

Introduction:

Executive Summary

Moreland School District's Local Control Accountability Plan (LCAP) is aligned with our existing strategic plan which outlines the following broad goals and action items:

1. Raise the level of success for all students while addressing learning gaps
2. Ensure effective communication
3. Attract, support, and retain exemplary staff
4. Prepare students to become responsible citizens
5. Ensure fiscal stability

We have organized our LCAP around these five strategic plan goals and one additional goal:

6. Increase the physical capacity of the district

Goal 6 was included in our LCAP because Moreland is a growing district. As a result, an additional elementary school was opened in 2014-15. To reflect this growth, and the resources that have been dedicated to support this change, we have added this additional goal.

Moreland has identified the following subgroups as students in need of increased support services: English Learners, children of poverty and students with disabilities. This focus is reflected in the LCAP which includes investments in afterschool programs, staffing support during the school day, and targeted interventions designed specifically to increase the achievement of these identified subgroups. The services to English Learners that are included in the LCAP are aligned with the district's existing Title III Improvement Plan.

District Mission:

The Moreland School District is a caring learning partnership of students, parents, staff and community. Through innovative and exemplary educational practices, we will empower all students with knowledge, skills, and critical thinking abilities, to become contributing and responsible members of a global society.

Our Core Beliefs:

To realize this mission, we must be clear that progress and success means all students achieving. We must hold ourselves accountable for achievement and growth at all levels, guided by the following beliefs:

1. Education should prepare students to think critically, to problem solve, and to make decisions.

2. Education should be challenging, rigorous, and developmentally appropriate.
3. Education should support students in the acquisition of important personal traits, such as honesty, responsibility, caring, and respect.
4. Education should respond to the needs of the students--consistent and current with the changes in culture, society, and the world.

District Data:

Moreland School District is located in San Jose, California. Currently we have four elementary schools, one K-8, one K-6, one middle school, one preschool and an independent study program. Our K-6 school was opened in 2014-15. In the past few years, our student population has begun to increase and change. This change was most evident between 2012-13 and 2013-14 when the student population increased by 193 students (4.3%) and the percentage of students designated as English Learners increased by 3.5% of district enrollment. The data used to develop the LCAP includes key achievement data such as district benchmarks and Smarter Balanced Assessment Consortium (SBAC), which was disaggregated by subgroup, CELDT, and attendance rates.

Major Changes

The LCAP has been modified to reflect current needs of the district based on site and community feedback during LCAP engagement activities. These activities were structured this year to promote even more local control by turning ownership over to principals to connect directly with their school community. The changes include:

Curriculum

- We piloted and adopted math curriculum during the 2015-16 school year and this coming year we'll focus on training and implementation.
- We reviewed different curricula that aligned to the new legislation around health education and selected a curriculum to implement in the 2016-17 school year in 7th grade.
- We will pilot and adopt an ELA/ELD curriculum in the 2016-17 school year.

Instruction

- Our instructional coaches will become Reading Recovery certified during the 2016-17 school year.
- We will expand our STEAM electives at two of our middle school campuses.
- We will increase GATE opportunities during and after school.

Technology

- We adopted a comprehensive technology plan which encompassed all previously identified technology actions.

Professional Development

- We will train all teachers on the ELD standards and practical strategies for implementing designated and integrated ELD.
- Science teachers will continue to attend NGSS trainings and collaboration days to shift to an integrated NGSS model.
- First and second year teachers will be formally supported through Beginning Teacher Support and Assessment (BTSA).

Interventions

- School sites will have the flexibility to design and implement intervention programs that meet the needs of their students based on state and local measures.
- Transportation will be provided twice a week to ensure access to after school interventions.

Goals and Expenditures

Goal 1 A

Raise the level of success for all students while addressing learning gaps - All students will receive challenging, rigorous, and appropriate instruction to achieve academic success.

\$3,020,597

Goal 1 B

Raise the level of success for all students while addressing learning gaps - Continuously implement district-wide intervention strategies and programs in math and ELA/ELD to meet the needs of students in targeted subgroups who are underperforming.

\$884,990

Goal 1 C

Raise the level of success for all students while addressing learning gaps - The district will implement meaningful, relevant professional development in order to attract, support, and retain exemplary staff.

\$497,124

Goal 2

Ensure effective communication - Maintain and implement a clearly articulated communication plan that includes staff, students, parents and the community, and a process for the dissemination of information related to the common core, LCAP/LCFF updates, and the district safety plan.

\$322,976

Goal 3

Attract, support, and retain exemplary staff - Foster a district-wide culture that honors and values staff.

\$235,518

Goal 4

Prepare students to become responsible citizens - Provide students with opportunities so that they will develop social responsibility and show respect for their school, community, the world and the environment.

\$471,601

Goal 5

Ensure fiscal stability - Designate, communicate, and review district's fiscal goals and examine innovative methods that will reduce costs/expand revenues in order to maintain quality educational programs.

\$25,000

Goal 6

Maintain and improve the physical capacity and condition of the district.

\$10,780,202

LEA: Moreland

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LCAP Year: 2016-17

Local Control and Accountability plan and Annual Update Template

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

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

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

and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP

Moreland School District followed a four-step process to engage with stakeholders in the progress and development of our LCAP:

Step 1: Inform

In prior years, the Moreland Educational Services Department

hosted informational sessions on LCFF/LCAP in various venues across the district. The goal of these sessions was to ensure that our community, staff, students, and local bargaining unit representatives were informed about the new law and its impact on our school district. However, this year, in order to broaden the idea of local control, we trained all of the site administrators on a stakeholder feedback process and activity that we developed. Sites were given an informational Powerpoint to use at these meetings as well as materials to complete the feedback activity. From there, each site ran its own parent/community meeting, staff meeting, and optional student meeting to provide LCAP information and to gain feedback. The Educational Services Department continued to include the District English Language Advisory Committee (DELAC) to ensure their feedback was heard.

In addition to hosting the informational sessions, the PowerPoint presentation used during the meetings was posted on our website along with a survey to gain feedback from those who weren't able to attend a meeting. We also shared portions of the information contained within this PowerPoint in all subsequent meetings to ensure that meeting attendees had a baseline level of information. The PowerPoint presentation used during these sessions is attached to the the current LCAP.

Step 2: Gather

Sites hosted 2-3 community meetings to collect feedback on strategies to address the eight priority areas. One of our middle schools also met with student leadership groups.

During the meetings, site administrators presented the informational PowerPoint and explained that the LCAP plan is required to have three years worth of goals. As one year concludes, the goals from the next school year are rolled over to become the current year's goals. Once participants understood the structure of the plan, the administrators led them through an activity where they looked at the proposed goals for 2016-17 and then gave feedback on whether those goals were still of value to the district. Then, the participants had the opportunity to share

Step 1: Inform

Having an informed community is essential to ensuring that they are able to provide relevant feedback on how the district should develop its LCAP.

Step 2: Gather

These sessions provided the district with some clear areas of identified need and suggested actions to address those needs. We used the information gained during the gathering phase to inform our strategy development for the LCAP.

These sessions served the additional function of providing a venue for community voice and established the new way that our district will be working with the community to develop our LCAP.

Step 3: Draft

The information developed during this phase led directly to the action steps that appear in this LCAP. The titles of goals 1, 2, and 6 were revised to reflect changes from the district's strategic plan. District highlights for new actions in the current LCAP are math and ELA/ELD curriculum adoptions, Reading Recovery training, and the implementation of our district adopted technology plan.

Step 4: Refine

This final stage of our community engagement served to refine our LCAP. The resulting plan was heavily influenced by community feedback throughout the process.

their ideas for new goals to be considered.

Careful notes were taken during these meetings to capture the feedback on the eight priority areas, as well as on the suggested strategies to improve conditions in our school district.

Those strategies formed the basis of the actions we used for the 2016-19 LCAP.

Step 3: Draft

During this phase, the Executive Cabinet, the Director of Special Education, the two Coordinators of Educational Services, a representative from each of the certificated and classified unions, met as a team to review all of the input from the school site meetings and feedback from the online survey. Due to no participation on the online survey, the team condensed like ideas from the school meetings and then prioritized and distributed the ideas among the next three years of the LCAP. In prioritizing the feedback, this team reviewed the eight state priorities, ensured that the LCAP actions corresponded with the established LCAP goals and aligned to the district's strategic plan. District highlights for new actions in the current LCAP are math and ELA/ELD curriculum adoptions, Reading Recovery training, and the implementation of our district adopted technology plan. Actions that were clearly site specific goals were noted and given back to the site administrators for potential use in their Single Plans for Student Achievement (SPSA).

Following this LCAP working meeting, the Executive Cabinet reviewed and finalized the actions to include in the LCAP.

Step 4: Refine

The Educational Services Department then shared the draft LCAP with the DELAC representatives. The DELAC members worked in small groups, with translation, to review the proposed actions and provide feedback. Members shared out as a group their thoughts on the draft, the impact they have seen on their campus as a result of local control, and their approval of the plan.

Finally, the district shared the draft LCAP during the first Board meeting in June. District staff took careful notes of the comments collected and adjusted the LCAP to align with that feedback.

The final LCAP and district budget were adopted in a regular board meeting on June 28, 2016. The agenda for that board meeting and resolution adopting the LCAP and budget are attached to the 2016-19 LCAP.

Annual Update:

In order to consult with Moreland School District stakeholders regarding progress toward our LCAP goals and in the creation of our Annual Update and our 2016-19 LCAP, we have built upon the four-step process established during the development of the 2016-19 LCAP. Our community engagement process ensures consultation with the following district stakeholders: students, school personnel, union representatives, community members and parents, including low income, foster youth and English learner representatives.

Step 1: Inform

Our seven schools hosted 14 informational sessions on LCFF/LCAP at their school sites. Meeting times were posted on the district website and published in school newsletters. The goals of these sessions were: 1) to inform/remind stakeholders about LCFF, our LCAP goals and their impact on our school district; 2) to share information/data regarding progress toward our LCAP goals; and 3) seek stakeholder input for the revision of the LCAP.

All stakeholders including community members, parents, students, school personnel, and union representatives were invited to attend these meetings. We met with student leadership groups, School Site Councils, Home and School Clubs, adult English classes, district staff, union representatives and with our District English Learner Advisory Committee (DELAC). LCAP Community Outreach meeting dates and locations are shown below:

Dates by Location

Anderson Elementary

February 25, 2016

March 1, 2016

Baker Elementary

Annual Update:

Step 1: Inform

Having an informed community is essential to ensuring that they are able to provide relevant feedback on how the district should adjust our LCAP, if necessary, based on our progress data.

Step 2: Gather

During the development of this LCAP, we used the information gained from stakeholder meetings during the gathering phase to inform the adjustment of our goals and strategies, as needed.

These sessions served the additional function of providing a venue for community and staff voice and reinforcing the way that our district will continue to work with the community as we develop our future LCAPs.

Data indicates that the majority of the LCAP initiatives are being implemented as planned with only minor revisions based on current needs and context.

These areas will remain in the LCAP and continue to be addressed in future years.

Step 3: Draft

The information developed during this phase led directly to the adjustment, as needed, of actions that appear in this LCAP.

Step 4: Refine

This final stage of our community engagement served to refine our LCAP. The resulting plan was heavily influenced by community feedback throughout the process.

February 24, 2015

February 25, 2016

Country Lane Elementary

January 26, 2016

February 4, 2016

Easterbrook Discovery School

February 24, 2016

March 1, 2016

March 28, 2016

Latimer Elementary

February 3, 2016

March 1, 2016

Moreland Middle

February 24, 2016

March 9, 2016

Payne Elementary

February 9, 2016

February 25, 2016

DELAC

January 28, 2016

April 21, 2016

In addition to hosting the informational sessions and posting the LCAP PowerPoint presentation used during the community engagement meetings on our district website, we also shared portions of the

information contained within the LCAP PowerPoint in all subsequent meetings to ensure that meeting attendees continued to have a common baseline level of information.

Step 2: Gather

During the meetings, participants were provided with data related to district progress toward meeting our LCAP goals including the effectiveness of specific actions and the possible need for adjustments to specific actions. Participants were asked to give feedback related to district ideas regarding adjustments to actions and to suggest new ideas for the district to consider.

Careful notes were taken during these meetings to capture the feedback on the suggested adjustments and progress to actions to improve conditions in our schools. Input that was gathered at meetings was taken into consideration as the annual update of the LCAP was developed.

Additional input was gathered from evidence such as student achievement data, sign in sheets from professional development and committee meetings, and actions detailed in other district plans.

Step 3: Draft

During this phase, we worked with the Executive Cabinet to develop draft adjustments to our actions. The team reviewed the progress data toward our LCAP goals. The group identified any goal where progress indicated a need to adjust either the action or timeline. Adjustments were made and reflected in this document.

This meeting was held on April 15, 2016.

Step 4: Refine

The Educational Services Department then shared the draft LCAP with the DELAC representatives. The DELAC members worked in small groups, with translation, to review the proposed actions and provide feedback. Members shared out as a group their thoughts on the draft, the impact they've seen on their campus as a result of local control, and their approval of the plan.

Finally, the district shared the draft LCAP during the first Board meeting in June. District staff took careful notes of the comments collected and

adjusted the LCAP to align with that feedback.

The final LCAP and district budget were adopted in a regular board meeting on June 28, 2016. The agenda for that board meeting and resolution adopting the LCAP and budget are attached to the 2016-19 LCAP.

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

countywide, or charterwide.

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

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

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

Guiding Questions:

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

in the LEA's budget?

GOAL:	Goal Area 1A: Raise the level of success for all students while addressing learning gaps - All students will receive challenging, rigorous, and appropriate instruction to achieve academic success.		Related State and/or Local Priorities: X 1 X 2 _3 X 4 _5 _6 X 7 X 8 Local: N/A
Identified Need:	Instruction for all students aligned with the Common Core State Standards, English Language Development standards, and Next Generation Science Standards. This is determined by district identified multiple measures, teacher survey, district level summary of instructional program and improvements and the use of technology to support student learning as measured by teacher grade level meeting surveys, ratio of students to computers, ratio of staff to computers.		
Goal Applies to:	Schools:	ALL	
		Grades: All	
	Applicable Pupil Subgroups:	All	
LCAP Year 1			

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none">• Our goal is for all students to demonstrate at least one year's growth to attain end of the year expectations as measured by comparing beginning and end of the year data for state and local assessments. For students below grade level and requiring intervention strategies and programs, they are expected to demonstrate more than one year's growth using the same measurement.• Student access to a broad course of study will be increased and academic achievement will be improved as teachers continue to develop their ability to teach the CCSS/ELD/NGSS standards and to integrate the use of technology into instruction. These outcomes will be measured using the following: Evidence of targeted support related to the implementation of the CCSS, English Language Development Standards and NGSS (professional development schedules/sign-in sheet, instructional coaching schedules and walk through observations).• The district-wide use of CCSS-aligned benchmarks and formative assessments as identified by the district for each grade level and the establishment of baseline student performance on new benchmarks and assessments.• A District-level summary of the instructional program and the interventions at each site that are aligned to CCSS.• Evidence of targeted support provided to teachers in technology (staff meeting agendas/sign-in sheets of three staff meetings at each site that are dedicated to technology integration).• Increased evidence that teachers are in the transformation phase of technology use (responses to the district technology-use perception survey). <p>The district will provide sufficient textbooks and instructional materials for students, maintaining 100% compliance with Williams Settlement and California Ed. Code Section 60119 requirements.</p> <p>Metric: Statewide assessments; professional development schedules/sign-in sheets; student performance on benchmark/formative assessments; teacher survey(s) and technology use; district level analysis of instructional program and improvements; ratio of students /staff and to computers; Williams certification.</p> <p>Moreland School District serves grades TK-8. Metrics for high school, such as advanced placement passage rate, completion of A-G programs and Career Technical Education (CTE) completion are not applicable.</p>			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service		Budgeted Expenditures

Maintain grade-span class size ratios of 24:1 at TK-3 elementary and 32:1 at 4-8th grades.	LEA-wide Grades: All	<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	Parcel Tax \$219,894 Code:010-0800 salaries
Staff special education services based on current caseload needs.	LEA-wide Grades: All	<input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	Special Ed \$868,184 Code: 010-33XX & 65XX salaries
Implement the newly adopted technology plan which was Board approved on April 19, 2016.	LEA-wide Grades: All	<input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other	Supplemental \$214,943 Code: 010-0300-5XXX Parcel Tax \$21,905 Code: 010-0800 salaries
Pilot and adopt a new ELA/ELD curriculum.	LEA-wide Grades: All	<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	One time funds \$600,000 Code: 010-0001- 4XXX

Implement newly adopted CCSS aligned math curriculum.	LEA-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Parcel Tax \$66,851 Code: 010-0800 salaries Base \$28,000 Code: 010-0000 -5XXX
Expand STEAM electives at Moreland Middle School and Latimer.	MMS and Latimer Grades: 6th, 7th, 8th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Educator Effectiveness Grant \$20,275 Code: 010-6264 -4XXX
Provide instructional coaching support (one instructional coach per site and two at the district level) to assist schools in meeting the identified needs of students in identified subgroups. Instructional coaching support will include data analysis, curriculum mapping, demonstration lessons, instructional support to teachers, etc.	LEA-wide Grades: All	_ All ----- X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless _ Other	Supplemental Grant \$875,531 Code: 010-0300 salaries
Monitor the effectiveness of added programs and services. Assess whether students, especially identified subgroups, are receiving the most effective instructional support based on their identified needs.	LEA-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Base \$92,714 Code: 010-0000 -salaries

<p>Promote differentiated instructional strategies that meet the needs of all students, including GATE identified students, to ensure that there is rigor at each ability level.</p> <p>Provide additional GATE enrichment classes to foster engagement among GATE peers.</p>	<p>LEA-wide Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (GATE)</p>	<p>Base \$12,300 Code: 010-0000 salaries</p>
<p>LCAP Year 2</p>			

Expected Annual Measurable Outcomes:	Our goal is for all students to demonstrate at least one year’s growth to attain end of the year expectations as measured by comparing beginning and end of the year data for state and local assessments. For students below grade level and requiring intervention strategies and programs, they are expected to demonstrate more than one year’s growth using the same measurement.			
	Student access to a broad course of study will be increased, they will be prepared for 21st century learning and their academic achievement will be improved as teachers continue to develop their ability to teach the CCSS and students are able to use computers and other technology as a part of the school day.			
	These outcomes will be measured using the following:			
	<ul style="list-style-type: none">• Evidence of targeted support provided to teachers in technology (staff meeting agendas/sign-in sheets of three staff meetings at each site that are dedicated to technology integration).• Increased evidence that teachers are in the transformation phase of technology use (responses to the district technology use perception survey).• 2:1 ratio of students to computers at school sites and 1:1 access to computers for all certificated staff.• Evidence of continuing targeted support related to the implementation of the CCSS, English Language Development Standards and NGSS (professional development schedules/sign-in sheet, instructional coaching schedules and walk through observation evidence).• Student performance on benchmarks and formative assessments showing improvement in target areas.• Student performance on statewide assessments.			
	The district will provide sufficient textbooks and instructional materials for students, maintaining 100% compliance with Williams Settlement and California Ed. Code Section 60119 requirements.			
	Metric: Statewide assessments; professional development schedules/sign-in sheets; walk through observation evidence; technology use perception survey; Ratio of students to computers; performance on benchmark/formative assessments; Williams Certification.			
	Moreland School District serves grades TK-8. Metrics for high school, such as advanced placement passage rate, completion of A-G programs and Career Technical Education (CTE) completion are not applicable.			
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

Maintain grade-span class size ratios of 24:1 at TK-3 and 32:1 at 4-8 grade levels.	LEA-wide Grades: All	<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	Parcel Tax \$223,195 Code: 010-0800 salaries
Staff special education services based on current caseload needs.	LEA-wide Grades: All	<input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	Special Ed \$881,210 Code: 010-33XX & 65XX salaries
<p>Provide instructional coaching support (one instructional coach per site and one at the district level) to assist schools in meeting the identified needs of students in identified subgroups.</p> <p>Instructional coaching support will include data analysis, curriculum mapping, demonstration lessons, instructional support to teachers, etc.</p>	LEA-wide Grades: All	<input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input checked="" type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other	Supplemental \$888,665 Code: 010-0300 salaries
Implement the adopted technology plan which was Board approved on April 19, 2016.	LEA-wide Grades: All	<input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other	Supplemental \$236,410 Code: 010-0300-5X XX Parcel Tax \$21,905 Code: 010-0800 salaries

Implement ELA/ELD curriculum.	LEA-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	One time funds \$85,000 Code:010-0001-4XXX
Support CCSS aligned math curriculum as needed.	LEA-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Parcel Tax \$95,500 Code: 010-0800 salaries
Refine STEAM electives at Moreland Middle Schools and Latimer and add STEAM electives to EDS.	Middle Schools Grades: 6th, 7th, 8th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Educator Effectiveness Grant \$21,000 Code: 010-6264-4XXX
Continue to monitor effectiveness of added programs and services. Continue to assess whether students, especially identified subgroups, are receiving the most effective instructional support based on their identified needs.	LEA-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Base \$94,105 Code: 010-0000 salaries

<p>Promote differentiated instructional strategies that meet the needs of all students, including GATE identified students, to ensure that there is rigor at each ability level.</p> <p>Maintain GATE enrichment classes to foster engagement among GATE peers.</p>	<p>LEA-wide Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (GATE)</p>	<p>Base \$12,300 Code: 0100-0000 salaries</p>
<p>LCAP Year 3</p>			

Expected Annual Measurable Outcomes:	Our goal is for all students to demonstrate at least one year’s growth to attain end of the year expectations as measured by comparing beginning and end of the year data for state and local assessments. For students below grade level and requiring intervention strategies and programs, they are expected to demonstrate more than one year’s growth using the same measurement.			
	Student access to a broad course of study will be increased, they will be prepared for 21st century learning and their academic achievement will be improved as teachers continue to develop their ability to teach the CCSS and students are able to use computers and other technology as a part of the school day.			
	These outcomes will be measured using the following:			
	<ul style="list-style-type: none">• Evidence of targeted support provided to teachers in technology (staff meeting agendas/sign-in sheets of three staff meetings at each site that are dedicated to technology integration).• Increased evidence that teachers are in the transformation phase of technology use (responses to the district technology use perception survey).• 1:1 ratio of students to computers at school sites and maintain 1:1 access to computers for all certificated staff.• Evidence of continuing targeted support related to the implementation of the CCSS, English Language Development Standards and NGSS (professional development schedules/sign-in sheet, instructional coaching schedules and walk through observation evidence).• Student performance on benchmarks and formative assessments showing improvement in target areas.• Student performance on statewide assessments.			
	The district will provide sufficient textbooks and instructional materials for students, maintaining 100% compliance with Williams Settlement and California Ed. Code Section 60119 requirements.			
	Metric: Statewide assessments; professional development schedules/sign-in sheets; walk through observation evidence; technology use perception survey; Ratio of students to computers; performance on benchmark/formative assessments; Williams Certification			
	Moreland School District serves grades TK-8. Metrics for high school, such as advanced placement passage rate, completion of A-G programs and Career Technical Education (CTE) completion are not applicable.			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

Maintain grade-span class size ratios of 24:1 at TK-3 and 32:1 at 4th-8th grades.	LEA-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Parcel Tax \$226,550 Code: 010-0800 salaries
Staff special education services based on current caseload needs.	LEA-wide Grades: All	_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	Special Ed \$894,420 Code: 010-33XX & 65XX salaries
Provide instructional coaching support (one instructional coach per site and one at the district level) to assist schools in meeting the identified needs of students in identified subgroups. Instructional coaching support will include data analysis, curriculum mapping, demonstration lessons, instructional support to teachers, etc.	LEA-wide Grades: All	_ All ----- X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless _ Other	Supplemental \$901,995 Code: 010-0300- salaries
Implement the adopted technology plan which was Board approved on April 19, 2016.	LEA-wide Grades: All	_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	Supplemental \$240,000 Code:010-0300- 5XXX

Support the implementation of the ELA/ELD curriculum.	LEA-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Base \$85,000 Code: 010-0000 salaries, 5XXX
Refine the implementation of the math curriculum as needed.	LEA-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Base \$97,000 Code:010-0000 salaries 5XXX
Finalize the STEAM elective continuum throughout grades 6-8.	Middle Schools Grades: 6th, 7th, 8th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$0
Continue to monitor effectiveness of added programs and services. Continue to assess whether students, especially identified subgroups, are receiving the most effective instructional support based on their identified needs.	LEA-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Base \$95,520 Code: 010-0000 salaries

<p>Promote differentiated instructional strategies that meet the needs of all students, including GATE identified students, to ensure that there is rigor at each ability level.</p> <p>Maintain GATE enrichment classes to foster engagement among GATE peers.</p>	<p>LEA-wide Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (GATE)</p>	<p>Base \$12,300 Code: 010-0000 salaries</p>
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GOAL:	Goal Area 1B: Raise the level of success for all students while addressing learning gaps - Continuously implement district-wide intervention strategies and programs in math and ELA/ELD to meet the needs of students in targeted subgroups who are under-performing.			Related State and/or Local Priorities: _1 _2 _3 X 4 X 5 X 6 X 7 X 8 Local: N/A
Identified Need:	Targeted support for subgroup students, especially those that are performing below grade level. District-wide intervention strategies and programs in math and ELA/ELD as measured by evidence of district intervention strategies and programs in math and ELA/ELD. Focused support to transition English Learners who are performing at the Intermediate level on the California English Language Development Test (CELDT) to the Early Advanced level as measured by CELDT scores, EL reclassification rate, and student performance on benchmarks and formative assessments.			
Goal Applies to:	Schools:	ALL		
		Grades: All		
	Applicable Pupil Subgroups:	Foster Youth, Hispanic or Latino, Low Income Pupils, Redesignated fluent English proficient, English Learners, Students with Disabilities, Homeless		
LCAP Year 1				
Expected Annual Measurable Outcomes:	<p>Student access to a broad course of study will be increased and their academic achievement will be improved when the district has a clear understanding of the areas of needed support and program development to address the achievement gap and when students at all sites who are performing below grade level have access to interventions.</p> <p>District-wide benchmark results improved from the beginning of the year assessments to the end of the year by an average of 13% in ELA and 30% in math. Students being provided interventions are to progress more than the expected average growth in both ELA and math. We expect our middle school dropout rate to remain as 0.</p> <p>Metric: District-wide benchmarks, pre/post assessments for intervention students, ELs Progress toward English proficiency as measured by the CELDT and EL reclassification rate (AMAOs), middle school dropout rate.</p> <p>Moreland School District serves grades TK-8. Metrics for high school, such as advanced placement passage rate, completion of A-G programs and Career Technical Education (CTE) completion, high school dropout rate and high school graduation rate are not applicable.</p>			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

<p>Continue to employ and train certificated and classified staff to provide interventions before, during, and after school in ELA and Math.</p> <p>Provide sites the flexibility to design intervention programs that meet their students' needs based on multiple data points.</p> <p>Provide district wide transportation twice a week to allow student access to interventions.</p>	<p>LEA-wide</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input checked="" type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Supplemental funds \$803,186 Code: 010-0300 salaries, 4XXX</p>
<p>Student academic progress data, including CELDT data, will be analyzed to identify students for academic support over the summer.</p>	<p>LEA-wide</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input checked="" type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Supplemental Grant \$81,804 Code: 010-0300 salaries, 4XXX, 5XXX</p>
<p>Identified improvements will be integrated into the overall district instructional and intervention programs.</p>	<p>LEA-wide</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input checked="" type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$0</p>
<p>LCAP Year 2</p>			

Expected Annual Measurable Outcomes:	<p>Student access to a broad course of study will be increased and their academic achievement will be improved when all sites provide access to interventions for students performing below grade level.</p> <p>District-wide benchmark results improved from the beginning of the year assessments to the end of the year by an average of 13% in ELA and 30% in math. Students being provided interventions are to progress more than the expected average growth in both ELA and math. We expect our middle school dropout rate to remain as 0.</p> <p>Metric: District-wide benchmarks, pre/post assessments for intervention students, ELs Progress toward English proficiency as measured by the CELDT and EL reclassification rate (AMAOs).</p> <p>The district will develop a list of exemplary practices based on student performance results that promote academic achievement and will identify sites where these practices may be observed.</p> <p>Moreland School District serves grades TK-8. Metrics for high school, such as advanced placement passage rate, completion of A-G programs and Career Technical Education (CTE) completion, high school dropout rate and high school graduation rate are not applicable.</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Continue to employ and train certificated and classified staff to provide interventions before, during, and after school in ELA and Math.</p> <p>Continue to provide sites the flexibility to design intervention programs that meet their students' needs based on multiple data points.</p>	<p>LEA-wide</p> <p>Grades: All</p>	<p>_ All</p> <p>-----</p> <p>X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless</p> <p>_ Other</p>	<p>Supplemental \$818,425 Code: 010-0300 salaries, 4XXX</p>
<p>Student academic progress data, including CELDT data, will be analyzed to identify students for academic support over the summer.</p>	<p>LEA-wide</p> <p>Grades: All</p>	<p>_ All</p> <p>-----</p> <p>X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless</p> <p>_ Other</p>	<p>Supplemental \$83,100 Code: 010-0300 salaries, 4XXX, 5XXX</p>

Refine and monitor the intervention programs and ensure implementation across school sites.	LEA-wide Grades: All	_ All ----- X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless _ Other	\$0
LCAP Year 3			
Expected Annual Measurable Outcomes:	<p>Student access to a broad course of study will be increased and their academic achievement will be improved when all sites provide access to interventions for students performing below grade level.</p> <p>The district will continue to update a list of exemplary practices based on student performance results that promote academic achievement and identify sites where these practices may be observed.</p> <p>District-wide benchmark results improved from the beginning of the year assessments to the end of the year by an average of 13% in ELA and 30% in math. Students being provided interventions are to progress more than the expected average growth in both ELA and math. We expect our middle school dropout rate to remain as 0.</p> <p>Metric: District-wide benchmarks, pre/post assessments for intervention students, ELs Progress toward English proficiency as measured by the CELDT and EL reclassification rate (AMAOs).</p> <p>Moreland School District serves grades TK-8. Metrics for high school, such as advanced placement passage rate, completion of A-G programs and Career Technical Education (CTE) completion, high school dropout rate and high school graduation rate are not applicable.</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Continue to employ and train certificated and classified staff to provide interventions before, during, and after school in ELA and Math.</p> <p>Continue to provide sites the flexibility to design intervention programs that meet their students' needs based on multiple data points.</p>	LEA-wide Grades: All	_ All ----- X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless _ Other	Supplemental \$830,705 Code: 010-0300 salaries, 4XXX

Student academic progress data, including CELDT data, will be analyzed to identify students for academic support over the summer.	LEA-wide Grades: All	_ All ----- X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless _ Other	Supplemental \$85,000 Code: 010-0300 Salaries, 4XXX, 5XXX
Refine and monitor the intervention programs and ensure implementation across school sites.	LEA-wide Grades: All	_ All ----- X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless _ Other	\$0

GOAL:	Goal Area 1C: Raise the level of success for all students while addressing learning gaps – The district will implement meaningful, relevant professional development in order to attract, support, and retain exemplary staff.			Related State and/or Local Priorities: _1 X 2 _3 X 4 _5 _6 X 7 _8 Local: N/A
Identified Need:	Clear and coherent professional development system for teachers and staff as measured by staff professional development offerings and attendance, ongoing staff surveys, improved student performance on benchmark assessments, and proficiency levels on CELDT.			
Goal Applies to:	Schools:	ALL		
		Grades: All		
	Applicable Pupil Subgroups:	All		
LCAP Year 1				
Expected Annual Measurable Outcomes:	<p>Staff participates in annual ongoing, meaningful professional development that builds on their knowledge of common core and best practices. This will be demonstrated by an annual professional development schedule, 90% participation rate in professional development and 90% satisfaction rate on professional development feedback survey.</p> <p><u>Metric:</u> Staff survey, district professional development scope and sequence offerings, staff participation sign-in sheets, district benchmarks, and CELDT levels.</p>			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

Provide appropriate professional development as determined by student performance, teacher survey, and administrator feedback.	LEA-wide Grades: All	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Title I \$16,837 Code: 010-3010 5XXX</p> <p>One Time funds \$127,643 Code: 010-0001 salaries</p> <p>Title II \$32,531 Code: 010-4035 salaries</p> <p>Supplemental Grant \$70,720 (specifically for target subgroups: EL, RFEP, Foster, Homeless, Low SES) Code: 010-0300 5XXX</p> <p>Educator Effectiveness Grant \$51,333 Code: 010-6264 salaries, 5XXX</p>
Provide professional development for all certificated teaching staff on the ELD standards.	LEA-wide Grades: All	<p>_ All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Title III \$22,060 Code: 010-4203 5XXX</p>

Continue to provide teachers with PD related to the CCSS aligned math curriculum, NGSS, and identified assessments (ex: Fountas and Pinnell.)	LEA-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Title I \$16,000 Code: 010-3010 5XXX
Build site capacity in early literacy through Reading Recovery training for instructional coaches and appropriate staff.	Elementary Schools Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th	_ All ----- X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless _ Other	Supplemental Grant \$160,000 Code: 010-0300 5XXX
LCAP Year 2			
Expected Annual Measurable Outcomes:	Staff participates in annual ongoing, meaningful professional development that builds on their knowledge of common core and best practices. This will be demonstrated by an annual professional development schedule, 90% participation rate in professional development and 90% satisfaction rate on professional development feedback survey. Metric: Staff survey, district professional development scope and sequence offerings, staff participation sign-in sheets, district benchmarks, and CELDT levels.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

Provide appropriate professional development as determined by student performance, teacher survey, and administrator feedback.	LEA-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Title I \$17,100 Code: 010-3010 5XXX One-time \$129,500 Code: 010-0001 salaries Title II \$33,000 Code: 010-4035 salaries Supplemental \$72,000 (specifically for target subgroups: EL, RFEP, Foster, Homeless, Low SES) Code: 010-0300 5XXX EEG \$52,100 Code: 010-6264 salaries, 4XXX, 5XXX
Monitor and refine ELD implementation.	LEA-wide Grades: All	_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Title II \$25,000 Code: 010-4203 5XXX

Continue to provide teachers with PD related to the CCSS aligned math curriculum, NGSS, identified assessments (ex: Fountas and Pinnell), the newly adopted ELA/ELD curriculum and the new Health curriculum.	LEA-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Title I \$16,000 Code: 010-3010 5XXX Title II \$35,000 Code: 010-4035 5XXX
Build site capacity in early literacy through a second cohort of Reading Recovery training for appropriate staff.	Elementary Schools Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th	_ All ----- X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless _ Other	Supplemental \$165,000 Code:010-0300 5XXX
LCAP Year 3			
Expected Annual Measurable Outcomes:	Staff participates in annual ongoing, meaningful professional development that builds on their knowledge of common core and best practices. This will be demonstrated by an annual professional development schedule, 90% participation rate in professional development and 90% satisfaction rate on professional development feedback survey. Metric: Staff survey, district professional development scope and sequence offerings, staff participation sign-in sheets, district benchmarks, and CELDT levels.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

Provide appropriate professional development as determined by student performance, teacher survey, and administrator feedback.	LEA-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Title I \$18,000 Code: 010-3010 5XXX Title II \$35,000 Code: 010-4035 salaries Supplemental \$262,000 Code: 010-0300 salaries, 4XXX, 5XXX
Monitor and refine ELD implementation.	LEA-wide Grades: All	_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Title III \$27,000 Code: 010-4203 5XXX
Continue to provide teachers with PD related to the CCSS aligned math curriculum, NGSS, identified assessments (ex: Fountas and Pinnell), the newly adopted ELA/ELD curriculum and the new Health curriculum.	LEA-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Title I \$16,000 Code: 010-3010 5XXX

Continue to monitor and refine our early literacy instruction.	Elementary Schools Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th	_ All ----- X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless _ Other	Supplemental \$170,000 Code: 010-0300 5XXX
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GOAL:	Goal #2: Ensure effective communication - Maintain and implement a clearly articulated communication plan that includes staff, students, parents and the community and a process for the dissemination of information related to the Common Core, LCAP/LCFF updates, and the district safety plan.		Related State and/or Local Priorities: _1 _2 X 3 _4 X 5 X 6 _7 _8 Local: N/A
Identified Need:	Maintain effective communication with district staff, students, parents and community members.		
Goal Applies to:	Schools:	ALL	
		Grades: All	
	Applicable Pupil Subgroups:	All	
LCAP Year 1			

Expected Annual Measurable Outcomes:	<p>Students will experience improved support when the district communicates regularly and clearly to staff students, and community. This will be demonstrated through updates to the district communication plan as needed, based on feedback received. Students will also experience improved wrap-around support when staff are able to connect students with support services in the community.</p> <p>When parents are aware of school-based activities, students will experience greater support from them. This will be demonstrated by</p> <ul style="list-style-type: none"> Improved communication between schools and students' homes as measured by documentation of parent engagement events, attendance rates site-based parent phone trees. Evidence of communication with parents in required languages. <p>The improved communication between school and students will experience improved support when the district communicates regularly and clearly to staff, students, and community. This will result in the suspension rate staying below 2%, and maintained percentages of expulsions and referrals for SARB below 1% district-wide. This district will also maintain an attendance rate of 97% or greater and maintain a chronic absence rate below .5% district-wide. We expect our middle school dropout rate to be 0.</p> <p>Metric: District communication plan and district self-evaluation of the communication plan that may be based on the biennial staff survey results, documentation of parent engagement events, list of community-based support services, SARB referral rate, attendance rates, chronic absenteeism rate, suspension rate, expulsion rate.</p> <p>Moreland School District serves grades TK-8. Metrics for high school, such as advanced placement passage rate, completion of A-G programs and Career Technical Education (CTE) completion, high school dropout rate and high school graduation rate are not applicable.</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide Adult English classes for parents at up to 4 sites.	LEA-wide Grades: All	_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Supplemental Grant \$49,432 Code: 010-0300 salaries

Continue to utilize community liaisons/translators to bridge the home/school gap. Provide community liaison services to the four sites where 15% or more of their student population speaks the same primary language, other than English.	LEA-wide Grades: All	<input type="checkbox"/> All <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input checked="" type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other	Supplemental Grant \$236,444 Code: 010-0300 salaries
Conduct staff, parent, and student perception survey to guide the work of the district.	LEA-wide Grades: All	<input checked="" type="checkbox"/> All <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	Base \$7,700 Code: 010-0000 5XXX
Develop a list of support services available from within the community and provide this information to parents and staff. Provide guidance to teachers on how to use the list of support services.	LEA-wide Grades: All	<input checked="" type="checkbox"/> All <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	\$0
Develop a network of parents/staff to make personal calls/connections with all parents.	LEA-wide Grades: All	<input checked="" type="checkbox"/> All <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	\$0

Provide transparency and accountability through various methods of communication for all departments and sites.	LEA-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Base \$29,400 Code: 010-0000 5XXX
LCAP Year 2			
Expected Annual Measurable Outcomes:	<p>Students will experience greater support from parents when parents are aware of school-based activities. This will be evidenced by ongoing maintenance of, and adjustments made to, the district communication plan. This will result in the suspension rate staying below 2%, and maintained percentages of expulsions and referrals for SARB below 1% district-wide. This district will also maintain an attendance rate of 97% or greater and maintain a chronic absence rate below .5% district-wide. We expect our middle school dropout rate to be 0.</p> <p>Metric: District communication plan and district self-evaluation of the communication plan that may be based on the biennial staff survey results, documentation of parent engagement events, list of community-based support services, SARB referral rate, attendance rates, chronic absenteeism rate, suspension rate, expulsion rate.</p> <p>Moreland School District serves grades TK-8. Metrics for high school, such as advanced placement passage rate, completion of A-G programs and Career Technical Education (CTE) completion, high school dropout rate and high school graduation rate are not applicable.</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide Adult English classes for parents at up to 4 sites.	LEA-wide Grades: All	_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Supplemental \$50,000 Code: 010-0300 salaries

Continue to utilize community liaisons/translators to bridge the home/school gap. Provide community liaison services to the four sites with 15% or more of their student population that speaks the same primary language, other than English.	LEA-wide Grades: All	<input type="checkbox"/> All <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input checked="" type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other	Supplemental \$239,990 Code: 010-0300 salaries
Analyze the staff, parent, and student perception survey and use this data to guide the work of the district.	LEA-wide Grades: All	<input checked="" type="checkbox"/> All <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	Base \$8,000 Code: 010-0000 5XXX
Update list of support services available from within the community and provide this information to parents and staff. Provide guidance to teachers on how to use the list of support services.	LEA-wide Grades: All	<input type="checkbox"/> All <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	\$0
Update network of parents/staff to make personal calls and connections with all parents.	LEA-wide Grades: All	<input checked="" type="checkbox"/> All <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	\$0

Provide transparency and accountability through various methods of communication for all departments and sites.	LEA-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Base \$30,000 Code: 010-0000 5XXX
LCAP Year 3			
Expected Annual Measurable Outcomes:	<p>Students will experience greater support from parents when they are aware of school-based activities. This will be evidenced by ongoing maintenance of, and adjustments made to, the district communication plan. This will result in the suspension rate staying below 2%, and maintained percentages of expulsions and referrals for SARB below 1% district-wide. This district will also maintain an attendance rate of 97% or greater and maintain a chronic absence rate below .5% district-wide. We expect our middle school dropout rate to be 0.</p> <p>Metric: District communication plan and district self-evaluation of the communication plan that may be based on the biennial staff survey results, documentation of parent engagement events, list of community-based support services, SARB referral rate, attendance rates, chronic absenteeism rate, suspension rate, expulsion rate.</p> <p>Moreland School District serves grades TK-8. Metrics for high school, such as advanced placement passage rate, completion of A-G programs and Career Technical Education (CTE) completion, high school dropout rate and high school graduation rate are not applicable.</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide Adult English classes for parents at up to 4 sites.	LEA-wide Grades: All	_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Supplemental \$50,000 Code: 010-0300 salaries

Continue to utilize community liaisons/translators to bridge the home/school gap. Provide community liaison services to the four sites with 15% or more of their student population that speaks the same primary language, other than English.	LEA-wide Grades: All	<input type="checkbox"/> All <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input checked="" type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other	Supplemental \$243,500 Code: 010-0300 salaries
Conduct the staff, parent, and student perception survey to guide the work of the district.	LEA-wide Grades: All	<input checked="" type="checkbox"/> All <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	Base \$8,000 Code: 010-0000 5XXX
Update list of support services available from within the community and provide this information to parents and staff. Provide guidance to teachers on how to use the list of support services.	LEA-wide Grades: All	<input type="checkbox"/> All <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input checked="" type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other	\$0
Update network of parents/staff to make personal calls and connections with all parents.	LEA-wide Grades: All	<input checked="" type="checkbox"/> All <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	\$0

Provide transparency and accountability through various methods of communication for all departments and sites.	LEA-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Base \$30,000 Code: 010-0000 5XXX
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GOAL:	Goal Area 3: Attract, support, and retain exemplary staff - Foster a district-wide culture that values and honors staff.		Related State and/or Local Priorities: X 1 _2 _3 _4 _5 X 6 _7 _8 Local: N/A
Identified Need:	Staff recognition and support as measured by staff satisfaction on the biennial perception survey, employment of highly qualified teachers, communication with staff, attendance in district professional development, teacher retention.		
Goal Applies to:	Schools:	ALL	
		Grades: All	
	Applicable Pupil Subgroups:	All	
LCAP Year 1			
Expected Annual Measurable Outcomes:	<p>Students benefit from more consistent support and a more positive school climate when all of the district staff have access to district and school trainings as well as other district information. This will be measured by increased attendance of classified staff at meetings and training sessions and biennial perception survey of all staff (80% positive response rate).</p> <p>The district will maintain a rate of 100% appropriate teacher assignment and credentialing , thereby meeting the Every Student Succeeds Act (ESSA), Williams and California Ed. Code Section 44258.9 compliance requirements.</p> <p>Metric: Biennial perception survey completed by certificated and classified staff, employ and train highly qualified staff ensuring that 100 percent Highly Qualified Teacher (HQT) status per the Every Student Succeeds Act (ESSA), Williams and California Ed. Code Section 44258.9 compliance requirements, teacher retention, attendance in teacher professional development.</p>		
Actions/Services		Scope of Service	Pupils to be served within identified scope of service
Hire and retain highly qualified staff, ensuring that all teachers are appropriately assigned and fully credentialed in the subject areas and for the students that they are teaching.		LEA-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other
			\$0

Review salaries and adjust as appropriate. Cost: TBD from Base Grant.	LEA-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$0
Provide classified staff with compensation for participation in school/district operations during their non-work days (such as PBIS, safety planning). Provide compensation for teachers and classified staff to meet to discuss student needs.	LEA-wide Grades: All	_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless _ Other	Supplemental \$94,887 Code: 010-0300 salaries Base \$19,305 Code: 010-0000 salaries Special Ed \$31,820 Code: 010-33XX salaries
Maintain current systems of staff recognition and identify new ways to honor individual staff contributions.	LEA-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Base \$3,000 Code: 010-0000 5XXX

Continuously monitor teacher assignments and credentialing to ensure that teachers are appropriately credentialed for assignments.	LEA-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$0
Provide Beginning Teacher Support and Assessment (BTSA) for all first and second year teachers.	LEA-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	One time funds \$86,506 Code: 010-0001 salaries
Conduct the biennial perception survey for staff, students, and parents.	LEA-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$0
LCAP Year 2			

Expected Annual Measurable Outcomes:	<p>Students benefit from more consistent support and a more positive school climate when all of the district staff have access to district and school trainings as well as other district information. This outcome will be assessed through the use of a survey of classified staff and biennial perception survey (80% positive response rate).</p> <p>The district will maintain a rate of 100% appropriate teacher assignment and credentialing, thereby meeting the Every Student Succeeds Act (ESSA), Williams and California Ed. Code Section 44258.9 compliance requirements.</p> <p>Metric: Biennial perception survey completed by certificated and classified staff, employ and train highly qualified staff ensuring that 100 percent Highly Qualified Teacher (HQT) status per the Every Student Succeeds Act (ESSA), Williams and California Ed. Code Section 44258.9 compliance requirements, teacher retention, attendance in teacher professional development.</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Hire and retain highly qualified staff, ensuring that all teachers are appropriately assigned and fully credentialed in the subject areas and for the students that they are teaching.	LEA-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$0
Review salaries and adjust as appropriate. Cost: TBD from Base Grant.	LEA-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$0

<p>Provide classified staff with compensation for participation in school/district operations during their non-work days (such as PBIS, safety planning).</p> <p>Provide compensation for teachers and classified staff to meet to discuss student needs.</p>	<p>LEA-wide</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>Supplemental \$96,500 Code: 010-0300 salaries</p> <p>Base \$20,000 Code: 010-0000 salaries, 5XXX</p> <p>Special Ed \$33,000 Code: 010 33XX salaries</p>
<p>Maintain current systems of staff recognition and identify sites that may need additional support to honor individual staff contributions.</p>	<p>LEA-wide</p> <p>Grades: All</p>	<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>Base \$3,000</p>
<p>Continuously monitor teacher assignments and credentialing to ensure that teachers are appropriately credentialed for assignments.</p>	<p>LEA-wide</p> <p>Grades: All</p>	<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>\$0</p>

Provide Beginning Teacher Support and Assessment (BTSA) for all first and second year teachers.	LEA-wide Grades: All	<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	One time funds \$88,000 Code: 010-0001 salaries
LCAP Year 3			
Expected Annual Measurable Outcomes:	<p>Students benefit from more consistent support and a more positive school climate when all of the district staff have access to district and school trainings as well as other district information. This outcome will be measured through the use of a survey of classified staff and biennial climate survey of all staff (with an 80% positive response rate).</p> <p>The district will maintain a rate of 100% appropriate teacher assignment and credentialing, thereby meeting the Every Student Succeeds Act (ESSA), Williams and California Ed. Code Section 44258.9 compliance requirements.</p> <p>Metric: Biennial perception survey completed by certificated and classified staff, employ and train highly qualified staff ensuring that 100 percent Highly Qualified Teacher (HQT) status per the Every Student Succeeds Act (ESSA), Williams and California Ed. Code Section 44258.9 compliance requirements, teacher retention, attendance in teacher professional development.</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Hire and retain highly qualified staff, ensuring that all teachers are appropriately assigned and fully credentialed in the subject areas and for the students that they are teaching.	LEA-wide Grades: All	<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	\$0

Review salaries and adjust as appropriate.	LEA-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$0
Provide classified staff with compensation for participation in school/district operations during their non-work days (such as PBIS, safety planning). Provide compensation for teachers and classified staff to meet to discuss student needs.	LEA-wide Grades: All	_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless _ Other	Supplemental \$100,000 Code: 010-0300 salaries Base \$23,000 Code: 010-0000 salaries, 5XXX Special Ed \$35,000 Code: 010-33XX salaries
Maintain current systems of staff recognition and identify sites that may need additional support to honor individual staff contributions.	LEA-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Base \$3,000 Code: 010-0000 5XXX

Continuously monitor teacher assignments and credentialing to ensure that teachers are appropriately credentialed for assignments.	LEA-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$0
Provide Beginning Teacher Support and Assessment (BTSA) for all first and second year teachers.	LEA-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Base \$90,000 Code: 010-0000 salaries
Conduct the biennial perception survey for staff, students, and parents.	LEA-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$0

GOAL:	Goal Area 4: Prepare students to become responsible citizens - Provide students with opportunities so that they will develop social responsibility and show respect for their school, community, world and environment.			Related State and/or Local Priorities: _1 _2 _3 _4 X 5 X 6 _7 _8 Local: N/A
Identified Need:	The climate and culture of each school needs to be conducive to learning and every school needs to help students to become responsible citizens by providing them with opportunities to contribute to their school and community.			
Goal Applies to:	Schools:	ALL		
		Grades: All		
	Applicable Pupil Subgroups:	All		
LCAP Year 1				
Expected Annual Measurable Outcomes:	<p>Research shows that student achievement improves when students are provided with targeted support to improve behavior and connectedness to school. Students will develop improved life skills and social responsibility through PBIS, Project Cornerstone, AVID and counselor provided social skills programs that are implemented at the school sites.</p> <p>Students will benefit from a more positive school climate when schools provide students with activities that promote multicultural understanding.</p> <p>Students will have an improved ability to develop civic responsibility when they are supported to provide community service.</p> <p>These outcomes will be measured by evidence of anti-bullying activities, multicultural events, a decrease in behavioral incidents, lunch clubs, and community service opportunities. This will result in the suspension rate staying below 2%, and maintained percentages of expulsions and referrals for SARB below 1% district-wide. This district will also maintain an attendance rate of 97% or greater and maintain a chronic absence rate below .5% district-wide. We expect our middle school dropout rate to be 0.</p> <p>Metric: Attendance rates, chronic absenteeism rates, suspension rates, expulsion data, school climate student surveys, anti-bullying activities, calendars of multicultural events, student community service opportunities, schedules of social skills classes.</p>			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

Continue anti-bullying activities, assemblies, Project Cornerstone, PBIS, AVID (at middle school sites) and conflict resolution.	LEA-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Lottery \$37,080 Code: 010-1100 salaries, 4XXX, 5XXX Base \$8,440 Code: 010-0000 salaries, 4XXX, 5XXX
Create additional multicultural events/celebrations.	LEA-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Donations \$9,000 Code: 190-9025 5XXX
Provide counselors to facilitate social skills group sessions for identified students at all sites.	LEA-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Base \$135,000 Code: 010-0000 salaries, 5XXX Lottery \$96,307 Code: 010-1100 salaries Special Ed \$48,960 Code: 010-65XX salaries, 5XXX

Develop a community service resource list of available opportunities.	LEA-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$0
Implement new health education curriculum, including a special populations curriculum geared toward students with disabilities.	Middle Schools Grades: 7th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Base \$10,658 Code: 010-0000 4XXX, 5XXX
Continue lunch clubs and activities with compensation.	LEA-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Base \$23,632 Code: 010-0000 salaries
Address mental health needs of all students by providing individual and group counseling as needed.	LEA-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Mental Health Funds \$102,524 Code: 010- 65XX salaries
LCAP Year 2			

Expected Annual Measurable Outcomes:	<p>Research shows that student achievement improves when students are provided with targeted support to improve behavior and connectedness to school. Students will develop improved life skills and social responsibility through PBIS, Project Cornerstone, AVID and counselor provided social skills programs that are implemented at the school sites.</p> <p>Students will benefit from access to health education curricula at targeted grade levels as outlined in the California Health Education Content Standards. Implementation of the health component will serve as outcome evidence.</p> <p>These outcomes will be measured by evidence of anti-bullying activities, multicultural events, a decrease in behavioral incidents, lunch clubs, and community service opportunities. This will result in the suspension rate staying below 2%, and maintained percentages of expulsions and referrals for SARB below 1% district-wide. This district will also maintain an attendance rate of 97% or greater and maintain a chronic absence rate below .5% district-wide. We expect our middle school dropout rate to be 0.</p> <p>Metric: Attendance rates, chronic absenteeism rates, suspension rates, expulsion data, school climate student surveys, anti-bullying activities, calendars of multicultural events, student community service opportunities, schedules of social skills classes.</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue anti-bullying activities, assemblies, Project Cornerstone, PBIS, AVID (at middle school sites) and conflict resolution.	LEA-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Lottery \$39,000 Code: 010-1100 salaries, 4XXX, 5XXX Base \$9,000 Code: 010-0000 salaries, 4XXX, 5XXX
Continue to provide multicultural events/celebrations.	LEA-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Donations \$9,000 Code: 190-9025 5XXX

Counselors will facilitate social skills group sessions for identified students at all sites.	LEA-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Base \$137,000 Code: 010-0000 5XXX Lottery \$99,000 Code: 010-1100 salaries Special Ed \$50,000 Code: 010-65XX salaries, 5XXX
Maintain community service resource area and list of available opportunities.	LEA-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$0
Continue health education curriculum, including a special populations curriculum geared toward students with disabilities.	Middle Schools Grades: 7th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Base \$4,000 Code: 010-0000 4XXX, 5XXX

Continue with lunch clubs and activities with compensation.	LEA-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Base \$24,000 Code: 010-0000 salaries
Address mental health needs of all student by providing individual and group counseling.	LEA-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Mental Health Funds \$105,000 Code: 010-65XX salaries
Integrate Life Skills into the curriculum.	LEA-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Base \$15,000 Code; 010-0000 4XXX
LCAP Year 3			

Expected Annual Measurable Outcomes:	<p>Research shows that student achievement improves when students are provided with targeted support to improve behavior and connectedness to school. Students will develop improved life skills and social responsibility through PBIS, Project Cornerstone, AVID and counselor provided social skills programs that are implemented at the school sites.</p> <p>Students will benefit from access to health education curricula at targeted grade levels as outlined in the California Health Education Content Standards. Implementation of the health component will serve as outcome evidence.</p> <p>These outcomes will be measured by evidence of anti-bullying activities, multicultural events, a decrease in behavioral incidents, lunch clubs, and community service opportunities. This will result in the suspension rate staying below 2%, and maintained percentages of expulsions and referrals for SARB below 1% district-wide. This district will also maintain an attendance rate of 97% or greater and maintain a chronic absence rate below .5% district-wide. We expect our middle school dropout rate to be 0.</p> <p>Metric: Attendance rates, chronic absenteeism rates, suspension rates, expulsion data, school climate student surveys, anti-bullying activities, calendars of multicultural events, student community service opportunities, schedules of social skills classes.</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue anti-bullying activities, assemblies, Project Cornerstone, PBIS, AVID (at middle school sites) and conflict resolution.	LEA-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Lottery \$41,000 Code: 010-1100 salaries, 4XXX, 5XXX Base \$10,000 Code: 010-0000 salaries, 4XXX, 5XXX
Continue to provide multicultural events/celebrations.	LEA-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Donations \$9,000 Code: 190-9025-5XXX

Counselors will facilitate social skills group sessions for identified students at all sites.	LEA-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Base \$140,000 Code: 010-0000 salaries, 5XXX Lottery \$102,000 Code: 010-1100 salaries, 4XXX, 5XXX Special Ed \$52,000 Code: 010-65XX salaries, 5XXX
Maintain community service resource area and list of available opportunities.	LEA-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$0
Continue with lunch clubs and activities with compensation.	LEA-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Base \$25,000 Code: 010-0000 4XXX, 5XXX

Address mental health needs of all student by providing individual and group counseling.	LEA-wide Grades: All	<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	Mental Health Funds \$107,000 Code: 010-65XX salaries
Continue life skills implementation and support as needed.	LEA-wide Grades: All	<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	Base \$5,000 Code: 010-0000 4XXX

GOAL:	Goal Area 5: Ensure fiscal stability - Designate, communicate, and review district's fiscal goals and examine innovative methods that will reduce costs/expand revenues in order to maintain quality educational programs.		Related State and/or Local Priorities: X 1 _2 _3 _4 _5 _6 _7 _8 Local: N/A
Identified Need:	Clearly defined and maintained district fiscal goals as measured by related budget documents.		
Goal Applies to:	Schools:	ALL	
		Grades: All	
	Applicable Pupil Subgroups:	All	
LCAP Year 1			
Expected Annual Measurable Outcomes:	<p>Students will benefit when resources are used effectively. Effective use of resources will be communicated at Board meetings, site meetings, and district department meetings and evidenced in the budget document. It will be demonstrated through an unqualified report with no fiscal or financial findings.</p> <p>Metric: District self-evaluation of fiscal goals, audit report, etc.</p>		
Actions/Services		Scope of Service	Budgeted Expenditures
<p>The annual budget development and review process will include:</p> <ul style="list-style-type: none"> An annual audit of facilities, district assets and efficacy of district programs Planning meetings with all site administrators to discuss priorities and the allocation of resources Annual budget workshops conducted in consultation with the school board The development of a budget document that is used to communicate district budget information 		<p>LEA-wide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p> <p>Base \$25,000 Code: 010-0000 5XXX</p>

LCAP Year 2				
Expected Annual Measurable Outcomes:		Students will benefit when resources are used effectively. Effective use of resources will be communicated at Board meetings, site meetings, and district department meetings and evidenced in the budget document. It will be demonstrated through an unqualified report with no fiscal or financial findings. Metric: District self-evaluation of fiscal goals, audit report, etc.		
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
The annual budget development and review process will include: <ul style="list-style-type: none">• An annual audit of facilities, district assets and efficacy of district programs• Planning meetings with all site administrators to discuss priorities and the allocation of resources• Annual budget workshops conducted in consultation with the school board• The development of a budget document that is used to communicate district budget information		LEA-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Base \$25,500 Code: 010-00005XXX
LCAP Year 3				
Expected Annual Measurable Outcomes:		Students will benefit when resources are used effectively. Effective use of resources will be communicated at Board meetings, site meetings, and district department meetings and evidenced in the budget document. It will be demonstrated through an unqualified report with no fiscal or financial findings. Metric: District self-evaluation of fiscal goals, audit report, etc.		
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

<p>The annual budget development and review process will include:</p> <ul style="list-style-type: none"> • An annual audit of facilities, district assets and efficacy of district programs • Planning meetings with all site administrators to discuss priorities and the allocation of resources • Annual budget workshops conducted in consultation with the school board • The development of a budget document that is used to communicate district budget information 	<p>LEA-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Base \$26,000 Code: 010-0000 5XXX</p>
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GOAL:	Goal Area 6: Maintain and improve the physical capacity and condition of the district.		Related State and/or Local Priorities: X 1 _2 X 3 _4 X 5 X 6 _7 _8 Local: N/A
Identified Need:	Balance site capacity and improve physical condition of schools to serve students in Moreland.		
Goal Applies to:	Schools:	ALL	
		Grades: All	
	Applicable Pupil Subgroups:	All	
LCAP Year 1			
Expected Annual Measurable Outcomes:	<p>Student academic experiences will be improved when they have access to schools in their neighborhood with enrollment that is appropriate for the size of the school site. This will be evidenced by schools that are fully staffed with required teachers and administration, increased student enrollment at the newly opened school in grades TK-7, and decreased student enrollment in other elementary school sites. 80% of parents and students will express satisfaction with the new school and with the enrollment decreases at other district schools.</p> <p>District schools will be clean, safe and maintained in good repair per Williams compliance and California Ed. Code Section 17002 subsection (d).</p> <p>Metric: Enrollment, staffing, biennial survey, School Attendance Rates, Williams Compliance Report</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain and monitor preventative maintenance made at school sites.	LEA-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Base \$101,812 Code: 010-0000 salaries RRM \$353,000 Code: 010-8150 4XXX, 5XXX

Continue to monitor and ensure schools of more uniformed size across the district by controlling student placement.	LEA-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Base \$2,140,744 Code: 010-0000 salaries Parcel Tax \$ 132,046 Code: 010-0800 salaries
Continue to modernize the school sites, based on the identified areas of need per the district construction committee.	LEA-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Bond funds \$7,750,100 Code: 210-0000 -6XXX
Develop a process for replacement and disposal of furniture.	LEA-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Bond funds \$40,000 Code: 210-0000 4XXX Base \$62,500 Code: 010-0000 4XXX One time funds \$200,000 Code: 010-0000 5XXX
LCAP Year 2			

Expected Annual Measurable Outcomes:	<p>Student academic experiences will be improved when they have access to schools in their neighborhood with enrollment that is appropriate for the size of the school site. This will be evidenced by schools that are fully staffed with required teachers and administration, increased student enrollment at the newly opened school in grades TK-8, and decreased student enrollment in other elementary school sites. 80% of parents and students will express satisfaction with the new school and with the enrollment decreases at other district schools.</p> <p>District schools will be clean, safe and maintained in good repair per Williams compliance and California Ed. Code Section 17002 subsection (d).</p> <p>Metric: Enrollment, staffing, biennial survey, School Attendance Rates, Williams Compliance Report</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to maintain and monitor preventative maintenance made at school sites.	LEA-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Base \$102,000 Code: 010-0000 salaries RRM \$300,000 Code: 010-8150 4XXX, 5XXX
Continue to monitor and ensure schools of more uniformed size across the district by controlling student placement.	LEA-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Base \$2,175,000 Code: 010-0000 salaries Parcel Tax \$135,000 Code: 010-0800 salaries

Continue to modernize the school sites based on the identified areas of need per the district construction committee.	LEA-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Bond funds \$1,500,000 Code: 210-0000 6XXX Deferred Maint \$500,000 Code: 140-0000 4XXX, 5XXX, 6XXX
Implement furniture replacement and disposal process.	LEA-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Base \$50,000 Code: 010-0000 -4XXX
LCAP Year 3			
Expected Annual Measurable Outcomes:	<p>Student academic experiences will be improved when they have access to schools in their neighborhood with enrollment that is appropriate for the size of the school site. This will be evidenced by schools that are fully staffed with required teachers and administration, increased student enrollment at the newly opened school in grades TK-8, and decreased student enrollment in other elementary school sites. 80% of parents and students will express satisfaction with the new school and with the enrollment decreases at other district schools.</p> <p>District schools will be clean, safe and maintained in good repair per Williams compliance and California Ed. Code Section 17002 subsection (d).</p> <p>Metric: Enrollment, staffing, biennial survey, School Attendance Rates, Williams Compliance Report</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

Continue to maintain and monitor preventative maintenance made at school sites.	LEA-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Base \$105,000 Code: 010-0000 salaries RRM \$200,000 Code: 010-8150 4XXX, 5XXX
Continue to monitor and ensure schools of more uniformed size across the district by controlling student placement.	LEA-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Base \$2,210,000 Code: 010-0000 salaries Parcel Tax \$138,000 Code: 010-0800 salaries
Continue to modernize the school sites based on the identified areas of need per the district construction committee.	LEA-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	RRM \$175,000 Code: 010-8150 4XXX, 5XXX Deferred Maint \$500,000 Code: 140-0000 4XXX, 5XXX, 6XXX
Maintain furniture replacement and disposal process.	LEA-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Base \$50,000 Code: 010-0000 4XXX, 5XXX

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?

Original Goal from prior year LCAP:	Close the achievement gap while raising the achievement of all students - All students will receive challenging, rigorous, and appropriate instruction to achieve academic success.			Related State and/or Local Priorities: _1 X 2 _3 X 4 X 5 _6 _7 X 8 Local:	
Goal Applies to:	Schools:	All			
		Grades: All			
	Applicable Pupil Subgroups:	All			
Expected Annual Measurable Outcomes:	Student academic achievement will be improved when students receive instruction that is aligned to the CCSS/ELD standards and integrates technology.This goal will be demonstrated by the analysis of our CCSS aligned benchmark assessments, Study Island, formative assessments, and our district technology perception survey. The district will provide sufficient textbooks and instructional materials for students, maintaining 100% compliance with Williams Settlement and California Ed. Code Section 60119 requirements.			Actual Annual Measurable Outcomes:	<p>The analysis of CCSS aligned benchmarks, Study Island, formative assessments and our district technology perception survey indicates an increase in student achievement.</p> <p>District-wide benchmarks improved from beginning of the year assessment to end of the year by an average of 13% in ELA and 30% in math.</p> <p>The actions /services listed below met or exceeded implementation expectations and were very effective in supporting this goal. Any modifications to the expectations were to met contractual obligations.</p>
LCAP Year: 2015-16					
Planned Actions/Services			Actual Actions/Services		
	Budgeted Expenditures			Estimated Actual Annual Expenditures	
Maintain grade span and class size ratio at 24:1 at elementary and 30:1 at middle school levels.	\$599,381		During 2015-16, class size ratios based on the teacher union contract. 24:1 for grades TK-3 and 32:1 in grades 4-8.	\$531,169	

Scope of service:	LEA-wide Grades: All		Scope of service:	LEA-wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Maintain the two special education classes, increased speech, resource and psychology services that were added in 2014-15 and one additional special day class in 2015-16.		\$774,942	During 2015-16, we maintained the two special education classes, increased speech, resource and psychology services, and added one additional special education class. Implementation of this action met expectations.		\$808,624
Scope of service:	LEA-wide Grades: All		Scope of service:	LEA-wide Grades: All	
_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other		

Continue to provide teachers with professional development related to the new CCSS curriculum, new interventions, and identified assessments.		\$394,281	During 2015-16, we provided teachers with professional development related to CCSS, NGSS, LLI Interventions, and district assessments. Implementation of this action exceeded expectations.		\$398,489
Scope of service:	LEA-wide Grades: All		Scope of service:	LEA-wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Provide ongoing/new professional development for all staff to incorporate ELD standards-based intervention during the school day, which is focused on the areas of identified student need based on data analysis.		\$69,146	During 2015-16, we provided professional development for all staff on ELD standards at district grade level meetings and on the ELD framework for our new instructional coaches.		\$56,602
Scope of service:	LEA-wide Grades: All		Scope of service:	LEA-wide Grades: All	
_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

<p>Ensure that technology is used to enhance student learning through the integration of technology utilizing the SAMR rubric (Substitution, Augmentation, Modification, and Redefinition).</p> <p>Identify and provide support to teachers on specific areas of technology use in the classroom.</p>		\$74,297	<p>We identified and provided support to teachers on specific areas of technology use in the classroom to enhance learning. For example, one PD technology day with a keynote speaker, one week of Mini-Merit through the Krause Center for Innovation, technology tie ins to content areas at each district grade level meeting.</p> <p>Implementation of this action exceeded expectations.</p>		\$42,145
Scope of service:	<p>LEA-wide</p> <p>Grades: All</p>		Scope of service:	<p>LEA-wide</p> <p>Grades: All</p>	
<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>			<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>		
<p>Provide instructional coaching support (one instructional coach per site and one at the district level) to assist schools in meeting the identified needs of students in identified subgroups including English learners, low income students, foster youth, students with disabilities, etc.</p> <p>Instructional coaching support will include data analysis, curriculum mapping, demonstration lessons, instructional support to teachers, etc.</p>		\$801,730	<p>During 2015-16, we provided one instructional coach per site to help teachers meet the needs of our identified subgroups.</p> <p>Implementation of this action met expectations.</p>		\$828,733
Scope of service:	<p>LEA-wide</p> <p>Grades: All</p>		Scope of service:	<p>LEA-wide</p> <p>Grades: All</p>	

_ All ----- X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other			_ All ----- X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
Monitor the effectiveness of added programs and services. Assess whether students, especially identified subgroups, are receiving the most effective instructional support based on their identified needs.		\$0	During 2015-16, we monitored the effectiveness of programs and services using data spreadsheets for all during school and after school interventions. Implementation of this action exceeded expectations.	\$0
Scope of service:	LEA-wide Grades: All		Scope of service: LEA-wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	

What changes in actions, services, and expenditures	<p>A review of pass progress indicates:</p> <ul style="list-style-type: none"> Class size ratios met the contractually agreed upon small class size ratios. <p>For 2016-17 we made the following changes:</p> <ul style="list-style-type: none"> We modified the goal title to align with the district's strategic plan goals. We moved the action for providing ongoing and new professional development for ELD to Goal 1 C. We have modified the special education action to align resources and staff to caseload needs. We've expanded our professional development focus to include NGSS and ELD. We condensed previous technology actions into one action which states that we'll implement our newly adopted technology plan. This plan will incorporate all the previous actions listed. We added an action to pilot and adopt ELA/ELD curriculum. We added an action to implement our newly adopted CCSS aligned math curriculum. We added an action to expand STEAM electives at Moreland Middle School and Latimer School. We added an action to address the needs of GATE identified students.
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Original Goal from prior year LCAP:	Close the achievement gap while raising the achievement of all students. Continuously implement district-wide intervention strategies and programs in math and ELA/ELD to meet the needs of students in targeted subgroups who are underperforming.	Related State and/or Local Priorities: _1 _2 _3 X 4 X 5 X 6 X 7 X 8 Local:
Goal Applies to:	Schools:	All Grades: All

	Applicable Pupil Subgroups:	Foster Youth, Hispanic or Latino, Low Income Pupils, English Learners, Students with Disabilities	
Expected Annual Measurable Outcomes:	Student access to instruction and academic achievement will be improved when the district has a clear understanding of the areas of needed support and program development to address the achievement gap by providing interventions to students performing below grade level. This goal will be demonstrated by CELDT data analysis, reclassification rates, district benchmarks and formative assessments, and implementation and intervention data on targeted intervention approaches.	Actual Annual Measurable Outcomes:	<p>The district provided common interventions to meet the needs of students performing below grade level. Analysis of student performance on CELDT, district benchmarks, and formative assessments was used to target students and provide appropriate interventions.</p> <p>District-wide benchmarks improved from beginning of the year assessment to end of the year by an average of 13% in ELA and 30% in math. These are new data points for the district that do not lend themselves to a comparison to last year. Our CELDT data shows that the students who made progress towards English proficiency increased by 5%.</p> <p>The actions /services listed below met or exceeded implementation expectations and were very effective in supporting this goal.</p>
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Continue to employ two part-time certificated and three part-time classified staff dedicated to providing interventions during the school day across all sites.</p> <p>Ensure that all sites offer students two 8-10 week after school intensive remediation and acceleration sessions with up to two certificated and three classified support personnel.</p>	\$449,664	<p>During 2015-16, we provided sites with intervention staff during the school day and after school for 8-10 week sessions.</p> <p>Implementation of this action exceeded expectations.</p>	\$424,583

Scope of service:	LEA-wide Grades: All		Scope of service:	LEA-wide Grades: All	
_ All ----- _ Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other			_ All ----- X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Student academic progress data, including CELDT data, will be analyzed to identify students who are not making expected progress. These students will be selected to participate in a 19 day summer bridge program that provides focused academic support.		\$72,133	During 2015-16, we analyzed student data to select students for participation in our summer academic program. We expanded our program by adding a seventh grade math class.		\$50,237
Scope of service:	LEA-wide Grades: All		Scope of service:	LEA-wide Grades: All	
_ All ----- X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other			_ All ----- X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other		
Identified improvements will be integrated into the overall district instructional and intervention plan.		\$0	During 2015-16, we identified improvements to integrate into our instructional and intervention plan. This information is the rationale for the modification for Action #1 for the following school year.		\$0

Scope of service:	LEA-wide Grades: All		Scope of service:	LEA-wide Grades: All	
_ All ----- X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other			_ All ----- X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other		
What changes in actions, services, and expenditures		A review of past progress indicates that we completed the actions as stated in the prior year's LCAP. We also increased our offerings for summer school by adding a seventh grade math program, and increased student accessibility to intervention programs by providing district-wide transportation twice a week during the school year. For 2016-17, we modified the following actions: <ul style="list-style-type: none"> • We modified the goal title to align with the district's strategic plan goals. • We modified the intervention action to allow flexibility for sites to determine intervention programs based on need. 			

Original Goal from prior year LCAP:	Close the achievement gap while raising the achievement of all students. The district will implement meaningful, relevant professional development in order to attract, support, and retain exemplary staff.			Related State and/or Local Priorities: _1 X 2 _3 X 4 _5 _6 X 7 _8 Local:	
Goal Applies to:	Schools:	All			
		Grades: All			
	Applicable Pupil Subgroups:		All		
Expected Annual Measurable Outcomes:	Student academic experiences will be improved when the staff and teachers who work with them participate in annual professional development that builds on prior knowledge and relevant work experiences. This goal will be demonstrated by a multi-year professional development schedule, CELDT data, EL reclassification rate, benchmark assessments, staff survey, and staff participation sign-in sheets.		Actual Annual Measurable Outcomes:	All staff received relevant professional development as determined by state and local assessments and staff surveys. This is evidenced by 93% participation in district-wide professional development and 95% positive feedback on staff survey related to professional development. The actions /services listed below met or exceeded implementation expectations and were very effective in supporting this goal.	
LCAP Year: 2015-16					
Planned Actions/Services			Actual Actions/Services		
	Budgeted Expenditures			Estimated Actual Annual Expenditures	
Ensure that the professional development system continues to develop staff expertise by building on the professional development provided in the previous year (s). Ensure that continuity of academic approaches is maintained over time. Ensure that staff members have adequate instructional materials to support the professional development system.	\$324,923		During 2015-16, using muliple data points, we determined specific professional development opportunities for all staff to increase student achievement. Implementation of this action met expectations.	\$325,640	

Scope of service:	LEA-wide Grades: All		Scope of service:	LEA-wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
What changes in actions, services, and expenditures		A review of past progress indicates that we exceeded our expectations. For 2016-17, we made the following modifications to this goal: <ul style="list-style-type: none"> We modified the goal title to align with the district's strategic plan goals. We took Action #1 and expanded it to include three detailed actions for professional development to include ELD standards, NGSS standards, math curriculum, Reading Recovery, and Fountas and Pinnell early literacy assessment. 			
Original Goal from prior year LCAP:	Ensure effective communication. Maintain and implement a clearly articulated communication plan that includes continued effective communication with staff, students, parents, and the community and a process for the dissemination of information related to the transition to Common Core, LCAPE updates, and the district safety plan.			Related State and/or Local Priorities: _1 _2 X 3 _4 X 5 X 6 _7 _8 Local:	

Goal Applies to:	Schools:	All		
	Grades:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	Students will experience improved support when the district communicates regularly and clearly to staff, students, and community, and connects students to support services in the community. This goal will be demonstrated through communication plan updates, increased parent engagement, positive attendance rates, communications available in required languages, decreased SARB referrals and suspension and expulsion rates. The district will decrease suspensions by 5%, maintain a percentage below 1% for expulsions and SARB referrals, maintain an attendance rate of 97%, and maintain chronic absenteeism below .5%.		Actual Annual Measurable Outcomes:	<p>The district demonstrated clear and effective communication to students, staff and community. This outreach resulted in increased parent engagement, reduced SARB referrals, and decreased suspension/expulsion rates.</p> <p>We increased our weekly participation in our adult English classes by 25 parents. Our goal was to reduce suspensions by 5%. We exceeded this goal by reducing suspensions 50% with our suspension rate dropping from 2.2% to 1% of our total population.</p> <p>The actions /services listed below met or exceeded implementation expectations and were very effective in supporting this goal.</p>
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures		Estimated Actual Annual Expenditures
Provide English as a Second Language classes for parents at up to 4 sites.		\$54,427	During 2015-16, we provided adult English classes at four school sites. Implementation of this action met expectations.	\$36,200
Scope of service:	LEA-wide Grades: All		Scope of service:	LEA-wide Grades: All

_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
Continue to utilize community liaisons/translators to bridge the home/school gap. Provide community liaison services to the four sites with 15% or more of their student population that speaks the same primary language, other than English.		\$193,742	We provided community liaisons to the four sites where 15% or more of their student population speaks the same primary language other than English. Implementation of this action met expectations.	\$210,046
Scope of service:	LEA-wide Grades: All		Scope of service: LEA-wide Grades: All	
_ All ----- X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other			_ All ----- X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	
Adjust communication plan based on feedback gathered from parent and staff perception surveys.		\$0	During 2015-16, the communication committee aligned their plan with the LCAP and newly adopted Strategic Plan. We also reviewed and selected a new website design to increase effective parent and community communication. Implementation of this action met expectations.	\$0

Scope of service:	LEA-wide Grades: All		Scope of service:	LEA-wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Develop a list of support services available from within the community and provide this information to parents and teachers. Provide guidance to teachers on how to use the list of support services.		\$0	During 2015-16, we provided a list of community support services for parents and staff. We also created an additional mental health resource list. Implementation of this action met expectations.		\$0
Scope of service:	LEA-wide Grades: All		Scope of service:	LEA-wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

Develop a network of parents/staff to make personal calls/connections with all parents.		\$0	During 2015-16, we promoted communications and outreach among parents and staff. Community liaisons and parents on Home and School Club and English Language Advisory Committee (ELAC) made personal connections to increase parent participation. Implementation of this action met expectations.		\$0
Scope of service:	LEA-wide Grades: All		Scope of service:	LEA-wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
What changes in actions, services, and expenditures		A review of past progress indicates that we met expectations on this goal. For 2016-17 we made the following modifications: <ul style="list-style-type: none">We added an action to provide transparency and accountability through various methods of communication for all departments and sites.			

Original Goal from prior year LCAP:	Attract, support, and retain exemplary staff. Foster a district-wide culture that values and honors staff.			Related State and/or Local Priorities: X 1 _2 _3 _4 _5 X6 _7 _8 Local:	
Goal Applies to:	Schools:	All			
		Grades: All			
	Applicable Pupil Subgroups:		All		
Expected Annual Measurable Outcomes:	Students benefit from more consistent support and more positive school climate when all of the district staff have access to district and school trainings as well as other district information. This goal will be demonstrated by increased attendance of classified staff at meetings and trainings, biennial climate survey completed with 80% overall satisfaction, and ensuring 100% Highly Qualified Teacher status.		Actual Annual Measurable Outcomes:	Student achievement increased as certificated and classified staff were appropriately placed, provided with meaningful professional development opportunities, and recognized for their accomplishments. The district maintained a rate of 100% appropriately trained and assigned Highly Qualified Teachers. The biennial survey was not conducted this school year. It will be administered in 2016-17. The actions /services listed below met implementation expectations and were very effective in supporting this goal.	
LCAP Year: 2015-16					
Planned Actions/Services			Actual Actions/Services		
	Budgeted Expenditures			Estimated Actual Annual Expenditures	
Hire and retain highly qualified staff, ensuring that all teachers are appropriately assigned and fully credentialed in the subject areas and for the students they are teaching.	\$0		During 2015-16, we hired and retained highly qualified staff that were assigned appropriately. Implementation of this action met expectations.	\$0	

Scope of service:	LEA-wide Grades: All		Scope of service:	LEA-wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Review salaries and adjust as appropriate.		\$0	During 2015-16, we increased compensation for certificated and classified bargaining units as a result of negotiations. Implementation of this action exceeded expectations.		\$0
Scope of service:	LEA-wide Grades: All		Scope of service:	LEA-wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

Provide classified staff with compensation for participation in school/district operations during their non-work days (such as PBIS, safety planning).		\$118,326	During 2015-16, we provided classified staff with a paid professional development day to focus on areas of need for their job responsibility. At some sites, classified employees were paid to work outside of their assigned hours with teachers to address student needs.		\$99,427
Scope of service:	LEA-wide Grades: All		Scope of service:	LEA-wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Maintain current systems of staff recognition and identify sites that may need additional support to honor individual staff contributions.		\$0	During 2015-16, we maintained current systems of staff recognition and added additional recognition for teachers who received grant funding for special classroom projects. Implementation of this action met expectations.		\$0
Scope of service:	LEA-wide Grades: All		Scope of service:	LEA-wide Grades: All	

<div>X All</div> <div>-----</div> <div>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</div>			<div>X All</div> <div>-----</div> <div>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</div>		
Continuously monitor teacher assignments and credentialing to ensure that teachers are appropriately credentialed for assignments.		\$0	During 2015-16, we ensured that all teachers were appropriately credentialed and assigned. Implementation of this action met expectations.		\$0
<div>Scope of service:</div>	<div>LEA-wide</div> <div>Grades: All</div>		<div>Scope of service:</div>	<div>LEA-wide</div> <div>Grades: All</div>	
<div>X All</div> <div>-----</div> <div>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</div>			<div>X All</div> <div>-----</div> <div>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</div>		
<div>What changes in actions, servcices, and expenditures</div>		<div>A review of past progress indicates that we met expectations of this goal.</div> <div>For 2016-17, we made the following modifications:</div> <div><div><div></div><div>We will added an action to conduct the biennial perception survey for staff, students, and parents.</div></div><div><div></div><div>We added an action to provide Beginning Teacher Support and Assessment (BTSA) to all first and second year teachers.</div></div></div>			

Original Goal from prior year LCAP:	Prepare students to become responsible citizens. Provide students with life skills and health curriculum so that they will develop an awareness and respect for their school, community, the world and the environment and demonstrate social responsibility by contributing to, and engaging in, the school and community	Related State and/or Local Priorities: _1 _2 _3 _4 X 5 X 6 _7 _8 Local:
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Goal Applies to:	Schools:	All		
	Grades:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	Student achievement improves when students are provided with targeted support to improve behavior and connectedness to school. They will develop improved life skills and social responsibility through PBIS, Project Cornerstone, AVID, and social skills programs. They will benefit from a positive school climate and develop civic responsibility when provided activities that promote multi-cultural understanding and community service. This goal will be demonstrated through evidence of anti-bullying assemblies, integration of life skills, multi-cultural events, decreased behavioral incidents, lunch clubs, and a list of community service opportunities.		Actual Annual Measurable Outcomes:	Student's social emotional well-being was supported through PBIS, Project Cornerstone, AVID and counseling support. As a result, we saw a decrease in suspensions by 50% and maintained a 97% attendance rate. The actions /services listed below lead to progress towards reaching this goal.
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures		Estimated Actual Annual Expenditures
Continue anti-bullying activities, assemblies, Project Cornerstone, PBIS, AVID (middle school sites), and conflict resolution. Integrate life skills into the curriculum.		\$47,066	During 2015-16, we continued our character development activities to support student citizenship. As described above, we moved the integration of life skills to the 2017-18 school year to ensure a strong implementation. We made progress on implementing this action and made necessary adjustments.	\$36,280
Scope of service:	LEA-wide Grades: All		Scope of service:	LEA-wide Grades: All

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
Provide student friendly assemblies focusing on environmental issues/needs that incorporate action for students. Create additional multi-cultural events/celebrations.		\$10,500	During 2015-16, sites honored students' cultural backgrounds by hosting multi-cultural events/celebrations that involved parents and community. We made progress on implementing this action and made necessary adjustments.	\$12,520
Scope of service:	LEA-wide Grades: All		Scope of service: LEA-wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
CASSY mental health providers will facilitate social skills group sessions for identified students at all sites.		\$230,500	During 2015-16, counselors facilitated social skills groups for identified students at all sites. Implementation of this action met expectations.	\$217,500

Scope of service:	LEA-wide Grades: All		Scope of service:	LEA-wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Develop a community service board. Develop a list of available on/off campus, principal approved, community service opportunities. Provide lunch break activities and clubs at all sites.		\$0	During 2015-16, sites provided lunch time activities and clubs to promote personalized interests and school community. As described above, our sites encourage community service and we will be compiling a list of opportunities for students. We made progress on implementing this action and made necessary adjustments.		\$0
Scope of service:	LEA-wide Grades: All		Scope of service:	LEA-wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

What changes in actions, services, and expenditures	<p>A review of previous progress indicates that it was necessary for strong implementation that we moved the integration of life skills curriculum to the 2017-18 school year due to the adoption and implementation of our new health and math curricula. Our school sites promote community service, and the following year we will compile a district list of service opportunities for students.</p> <p>For 2016-17, we made the following modifications:</p> <ul style="list-style-type: none">• We added an action to implement our newly adopted health education curriculum for 7th grade, including a special populations curriculum geared toward students with disabilities.• We expanded our action with counseling support to provide for the mental health needs of our students.• We prioritized our students' cultural backgrounds as the focus of assemblies and events.
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Original Goal from prior year LCAP:	Ensure fiscal stability. Designate, communicate, and review district's fiscal goals and examine innovative methods that will reduce costs/expand revenues in order to maintain quality educational programs.		Related State and/or Local Priorities: X 1 _2 _3 _4 _5 _6 _7 _8 Local:	
Goal Applies to:	Schools:	All		
		Grades: All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	Students will benefit when resources are used effectively. Effective use of resources will be communicated through budget workshops and budget meetings at each school. This goal will be demonstrated through budget documents, self-evaluation of fiscal goals, and audit reports.		Actual Annual Measurable Outcomes:	Resources were allocated through the use of budget workshops and meetings for each school and department. All expenditures were aligned to the budget. The action listed below led to progress toward reaching this goal.
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
The annual budget development and review process will include an annual audit of facilities, district assets, and efficacy of programs, planning meetings with all administrators to discuss budget priorities and allocation of resources, budget workshops in consultation with the school board, and development of budget documentation to communicate district budget information.	\$0	During 2015-16, the annual audit of facilities, district assets, and efficacy of district programs was conducted as part of budget development process.	\$24,500	
Scope of service:	LEA-wide Grades: All		Scope of service: LEA-wide Grades: All	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>
<p>What changes in actions, services, and expenditures</p>	<p>A review of previous progress indicates that we met expectations of this goal.</p> <p>We have not made any modifications to the listed action for the 2016-17 school year.</p>	

Original Goal from prior year LCAP:	Increase the physical capacity of the district. As capacity increases, allocate staff, students, and district resources to successfully integrate a new school into the district.			Related State and/or Local Priorities: X 1 _2 X 3 _4 X 5 X 6 _7 _8 Local:		
Goal Applies to:	Schools:	All				
		Grades: All				
	Applicable Pupil Subgroups:		All			
Expected Annual Measurable Outcomes:	Student academic experiences will be improved when they have access to schools in their neighborhood with enrollment that is appropriate for the school site. This goal will be demonstrated by schools that are fully staffed, students enrolled in the new school, and decreased enrollment in other elementary sites. 80% of parents and students will express satisfaction with the new school and sites will be clean, safe, and maintained per Williams compliance and Ed Code Section 17002(d).			Actual Annual Measurable Outcomes:	<p>We successfully increased enrollment and grade span at Latimer, while decreasing enrollment at other impacted sites. Our maintenance and operations team, developed a Facilities Master Plan to ensure all schools have planned, preventative maintenance and scheduled modernization to ensure good standing with the Williams Compliance Act.</p> <p>Latimer increased by 122 students, Baker decreased by 19 students, and Payne decreased by 28 students.</p> <p>The actions listed below led to progress towards reaching this goal.</p>	
LCAP Year: 2015-16						
Planned Actions/Services			Actual Actions/Services			
	Budgeted Expenditures			Estimated Actual Annual Expenditures		
<p>Create/maintain schools of more uniform size across the district by controlling student placement.</p> <p>Continue to fully staff the new school based on enrollment</p>	\$1,636,999		<p>During 2015-16, we continued grade span growth at Latimer to include 6th grade which help decrease enrollment at impacted sites. This site is fully staffed with appropriately credentialed teachers.</p> <p>Implementation of this action met expectation.</p>	\$1,651,027		

Scope of service:	LEA-wide Grades: All		Scope of service:	LEA-wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Continue to modernize the school sites, based on identified areas of need per the district construction committee.		\$7,750,100	During 2015-16, we continued scheduled modernizations which included the new middle school building at EDS and upgraded classrooms at Latimer. Implementation of this action met expectation.		\$702,387
Scope of service:	LEA-wide Grades: All		Scope of service:	LEA-wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

**What changes in actions,
servivces, and expenditures**

A review of past progress indicates that we met expectations for this goal.

For 2016-17, we made the following modifications:

- We added an action to develop a replacement and disposal plan for furniture.
- We divided an action to reflect both modernization and preventative maintenance.

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	2588843
<p>Target = \$3,050,352</p> <p>Prior Year = \$2,028,411</p> <p>Difference = \$1,021,941 x GAP funding rate = \$560,432</p> <p>\$2,028,411, + \$560,432 = \$2,588,843</p> <p>The district is supporting our high need students, unduplicated pupil count of 42.8%, by utilizing a variety of interventions for students at all of our sites. Through data analysis and stakeholder input we identified effective strategies and supplemental curriculum and intervention programs to help them access the Common Core State Standards and raise their overall achievement. We will be providing a series of English Language Development professional development opportunities throughout the school year, targeted intervention programs focused on English Language Arts and Math based on district benchmark data, supplemental software licenses to provide individualized learning, and collaborative grade level planning days to analyze multiple data points to plan for the unique needs of our targeted subgroups.</p>	

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

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

7.49	%
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Base funding \$34,559,348

Estimated Supplemental fundg = \$2,588,843

$\$34,559,348 / \$2,588,843 = 7.49\%$

In section 2, we identified specific goals, actions, and expenditures that will be used to meet the specific needs of our English Learners, low income students, foster youth, and homeless students. Changes in the 2016-17 school year include increased intervention support through additional staff, supplemental programs, and a focus on both ELA and Math. This additional, targeted support will result in improved services for our identified students.

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).