service:	LEA	
<u>X</u> ALL OR: __Low Income pupils __X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		<u>X</u> ALL OR: __Low Income pupils __X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		We focused what resources could be provided to English Learner parents based on our parent feedback. Focusing on this helped us to increase our re-designation levels and parents were more involved in our meetings as the agendas were more relevant to the needs of their children. This will impact the 2016-17 goal formation as we will continue to try and increase parent participation through feedback and consultation with stakeholders as to relevant topics pertaining to student needs.		

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 district-wide, school-wide, countywide, or charter-wide 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 school site in the LCAP year, when using supplemental and concentration funds in a district-wide or school-wide 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:	\$ 245,750
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Based upon the calculation of the number of low income, foster youth, and English learner pupils equaling 5.66% of the enrollment, the amount of supplemental and concentration grant funds calculated is \$245,750. The district is providing services to these unduplicated populations greater than \$260,000. The services for those students will include:

- Research based academic support in literacy in a small a group setting using supplemental materials specific to the needs of the students i.e.: literacy support through the Lexia program. (See Goal 1.1, 1.2 & 1.3 PP.11-12)
- Professional development to all staff in differentiation and best practices for English Learner students (See goal 1.2 p. 12)
- Specifically designated personnel to provide push in services to support the needs of the English Learner students. (See goal 1.3 & 1.8 pp.12 and 14)
- Professional Development in integration of technology in the curriculum (See goal 1.5 p. 13) (As listed in section 2)

District-wide Actions used to support students:

Professional development working with all students with particular strategies to differentiate to at-risk groups particularly English Learner students is justified based on research which states that strategies used to assist EL students in accessing the Common Core Standards will benefit all students. Referring to an article "Diverse Teaching Strategies for Diverse Learners," (Marietta Saravia-Shore).

Referring to the (ELA/ELD Framework for Raising Expectations and Instructional Rigor for English Language Learners) as a research based document supporting many of actions we are using not only to support all students, but targeted to our underrepresented populations.

- 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.

1.05	%
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The services in the 2016-17 LCAP demonstrate a 1.05% in increased or improved services to unduplicated students as compared to the services provided to all pupils in the 2015-16 school year. This increase in services is documented below.

- Quantitatively- The expenditure of Local Control Funding Formula funds for additional personnel, materials or services targeted primarily to unduplicated students as detailed in 3A, provides services above and beyond those provided to all students
 - Supplemental personnel targeted to assist at risk and English Learner students
 - Professional development targeted in strategies to assist in access to the Common Core for differentiation based on unduplicated students
 - Research based materials expressly for assistance in accessing common core curriculum for our unduplicated student populations
- Qualitatively- The following additional services will be provided for unduplicated students:
 - Pairing students new to the country to assist in acclimating to a new cultural environment overtime
 - More emphasis on cultural diversity training for staff in effort to foster more inclusive environments

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6

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).