

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

### Introduction:

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### ***Local Control and Accountability Plan and Annual Update Template***

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

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

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

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

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

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

### **State Priorities**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## Section 1: Stakeholder Engagement

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

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

### Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>The Los Gatos Union School District benefits from a very involved parent community. The structure for parent involvement includes committees at both the district and site levels comprised of a cross section of parents representing English learners, students with disabilities, low-income families, and all significant subgroup populations. The committees also include stakeholders from the bargaining units as well as site and district administrators. The committees that have provided input into the Local Control Accountability Plan and Local Education Agency Plan, and Common Core Spending Plan include: District English Learner Advisory Council, District Resource Council School Site Councils, School Site Student Councils and the Local Control Accountability Plan Committee. (See timeline of meetings)</p> <p>Focus Group Questions included:</p> <ul style="list-style-type: none"> <li>• What could the district/school sites do to increase parent participation for all subgroups?</li> <li>• What supports would be most helpful for students who are low performing (consider all subgroups)?</li> <li>• What systems for reporting data relative to student progress would be most helpful for parents, teachers, principals</li> <li>• What feedback could you provide to maintain the safe atmosphere that we have on our campuses?</li> </ul> <p>Annual assessment data is reviewed and analyzed by Los Gatos Union School District administrators, teachers, and Board of Trustees. The data includes: Suspension and Expulsion data, 2013 California Standardized Testing and Reporting assessment results, California English Language Development Test data, English Learner reclassification trends, parent/student survey results, and local assessment measures of student progress (i.e. mathematics diagnostic assessments).</p> <p>Goals were drafted for community input that were aligned to align with the Strategic Plan and Local Education Agency Plan with input from the Board of Trustees, and District and Site Leadership. The data analysis and District goals were then presented to the School Site Councils, the District English Learner Committee, the Site English Learner Advisory Councils, Parent Resource Councils, along with our students with disabilities parents</p> <p>The Local Control Accountability Plan was created to satisfy statutory requirements and the priorities determined by all stakeholders. Teachers, parents and administrators worked together to gather feedback related to parent participation and create needs based responsive action plans at the site level. Those action plans are in direct alignment with the School Plan for Student Achievement, the Local Education Agency Plan and Local Control Accountability Plan. School Plan for Student Achievement and Site action plans are taken through an approval process that includes the School Site Councils, the District English Learner Advisory Council, and the Los Gatos Union School District Board of Trustees.</p>	<p>The process allows all stakeholders input into the Local Control Accountability Plan. Local Education Agency Plan, Single Plan for Student Achievement, and Site Action Plans. The involvement process ensures that all statutory requirements are met, and all plans are aligned with common goals, purpose and intent.</p> <p>A direct example of how stakeholder input impacted the Local Control Accountability Plan occurred when determining the focus for professional development to maintain highly qualified teachers and the alignment of resources and materials to support student achievement. A review of student data indicated a need to address mathematics instruction as well as alignment of materials to the Common Core. The priority for purchasing new language arts materials as well as providing professional development in the area of differentiated instruction is indicated in our action and budget alignment.</p> <p>District English Learner Advisory Council and Special Education parent meeting feedback:</p> <ol style="list-style-type: none"> <li>1. Parent volunteers will be used as resources to welcome new families to the community using the primary language of the parents.</li> <li>2. Increase in communication with English Learner parents on how to support students.</li> <li>3. For newcomers, schools will implement student ambassadors, buddies to make new students feel more welcomed.</li> </ol> <p>District Parent Resource Council:</p> <ol style="list-style-type: none"> <li>1. Parents on campus during lunch.</li> <li>2. Design and provide support around Digital Citizenship was discussed and we are already doing it.</li> <li>3. Orientation meetings for Newcomer parents.</li> </ol> <p>Los Gatos Education Teachers Association &amp; Los Gatos Union Classified Employees Association:</p> <ol style="list-style-type: none"> <li>1. Include all Project Cornerstone activities/supports for students to highlight school climate.</li> <li>2. Parent ambassadors for new parents</li> <li>3. Structures for differentiation, flexible grouping</li> <li>4. Professional Development menus</li> </ol> <p>School Site Councils:</p> <ol style="list-style-type: none"> <li>1. Offer opportunities for parents to be creative with the kids allowing them to choose ways to participate that may speak to their personal skills and interests.</li> <li>2. Updating DCC (Digital Citizenship Curriculum)</li> <li>3. Updated report cards</li> </ol> <p>Student Feedback:</p> <ol style="list-style-type: none"> <li>1. More adults on campus during recess to help supervise</li> <li>2. Continue to improve school culture through project cornerstone activities</li> </ol>

	<p>In the survey sent to the entire learning community:</p> <ol style="list-style-type: none"> <li>1. Strengthen Teacher Teams for those who teach same grade/subject</li> <li>2. On-line community for working parent</li> <li>3. Engage all students by building off their assets</li> </ol> <p>Based on stakeholder input our sites will continue the practice of welcoming all new parents to our schools. Focusing on our English Learner students and to support their parents, sites will work to create a buddy system connecting parents together to foster a comfortable setting for asking questions and acclimating to a new environment. In addition, sites will work to pair new students with a buddy at the beginning of the year to continue to build a climate of inclusive support for all students. We are fortunate to have a very involved parent community and will strive to continue to strengthen our parent representation on all campuses.</p>
<p><b>Annual Update:</b></p> <p>For the annual update, the Los Gatos Union School District went through a similar process as was defined in our involvement process. Because we have a very involved parent community we had committees in both the district and site levels that represented a cross section of parents representing English learners, students with disabilities, low-income families, and other significant subgroup populations. The committees also included representatives from the bargaining units as well as site and district administrators. The committees that have provided input into the Local Control Accountability Plan annual update and Local Education Agency plan include: District English language advisory Council, District Resource Council, School Site Council and the Local Control Accountability Plan committee.</p> <p>Annual assessment data was reviewed and analyzed by Los Gatos Union School District administrators, teachers, and Board of Trustees. The data includes: Suspension and Expulsion data, California English Language Development Test data, English Learner reclassification trends, parent/student survey results, and local assessment measures of student progress.</p> <p>Goals are written to align with the Strategic Plan and Local Education Agency Plan with input from the Board of Trustees, and District and Site Leadership. The data analysis and District goals are presented to the School Site Councils, the District English Learner Committee, the Site English Learner Advisory Councils, and used at the site level to create the Single Plans for Student Achievement. Parents provide input when determining priorities to align goals with site and district action plans.</p>	<p><b>Annual Update:</b></p> <p>Following the discussion around the 2014-2015 Local Control Accountability Plan goals, the feedback was very consistent among all of our stakeholders. The stakeholders believed, based off what we learned about the ability to have overarching goals, we should combine our all of the 2014-2015 Local Control Accountability Plan goals into 3 categories. Those 3 categories became the 2015-2016 Local Control Accountability Plan goals around Student Achievement, School Climate and Parental Involvement.</p> <p>Discussion about actions and services needed to accomplish the 2015-2016 Local Control Accountability Plan goals occurred and stakeholders agreed that since we were successful on the 2014-2015 Local Control Accountability Plan goals, that we should use similar actions and services. Any changes that we added or amended based off the stakeholder feedback is discussed above in the impact on Local Control Accountability Plan section.</p>

### **Stakeholder Consultation Timeline**

<b>Date</b>	<b>Meeting</b>	<b>Task</b>	<b>Purpose</b>
3/9/15	Administrator Meeting	Local Control Accountability Plan Overview for Principals	To consult with the principals and consider feedback
3/10/15	Board Meeting	Local Control Accountability Plan Overview for Board	To inform Board and public regarding Local Control Accountability Plan and to consider feedback
3/15/15 - 5/1/15	Website Survey	Survey to consult public stakeholders	To consult with the Public input
3/19/15	District English Learner (EL) Advisory Council (DELAC) & Special Ed (SPED)	Local Control Accountability Plan Overview and feedback for District English Learner Advisory Council	To consult with the District English Learner Advisory Council
3/27/15	Resource Council	Local Control Accountability Plan Overview and feedback	To consult with the Board and public
4/1/15	LGUCEA & LGETA Negotiations	Local Control Accountability Plan Overview/feedback for Classified Association	To consult with the bargaining unit and to consider feedback
April	School Site Councils	Principals share Local Control Accountability Plan drafts with School Site Councils for feedback	To consult with the site parent input
April	Student Council	Survey to consult student input	To consult with the students
5/12/15	Board Meeting	Local Control Accountability Plan Overview for Board and public	Board and Public input considered
6/9/15	Board Meeting	Public Hearing	To consult with public and Board for input regarding draft of Local Control Accountability Plan
6/11/15	Board Meeting	Board Review Local Control Accountability Plan	Approve Local Control Accountability Plan

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

### Instructions:

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

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

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

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

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

### Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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



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

**Guiding Questions:**

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

GOAL # 1:	Attain upward mobility in student achievement for <b>all</b> students, including an increase in proficiency levels for all English learner students as measured on local and state assessments		Related State and/or Local Priorities: 1X 2X 3X 4X 5__ 6__ 7X 8X COE only: 9__ 10__ Local : Specify _____
Identified Need:	The District must meet the No Child Left Behind goal of attaining proficiency or higher for all students on state assessment data. English Learners Students must meet academic proficiency at the same rate as their English speaking counterparts as measured on State assessments		
Goal Applies to:	Schools: All		
	Applicable Pupil Subgroups:	All	
<b>LCAP Year 1: 2015-2016</b>			
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> <li>1. Improvement on Academic Level Descriptors for all students on Smarter Balance, baseline Academic Level results will be obtained for all students on California Assessment of Student Performance and Progress Spring 2015(As of June 9, 2015 data not available, expected Fall 2015)</li> <li>2. Improved Achievement on local assessment results will be obtained for all students (As of June 9, 2015 data not available, expected Fall 2015)</li> <li>3. Improvement on Academic Level Descriptors for all students on Smarter Balance, baseline California Assessment of Student Performance and Progress results for English Learner students obtained (As of June 9, 2015 data not available, expected Fall 2015)</li> <li>4. Increase in reclassification rates (2014-2015 (49/140) 35%)</li> <li>5. Increase in California English Language Development Test Scores (66% of our students increased 24/36)</li> <li>6. Maintain 100% Williams Compliance Highly Qualified Teachers – 100% fully credential teachers for the subject areas they are teaching</li> <li>7. Maintain 100% Williams Compliance access to materials / Every student in the school district will have access to standards aligned instructional materials</li> <li>8. Maintain 100% Williams Compliance Common Core Standards aligned curriculum</li> </ol>		
<b>Actions/Services</b>		<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>
<b>Pupil Outcomes: Student Achievement:</b> 1.1 <b>Service:</b> Provide instruction to <i>all</i> students aligned to the Common Core Standards to include formative and summative assessments as a basis for differentiation		All Schools	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) _____ ____
			1.1 \$73,000, GF Expenditure: Schoolnet License (010-0133-5846) NWEA License(010-0133-5846)

<p><b>Pupil Outcomes: Student Achievement: – Student Achievement for Low Income Students:</b></p> <p>1.2 <b>Service:</b> Provide professional development in the area of differentiated instruction aligned to Common Core Standards</p> <p><b>Action:</b> Purchase supplemental materials and resources in content areas that are intended for use as interventions for students at risk of low academic performance</p> <p>1.3 <b>Service:</b> Provide direct academic supplemental support to students who are struggling readers in the Early Literacy Program at each K-5 school</p> <p><b>Service:</b> Provide professional development in the area of differentiated instruction aligned to Common Core Standards</p>	All Schools	<p><u>__ ALL</u></p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p> <p>_____</p>	<p>1.2 <u>\$106,500 Expenditure: (010-0154-1000-5000) GF Professional Development \$12,500: (010-0154-1000-5000) GF Materials \$31,000 : (010-0154-1000-5000) GF Contracted service</u></p> <p>1.3 <u>\$136,000, (040-0492-1000-3000) (0100-1000-3000) (010-0154-5846)GF Expenditure:</u></p> <p>1.3 FTE Certificated Early Literacy Teachers \$4,000 (010-0133-5846) GF Lexia License</p>
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<p><b>Conditions of Learning:</b></p> <p>1.4 <b>Service:</b> Provide instruction to all students by highly qualified teachers in 100% of all teaching assignments as outlined in the No Child Left Behind requirements</p> <p><b>Action:</b> All teachers will continue to receive professional development in research supported practices, assessment analysis, and assessment method to target alignment</p> <p>1.5 <b>Service:</b> To meet the needs of all students, teachers provide instruction integrating the use of technology in the instructional program</p> <p><b>Action:</b> Teachers select and the district purchases materials and resources aligned with Common Core and Next Generation Standards</p> <p><b>Action:</b> Maintain the infrastructure and access to technology devices to support technology integration by students and teachers</p> <p>1.6 <b>Service:</b> Maintain Student access to Common Core aligned materials and resources to include material for Students with Disabilities, English Learners and Reclassified to Fluent English Proficient students</p> <p><b>Services:</b> Provide professional development in the area of core academic areas (math and Language Arts) aligned to Common Core Standards</p> <p><b>Action:</b> Purchase supplemental materials and resources in content areas that are intended for use as support to designated subgroups</p> <p>1.7 <b>Service:</b> Maintain equal access to enroll in all grades and courses offered K-8.</p> <p><b>Action:</b> Monitor enrollment into course selections / electives opportunities</p>	All Schools	<p><u>_X_ ALL</u></p> <p>OR:</p> <p><u>__Low Income pupils __English Learners</u></p> <p><u>__Foster Youth __Redesignated fluent</u></p> <p><u>English proficient __Other</u></p> <p>Subgroups:(Specify) _____</p> <p>_____</p>	<p>1.4 <u>\$106,500 Expenditure: (010-0154-1000-5000) GF</u> Professional Development <u>\$12,500: (010-0154-1000-5000)</u> GF Materials <u>\$31,000 : (010-0154-1000-5000) GF</u> Contracted service</p> <p>1.5 <u>\$70,000, (060-6300-4140; 010-0154-4140) (010-132-1000) GF</u> Expenditure: Textbooks and Materials aligned to Common Core &amp; Professional Development for technology integration</p> <p>1.6 <u>\$5,000 (010-0133-5846)</u> Expenditure: Goal book License</p> <p>1.7 <u>\$25,000 (010-0131-5825)</u> Expenditure: Contract with <u>Scheduling Consultant -</u> <u>Monitor Powerschool for</u> <u>enrollment of all students into</u> <u>electives and courses</u></p>
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**Pupil Outcomes –Student Achievement -EL Students:**

1.8 **Service:** Provide supplemental academic support to English Learners (K-5 push in, 6-8 Specifically Designed Academic Instruction in English in Core English Class, 6-8)

**Service:** Provide professional development in the area of mathematics instruction for English Learner students aligned to Common Core Standards

1.9 **Action:** Purchase materials and resources specific to the needs of English learners and aligned with the California English Language Development Standards

**Action:** Purchase materials and resources specific to the needs of English learners and aligned with the California English Language Development Standards

**Service:** Provide supplemental academic support to English Learners (K-5 push in, 6-8 Specifically Designed Academic Instruction in English in Core English Class, 6-8)

**Service:** Provide professional development in the area of mathematics instruction for English Learner students aligned to Common Core Standards

All  
Schools

\_\_ALL

OR:

\_\_Low Income pupils \_\_X English Learners

\_\_Foster Youth \_\_Redesignated fluent

English proficient \_\_Other

Subgroups:(Specify)\_\_\_\_\_

\_\_\_\_\_

1.8 \$41,000 GF Expenditure: (010-0154-7091mngr): English Learner Tutor

\$26,000 GF Expenditure: (010-0154-7091mngr): English Learner Teacher

1.9 \$1,500 GF Expenditure: (010-0154-7091mngr):

Supplemental materials,  
\$500 GF Expenditure: (010-0154-7091mngr): registration fees

LCAP Year 2: 2016-2017			
Expected Annual Measurable Outcomes:	1. Improved Academic Level results for all students on California Assessment of Student Performance and Progress Spring 2017		
	2. Improved local assessment results will be obtained for all students		
	3. Improved California Assessment of Student Performance and Progress results for English Learner students obtained		
	4. Increase in reclassification rates		
	5. Increase in California English Language Development Test Scores (66% of our students increased 24/36)		
	6. Maintain 100% Williams Compliance Highly Qualified Teachers – 100% fully credential teachers for the subject areas they are teaching		
	7. Maintain 100% Williams Compliance access to materials / Every student in the school district will have access to standards aligned instructional materials		
	8. Maintain 100% Williams Compliance Common Core Standards aligned curriculum		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<b>Pupil Outcomes: Student Achievement:</b> 1.1 <b>Service:</b> Provide instruction to <u>all</u> students aligned to the Common Core Standards to include formative and summative assessments as a basis for differentiation	All Schools	X ALL	1.1 \$73,000, GF <u>Expenditure:</u> Schoolnet License NWEA
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

<p><b>Pupil Outcomes: Student Achievement: – Student Achievement for Low Income Students:</b></p> <p>1.2 <b>Service:</b> Support low income Students with interventions targeted to needs</p> <p><b>Action:</b> Purchase supplemental materials and resources in content areas that are intended for use as interventions for students at risk of low academic performance</p> <p>1.3 <b>Service:</b> Provide direct academic supplemental support to students who are struggling readers in the Early Literacy Program at each K-5 school</p> <p><b>Service:</b> Provide professional development in the area of differentiated instruction aligned to Common Core Standards</p>	All Schools	<p><u>__ALL OR:</u></p> <hr/> <p>OR:</p> <p><u>_X_Low Income pupils</u> <u>__English Learners</u></p> <p><u>__Foster Youth</u> <u>__Redesignated fluent English proficient</u> <u>__Other</u></p> <p>Subgroups:(Specify)_____</p>	<p>1.2 <u>\$155,000 Expenditure:</u> Supplemental teachers and support staff, supplemental materials, consultants and registration fees</p> <p>1.3 <u>\$145,000, GF Expenditure:</u>.1.3 FTE Certificated Early Literacy Teachers, Lexia License Supplemental certificated and support staff</p>
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<p><b>Conditions of Learning:</b></p> <p>1.4 <b>Service:</b> Provide instruction to all students by highly qualified teachers in 100% of all teaching assignments as outlined in the No Child Left Behind requirements</p> <p><b>Action:</b> All teachers will continue to receive professional development in research supported practices, assessment analysis, and assessment method to target alignment</p> <p>1.5 <b>Service:</b> To meet the needs of all students, teachers provide instruction integrating the use of technology in the instructional program</p> <p><b>Action:</b> Teachers select and the district purchases materials and resources aligned with Common Core and Next Generation Standards</p> <p><b>Action:</b> Maintain the infrastructure and access to technology devices to support technology integration by students and teachers</p> <p>1.6 <b>Service:</b> Maintain Student access to Common Core aligned materials and resources to include material for Students with Disabilities, English Learners and Reclassified to Fluent English Proficient students</p> <p><b>Services:</b> Provide professional development in the area of core academic areas (math and English Language Arts) aligned to Common Core Standards</p> <p><b>Action:</b> Purchase supplemental materials and resources in content areas that are intended for use as support to designated subgroups</p> <p>1.7 <b>Service:</b> Maintain equal access to enroll in all grades and courses offered K-8.</p> <p><b>Action:</b> Monitor enrollment into course selections / electives opportunities</p>	All Schools	<p><u>X</u> ALL</p> <p>OR:</p> <p><u>  </u>Low Income pupils <u>  </u>English Learners</p> <p><u>  </u>Foster Youth <u>  </u>Redesignated fluent English proficient <u>  </u>Other</p> <p>Subgroups:(Specify)_____</p> <p>—</p>	<p>1.4 <u>\$155,000 Expenditure:</u> Supplemental teachers and support staff, supplemental materials, consultants and registration fees</p> <p>1.5 <u>\$600,000, GF Expenditure:</u> - New Language Arts adoption aligned to Common Core (one time expense) \$20,000 GF Professional Development for technology integration</p> <p>1.6 <u>\$5,000 Expenditure:</u> Certificated Staff Classified Staff, Goal book</p> <p>1.7 <u>\$25,000 (010-0131-4825) Expenditure:</u> <u>Monitor Powerschool for enrollment of all students into electives and courses</u></p>
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<p><b>Pupil Outcomes –Student Achievement -EL Students:</b></p> <p>1.8 <b>Service:</b> Provide supplemental academic support to English Learners (K-5 push in, 6-8 Specifically Designed Academic Instruction English in Core English Class, 6-8)</p> <p><b>Service:</b> Provide professional development in the area of mathematics instruction for English Learners students aligned to Common Core Standards</p> <p>1.9 <b>Action:</b> Purchase materials and resources specific to the needs of English learners and aligned with the California English Language Development Standards</p> <p><b>Service:</b> Provide addition academic support with literacy specialist for our English Learner’s in K-5 who are identified with such a need</p>	All Schools	<p><u>__ALL</u></p> <p>OR:</p> <p><u>__Low Income pupils</u> <u>X English Learners</u></p> <p><u>__Foster Youth</u> <u>__Redesignated fluent English proficient</u> <u>__Other</u></p> <p>Subgroups:(Specify)_____</p> <p>—</p>	<p>1.8 \$41,000 GF  <u>Expenditure: English Learner Tutor</u>  \$26,000 GF  <u>Expenditure: English Learner Teacher</u></p> <p>1.9 \$2,000 GF <u>Expenditure:</u>  Supplemental materials, consultants and registration fees</p>
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LCAP Year 3: 2017-2018			
Expected Annual Measurable Outcomes:	1. Improved Academic Level results for all students on California Assessment of Student Performance and Progress Spring 2018 2. Improved local assessment results will be obtained for all students 3. Improved California Assessment of Student Performance and Progress results for English Learner students obtained 4. Increase in reclassification rates 5. Increase in California English Language Development Test Scores (66% of our students increased 24/36) 6. Maintain 100% Williams Compliance Highly Qualified Teachers – 100% fully credential teachers for the subject areas they are teaching 7. Maintain 100% Williams Compliance access to materials / Every student in the school district will have access to standards aligned instructional materials 8. Maintain 100% Williams Compliance Common Core Standards aligned curriculum		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<b>Pupil Outcomes: Student Achievement:</b> 1.1 <b>Service:</b> Provide instruction to <u>all</u> students aligned to the Common Core Standards to include formative and summative assessments as a basis for differentiation	All Schools	<u>X</u> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	1.1 <u>\$73,000, GF Expenditure:</u> Schoolnet License NWEA License
<b>Pupil Outcomes: Student Achievement: – Student Achievement for Low Income Students:</b> 1.2 <b>Service:</b> Support low income Students with interventions targeted to needs  <b>Action:</b> Purchase supplemental materials and resources in content areas that are intended for use as interventions for students at risk of low academic performance  1.3 <b>Service:</b> Provide direct academic supplemental support to students who are struggling readers in the Early Literacy Program at each K-5 school  <b>Service:</b> Provide professional development in the area of differentiated instruction aligned to Common Core Standards	All Schools	___ ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	1.2 <u>\$160,000 Expenditure:</u> Supplemental teachers and support staff, supplemental materials, consultants and registration fees 1.3 <u>\$150,000, GF Expenditure:</u> 1.3 FTE Certificated Early Literacy Teachers, Lexia license, Supplemental certificated and support staff

<p><b>Conditions of Learning:</b></p> <p>1.4 <b>Service:</b> Provide instruction to all students by highly qualified teachers in 100% of all teaching assignments as outlined in the No Child Left Behind requirements</p> <p><b>Action:</b> All teachers will continue to receive professional development in research supported practices, assessment analysis, and assessment method to target alignment</p> <p>1.5 <b>Service:</b> To meet the needs of all students, teachers provide instruction integrating the use of technology in the instructional program</p> <p><b>Action:</b> Teachers select and the district purchases materials and resources aligned with Common Core and Next Generation Standards</p> <p><b>Action:</b> Maintain the infrastructure and access to technology devices to support technology integration by students and teachers</p> <p>1.6 <b>Service:</b> Maintain Student access to Common Core aligned materials and resources to include material for Students with Disabilities, English Learners and Reclassified to Fluent English Proficient students</p> <p><b>Services:</b> Provide professional development in the area of core academic areas (math and English Language Arts) aligned to Common Core Standards</p> <p><b>Action:</b> Purchase supplemental materials and resources in content areas that are intended for use as support to designated subgroups</p> <p>1.7 <b>Service:</b> Maintain equal access to enroll in all grades and courses offered K-8.</p> <p><b>Action:</b> Monitor enrollment into course selections / electives opportunities</p>	All Schools	<p><u>X</u> ALL</p> <p>OR:</p> <p>__ Low Income pupils __ English Learners</p> <p>__ Foster Youth __ Redesignated fluent English proficient</p> <p>__ Other</p> <p>Subgroups:(Specify) _____</p>	<p>1.4 <u>\$160,000 Expenditure:</u> Supplemental teachers and support staff, supplemental materials, consultants and registration fees</p> <p>1.5 <u>\$50,000, GF Expenditure:</u> CC aligned textbook/material growth \$20,000 GF Professional Development for technology integration</p> <p>1.6 <u>\$5,000 Expenditure:</u> Certificated Staff Classified Staff, Goal book</p> <p>1.7 <u>\$25,000 Expenditure:</u> <u>Monitor Powerschool for enrollment of all students into electives and courses</u></p>
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<p><b>Pupil Outcomes –Student Achievement -EL Students:</b></p> <p>1.8 <b>Service:</b> Provide supplemental academic support to English Learners (K-5 push in, 6-8 Specifically Designed Academic Instruction in English in Core English Class, 6-8)</p> <p><b>Service:</b> Provide professional development in the area of mathematics instruction for English Learner students aligned to Common Core Standards</p> <p>1.9 <b>Action:</b> Purchase materials and resources specific to the needs of English learners and aligned with the California English Language Development Standards</p> <p><b>Action:</b> Purchase materials and resources specific to the needs of English learners and aligned with the California English Language Development Standards</p> <p><b>Service:</b> Provide supplemental academic support to English Learners (K-5 push in, 6-8 Specifically Designed Academic Instruction in English in Core English Class, 6-8)</p> <p><b>Service:</b> Provide professional development in the area of mathematics instruction for English Learners students aligned to Common Core Standards</p>	All Schools	<p><u>__ALL</u></p> <p>OR:</p> <p><u>__</u>Low Income pupils <u>X</u> English Learners</p> <p><u>__</u>Foster Youth <u>__</u>Redesignated fluent English proficient</p> <p><u>__</u>Other</p> <p>Subgroups:(Specify)_____</p>	<p>1.8 \$41,000 GF <u>Expenditure:</u> <u>English Learner Tutor</u> \$26,000 GF <u>Expenditure:</u> <u>English Learner Teacher</u></p> <p>1.9 \$2,000 GF <u>Expenditure:</u> Supplemental materials, consultants and registration fees</p>
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GOAL # 2:	All students will be educated in a safe environment. This would be defined as a reduction in both the suspension and expulsion rates along with an continued focus in the area of Developmental Assets indicators		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local: Specify _____	
Identified Need:	Fostering an appreciation of student diversity within our community, including English language learners, students with disabilities and foster youth.			
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
<b>LCAP Year 1: 2015-2016</b>				
Expected Annual Measurable Outcomes:	1. Improved Developmental Assets indicators on Cornerstone survey when administered 2. Attain greater than 97% attendance rate for all students (2014-2015 96.7% Attendance Rate) 3. Annual decrease in suspension (2014-2015 37 suspensions / currently we have no expulsions) 4. Maintain 0% middle school dropout rate. We are a K-8 district, no data on high school drop out or graduation rates 5. Maintain 100% Williams Compliance (Safe and well maintained environment)			
<b>Actions/Services</b>		<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
<b>Engagement- Safe Learning Environment:</b> 2.1 <b>Service:</b> Implement approved <u>Second Step</u> curriculum in social skills (K-5) and <u>Step it up to Thrive</u> (6-8) <b>Action:</b> Provide new teachers professional development in <u>Second Step</u> & <u>Step it up to Thrive</u>  2.2 <b>Service:</b> Foster youth will be enrolled in schools within one school day after the registration is complete (Currently we have only a few 2-4 <b>Action:</b> Provide Training to Office Assistants on enrolling foster youth  2.3 <b>Service:</b> Students will attend school regularly and refrain from risk behaviors <b>Action:</b> Monitor Attendance Data on Powerschool with Monthly Reports  2.4 <b>Service:</b> All students will complete middle school <b>Action:</b> Monitor 8 <sup>th</sup> Grade Retention  2.5 <b>Service:</b> All Students will attend schools in well maintained safe facilities <b>Action:</b> Implement a streamlined work order system to ensure work is completed in a timely manner <b>Action:</b> Non-emergency work orders will be completed within thirty days. Emergency work orders will be completed within 24 hours.		All Schools	X ALL (Services and Actions 2.1, 2.3, 2.4, 2.5)  OR: ___Low Income pupils ___English Learners X Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____  Foster Youth (Services and Actions 2.2)	2.1 \$2000 (010-0123-4310) GF Expenditure <u>Second Step</u> Materials & Training of new staff (Includes training) 2.2 \$500 (010-0152-4310) Expenditure: PD for Office Assistants 2.3 \$31,000 (010-0131-2000 & 3000) Expenditure: Run and monitor Attendance Reports (Admin 1 10% of job) 2.4 \$0 Expenditure: End of year 8 <sup>th</sup> grade retention report (not a statistically significant amount of time to calculate \$) 2.5 \$6,500 salary and benefits (050-8150-2000-3000) Expenditure: Weekly monitoring of workload backlog & Emergency work orders will be reviewed daily (Director of Maintenance and Operations spends 5% of his time monitoring work orders)

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

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

GOAL #3:	To increase parent engagement in all the various initiatives and meetings throughout the district			Related State and/or Local Priorities: 1__ 2__ 3_X 4__ 5_X 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____
Identified Need:	Ensure we are engaging all parents including English Language Learner, low income, and students with disabilities			
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
<b>LCAP Year 1: 2015-2016</b>				
Expected Annual Measurable Outcomes:	1. Local Control Accountability Plan updated annually with stakeholder input (see timeline on p.6 for all consult opportunities) 2. English Learner component of the Local Control Accountability Plan updated annually with stakeholder input (2014-2015 7% English Learner parent participation) 3. District and Site Plans will include parents in the process			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
<b>Engagement- Parent Involvement</b>  3.1 <b>Action:</b> 100% of the District and Site Plans will include a process to solicit input from all stakeholders as indicated in School Site Council minutes  <b>Action:</b> Collect and Monitor School Plan for Student Achievement and School Site Council Minutes to ensure Parent Involvement  <b>Action:</b> Maintain high parent involvement in the schools  <b>Action:</b> Present data and topics of interest to all stakeholders  3.2 <b>Action:</b> Provide parent information workshops related to Common Core Implementation, standards based grading, and other areas of interest as identified by the parents  <b>Action:</b> At District English Learner Advisory Council meeting we will focus on how English Learner parents can support their children. Topics to include, how to include report cards, English Language Development curriculum, resources to support students at home, common core standards	All Schools	X ALL  OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	3.1 \$4,000 (010-0155-1000) Expenditure: Review School Plan for Student Achievement and School Site Council Minutes (Asst Sup spend 2 days reviewing documents)  3.2 \$22,000 (010-152-4310; 010-152-5812; 010-152-5825; 010-152-5836; 010-151-5836; 010-151-5910; 010-152-5910) (010-0155) GF Expenditure: Staffing (2 days of Director of Curriculum) to support parent meetings, meeting supplies, mailings, advertisement of meetings	



LCAP Year 2: 2016-2017			
Expected Annual Measurable Outcomes:	1. Local Control Accountability Plan updated annually with stakeholder input 2. English Learner component of the LCAP updated annually with stakeholder input 3. District and Site Plans will include parents in the process		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<b>Engagement- Parent Involvement</b>  3.1 <b>Action:</b> 100% of the District and Site Plans will include a process to solicit input from all stakeholders as indicated in School Site Council minutes  <b>Action:</b> Collect and Monitor School Plan for Student Achievement and School Site Council Minutes to ensure Parent Involvement  <b>Action:</b> Maintain high parent involvement in the schools  <b>Action:</b> Present data and topics of interest to all stakeholders  3.2 <b>Action:</b> Provide parent information workshops related to Common Core Implementation, standards based grading, and other areas of interest as identified by the parents  <b>Action:</b> At District English Learner Advisory Council meeting we will focus on how English Learner parents can support their children. Topics to include, how to include report cards, English Language Development curriculum, resources to support students at home, common core standards	All Schools	X ALL	3.1 \$4,000 <u>Expenditure:</u> Review School Plan for Student Achievement and School Site Council Minutes
		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	3.2 \$26,000 GF <u>Expenditure:</u> Staffing to support parent meetings, consultants, meeting supplies, mailings, advertisement of meetings



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

**Guiding Questions:**

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

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

Original GOAL 1 from prior year LCAP:	Upward mobility in student achievement will be attained for <b>all</b> students			Related State and/or Local Priorities: 1__ 2 <u>X</u> 3__ 4 <u>X</u> 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____		
Goal Applies to:	Schools:	All				
	Applicable Pupil Subgroups:	All				
Expected Annual Measurable Outcomes:	1. Baseline Academic Level results will be obtained for all students on California Assessment of Student Performance and Progress Spring 2015 2. Baseline local assessment results will be obtained for all students			Actual Annual Measurable Outcomes:	1. Measurable outcomes will be the baseline data from California Assessment of Student Performance and Progress spring 2015 (As of June 9, data is not available-Expected fall 2015) 2. We will be comparing NorthWest Evaluation Association data with California Assessment of Student Performance and Progress baseline(As of June 9, data is not available-Expected fall 2015)	
LCAP Year: 2014-15						
Planned Actions/Services			Actual Actions/Services			
		Budgeted Expenditures			Estimated Actual Annual Expenditures	
1. <b>Service:</b> Provide instruction to <u>all</u> students aligned to the Common Core Standards to include formative and summative assessments as a basis for differentiation <b>Action:</b> All teachers will continue to receive professional development in research supported practices, assessment analysis, and assessment method to target alignment  <b>Pupil Outcomes: Student Achievement: – Student Achievement for Low Income Students:</b> 2. <b>Service:</b> Support low income Students with interventions targeted to needs <b>Action:</b> Purchase supplemental materials and resources in content areas that are intended for use as interventions for students at risk of low academic performance 3. <b>Service:</b> Provide direct academic supplemental support to students who are struggling readers in the Early Literacy Program at each K-5 school <b>Service:</b> Provide professional development in the area of differentiated instruction aligned to Common Core Standards		1. <u>\$30,000, GF Expenditure:</u> Schoolnet License NWEA License  2. <u>\$50,000 Expenditure:</u> Supplemental teachers and support staff, supplemental materials, consultants and registration fees <u>\$173,000, GF Expenditure:</u> .8 .8 FTE Certificated Early Literacy Teachers, NWEA license, Supplemental	1. <b>Service:</b> Provided instruction to <u>all</u> students aligned to the Common Core Standards that include formative and summative assessments via schoolnet and NWEA to be used as a basis for differentiation <b>Action:</b> All teachers received professional development in research supported practices, assessment analysis, and assessment method to target alignment  <b>Pupil Outcomes: Student Achievement: – Student Achievement for Low Income Students:</b> 2. <b>Service:</b> Supported low income Students with interventions targeted to needs <b>Action:</b> Purchased supplemental materials and resources in content areas that are intended for use as interventions for students at risk of low academic performance with IXL, Goal Book, Learning A-Z, Lexia Learning 3. <b>Service:</b> Provided direct academic supplemental support to students who are struggling readers in the Early Literacy Program at each K-5 school through 4 Literacy Specialists at each elementary schools <b>Service:</b> Provided professional development in the area of differentiated instruction aligned to Common		1. <u>\$33,500, GF Expenditure (01-0133-5846):</u> Schoolnet License <u>\$39,500, GF Expenditure (01-0154-5846 &amp; 060-4035-5846)</u> NWEA License  2. <u>\$9,300 GF Expenditure:</u> <u>010-0133-5846)</u> Atlas  <u>\$16,600 GF Expenditure:</u> <u>(010-0100-5846)</u> Learning A-Z  <u>\$3,580 GF Expenditure:</u> (010-0154-5846) Lexia <u>\$ 1,495 GF Expenditure:</u> <u>(010-0100-5846)</u> Brainpop  3. <u>\$83,800 GF Expenditure (040-0492-1000-3000):</u> .8 FTE Certificated Early Literacy Teachers, Supplemental	

		certificated and support staff	Core Standards	certificated and support staff
Scope of service:	LEA		Scope of service:	LEA
<u>X</u> ALL			<u>X</u> ALL	
OR: Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____			OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Prior to making changes in actions and services, we will be waiting to get results from California Assessment of Student Performance and Progress assessments before we decide to make changes to our Local Control Accountability Plan (Prior Academic Performance Index score was 929, moving forward this metric will not be used). Also after reviewing the 2014-2015 Local Control Accountability Plan goals it was decided that we could create 3 goals that encompassed all 8 state priorities.		

Original GOAL 2 from prior year LCAP:	Increase proficiency levels for all English learner students as measured on local and state assessments		Related State and/or Local Priorities: 1 <u>2</u> 2 <u>X</u> 3 <u>4</u> 4 <u>X</u> 5 <u>6</u> 6 <u>7</u> 7 <u>8</u> 8 <u>X</u> COE only: 9 <u>10</u> Local : Specify _____	
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	English learner students		
Expected Annual Measurable Outcomes:	1. Baseline California Assessment of Student Performance and Progress results for English Learner students obtained 2. Increase in reclassification rates 3. Improved California English Language Development Test Scores	Actual Annual Measurable Outcomes:	1. Baseline California Assessment of Student Performance and Progress results for English Learner students obtained (As of June 9, data is not available-Expected fall 2015) 2. Increase in reclassification rates 2013-2014 (28/74) 38% 2014-2015 (49/140) 35% 3. Improved California English Language Development Test Scores (66% of our students increased 24/36)	
<b>LCAP Year: 2014-2015</b>				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
<b>Service:</b> Provide supplemental academic support to English Learners (K-5 push in, 6-8 Specifically Designed Academic Instruction in English in Core English Class, 6-8) <b>Service:</b> Provide professional development in the area of mathematics instruction for English Learner students aligned to Common Core Standards <b>Action:</b> Purchase materials and resources specific to the needs of English learners and aligned with the California English Language Development Standards	<u>\$50,000 GF Expenditure:</u> Supplemental teachers and support staff, supplemental materials, consultants and registration	<b>Service:</b> Provided supplemental academic support to English Learners (K-5 push in, 6-8 Specifically Designed Academic Instruction in English in Core English Class, 6-8) <b>Service:</b> Provided professional development in the area of mathematics instruction for English Learner students aligned to Common Core Standards <b>Action:</b> Purchased materials and resources specific to the needs of English learners and aligned with the California English Language Development Standards	<u>\$62,400 GF Expenditure (010-0154-7091mgr):</u> Supplemental teachers and support staff, supplemental materials, consultants and registration	
Scope of service:	LEA	Scope of service:	LEA	
<u>ALL</u>		<u>ALL</u>		
OR:		OR:		
<u>Low Income pupils</u> <u>X</u> <u>English Learners</u> <u>Foster Youth</u> <u>Redesignated fluent English proficient</u> <u>Other</u> Subgroups:(Specify) _____		<u>Low Income pupils</u> <u>X</u> <u>English Learners</u> <u>Foster Youth</u> <u>Redesignated fluent English proficient</u> <u>Other</u> Subgroups:(Specify) _____		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

Prior to making changes in actions and services, we will be waiting to get results from California Assessment of Student Performance and Progress assessments before we decide to make changes to our Local Control Accountability Plan. Also after reviewing the 2014-2015 Local Control Accountability Plan goals it was decided that we could create 3 goals that encompassed all 8 state priorities.

Original GOAL 3 from prior year LCAP:	Students will receive instruction from highly qualified teachers meeting the requirements of No Child Left Behind highly qualified teachers		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify _____	
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	100% Compliance with Williams Act		Actual Annual Measurable Outcomes:	100% Compliance with Williams Act (100%
<b>LCAP Year: 2014-2015</b>				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
<b>Service:</b> Provide instruction to all students by highly qualified teachers in 100% of all teaching assignments as outlined in the No Child Left Behind requirements <b>Action:</b> All teachers will continue to receive professional development in research supported practices, assessment analysis, and assessment method to target alignment	<u>\$50,000 Expenditure:</u> Supplemental teachers and support staff, supplemental materials, consultants and registration fees	<b>Pupil Outcomes: Student Achievement:</b> <b>Service:</b> Provided instruction to all students by highly qualified teachers in 100% of all teaching assignments as outlined in the No Child Left Behind requirements <b>Action:</b> All teachers received professional development in research supported practices, assessment analysis, and assessment method to target alignment, and district Advisory Councils	<u>\$39,500, GF Expenditure (01-0154-5846 &amp; 060-4035-5846)</u> NWEA License <u>\$15,000 GF Expenditure (010-0154-5220)</u> BTSA new teacher support <u>\$31,000 GF Expenditure(010-0154-1199 &amp; 5830)</u> Staff development / PD	
Scope of service:	LEA	Scope of service:	LEA	
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Since we were 100% compliant with the No Child Left Behind highly qualified teacher requirement, we will continue on the same trajectory for our actions and services. Also after reviewing the 2014-2015 Local Control Accountability Plan goals it was decided that we could create 3 goals that encompassed all 8 state priorities.			



Original GOAL 4 from prior year LCAP:	100% of the students have access to texts and or resources aligned to California Common Core Standards. The materials selected will include resources for English Learner students and students with disabilities, and will benefit students who are economically disadvantaged		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify _____	
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	100% Compliance with Williams Act		Actual Annual Measurable Outcomes:	100% Compliance with Williams Act
<b>LCAP Year: 2014-2015</b>				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
1. <b>Service:</b> Maintain Student access to Common Core aligned materials and resources to include material for Students with Disabilities, English Learner and Designated Fluent English Proficient students <b>Services:</b> Provide professional development in the area of core academic areas (math and English Language Arts) aligned to Common Core Standards 2. <b>Action:</b> Purchase supplemental materials and resources in content areas that are intended for use as support to designated subgroup <b>Service:</b> To meet the needs of all students, teachers provide instruction integrating the use of technology in the instructional program <b>Action:</b> Teachers select and the district purchases materials and resources aligned with Common Core and Next Generation Standards <b>Action:</b> Maintain the infrastructure and access to technology devices to support technology integration by students and teachers	1. <u>\$500,000, GF Expenditure</u> : New Math Adoption aligned to Common Core – (One time expense) 2. <u>5,000 Expenditure</u> : Certificated Staff Classified Staff, Goal book	1. <b>Service:</b> Maintained Student access to Common Core aligned materials and resources to include material for Students with Disabilities, English Learner and Designated Fluent English Proficient students <b>Services:</b> Provided professional development in the area of core academic areas (math and English Language Arts) aligned to Common Core Standards 2. <b>Action:</b> Purchased supplemental materials and resources in content areas that are intended for use as support to designated subgroups <b>Service:</b> To meet the needs of all students, teachers provided instruction integrating the use of technology in the instructional program <b>Action:</b> Teachers selected and the district purchases New math materials and resources aligned with Common Core <b>Action:</b> Maintained the infrastructure and access to technology devices to support technology integration by students and teachers	1. <u>\$600,000, GF Expenditure (060-7405-4140 &amp; 060-6300-4140):</u> New Math Adoption aligned to Common Core – (One time expense) 2. <u>\$4,522 Expenditure (010-0154-5846):</u> Goal book	
Scope of service:	LEA	Scope of service:	LEA	
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

Since we were 100% compliant with our materials we will continue on the same trajectory for our actions and services. Also after reviewing the 2014-2015 Local Control Accountability Plan goals it was decided that we could create 3 goals that encompassed all 8 state priorities.

Original GOAL 5 from prior year LCAP:	100% of the District and Site Plans will include a process to solicit input from all stakeholders as indicated in School Site Council minutes		Related State and/or Local Priorities: 1__ 2__ 3_X 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	1. Local Control Accountability Plan updated annually with stakeholder input 2. English Learner component of the Local Control Accountability Plan updated annually with stakeholder input 3. District and Site Plans includes parents in the process	Actual Annual Measurable Outcomes:	1. Local Control Accountability Plan updated annually with stakeholder input 2. English Learner component of the Local Control Accountability Plan updated annually with stakeholder input (7% English Learner parents participated in consultation) 3. District and Site Plans includes parents in the process	
<b>LCAP Year: 2014-2015</b>				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
<b>Action:</b> 100% of the District and Site Plans will include a process to solicit input from all stakeholders as indicated in SSC minutes <b>Action:</b> Collect and Monitor School Plan for Student Achievement and School Site Council Minutes to ensure Parent Involvement <b>Action:</b> Maintain high parent involvement in the schools <b>Action:</b> Present data and topics of interest to all stakeholders	\$0 <u>Expenditure:</u> Review SPSA and School Site Council Minutes	<b>Action:</b> 100% of the District and Site Plans included a process to solicit input from all stakeholders as indicated in SSC minutes <b>Action:</b> Collected and Monitored School Plan for Student Achievement and School Site Council Minutes to ensure Parent Involvement <b>Action:</b> Maintained high parent involvement in the schools <b>Action:</b> Presented data and topics of interest to all stakeholders	\$4,000 <u>Expenditure:</u> Review SPSA and School Site Council Minutes	
Scope of service:	LEA	Scope of service:	LEA	
X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	After reviewing the successful progress of our District and Site plans to include stakeholder input we will continue to provide similar actions and service to solicit input. Also after reviewing the 2014-2015 Local Control Accountability Plan goals it was decided that we could create 3 goals that encompassed all 8 state priorities.			

Original GOAL 6 from prior year LCAP:	Students will be educated in a safe environment that provides opportunities for engagement of students and stakeholders at all levels		Related State and/or Local Priorities: 1_ 2_ 3 <input checked="" type="checkbox"/> 4_ 5 <input checked="" type="checkbox"/> 6_ 7_ 8 COE only: 9_ 10_ Local : Specify _____	
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	Improved Developmental Assets indicators on Cornerstone survey when administered		Actual Annual Measurable Outcomes:	Improved Developmental Assets indicators on Cornerstone survey when administered
<b>LCAP Year: 2014-2015</b>				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures			Estimated Actual Annual Expenditures
<b>Service:</b> Implement approved <u>Second Step</u> curriculum in social skills (K-5) <b>Action:</b> Provide new teachers professional development in <u>Second Step</u>	\$2000 GF <u>Expenditure Second Step Materials &amp; Training of new staff</u>		<b>Service:</b> Implemented approved <u>Second Step</u> curriculum in social skills (K-5) <b>Action:</b> Provided new teachers professional development in <u>Second Step</u>	\$2,009 GF <u>Expenditure 010-0123-4310) Second Step Materials &amp; Training of new staff</u>
Scope of service: LEA			Scope of service: LEA	
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____			<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Prior to making changes in actions and services, we will be waiting to get results from developmental assessments indicators, cornerstone survey, before we decide to make changes to our Local Control Accountability Plan. Also after reviewing the 2014-2015 Local Control Accountability Plan goals it was decided that we could create 3 goals that encompassed all 8 state priorities.			

Original GOAL 7 from prior year LCAP:	Foster youth will be enrolled in schools within one school day after the registration is complete		Related State and/or Local Priorities: 1_ 2_ 3_ 4_ 5_ 6X 7_ 8 COE only: 9_ 10_ Local : Specify _____	
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	Foster Youth		
Expected Annual Measurable Outcomes:	Greater than 97% attendance rate for all students	Actual Annual Measurable Outcomes:	96.6% 2014-2015 attendance rate	
<b>LCAP Year: 2014-2015</b>				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
<b>Service:</b> Foster youth will be enrolled in schools within one school day after the registration is complete <b>Action:</b> Provide Training to Office Assistants on enrolling foster youth	\$0 <u>Expenditure:</u> PD for Office Assistants	<b>Service:</b> Foster youth were enrolled in schools within one school day after the registration is complete <b>Action:</b> Provided Training to Office Assistants on enrolling foster youth	\$500 <u>Expenditure:</u> PD for Office Assistants	
Scope of service:	LEA	Scope of service:	LEA	
__ ALL OR: __ Low Income pupils __ English Learners X Foster Youth __ Redesignated fluent English proficient Other Subgroups:(Specify) _____		__ ALL OR: __ Low Income pupils X English Learners X Foster Youth __ Redesignated fluent English proficient Other Subgroups:(Specify) _____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	After analyzing our successful outcome, we will continue to provide similar actions and services for the 2015-2016 school year. Also after reviewing the 2014-2015 LCAP goals it was decided that we could create 3 goals that encompassed all 8 state priorities.			

Original GOAL 8 from prior year LCAP:	Students will attend school regularly and refrain from risk behaviors		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 <input checked="" type="checkbox"/> 7 _ 8 COE only: 9 _ 10 _ Local : Specify _____	
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	Annual decrease in suspension (currently we have no expulsions)	Actual Annual Measurable Outcomes:	2013-2014 55 Suspensions / 0 Expulsions 2014-2015 37 Suspensions / 0 Expulsions	
<b>LCAP Year: 2014-2015</b>				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
<b>Action:</b> Monitor Attendance Data on Powerschool with Monthly Reports	\$0 <u>Expenditure:</u> Run Monthly Attendance Reports	<b>Action:</b> Monitored Attendance Data on Powerschool with Monthly Reports	\$31,000 <u>Expenditure:</u> Run and monitor Attendance Reports	
Scope of service:	LEA	Scope of service:	LEA	
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	After analyzing our successful outcome, we will continue to provide similar actions and services for the 2015-2016 school year. Also after reviewing the 2014-2015 Local Control Accountability Plan goals it was decided that we could create 3 goals that encompassed all 8 state priorities.			

Original GOAL 9 from prior year LCAP:	All K-5 teachers will implement <u>Second Step</u>		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 COE only: 9 _ 10 _ Local : Specify _____	
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	Improved Developmental Assets indicators on Cornerstone survey when administered	Actual Annual Measurable Outcomes:	Improved Developmental Assets indicators on Cornerstone survey when administered	
<b>LCAP Year: 2014-2015</b>				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
<b>Service:</b> Implement approved <u>Second Step</u> curriculum in social skills (K-5)	\$2000 GF Expenditure <u>Second Step</u> Materials	<b>Service:</b> Implemented approved <u>Second Step</u> curriculum in social skills (K-5)	\$2,009 GF Expenditure <u>010-0123-4310</u> <u>Second Step</u> Materials & Training of new staff	
Scope of service:	LEA	Scope of service:	LEA	
X ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient Other Subgroups:(Specify) _____		X ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient Other Subgroups:(Specify) _____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Prior to making changes in actions and services, we will be waiting to get results from developmental assessments indicators, cornerstone survey, before we decide to make changes to our Local Control Accountability Plan. Also after reviewing the 2014-2015 Local Control Accountability Plan goals it was decided that we could create 3 goals that encompassed all 8 state priorities.			

Original GOAL 10 from prior year LCAP:	All students will complete middle school		Related State and/or Local Priorities: 1_ 2_ 3_ 4_ 5_ 6 <input checked="" type="checkbox"/> 7_ 8 COE only: 9_ 10_ Local : Specify _____	
Goal Applies to:	Schools:	Fisher		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	100% graduation rate	Actual Annual Measurable Outcomes:	100% graduation rate	
<b>LCAP Year: 2014-2015</b>				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
<b>Action:</b> Monitor 8 <sup>th</sup> Grade Retention	\$0 Expenditure: End of year 8 <sup>th</sup> grade retention report	<b>Action:</b> Monitored Attendance Data on Powerschool with Monthly Reports	\$0 Expenditure: End of year 8 <sup>th</sup> grade retention report	
Scope of service:	LEA	Scope of service:	LEA	
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	After analyzing our successful outcome, we will continue to provide similar actions and services for the 2015-2016 school year. Also after reviewing the 2014-2015 Local Control Accountability Plan goals it was decided that we could create 3 goals that encompassed all 8 state priorities.			



Original GOAL 11 from prior year LCAP:	Parents will participate in school support activities		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 <u>X</u> 6 _ 7 _ 8 COE only: 9 _ 10 _ Local : Specify _____	
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	80% parent participation in all school workshops	Actual Annual Measurable Outcomes:	80% parent participation in school workshops	
<b>LCAP Year: 2014-2015</b>				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
<b>Action:</b> Provide parent information workshops related to Common Core Implementation, standards based grading, and other areas of interest as identified by the parents	\$12,000 GF <u>Expenditure:</u> Staffing to support parent meetings, consultants, meeting supplies, mailings, advertisement of meetings	<b>Action:</b> Provided parent information workshops related to Common Core Implementation, and other areas of interest as identified by the parents	\$22,000 GF (010-152-4310; 010-152-5812; 010-152-5825; 010-152-5836; 010-151-5836; 010-151-5910; 010-152-5910) <u>Expenditure:</u> Staffing to support parent meetings, consultants, meeting supplies, mailings, advertisement of meetings	
Scope of service:	LEA	Scope of service:	LEA	
<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____		<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	This goal was too broad to measure so after reviewing the 2014-2015 Local Control Accountability Plan goals it was decided that we could create 3 goals that encompassed all 8 state priorities.			

Original GOAL 12 from prior year LCAP:	All work orders completed within 30 days. Emergency work orders completed within 24 hours.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____	
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	Complete work orders and repairs as indicated: 1. Non-emergency- 30 days 2. Emergency – 24 hours	Actual Annual Measurable Outcomes:	Completed work orders and repairs as indicated: 1. Non-emergency- 30 days 2. Emergency – 24 hours	
<b>LCAP Year: 2014-2015</b>				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
<b>Action:</b> Implement a streamlined work order system to ensure work is completed in a timely manner <b>Action:</b> Non-emergency work orders will be completed within thirty days. Emergency work orders will be completed within 24 hours	<u>\$0 Expenditure:</u> Weekly monitoring of workload backlog & Emergency work orders will be reviewed daily	<b>Action:</b> Implemented a streamlined work order system to ensure work is completed in a timely manner <b>Action:</b> Non-emergency work orders were completed within thirty days. Emergency work orders were be completed within 24 hours.	<u>\$6,500 Expenditure:</u> Weekly monitoring of workload backlog & Emergency work orders will be reviewed daily	
Scope of service:	LEA	Scope of service:	LEA	
<input checked="" type="checkbox"/> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____		<input checked="" type="checkbox"/> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	After analyzing our successful outcome, we will continue to provide similar actions and services for the 2015-2016 school year. Also after reviewing the 2014-2015 Local Control Accountability Plan goals it was decided that we could create 3 goals that encompassed all 8 state priorities.			

Original GOAL 13 from prior year LCAP:	Maintain equal access to enroll in all grades and courses offered K-8		Related State and/or Local Priorities: 1_ 2_ 3_ 4_ 5_ 6_ 7 <input checked="" type="checkbox"/> 8 COE only: 9_ 10_ Local : Specify _____	
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	100% Compliance	Actual Annual Measurable Outcomes:	100% Compliance	
<b>LCAP Year: 2014-2015</b>				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
<b>Action:</b> Monitor enrollment into course selections / electives opportunities	\$0 Expenditure: Monitor Powerschool for enrollment of all students into electives and courses	<b>Action:</b> Monitored enrollment into course selections / electives opportunities	\$25,000 Expenditure: Monitor Powerschool for enrollment of all students into electives and courses	
Scope of service:	LEA	Scope of service:	LEA	
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	After analyzing our successful outcome, we will continue to provide similar actions and services for the 2015-2016 school year. Also after reviewing the 2014-2015 Local Control Accountability Plan goals it was decided that we could create 3 goals that encompassed all 8 state priorities.			

### 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:	\$ 209,958
<p>Based upon the calculation of the number of low income, foster youth, and English learner pupils equaling 5.33% of the enrollment, the district is required to spend at least \$209,958 to meet the needs of these students. The district is providing services that exceed the required supplemental expenditures. The services for those students will include:</p> <ul style="list-style-type: none"> <li>• Research based academic support in literacy in a small a group setting using supplemental materials specific to the needs of the students i.e.: literacy support through the Lexia program. (See Goal 1.1, 1.2 &amp; 1.3 P.10)</li> <li>• Professional development to all staff in differentiation and best practices for English Learner students (See goal 1.2 p. 10)</li> <li>• Specifically designated personnel to provide push in services to support the needs of the English Learner students. (See goal 1.3 &amp; 1.8 p.12)</li> <li>• Professional Development in integration of technology in the curriculum (See goal 1.5 p. 11)</li> </ul> <p>District-wide Actions used to support students:</p> <p>Professional development working with all students with particular strategies to differentiate to at-risk groups particularly English Learner students is justified based on research which states that strategies used to assist EL students in accessing the Common Core Standards will benefit all students. Referring to an article "Diverse Teaching Strategies for Diverse Learners," (Marietta Saravia-Shore).</p> <p>Referring to the (ELA/ELD Framework for Raising Expectations and Instructional Rigor for English Language Learners) as a research based document supporting many of actions we are using not only to support all students, but targeted to our underrepresented populations.</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.

0.95	%
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The services in the LCAP demonstrate a 0.95% in increased or improved services to unduplicated students as compared to the services provided to all pupils in the 2015-16 school year. This increase in services is documented below.

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

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

# **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).