**Introduction:**

**LEA: SNOWLINE USD Contact: Dr. Ryan Holman, Deputy Superintendent, ryan_holman@snowlineschools.com, 760-868-5817 LCAP Year: 2016**

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

*The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. 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** |
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| Since the initial Local Control and Accountability Plan (LCAP) approved in 2014, it has been the intent of the Snowline Joint Unified School District to establish a cohesive, coherent foundation through the LCAP across all district school sites. Consequently, the emphasis of the LCAP has been to maintain consistency in expectations and strategies at all schools so as ensure predictability for students as they matriculate from elementary to middle to high school within the district.<br><br>As a result the 2016-2017 LCAP builds upon the foundations established in the prior year's LCAPs in order to deepen learning and maximize impact for all students at all schools and within the school communities. The foundational elements of the Snowline LCAP, articulated throughout the plan, are utilization of | |

Professional Learning Communities (PLCs) to maximize academic achievement of all students, Positive Behavior Interventions and Supports (PBIS) as the vehicle for ensuring prosocial learning environments exists on all campuses and the engagement of parents and the community in supporting student success.

Overview

The Snowline Joint Unified School District Board of Trustees has identified two goals that establish a framework for direction relative to all district efforts. Those two goals are:

- **Board Goal 1: The Superintendent will facilitate a Professional Learning Community that will implement systems designed to ensure student success through educational pathways that support the ongoing commitment to ensure endless possibilities for all students through high levels of learning.**
- **Board Goal 2: The Superintendent will facilitate a Professional Learning Community that will implement systems designed to increase parent and community engagement into the ongoing efforts of the districts' schools to ensure endless possibilities for all students through high levels of learning.**

In establishing the focus around which the Local Control and Accountability Plan (LCAP) is established, in addition to the Board goals, a commitment has been made to maintain the learning focus of Snowline Joint Unified School District, which is: "ensuring endless possibilities for all students through high levels of learning." As such, the district's work relative to LCAP continues to focus on alignment of the district's Board goals and identified progress outcomes within the eight state priority areas required in the LCAP.

In the development of the initial LCAP for the 2014-2015 school year, SMART goals were established around specific outcomes related to Snowline's commitment to the utilization of the Professional Learning Community (PLC) process to build a framework for the implementation of Common Core State Standards (CCSS) and support Positive Behavior Interventions and Supports (PBIS) in all district schools, in addition to enhancement of parent and community support of student achievement.

As the 2015-2016 LCAP development began, reevaluation of the initial LCAP determined that the original LCAP goals were aligned to the proposed LCAP evaluation template metrics presented to the California State Board of Education in March 2015. Consequently, the focus of the 2015-16 LCAP was narrowed from the original 18 SMART goals from 2013-2014 to four goals centered on PLC, PBIS, parent and community involvement, and basic services, with each of the original 18 SMART goals identified as a metric by which to gauge progress toward the 2015-16 goals.

The same LCAP Goals and related SMART goals have been maintained in the development of the 2016-17 Local Control and Accountability Plan. Consequently, the four goals around which the 2016-17 LCAP has been generated and the progress monitoring metrics by which progress is measured are reflected in the table below:

| 2016-2019 LCAP Goal #1: | |
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| All students will engage in reading, writing, and speaking grounded in evidence in all disciplines and learning environments (students will use evidence to support all of their claims when they are reading, writing and speaking in all disciplines) to ensure a guaranteed and viable curriculum. | **Related 2014-2015 LCAP SMART Goals:**<br><br>**2.1, 2.2, 4.1, 5.3, 7.1, 7.2, 7.3, 7.4, 7.5, 8.1, 8.2** |

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| 2016-2019 LCAP Goal #2:<br>A prosocial learning environment in which students' needs—socially, emotionally, and academically—are met exists on every school site in every classroom. Expectations are clearly articulated, creating consistent, positive, predictable, safe, and nurturing learning conditions for all students. | **Related 2014-2015 LCAP SMART Goals:**<br><br>**5.1, 5.2, 6.1, 6.2** |
| 2016-2019 LCAP Goal #3:<br>Establish Community Cabinet (district) and Action Teams for Partnership (ATP) as points of connection that facilitate services, resources, and support to empower our school communities and as a consequence, the community at large. | **Related 2014-2015 LCAP SMART Goals:**<br><br>**3.1, 3.2** |
| 2016-2019 LCAP Goal #4:<br>Appropriately certified teachers utilizing standards-aligned and approved materials will facilitate learning in and on campuses that provide access to appropriate instructional settings. | **Related 2014-2015 LCAP SMART Goals:**<br><br>**1.1** |

The focus during the 2015-16 year was to gauge the effectiveness of the LCAP actions and services through progress monitoring the SMART goals where possible, as some metrics are available only at year's end, and to collect feedback from stakeholders around each of the actions and services through interviews and surveys.

The goals contained in the 2016-2017 LCAP leverage the actions and services

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| identified in the 2015-2016 LCAP in furthering the objective of "ensuring endless possibilities for all students through high levels of learning." Consequently, the actions and services delineated in the initial LCAP have become the foundation for the ongoing work that is contained within the goals of the 2016-2017 LCAP.<br><br>As a result, the LCAP represents Snowline's Strategic Plan to "ensure endless possibilities for all students through high levels of learning." In an effort to align schools with that Strategic Plan, the three goals relating to PLC, PBIS, and parent and community involvement have been a focus of each site's Single Plan for Student Achievement (SPSA) with the original SMART goals identified as corresponding metrics by which to gauge progress toward the LCAP goals.<br><br><u>Involvement Processes</u><br><br>Ongoing involvement in LCAP implementation to ensure that the district-wide plan was being implemented effectively at the school site and classroom level, centered in three areas:<br><br>1) The Leadership Council is comprised of Snowline certificated and classified site, department, and district administrators (principals, assistant principals, directors, coordinators, support staff, and senior cabinet administrators) and Instructional Coaches whose primary role was the orientation, alignment, and articulation of LCAP goals across district to impact all students at all sites. Progress monitoring of expected annual measurable outcomes relative to implemented actions and services in a cohesive, coherent manner is a primary task of this area.<br><br><u>Leadership Council Meeting Dates</u><br>August 31, 2015<br>September 21<br>October 5, 2015<br>October 19, 2015 | Through the Leadership Council structure and review of progress monitoring data around annual measurable outcomes, it was determined that a commitment to deeper learning within PLC teams around elements of effective instruction would be a narrower focus across all school sites. In order to engage in the instructional shifts that the transformation to CCSS requires, ongoing commitment to the PLC Cycle in a cohesive and coherent manner across the district is required. Additionally, ongoing professional learning to support the instructional effectiveness of all district teachers remains an emphasis in the 2016-17 LCAP. Consequently, the actions and services articulated within the 2015-16 LCAP will be |

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| November 2, 2015<br>November 16, 2015<br>December 7, 2015<br>January 4, 2016<br>February 1, 2016<br>March 7, 2016<br>March 21, 2016<br>April 4, 2016<br>April 18, 2016<br>May 2, 2016<br>May 16, 2016 | maintained in order to gauge the effectiveness of ongoing efforts on the measurable outcomes for a multi-year period of time. |
| 2) The Snowline Community Cabinet, which was formed as a community advisory group in support of LCAP stakeholder engagement, is comprised of a cross section of stakeholders throughout the communities encompassed within the boundaries the Snowline District. Specifically, the Community Cabinet is comprised of parent representatives from within and across all district schools, including DELAC officers, representation of Low Income and Foster Youth populations, as well as the community at large—business, community organizations, and the faith-based community leaders. Additionally, classified and certificated staff members such as site and department administrators, teachers and classroom support staff, and district-level leaders participate as members of the team that exceeds 60 people. This diverse group of stakeholders works with the community at large and serves in an advisory capacity to the Superintendent. While specific to goal 3 of the Snowline LCAP, impact on goal 2 is a critical element of the efforts within this area in cultivating a prosocial learning environment at all Snowline sites. Additionally, feedback relative to goal 1 is provided, with regular accountability presentations being shared in this setting to increase shared understanding and develop a culture of collaboration necessary to realize our desired outcomes. | Feedback from Community Cabinet representatives and the impact of efforts in which Community Cabinet facilitated support to various elements of the community identified community engagement as an ongoing area of need within and across the communities of the Snowline Joint Unified School District. With no official governmental entity (ie., city structure) providing support and services across the entirety of the geography of Snowline, the Community Cabinet provides an invaluable resource to the schools and communities of the district.<br><br>Consequently, while still developing, the inclusion of the Community Cabinet as a means for achieving LCAP Goal 2 was identified as a critical need. |

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| Specifically, the Community Cabinet collaborated with the Phelan Chamber of Commerce on the December 19, 2015 Angel Tree Christmas gift distribution to families in need by providing food baskets to families in attendance. Similarly, the Community Cabinet hosted a new and used clothing drive on February 29, 2016 provided clothing to approximately 70 families representing 175 individuals.<br><br><u>Community Cabinet Dates</u><br>August 20, 2015<br>September 17, 2015<br>October 15, 2015<br>November 19, 2015<br>December 17, 2015<br>January 21, 2015<br>February 18, 2015<br>March 24, 2015<br>April 21, 2015<br>May 19, 2015<br>June 16, 2015 | As the ability to evaluate the full effect of the actions and services implemented through the 2015-2016 LCAP will not be complete until data related to <u>all</u> annual measurable outcomes are available in the 2016-2017 school year, maintaining current actions and services to maximize the effects of ongoing professional learning, support into the new year will continue. |
| 3) Input efforts, which consisted of eliciting information from stakeholders that included district and site administrators, teachers, students, parents with representation of foster youth, low income, and English Learners, classified staff, union representatives, and community leaders relative to LCAP goals. In order to organize this task so that feedback from the 2015-16 LCAP Actions and Services informed the annual update in a relevant and coherent manner, a subgroup of the Leadership Council that consists of district and site administrators, classified leadership, and teacher coaches, dubbed the LCAP Task Force, was engaged in generating stakeholder input processes. Those input processes focused on generating evaluative data on the 2015-16 actions | |

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| and services, as well as the LCAP goals. Additionally, data collected for the purposes of conducting the annual update have been incorporated into the 2016-2017 LCAP. | |
| **Annual Update:**<br><br>The LCAP Task Force, utilizing the team of Instructional Coaches to evaluate the effects of PLC efforts around LCAP Goals 1,2, and 4, compiled information around progress toward those goals. In order to collect data on LCAP Goals 1, 2 and 4, two separate instances of appreciative inquiry were undertaken at each school site with individual PLC teams. Relative to LCAP Goal 3, principals evaluated site progress in regard to that goal.<br><br>Data relative to each goal that was utilized in the annual update is summarized below:<br>**Addressing LCAP Goal 1**: All students will engage in reading, writing, and speaking grounded in evidence in all disciples and learning environments to ensure a guaranteed and viable curriculum.<br><br>**Methods for LCAP Goal 1**:<br><br>In order to address progress on LCAP goal 1, three questions were asked to PLC teams at the end of the 2015-16 school year; however, only two of these questions were used by the Instructional Coach team for data analysis.<br><br>The two questions that were used included:<br>(1) What has been most valuable to your PLC team in developing students' abilities | **Annual Update:**<br><br>Information reviewed through the annual update process identified the importance of ongoing commitment to the professional development, support, and evaluation reflected in the 2015-2016 LCAP actions and services as core elements in the 2016-2017 LCAP. As the review of 2015-2016 annual measurable outcomes will not be possible until all end of year data can be compiled and evaluated, it is critical to continue commitment to the LCAP goals and corresponding actions and services to those goals.<br><br>Analysis of stakeholder input made clear the need to stay the course relative to our LCAP work. Specifically, Community Cabinet feedback emphasized the importance of pursuing to mastery LCAP goals 1 and 2. The parents, community leaders, and staff members who make up the district stakeholder team expressed their desire that student mastery of the CCSS and more effective implementation of PBIS across all schools and eventually the communities of Snowline would best ensure lifelong success for all students. The notion of deepening our |

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| to engage in reading, writing, and speaking grounded in evidence?<br>(2) What does your team need to develop students' abilities to engage in reading, writing, and speaking grounded in evidence?<br><br>Responses were recorded and later coded using emergent themes by pairs to ensure norming in coding. Responses were coded using four thematic categories including collaboration time, external resources, team composition, and administrative.<br><br>In addition, Close Reading and Foundational Skills professional learning opportunities occurred four times throughout the 2015-2016 school year. DIBELS data were also examined throughout the year.<br><br>Elementary and Middle School math full day trainings also occurred twice during the year.<br><br>**Observations for LCAP Goal 1**:<br><br>When answering what has been the most valuable to your PLC team in developing students' abilities to engage in reading, writing, and speaking grounded in evidence, more teams responded that their collaboration time has been the most valuable to them. As far as collaboration time, other discussion received the most responses (n=35 teams), followed by creating (n=33 teams) and planning (n=22 teams).<br><br>In the external resources category, many teams responded that their PLC team valued curriculum/ programs (n=17 teams) in developing students' abilities. Other responses included reading training (n=6 teams), Instructional coach support (n=5 teams), and standards/frameworks (n=5 teams).<br><br>In addition, when it comes to team composition, many teams noted that the cooperation of their team (n=23 teams) was the most valuable in developing students' abilities, followed by shared accountability (n=13 teams). | efforts to ensure these outcomes was also reflected in the feedback that parents provided to schools throughout the district. |

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| In the administrative category, scheduling was identified by 9 elementary teams and 7 secondary teams as being among the most valuable to their PLC team in developing students' abilities.<br><br>When answering what does your team need to develop students' abilities to engage in reading, writing, and speaking grounded in evidence, the category with the most responses is external resources, with curriculum/programs (n=37 team), technology-hardware (n=15 teams), and writing training (n=11 teams) receiving the most targeted response within that category.<br><br>In the categories of collaboration time, team composition, and administrative, creating (n=24 teams), shared accountability (n=15 teams), and scheduling (n=25 teams) were also mentioned as needs.<br><br>For elementary teams sharing data was the largest response (n=17 teams), while it remained virtually unmentioned at all of the secondary sites (except for Eagle Summit).<br><br>**Addressing LCAP Goal 2**: A prosocial learning environment in which students' needs--socially, emotionally, and academically--are met exists on every school site in every classroom. Expectations are clearly articulated, creating consistent, positive, predictably, safe, and nurturing learning conditions for all students.<br><br>**Methods for LCAP Goal 2:**<br><br>In order to address progress on LCAP goal 2, three questions were asked to PLC teams at the end of the 2015-16 school year, and these three questions were used by the Instructional Coach team for data analysis.<br><br>The questions that were used included:<br><br>(1) How do you ensure that a prosocial learning environment exists in which all students' needs are met and expectations are clearly articulated, creating consistent, predictable, positive, safe and nurturing learning conditions for all | |

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| students?<br>(2) What has been most valuable to your PLC team in developing those conditions for all students?<br>(3) What is needed for your team to develop those learning conditions for all students?<br><br>Responses were later coded by pairs to ensure norming in coding using four thematic categories, including Tier 1 Implementation, Tier 2/3 implementation, Training/Coaching/Support, and Other.<br><br>**Observations for LCAP Goal 2**:<br><br>Overall Observations:<br><br>Training and support as a category was mentioned more often in questions 2 and question 3 than for question 1 (most mentioned time with PLCs). Consistency shows up in all three questions: they use it, value it, and need it.<br>Programs and curriculum were not mentioned; things within the control of staff and administration were mentioned.<br><br>**Question 1 Observations**:<br><br>Pinon Mesa had a lot of responses regarding clear expectations and consistency. Most teams that responded commented on clear expectations as a concept that they have to ensure a prosocial environment. Only one team mentioned using data to ensure a prosocial environment. Vista and Baldy were the only two schools to respond about getting and utilizing training. No responses to COST or SSTs by any school. Four sites mentioned the use of Restorative Circles<br><br>**Question 2 Observations**:<br><br>Most responses about value include PLC teams and using other teachers as a resource; time is the second highest response. Consistency and a system for | |

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| reinforcement ranked high as a valuable tool while clear expectations (the highest ranker for the first question) came in third. Tier two and three interventions did not receive much direct response. Cooperation of staff is ranked high.<br><br>**Question 3 Observations**:<br><br>Consistency and time for PLC planning ranked high. Large numbers responded with a need for time to plan related to behavior, mostly secondary. PMMS was the only secondary school to mention a need for system for correcting misbehavior.<br>The use of data is not mentioned except by Eagle Summit.<br><br>**Addressing LCAP Goal 3**: Establish Community Cabinet (district) and Action Teams for Partnership (ATP) as points of connection that facilitate services, resources, and support to empower our school communities and as a consequence, the community at large.<br><br>Specific data relative to Community Cabinet progress is included in the Annual Update. School Principals were provided with an LCAP evaluation instrument regarding LCAP Goal 3 specific to ATP progress, summary included in the Annual Update.<br><br>**Addressing LCAP Goal 4**: Appropriately certified teachers utilizing standards-aligned and approved materials will facilitate learning in and on campuses that provide access to appropriate instructional settings.<br><br>**Methods for LCAP Goal 4:**<br><br>In order to address progress on LCAP goal 4, four questions were asked to math and language arts PLC teams in the fall of the 2015-2016 school year, and these four questions were used by the Instructional Coach team for data analysis.<br><br>The questions that were used included:<br><br>(1) What are some areas of success in teaching CCSS math/ELA? | |

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| (2) What are some areas of challenge in teaching CCSS math/ELA?<br>(3) What training is needed to be more prepared to teach CCSS math/language arts?<br>(4) What additional support is needed for CCSS math/language arts implementation?<br><br>Responses were later coded by pairs to ensure norming in coding using five thematic categories, including PLC, Instructional Practices Math, Instructional Practices ELA, Resources and Supplies, General Affect.<br><br>**Observations for LCAP Goal 4**:<br><br>**Question 1 Observations**:<br><br>● UBD received the most responses<br><br>● Supplemental curriculum was identified more often as an area of success, especially when compared to main curriculum<br><br>● Teams identified writing strategies as an area of much success, especially at the elementary schools<br><br>● Under instructional strategies, teachers identified comprehension, foundational reading skills and cross curricular learning also received a significant response<br><br>● Teacher comfort with shifts and student comfort with shifts received less overall responses than any of the other categories for a success<br><br>● Successes with Instructional practices received the most responses (n= 62 responses from teams)<br><br>**Question 2 Observations**: | |

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| ● Interventions/filling in holes also received many responses (n=10 teams)<br><br>Main curriculum and time received the most mentioned as areas of challenge (nearly 1⁄2 of the teams)<br><br>● Supplemental curriculum received several mentions (n=13 teams)<br><br>● For elementary (excluding Heritage), 63 % of teams (19/30) mentioned a challenge with the main curriculum; if Heritage is included, it is still 52%<br><br>● No resources and supplies were mentioned at the High School<br><br>● Only 12 mentions of student and teacher discomfort<br><br>● Teacher discomfort is mentioned more times at elementary and student discomfort is mentioned more at high school<br><br>● Thinking maps were not identified as an area of challenge<br><br>**Question 3 Observations**:<br><br>● Writing strategies received the most mention for this question<br><br>● Foundational reading skills received the second most responses (within the Instructional Practices category)<br><br>● Looking at assessment/rubric and interventions/filling in holes received 19 responses together<br><br>● General training, teacher professional growth, received more responses than any other in the PLC category<br><br>● Phelan identified intervention, vertical alignment, writing strategies, foundational skills and main curriculum | |

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| ● For several school sites, their particular areas of success seem to be matched to their area of challenge and training needed (Phelan)<br><br>● Vista identifies PLC as an area of needed training, as does Pinon Mesa and Quail<br><br>● Sites mentioning training in ELA instructional practices are Baldy Mesa and Phelan, next is Pinon Mesa<br><br>**Question 4 Observations**:<br><br>● Main (n=19 teams) and supplemental curriculum (n=12 teams) received the most responses, followed by novels (n=15 teams) and technology (n=11 teams)<br><br>● Resources and supplies was the category with the most responses (n=64 occurrences)<br><br>● Copies and teachers edition were not mentioned<br><br>● In the category of Instructional Practices, writing strategies and foundational reading skills received the most responses<br><br>*The LCAP went to public hearing on June 14, 2016, and was approved by the Board of Education on June 28, 2016. The district submitted the LCAP to the San Bernardino County Superintendent of Schools on July 1, 2016.* | |

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

**Instructions:**

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in

the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

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

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

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

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

**Goal:** Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

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

**Guiding Questions:**

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

13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

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| GOAL: | **1. All students will engage in reading, writing, and speaking grounded in evidence in all disciplines and learning environments (students will use evidence to support all of their claims when they are reading, writing and speaking in all disciplines) to ensure a guaranteed and viable curriculum.** | **Related State and/or Local Priorities:**<br>1__ 2_X_ 3__ 4_X_ 5_X_ 6__ 7_X_ 8_X_<br>COE only: 9__ 10__<br>Local : Board Goal #1 |
| Identified Need : | Continued growth of instructional practice through Professional Learning Community process to incorporate instructional shifts required by Common Core State Standards. Goal 1 was generated through evidence collected by Snowline Instructional Coaches in working with Professional Learning Community teams through surveys as well as utilization of the PLC Cycle Chart applied to Common Core State Standards transformation and the corresponding instructional shifts. | |
| Goal Applies to: | Schools: All | |
| | Applicable Pupil Subgroups: All | |

**LCAP Year 1:** 2016-17

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| Expected Annual Measurable Outcomes: | • 100% of district teachers will receive professional learning in support of transition to CCSS through utilization of the PLC Cycle Chart **(Priority 2)**<br>State Metrics: Implementation of state standards<br>Local Metrics: PLC meeting alignment to Cycle Chart (Baseline TBD)<br><br>• 100% of district teachers will have the necessary resources to ensure CCSS implementation through utilization of the PLC Cycle Chart **(Priority 2)**<br>State Metric: Implementation of state standards – What is the metric<br><br>• 100% of district students grades 1-5 will receive a course of study inclusive of the following areas: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other studies as prescribed by the governing board **(Priority 7)**<br>State Metrics: Student access and enrollment in all required areas of study (Baseline 100%)<br><br>• 100% of district students grades 6-12 will be offered a course of study inclusive of the following areas: English, social sciences, foreign language, physical education, science, mathematics, visual and performing arts, applied arts, career technical education, automobile driver education, and other studies as prescribed by the governing board **(Priority 7)**<br>State Metrics: Student access and enrollment in all require areas of study (Baseline 100%) |

- 100% of district schools will utilize the PLC process to develop and implement a comprehensive assessment system consisting of analysis of required state tests as well as common formative and summative assessments of local measures **(Priority 8)**
  Local Metric: Outcomes of Common Formative and Summative Assessments – (Baseline TBD)

- 100% of district schools will increase by 10% all applicable student achievement indicators: (**Priority 4)**
  State Metric: Standardized test scores Standards Met or Exceeded ELA 38% Math 28% applicable to 14-15
  State Metric: Share of students college and career ready (Baseline UC/CSU rate 21.23%)
  State Metric: Share of students that become English proficient (Baseline 40%)
  State Metric: EL reclassification rate (Baseline 14.7%)
  State Metric: Share of students who pass the AP exam with a 3 or higher (Baseline 63.42%) applicable to 14-15
  State Metric: EAP results Standards Met or Exceeded ELA (Baseline 52% Math 24%) (2014-15)

- The district and all schools will collaboratively develop and implement a comprehensive assessment system consisting of common formative and summative assessments for use in the four core instructional areas (English, mathematics, social sciences, and science) **(Priority 8)**
  Local Metric: Outcomes of Common Formative and Summative Assessments – (Baseline TBD)

- 100% of district schools will develop and implement a comprehensive assessment system consisting of common formative and summative assessments (including surveys) for use in the non-core instructional areas **(Priority 8)**
  Local Metric: Outcomes of Common Formative and Summative Assessments – (Baseline TBD)

- District-wide four-year high school graduation rates will increase by 3% through the implementation of comprehensive RtI2 programs at all schools **(Priority 5)**
  State Metric: Graduation Rate: (Baseline 92.70%) (2014-15)

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| 1.1<br>Ongoing professional learning in reading foundations skills, including effective feedback strategies, TK-2 and supported throughout the year in PLCs at school sites | Elementary Schools | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify) _____ | Funding Source: LCFF RS 0000<br>1110 teacher salary $216,614<br>3XXX Benefits 54,864 1140 teacher subs |

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| | | | $ 26,666<br>3XXX Benefits<br>$ 4,584<br>Funding Source: LCFF RS 0495<br>5200 Travel/Conf.<br>$ 750.00<br>Funding Source: LOTTERY RS 1100 5200 Travel/Conf.<br>$ 125.00 |
| 1.2<br>Ongoing professional learning in close reading strategies, including effective feedback strategies, 3-12 all subject areas and supported throughout the year in PLCs at school sites | All Schools | _X_ALL<br><br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify) _____ | Funding Source: LCFF RS 0000<br>1110 teacher salary $216,614<br>3XXX Benefits<br>54,864 1140 teacher subs<br>$ 26,666<br>3XXX Benefits<br>$ 4,584<br>Funding Source: LCFF RS 0495<br>5200 Travel/Conf.<br>$ 750.00<br>Funding Source: LOTTERY RS 1100 5200 Travel/Conf.<br>$ 125.0 |

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| 1.3<br>District-wide horizontal (across sites) and vertical (between grade levels and across sites) alignment to continue conversations about essential standards, mastery levels, and common student outcomes | All Schools | _X_ALL<br><br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify) _____ | Funding Source: LCFF RS 0000 1110 teacher salary $86,646 3XXX Benefits 21,946 1140 teacher subs $ 10,666 3XXX Benefits $ 1,834 Funding Source: LCFF RS 0495 5200 Travel/Conf. $ 300.00 Funding Source: LOTTERY RS 1100 5200 Travel/Conf. $ 50.00 |
| 1.4<br>Ongoing professional learning in evidence based speaking and writing strategies, including effective feedback strategies and supported throughout the year in the PLCs at school sites | All Schools | _X_ALL<br><br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify) _____ | Funding Source: LCFF RS 0000 1110 teacher salary $86,646 3XXX Benefits 21,946 1140 teacher subs $ 10,666 3XXX Benefits $ 1,834 Funding Source: LCFF RS 0495 5200 Travel/Conf. |

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|---|---|---|---|
| | | | $ 300.00<br>Funding Source: LOTTERY RS 1100 5200 Travel/Conf. $ 50.00 |
| 1.5<br>Begin development of a district-wide writing plan | All Schools | _X_ALL<br><br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify) _____ | Funding Source: LCFF RS 0000 1110 teacher salary $86,646 3XXX Benefits 21,946 1140 teacher subs $ 10,666 3XXX Benefits $ 1,834<br>Funding Source: LCFF RS 0495 5200 Travel/Conf. $ 300.00<br>Funding Source: LOTTERY RS 1100 5200 Travel/Conf. $ 50.00 |
| 1.6 | All Schools | _X_ALL | Funding |

| | | | |
|---|---|---|---|
| PLCs will continue their work on common formative assessments and common summative assessments connected to the development of Understanding by Design units | | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify) _____ | Source: LCFF RS 0000 1110 teacher salary $129,969 3XXX Benefits 32,919 1140 teacher subs $ 16,000 3XXX Benefits $ 2,750 Funding Source: LCFF RS 0495 5200 Travel/Conf. $ 450.00 Funding Source: LOTTERY RS 1100 5200 Travel/Conf. $ 75.00 |

**LCAP Year 2**: 2017-18

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|---|---|
| Expected Annual Measurable Outcomes: | • 100% of district teachers will receive professional learning in support of transition to CCSS through utilization of the PLC Cycle Chart **(Priority 2)**<br>State Metrics: Implementation of state standards<br>Local Metrics: PLC meeting alignment to Cycle Chart (Baseline TBD)<br><br>• 100% of district teachers will have the necessary resources to ensure CCSS implementation through utilization of the PLC Cycle Chart **(Priority 2)**<br>State Metric: Implementation of state standards – What is the metric<br><br>• 100% of district students grades 1-5 will receive a course of study inclusive of the following areas: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other studies as prescribed by the governing board **(Priority 7)**<br>State Metrics: Student access and enrollment in all required areas of study (Baseline 100%) |

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| | • 100% of district students grades 6-12 will be offered a course of study inclusive of the following areas: English, social sciences, foreign language, physical education, science, mathematics, visual and performing arts, applied arts, career technical education, automobile driver education, and other studies as prescribed by the governing board **(Priority 7)**<br>State Metrics: Student access and enrollment in all require areas of study (Baseline 100%)<br><br>• 100% of district schools will utilize the PLC process to develop and implement a comprehensive assessment system consisting of analysis of required state tests as well as common formative and summative assessments of local measures **(Priority 8)**<br>Local Metric: Outcomes of Common Formative and Summative Assessments – (Baseline TBD)<br><br>• 100% of district schools will increase by 10% all applicable student achievement indicators: (**Priority 4)**<br>State Metric: Standardized test scores Standards Met or Exceeded ELA 38% Math 28% applicable to 14-15<br>State Metric: Share of students college and career ready (Baseline UC/CSU rate 21.23%)<br>State Metric: Share of students that become English proficient (Baseline 40%)<br>State Metric: EL reclassification rate (Baseline 14.7%)<br>State Metric: Share of students who pass the AP exam with a 3 or higher (Baseline 63.42%) applicable to 14-15<br>State Metric: EAP results Standards Met or Exceeded ELA (Baseline 52% Math 24%) (2014-15)<br><br>• The district and all schools will collaboratively develop and implement a comprehensive assessment system consisting of common formative and summative assessments for use in the four core instructional areas (English, mathematics, social sciences, and science) **(Priority 8)**<br>Local Metric: Outcomes of Common Formative and Summative Assessments – (Baseline TBD)<br><br>• 100% of district schools will develop and implement a comprehensive assessment system consisting of common formative and summative assessments (including surveys) for use in the non-core instructional areas **(Priority 8)**<br>Local Metric: Outcomes of Common Formative and Summative Assessments – (Baseline TBD)<br><br>• District-wide four-year high school graduation rates will increase by 3% through the implementation of comprehensive RtI2 programs at all schools **(Priority 5)**<br>State Metric: Graduation Rate: (Baseline 92.70%) (2014-15) |

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| 1.1 | All Schools | _X_ALL | Funding |

| | | | |
|---|---|---|---|
| Ongoing professional learning in reading foundational skills, including effective feedback strategies, TK-2 and supported throughout the year in PLCs at school sites | | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify) _____ | Source: LCFF RS 0000 1110 teacher salary $218,899 3XXX Benefits 59,217 1140 teacher subs $ 26,252 3XXX Benefits $ 4,998 Funding Source: LCFF RS 0495 5200 Travel/Conf. $ 750.00 Funding Source: LOTTERY RS 1100 5200 Travel/Conf. $ 125. |
| 1.2<br>Ongoing professional learning in close reading strategies, including effective feedback strategies, grades 3-12 all subject areas and supported throughout the year in PLCs at school sites | All Schools | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify) _____ | Funding Source: LCFF RS 0000 1110 teacher salary $218,899 3XXX Benefits 59,217 1140 teacher subs $ 26,252 3XXX Benefits $ 4,998 Funding Source: LCFF RS 0495 5200 Travel/Conf. $ 750.00 |

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| | | | Funding Source: LOTTERY RS 1100 5200 Travel/Conf. $ 125.00 |
| 1.3<br>Ongoing professional learning in evidence based speaking and writing strategies, including effective feedback strategies and supported throughout the year in PLCs at school sites | All Schools | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify) _____ | Funding Source: LCFF RS 0000 1110 teacher salary $87,560 3XXX Benefits 23,687 1140 teacher subs $ 10,500 3XXX Benefits $ 1,998 Funding Source: LCFF RS 0495 5200 Travel/Conf. $ 300.00 Funding Source: LOTTERY RS 1100 5200 Travel/Conf. $ 175.00 |
| 1.4<br>Facilitate implementation of a district-wide writing plan. | All Schools | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify) _____ | Funding Source: LCFF RS 0000 1110 teacher salary $87,560 3XXX Benefits $23,687 1140 teacher subs $ 10,501 3XXX Benefits $ 1,999 |

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|---|---|---|---|
| | | | Funding Source: LCFF RS 0495 5200 Travel/Conf. $ 300.00 Funding Source: LOTTERY RS 1100 5200 Travel/Conf. $ 50.00 |
| 1.5<br>Facilitate district-wide horizontal (across school sites) and vertical (between grade levels and across school sites) alignment to continue conversations about essential standards, mastery levels, and common student outcomes. | All Schools | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify) _____ | Funding Source: LCFF RS 0000 1110 teacher salary $87,560 3XXX Benefits 23,687 1140 teacher subs $ 10,500 3XXX Benefits $ 1,998 Funding Source: LCFF RS 0495 5200 Travel/Conf. $ 300.00 Funding Source: LOTTERY RS 1100 5200 Travel/Conf. $ 175.00 |
| 1.6<br>Continuation of PLC work on common formative assessments and common summative assessments connected to the development of Understanding by Design units. | All Schools | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify) _____ | Funding Source: LCFF RS 0000 1110 teacher salary $131,337 |

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|---|---|---|---|
| | | | 3XXX Benefits 35,530 1140 teacher subs $ 15,751 3XXX Benefits $ 2,999 Funding Source: LCFF RS 0495 5200 Travel/Conf. $ 450.00 Funding Source: LOTTERY RS 1100 5200 Travel/Conf. $ 75.00 |

| **LCAP Year 3**: 2018-19 | |
|---|---|
| Expected Annual Measurable Outcomes: | • 100% of district teachers will receive professional learning in support of transition to CCSS through utilization of the PLC Cycle Chart **(Priority 2)**<br>State Metrics: Implementation of state standards<br>Local Metrics: PLC meeting alignment to Cycle Chart (Baseline TBD)<br><br>• 100% of district teachers will have the necessary resources to ensure CCSS implementation through utilization of the PLC Cycle Chart **(Priority 2)**<br>State Metric: Implementation of state standards – What is the metric<br><br>• 100% of district students grades 1-5 will receive a course of study inclusive of the following areas: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other studies as prescribed by the governing board **(Priority 7)**<br>State Metrics: Student access and enrollment in all required areas of study (Baseline 100%)<br><br>• 100% of district students grades 6-12 will be offered a course of study inclusive of the following areas: English, social sciences, foreign language, physical education, science, mathematics, visual and performing arts, applied arts, career technical education, automobile driver education, and other studies as prescribed by the governing |

board **(Priority 7)**
State Metrics: Student access and enrollment in all require areas of study (Baseline 100%)

- 100% of district schools will utilize the PLC process to develop and implement a comprehensive assessment system consisting of analysis of required state tests as well as common formative and summative assessments of local measures **(Priority 8)**
  Local Metric: Outcomes of Common Formative and Summative Assessments – (Baseline TBD)

- 100% of district schools will increase by 10% all applicable student achievement indicators: (**Priority 4)**
  State Metric: Standardized test scores Standards Met or Exceeded ELA 38% Math 28% applicable to 14-15
  State Metric: Share of students college and career ready (Baseline UC/CSU rate 21.23%)
  State Metric: Share of students that become English proficient (Baseline 40%)
  State Metric: EL reclassification rate (Baseline 14.7%)
  State Metric: Share of students who pass the AP exam with a 3 or higher (Baseline 63.42%) applicable to 14-15
  State Metric: EAP results Standards Met or Exceeded ELA (Baseline 52% Math 24%) (2014-15)

- The district and all schools will collaboratively develop and implement a comprehensive assessment system consisting of common formative and summative assessments for use in the four core instructional areas (English, mathematics, social sciences, and science) **(Priority 8)**
  Local Metric: Outcomes of Common Formative and Summative Assessments – (Baseline TBD)

- 100% of district schools will develop and implement a comprehensive assessment system consisting of common formative and summative assessments (including surveys) for use in the non-core instructional areas **(Priority 8)**
  Local Metric: Outcomes of Common Formative and Summative Assessments – (Baseline TBD)

- District-wide four-year high school graduation rates will increase by 3% through the implementation of comprehensive RtI2 programs at all schools **(Priority 5)**
- State Metric: Graduation Rate: (Baseline 92.70%) (2014-15)

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| 1.1<br>Ongoing professional learning in reading foundational skills, including effective feedback strategies, grades TK-2 and supported throughout the year in PLCs at school sites | All Schools | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify) _____ | Funding Source: LCFF<br>RS 0000<br>1110 teacher salary $219,937<br>3XXX Benefits |

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|---|---|---|---|
| | | | 63,983 1140 teacher subs $ 25,850 3XXX Benefits $ 5,400 Funding Source: LCFF RS 0495 5200 Travel/Conf. $ 750.00 Funding Source: LOTTERY RS 1100 5200 Travel/Conf. $ 125.00 |
| 1.2<br>Ongoing professional learning in close reading strategies, including effective feedback strategies, grades 3-12 all subject areas and supported throughout the year in PLCs at school sites | All Schools | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify) _____ | Funding Source: LCFF RS 0000 1110 teacher salary $219,937 3XXX Benefits 63,983 1140 teacher subs $ 25,850 3XXX Benefits $ 5,400 Funding Source: LCFF RS 0495 5200 Travel/Conf. $ 750.00 Funding Source: LOTTERY RS 1100 5200 Travel/Conf. |

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|---|---|---|---|
| | | | $ 125.00 |
| 1.3<br>Ongoing professional learning in evidence based speaking and writing strategies, including effective feedback strategies and supported throughout the year in PLCs at school sites | All Schools | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify) _____ | Funding Source: LCFF RS 0000 1110 teacher salary $87,976 3XXX Benefits $25,594 1140 teacher subs $ 10,340 3XXX Benefits $ 2,160 Funding Source: LCFF RS 0495 5200 Travel/Conf. $ 300.00 Funding Source: LOTTERY RS 1100 5200 Travel/Conf. $ 50.00 |
| 1.4<br>Facilitate implementation of a district-wide writing plan. | All Schools | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify) _____ | Funding Source: LCFF RS 0000 1110 teacher salary $87,976 3XXX Benefits $25,594 1140 teacher subs $ 10,340 |

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|---|---|---|---|
| | | | 3XXX Benefits $ 2,160 Funding Source: LCFF RS 0495 5200 Travel/Conf. $ 300.00 Funding Source: LOTTERY RS 1100 5200 Travel/Conf. $ 50.00 |
| 1.5<br>Facilitate district-wide vertical alignment to continue conversations about essential standards, mastery levels, and common student outcomes. | All Schools | _X_ALL<br><br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify) _____ | Funding Source: LCFF RS 0000 1110 teacher salary $87,976 3XXX Benefits $25,594 1140 teacher subs $ 10,340 3XXX Benefits $ 2,160 Funding Source: LCFF RS 0495 5200 Travel/Conf. $ 300.00 Funding Source: LOTTERY RS 1100 5200 |

| | | | |
|---|---|---|---|
| | | | Travel/Conf. $ 50.00 |
| 1.6<br>Continuation of PLC work on common formative assessments and common summative assessments connected to the development of Understanding by Design units. | All Schools | _X_ALL<br><br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify) _____ | Funding Source: LCFF RS 0000 1110 teacher salary $131,961 3XXX Benefits $38,388 1140 teacher subs $ 15,510 3XXX Benefits $ 3,240 Funding Source: LCFF RS 0495 5200 Travel/Conf. $ 450.00 Funding Source: LOTTERY RS 1100 5200 Travel/Conf. $ 75.00 |

| GOAL: | **2. A prosocial learning environment in which students' needs—socially, emotionally, and academically—are met exists on every school site in every classroom. Expectations are clearly articulated, creating consistent, positive, predictable, safe, and nurturing learning conditions for all students.** | **Related State and/or Local Priorities:** 1__ 2__ 3__ 4__ 5_X_ 6_X_ 7__ 8__ COE only: 9__ 10__ Local : Local : Board Goal #1 |
|---|---|---|
| Identified Need: | Coordination of district-wide support for implementation of Positive Behavior Interventions and Supports (PBIS) in all schools to ensure consistency of support for all students in transition through all levels of schools. Through the administration of the School-wide Effectiveness Tool (SET) and Tiered Fidelity Inventory (TFI) emphasis on PBIS in LCAP and SPSAs identified | |
| Goal Applies to: | Schools: All<br>Applicable Pupil Subgroups: All | |

**LCAP Year 1:** 2016-17

**Expected Annual Measurable Outcomes:**

- 100% of district schools will implement PBIS with fidelity as measured by PBIS assessments **(Priority 6)**
  Local Metric: Implementation of PBIS Tiered Fidelity Inventory (Baseline 100%)
- Reduce the district-wide suspension and expulsion rate by 50% (5% overall rate) **(Priority 6)**
  State Metric: Suspension Rate: (Baseline 5.6%) (2014-15)
  State Metric: Expulsion Rate: (Baseline 0.3) (2014-15)
- Increase district-wide attendance rates to 97% through the implementation of PBIS with fidelity **(Priority 5)**
  State Metric: Attendance Rate: (Baseline 93.71%)
- Reduce the middle and high school dropout rates by 50% through the implementation of PBIS with fidelity **(Priority 5)**
  State Metric: High School Drop Out Rate: (Baseline 7.3%) (2014-15)
  State Metric: Middle School Drop Out Rate: (Baseline 0%) (2014-15)

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| 2.1<br>Maintain ongoing training and support for site PBIS coaches through district-wide coach network meetings with focus on Tiered Fidelity Inventory (TFI) item 2.5– Tier II teams have multiple ongoing behavior support interventions with documented evidence of effectiveness matched to student needs. | All Schools | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify) _____ | Funding Source: LCFF<br>Resource 0000<br>1140 teacher subs<br>$ 6,400.00<br>3XXX Benefits<br>$ 1,100.00<br>Funding |

| | | | |
|---|---|---|---|
| | | | Source: LCFF<br>Resource 0495<br>5200<br>Travel/Conf.<br>$ 50.00<br>Funding Source: Lottery<br>Resource 1100<br>5200<br>Travel/Conf.<br>$25.00 |
| 2.2<br>Maintain Positive Behavior Leadership Team that provides external support presence for site-level PBIS teams to ensure cross-district calibration and consistency with area of focus on TFI item 1.11– Stakeholders (students, families, and community members) provide input on universal foundations (e.g. expectations, consequences, acknowledgements) at least every 12 months. | All Schools | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify) _____ | Funding Source: LCFF<br>Resource 0000<br>1140 teacher subs<br>$ 9,600.00<br>3XXX Benefits<br>$ 1,650.00<br>Funding Source: LCFF<br>Resource 0495<br>5200<br>Travel/Conf.<br>$ 75.00<br>Funding Source: Lottery<br>Resource 1100<br>5200<br>Travel/Conf.<br>$38.00 |
| 2.3<br>Participation in Interconnected-Multi Tiered Systems of Support (I-MTSS) Symposium to enhance professional learning relative to maintaining prosocial environments in all classrooms at all sites. | All Schools | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify) _____ | Funding Source: LCFF<br>Resource 0000<br>1140 teacher subs<br>$ 3,200.00<br>3XXX Benefits<br>$ 550.00<br>Funding |

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|---|---|---|---|
| | | | Source: LCFF<br>Resource 0495<br>5200<br>Travel/Conf.<br>$ 25.00<br>Funding<br>Source: Lottery<br>Resource 1100<br>5200<br>Travel/Conf.<br>$13.00 |
| 2.4<br>Provide PBIS in the Classroom Training at all district schools | All Schools | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify) _____ | Funding<br>Source: LCFF<br>Resource 0000<br>1140 teacher<br>subs<br>$ 12,800.00<br>3XXX Benefits<br>$ 2,200.00<br>Funding<br>Source: LCFF<br>Resource 0495<br>5200<br>Travel/Conf.<br>$ 100.00<br>Funding<br>Source: Lottery<br>Resource 1100<br>5200<br>Travel/Conf.<br>$50.00 |
| 2.5<br>Provide support to SWIS (School Wide Information System) facilitators at district schools to provide timely and accurate data to school sites | All Schools | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify) _____ | Funding<br>Source: LCFF<br>Resource 0000<br>1140 teacher<br>subs<br>$ 6,400.00<br>3XXX Benefits<br>$ 1,100.00<br>Funding |

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|---|---|---|---|
| | | | Source: LCFF<br>Resource 0495<br>5200<br>Travel/Conf.<br>$ 50.00<br>Funding<br>Source: Lottery<br>Resource 1100<br>5200<br>Travel/Conf.<br>$25.00 |
| 2.6<br>Utilize comprehensive SWIS Tiered Fidelity Inventory (TFI) and other PBIS assessments to calibrate fidelity of PBIS implementation at all schools | All Schools | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify) _____ | Funding<br>Source: LCFF<br>Resource 0000<br>1140 teacher subs<br>$ 12,800.00<br>3XXX Benefits<br>$ 2,200.00<br>Funding<br>Source: LCFF<br>Resource 0495<br>5200<br>Travel/Conf.<br>$ 100.00<br>Funding<br>Source: Lottery<br>Resource 1100<br>5200<br>Travel/Conf.<br>$50.00 |
| 2.7<br>Maintain district-wide Coordination of Services Team (COST) model to enhance support of students in need | All Schools | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify) _____ | Funding<br>Source: LCFF<br>Resource 0000<br>1140 teacher subs<br>$ 12,799.00<br>3XXX Benefits<br>$ 2,199.00<br>Funding |

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|---|---|---|---|
| | | | Source: LCFF<br>Resource 0495<br>5200<br>Travel/Conf.<br>$ 100.00<br>Funding<br>Source: Lottery<br>Resource 1100<br>5200<br>Travel/Conf.<br>$50.00 |

**LCAP Year 2**: 2017-18

| | |
|---|---|
| Expected Annual Measurable Outcomes: | • 100% of district schools will implement PBIS with fidelity as measured by PBIS assessments **(Priority 6)**<br>Local Metric: Implementation of PBIS Tiered Fidelity Inventory (Baseline 100%)<br><br>• Reduce the district-wide suspension and expulsion rate by 50% (5% overall rate) **(Priority 6)**<br>State Metric: Suspension Rate: (Baseline 5.6%) (2014-15)<br>State Metric: Expulsion Rate: (Baseline 0.3) (2014-15)<br><br>• Increase district-wide attendance rates to 97% through the implementation of PBIS with fidelity **(Priority 5)**<br>State Metric: Attendance Rate: (Baseline 93.71%)<br><br>• Reduce the middle and high school dropout rates by 50% through the implementation of PBIS with fidelity **(Priority 5)**<br>State Metric: High School Drop Out Rate: (Baseline 7.3%) (2014-15)<br>State Metric: Middle School Drop Out Rate: (Baseline 0%) (2014-15 |

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| 2.1<br>Maintain ongoing training and support for site PBIS coaches through district-wide coach network meetings | All Schools | _X_ALL<br><br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify) _____ | Funding<br>Source: LCFF<br>Resource 0000<br>1140 teacher subs<br>$ 6,300.00<br>3XXX Benefits<br>$ 1,200.00<br>Funding<br>Source: LCFF |

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|---|---|---|---|
| | | | Resource 0495<br>5200<br>Travel/Conf.<br>$ 50.00<br>Funding Source: Lottery<br>Resource 1100<br>5200<br>Travel/Conf.<br>$25.00 |
| 2.2<br>Maintain Positive Behavior Leadership Team that provides external support presence for site-level PBIS teams to ensure cross-district calibration and consistency | All Schools | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify) _____ | Funding Source: LCFF<br>Resource 0000<br>1140 teacher subs<br>$ 9,451.00<br>3XXX Benefits<br>$ 1,800.00<br>Funding Source: LCFF<br>Resource 0495<br>5200<br>Travel/Conf.<br>$ 75.00<br>Funding Source: Lottery<br>Resource 1100<br>5200<br>Travel/Conf.<br>$38.00 |
| 2.3<br>Participation in Interconnected-Multi Tiered Systems of Support (I-MTSS) Symposium to enhance professional learning | All Schools | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify) _____ | Funding Source: LCFF<br>Resource 0000<br>1140 teacher subs<br>$3,152.00<br>3XXX Benefits<br>$ 600.00.<br>Funding Source: LCFF |

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|---|---|---|---|
| | | | Resource 0495<br>5200<br>Travel/Conf.<br>$ 25.00<br>Funding Source: Lottery<br>Resource 1100<br>5200<br>Travel/Conf.<br>$13.00 |
| 2.4<br>Provide PBIS in the Classroom Training at all schools | All Schools | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify) _____ | Funding Source: LCFF<br>Resource 0000<br>1140 teacher subs<br>$12,601.00<br>3XXX Benefits<br>$ 2,399.00.<br>Funding Source: LCFF<br>Resource 0495<br>5200<br>Travel/Conf.<br>$ 100.00<br>Funding Source: Lottery<br>Resource 1100<br>5200<br>Travel/Conf.<br>$50.00 |
| 2.5<br>Support SWIS (School Wide Information System) facilitators at district schools to provide timely and accurate data to school sites | All Schools | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify) _____ | Funding Source: LCFF<br>Resource 0000<br>1140 teacher subs<br>$ 6,300.00<br>3XXX Benefits<br>$ 1,200.00<br>Funding Source: LCFF |

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|---|---|---|---|
| | | | Resource 0495<br>5200<br>Travel/Conf.<br>$ 50.00<br>Funding Source: Lottery<br>Resource 1100<br>5200<br>Travel/Conf.<br>$25.00 |
| 2.6<br>Utilize comprehensive SWIS Tiered Fidelity Inventory (TFI) and other PBIS assessments to calibrate fidelity of PBIS implementation at all schools | All Schools | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify) _____ | Funding Source: LCFF<br>Resource 0000<br>1140 teacher subs<br>$12,600.00<br>3XXX Benefits<br>$ 2,399.00.<br>Funding Source: LCFF<br>Resource 0495<br>5200<br>Travel/Conf.<br>$ 100.00<br>Funding Source: Lottery<br>Resource 1100<br>5200<br>Travel/Conf.<br>$50.00 |
| 2.7<br>Maintain district-wide Coordination of Services Team (COST) model to enhance support of students in need, with emphasis on subgroup populations | All Schools | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify) _____ | Funding Source: LCFF<br>Resource 0000<br>1140 teacher subs<br>$12,60000<br>3XXX Benefits<br>$ 2,399.00.<br>Funding Source: LCFF |

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|---|---|---|---|
| | | | Resource 0495<br>5200<br>Travel/Conf.<br>$ 100.00<br>Funding Source: Lottery<br>Resource 1100<br>5200<br>Travel/Conf.<br>$50.00 |

**LCAP Year 3**: 2018-19

| | |
|---|---|
| Expected Annual Measurable Outcomes: | • 100% of district schools will implement PBIS with fidelity as measured by PBIS assessments **(Priority 6)**<br>Local Metric: Implementation of PBIS Tiered Fidelity Inventory (Baseline 100%)<br><br>• Reduce the district-wide suspension and expulsion rate by 50% (5% overall rate) **(Priority 6)**<br>State Metric: Suspension Rate: (Baseline 5.6%) (2014-15)<br>State Metric: Expulsion Rate: (Baseline 0.3) (2014-15)<br><br>• Increase district-wide attendance rates to 97% through the implementation of PBIS with fidelity **(Priority 5)**<br>State Metric: Attendance Rate: (Baseline 93.71%)<br><br>• Reduce the middle and high school dropout rates by 50% through the implementation of PBIS with fidelity **(Priority 5)**<br>State Metric: High School Drop Out Rate: (Baseline 7.3%) (2014-15)<br>State Metric: Middle School Drop Out Rate: (Baseline 0%) (2014-15 |

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| 2.1<br>Maintain ongoing training and support for site PBIS coaches through district-wide coach network meetings | All Schools | _X_ALL<br><br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify) _____ | Funding Source: LCFF<br>Resource 0000<br>1140 teacher subs<br>$ 6,204.00<br>3XXX Benefits<br>$ 1,296.00<br>Funding Source: LCFF<br>Resource 0495 |

| | | | |
|---|---|---|---|
| | | | 5200<br>Travel/Conf.<br>$ 50.00<br>Funding Source: Lottery<br>Resource 1100<br>5200<br>Travel/Conf.<br>$25.00 |
| 2.2<br>Maintain Positive Behavior Leadership Team that provides external support presence for site-level PBIS teams to ensure cross-district calibration and consistency | All Schools | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify) _____ | Funding Source: LCFF<br>Resource 0000<br>1140 teacher subs<br>$ 9,306.00<br>3XXX Benefits<br>$ 1,944.00<br>Funding Source: LCFF<br>Resource 0495<br>5200<br>Travel/Conf.<br>$ 75.00<br>Funding Source: Lottery<br>Resource 1100<br>5200<br>Travel/Conf.<br>$38.00 |
| 2.3<br>Participation in Interconnected-Multi Tiered Systems of Support (I-MTSS) Symposium to enhance professional learning | All Schools | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify) _____ | Funding Source: LCFF<br>Resource 0000<br>1140 teacher subs<br>$ 3,102.00<br>3XXX Benefits<br>$ 648.00<br>Funding Source: LCFF<br>Resource 0495 |

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|---|---|---|---|
| | | | 5200<br>Travel/Conf.<br>$ 25.00<br>Funding Source: Lottery<br>Resource 1100<br>5200<br>Travel/Conf.<br>$13.00 |
| 2.4<br>Provide PBIS in the Classroom Training at all schools | All Schools | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify) _____ | Funding Source: LCFF<br>Resource 0000<br>1140 teacher subs<br>$ 12,408.00<br>3XXX Benefits<br>$ 2,592.00<br>Funding Source: LCFF<br>Resource 0495<br>5200<br>Travel/Conf.<br>$ 100.00<br>Funding Source: Lottery<br>Resource 1100<br>5200<br>Travel/Conf.<br>$50.00 |
| 2.5<br>Train SWIS (School Wide Information System) facilitators at district schools to provide timely and accurate data to school sites | All Schools | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify) _____ | Funding Source: LCFF<br>Resource 0000<br>1140 teacher subs<br>$ 6,204.00<br>3XXX Benefits<br>$ 1,296.00<br>Funding Source: LCFF |

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|---|---|---|---|
| | | | Resource 0495<br>5200<br>Travel/Conf.<br>$ 50.00<br>Funding Source: Lottery<br>Resource 1100<br>5200<br>Travel/Conf.<br>$25.00 |
| 2.6<br>Utilize comprehensive SWIS Tiered Fidelity Inventory (TFI) and other PBIS assessments to calibrate fidelity of PBIS implementation at all schools | All Schools | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify) _____ | Funding Source: LCFF<br>Resource 0000<br>1140 teacher subs<br>$ 12,408.00<br>3XXX Benefits<br>$ 2,592.00<br>Funding Source: LCFF<br>Resource 0495<br>5200<br>Travel/Conf.<br>$ 100.00<br>Funding Source: Lottery<br>Resource 1100<br>5200<br>Travel/Conf.<br>$50.00 |
| 2.7<br>Maintain district-wide Coordination of Services Team (COST) model to enhance support of students in need, with emphasis on subgroup populations | All Schools | __ALL<br>OR:<br>_X_Low Income pupils _X_English Learners<br>_X_Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | Funding Source: LCFF<br>Resource 0000<br>1140 teacher subs<br>$ 12,408.00<br>3XXX Benefits<br>$ 2,592.00<br>Funding |

| | | | |
|---|---|---|---|
| | | | Source: LCFF<br>Resource 0495<br>5200<br>Travel/Conf.<br>$ 100.00<br>Funding<br>Source: Lottery<br>Resource 1100<br>5200<br>Travel/Conf.<br>$50.00 |

| GOAL: | **3. Establish Community Cabinet (district) and Action Teams for Partnership (ATP) as points of connection that facilitate services, resources, and support to empower our school communities and as a consequence, the community at large.** | **Related State and/or Local Priorities:**<br>1__ 2__ 3_X_ 4__ 5__ 6__ 7__ 8__<br>COE only: 9__ 10__<br>Local : Board Goal #2 |
|---|---|---|

| | | |
|---|---|---|
| Identified Need: | Expanding community-wide awareness and support of student achievement, expanding school-community partnerships to increase communication, involvement, and authentic engagement in addition to support of school and community outcomes. | |
| Goal Applies to: | Schools: | All |
| | Applicable Pupil Subgroups: | All |

**LCAP Year 1:** 2016-17

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|---|---|
| Expected Annual Measurable Outcomes: | • Two-way communication systems with stakeholders will be implemented at the district and in 100% of all schools **(Priority 3)**<br>State Metric: Efforts to seek parent input and participation (Baseline 0%)<br><br>• Parent participation will increase by 25% (as measured by yearly surveys) at all schools through the district supported implementation of the ATP process **(Priority 3)**<br>State Metric: Promotion of Parental Participation (Survey parent participation Baseline 0%) |

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| 3.1<br>Monthly Community Cabinet meetings around Cradle to Career implementation in Snowline communities that engages community stakeholders in providing support to all elements of school community | All Schools | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify) _____ | $ 0.00 |
| 3.2<br>Maintain DELAC Leadership Group to coordinate consistency of efforts across all district sites in support of English Language parents and families in support of student achievement. | All Schools | __ALL<br>OR:<br>__Low Income pupils _X_English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify) _____ | $ 0.00 |
| 3.3 | All Schools | _X_ALL | Funding |

| | | | |
|---|---|---|---|
| Implementation of ATP design at each district school site to strengthen parent/community partnerships within and across schools | | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify) _____ | Source: LCFF Resource 0000 1140 teacher subs $63,999.00 3XXX Benefits $ 11,001.00 Funding Source: TITLE II 5200 Travel/Conf. $ 1,000.00 |

**LCAP Year 2**: 2017-18

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|---|---|
| Expected Annual Measurable Outcomes: | • Two-way communication systems with stakeholders will be implemented at the district and in 100% of all schools **(Priority 3)**<br>State Metric: Efforts to seek parent input and participation (Baseline 0%)<br><br>• Parent participation will increase by 25% (as measured by yearly surveys) at all schools through the district supported implementation of the ATP process **(Priority 3)**<br>State Metric: Promotion of Parental Participation (Survey parent participation Baseline 0%) |

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| 3.1<br>Monthly Community Cabinet meetings around Cradle to Career implementation in Snowline communities that engages community stakeholders in providing support to all elements of school community | All Schools | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify) _____ | $ 0.00 |
| 3.2<br>Maintain DELAC Leadership Group to coordinate consistency of efforts across all district sites in support of English Language parents and families in support of student achievement | All Schools | _ _ALL<br>OR:<br>__Low Income pupils _X_English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify) _____ | $ 0.00 |
| 3.3 | All Schools | _X_ALL | Funding |

| | | | |
|---|---|---|---|
| Implementation of ATP design at each district school site to strengthen parent/community partnerships within and across schools | | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify) _____ | Source: LCFF Resource 0000 1140 teacher subs $63,004.00 3XXX Benefits $ 11,996.00 Funding Source: TITLE II 5200 Travel/Conf. $ 1,000.00 |

**LCAP Year 3**: 2018-19

| | |
|---|---|
| Expected Annual Measurable Outcomes: | • Two-way communication systems with stakeholders will be implemented at the district and in 100% of all schools **(Priority 3)**<br>State Metric: Efforts to seek parent input and participation (Baseline 0%)<br><br>• Parent participation will increase by 25% (as measured by yearly surveys) at all schools through the district supported implementation of the ATP process **(Priority 3)**<br>State Metric: Promotion of Parental Participation (Survey parent participation Baseline 0%) |

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| 3.1<br>Monthly Community Cabinet meetings around Cradle to Career implementation in Snowline communities that engages community stakeholders in providing support to all elements of school community | All Schools | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify) _____ | $ 0.00 |
| 3.2<br>Maintain DELAC Leadership Group to coordinate consistency of efforts across all district sites in support of English Language parents and families in support of student achievement | All Schools | _ _ALL<br>OR:<br>__Low Income pupils _X_English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify) _____ | $ 0.00 |
| 3.3 | All Schools | _X_ALL | Funding |

| | | | |
|---|---|---|---|
| Implementation of ATP design at each district school site to strengthen parent/community partnerships within and across schools | | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify) _____ | Source: LCFF<br>Resource 0000<br>1140 teacher subs<br>$62,040.00<br>3XXX Benefits<br>$ 12,960.00<br>Funding Source:<br>TITLE II<br>5200<br>Travel/Conf.<br>$ 1,000.00 |

| GOAL: | **4. Appropriately certified teachers utilizing standards-aligned and approved materials will facilitate learning in and on campuses that provide access to appropriate instructional settings.** | **Related State and/or Local Priorities:**<br>1_X_ 2__ 3__ 4__ 5__ 6__ 7__ 8__<br>COE only: 9__ 10__<br>Local: Board Goal #1 |
|---|---|---|

| | |
|---|---|
| Identified Need: | Highly qualified teachers utilizing standards-aligned materials in all content areas to deliver instruction in engaging and well-maintained learning environments. |
| Goal Applies to: | Schools: All |
| | Applicable Pupil Subgroups: All |

**LCAP Year 1:** 2016-17

| | |
|---|---|
| Expected Annual Measurable Outcomes: | 100% of all schools will meet the requirements of the three Williams Act mandates: **(Priority 1)**<br>1) State Metric: Teacher Assignments (Baseline 100%)<br>2) State Metric: Student Access to Standards-Aligned Instructional Materials (Baseline Board adopted resolution September 8, 2015 affirming sufficiency of instructional materials<br>3) State Metric: Facilities in Good Repair (Baseline 100%) |

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| 4.1<br>Annual staffing audit to be conducted collaboratively between Human Resources and school sites | All schools | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify) _____ | $ 0.00 |
| 4.2<br>Student Learning and Support Services to facilitate identification, selection, and implementation of learning resources | All schools | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify) _____ | Funding Source: LCFF Resource 0000 teacher salary 1110 $43,323 3XXX 10,973 Funding Source: Lottery Resource 1100 4110 Text Books $1,500,000.00 Funding Source LCFF Resource |

| | | | |
|---|---|---|---|
| | | | 0089 4440 Computer Supplies 457,289.00 |
| 4.3<br>Maintenance/Operations will facilitate regular school site walks in collaboration with site staff to monitor facility needs | All schools | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify) _____ | $ 0.00 |

**LCAP Year 2**: 2017-18

| Expected Annual Measurable Outcomes: | 100% of all schools will meet the requirements of the three Williams Act mandates: **(Priority 1)**<br>4) State Metric: Teacher Assignments (Baseline 100%)<br>5) State Metric: Student Access to Standards-Aligned Instructional Materials<br>(Baseline Board adopted resolution September 8, 2015 affirming sufficiency of instructional materials<br>6) State Metric: Facilities in Good Repair (Baseline 100%) |
|---|---|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| 4.1<br>Annual staffing audit to be conducted collaboratively between Human Resources and school sites | All schools | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify) _____ | $ 0.00 |
| 4.2<br>Student Learning and Support Services to facilitate identification, selection, and implementation of learning resources | All schools | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify) _____ | Funding Source: LCFF Resource 0000 teacher salary 1110 $43,780 3XXX 11,843 Funding Source LCFF Resource 0089 4440 Computer Supplies $ 444,300.00 |

| | | | |
|---|---|---|---|
| 4.3<br>Maintenance/Operations will facilitate regular school site walks in collaboration with site staff to monitor facility needs. | All schools | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify) _____ | $ 0.00 |

| **LCAP Year 3**: 2018-19 | |
|---|---|
| Expected Annual Measurable Outcomes: | 100% of all schools will meet the requirements of the three Williams Act mandates: **(Priority 1)**<br>6) State Metric: Teacher Assignments (Baseline 100%)<br>7) State Metric: Student Access to Standards-Aligned Instructional Materials<br>(Baseline Board adopted resolution September 8, 2015 affirming sufficiency of instructional materials<br>8) State Metric: Facilities in Good Repair (Baseline 100%) |

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| 4.1<br>Annual staffing audit to be conducted collaboratively between Human Resources and school sites | All schools | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify) _____ | $ 0.00 |
| 4.2<br>Student Learning and Support Services to facilitate identification, selection, and implementation of learning resources | All schools | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify) _____ | Funding Source: LCFF Resource 0000 teacher salary 1110 $43,988 3XXX 12,797 Funding Source LCFF Resource 0089 4440 Computer Supplies $ 500,300 |
| 4.3<br>Maintenance/Operations will facilitate regular school site walks in collaboration with site staff to monitor facility needs. | All schools | _X_ALL<br>OR:<br>__Low Income pupils __English Learners | $ 0.00 |

| | | | |
|---|---|---|---|
| | | __Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify) _____ | |

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

## Annual Update

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

**Guiding Questions:**

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

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

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| Original GOAL from prior year LCAP: | **1. All students will engage in reading, writing, and speaking grounded in evidence in all disciplines and learning environments (students will use evidence to support all of their claims when they are reading, writing and speaking in all disciplines) to ensure a guaranteed and viable curriculum.** | | **Related State and/or Local Priorities:**<br>1__ 2_X_ 3__ 4_X_ 5_X_ 6__ 7_X_ 8_X_<br>COE only: 9__ 10__<br>Local: Board Goal #1 |
| Goal Applies to: | Schools: All<br>Applicable Pupil Subgroups: All | | |
| Expected Annual Measurable Outcomes: | • 100% of district teachers will receive professional learning in support of transition to CCSS through utilization of the PLC Cycle Chart **(Priority 2)**<br><br>• 100% of district teachers will have the necessary resources to ensure CCSS implementation through utilization of the PLC Cycle Chart**(Priority 2)**<br><br>• 100% of district students grades 1-5 will receive a course of study inclusive of the following areas: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other studies as prescribed by the governing board **(Priority 7)**<br><br>• 100% of district students grades 6-12 will be offered a course of study inclusive of the following areas: English, social sciences, foreign language, physical education, science, mathematics, visual and performing arts, applied arts, career technical education, automobile driver education, and other | Actual Annual Measurable Outcomes: | • Across school sites, differentiated professional learning occurred in PLC's to support evidence-based speaking and writing strategies through developing knowledge of bundling CCCS for an integrated model of literacy:<br>  • Close reading training included evidence Projection, presence, preparation, posture, passion, speaking strategy through close reading overview<br>  • Thinking maps and other graphic organizers to show how to cite evidence in student writing<br>  • Summary writing with evidence cited in most reading training<br><br>• To support the implementation of the CCSS (as well as NGSS), Student Learning and Support Services has worked closely with teachers and principals to identify needs and provide resources.<br><br>• 100% of students in grades 1-5 received a course of study inclusive of the following areas: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other studies as prescribed by the governing board<br><br>• 100% of district students grades 6-12 were offered a course of study inclusive of the following areas: English, social sciences, foreign language, physical education, science, mathematics, visual and performing arts, applied arts, career technical education, automobile driver education, and other |

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| | studies as prescribed by the governing board **(Priority 7)**<br><br>• 100% of district schools will utilize the PLC process to develop and implement a comprehensive assessment system consisting of analysis of required state tests as well as common formative and summative assessments of local measures **(Priority 4)**<br><br>• 100% of district schools will increase by 10% all applicable student achievement indicators: Standardized test scores; Percentage of students college and career ready; EL proficiency and reclassification rates; AP pass rates results **(Priority 4)**<br><br>• The district and all schools will collaboratively develop and implement a comprehensive assessment system consisting of common formative and summative assessments for use in the four core instructional areas (English, mathematics, social sciences, and science) **(Priority 8)**<br><br>• 100% of district schools will develop and implement a comprehensive assessment system consisting of common formative and summative assessments (including surveys) for use in the non-core instructional areas **(Priority 8)**<br><br>• District-wide four-year high school graduation rates will increase by 3% through the implementation of comprehensive RtI2 programs at all schools **(Priority 5)** | | studies as prescribed by the governing board.<br><br>• 100% of district schools utilized the PLC process to continue work to develop a comprehensive assessment system consisting of analysis of common formative and summative assessments of local measures. Still exists a need for alignment of standards across grade levels.<br><br>• Trends from 2013-14 to 2014-15, pending 15-16 results:<br>o No standardized test results<br>o College and career ready: UC/CSU rate changed from 18.64% to 21.23%, > 10% increase<br>o EL Proficiency Rate: 42% to 40%, < 10% increase<br>o AP Score, 3+: 61.41% to 63.42%, < 10% increase<br><br>• District assessment team, in collaboration with teachers and administrators built shared understanding of assessment platforms. Assessment team provided training on SBAC and Illuminate testing resources. *This process will continue in 2016-17.*<br><br>• District assessment team provided support for PLC teams in the development of common formative assessments, performance tasks, and other PLC tools for evaluation of student achievement. *Data?*<br><br>• Trends from 2013-14 to 2014-15, pending 15-16 results:<br>o Four-year high school graduation rate: 84.1% to 92.72%, > 3% increase |

| **LCAP Year**: 2015-16 | | | | | |
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| Planned Actions/Services | | | Actual Actions/Services | | |
| | | Budgeted Expenditures | | | Estimated Actual Annual Expenditures |
| 1.1<br>Professional learning in reading foundational skills in grades TK-2 and supported throughout the year in PLCs | | Funding Source: LCFF<br>1140 teacher subs<br>$ 8,666.00<br>3XXX Benefits<br>$1,335.00<br>Funding Source: LCFF<br>5200 Travel/Conf.<br>$ 336.00 | Four sessions of PD, followed by support in classrooms as requested: 1.5 hours each session--PLC's attended together<br>Content: Sequence of instruction, phonological awareness, print concepts, phonics and word recognition, fluency<br><br>100% of teachers engaged in at least 3 hours of professional learning around Foundational Reading Skills.<br>More than 95% of teachers engaged in at least 4.5 hours of professional learning around Foundational Reading Skills. | | Funding Source: LCFF 1110 teacher salaries $219,491.00<br>3xxx benefits $51,651.00<br>Funding Source: TITLE ONE 1140 teacher subs $ 221.00<br>3xxx benefits $31.76 Funding Source: EDUCATOR EFFECTIVENESS 5210 conference $325.00 |
| Scope of service: | Elementary Schools | | Scope of service: | Elementary Schools | |
| X__ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify) _____ | | | X__ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify) _____ | | |
| 1.2<br>Professional learning in close reading strategies to target reading comprehension in grades 3-12 all subject areas and supported throughout the year in PLCs | | Funding Source: LCFF<br>1140 teacher subs<br>$ 18,758.00<br>3XXX Benefits | Four sessions of PD, followed by support in classrooms as requested: 1.5 hours each session; PLC's attended together<br>Content: text complexity (qualitative, quantitative, reader & task); text dependent questions; text structure; scaffolding; assessment strategies; oral language strategies; writing | | Funding Source : LCFF 1110 teacher salaries $219,491.00<br>3xxx benefits $51,651.00 |

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| | | $2,888.00<br>Funding Source: Title One<br>5200 Travel/Conf.<br>$ 671.00<br>Funding Source: Discretionary<br>5200 Travel/Conf.<br>168.00 | 100% of teachers engaged in at least 3 hours of professional learning in Close Reading. More than 95% of teachers engaged in at least 4.5 hours of professional learning around Close Reading. | | Funding Source: TITLE ONE<br>1140 teacher subs $ 1,140.99<br>3xxx benefits $167.45<br>Funding Source: EDUCATOR EFFECTIVENESS 5210 conference $325.00 |
| Scope of service: | All Schools | | Scope of service: | All Schools | |
| X__ALL | | | X__ALL | | |
| OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify) _____ | | | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify) _____ | | |
| 1.3<br>Professional learning in evidence-based speaking and writing strategies and supported throughout the year in PLCs | | Funding Source: LCFF<br>1140 teacher subs<br>$ 6,066.00<br>3XXX Benefits<br>$ 934.00<br>Funding Source: Discretionary<br>5200 Travel/Conf.<br>$ 235.00 | Across school sites, differentiated professional learning occurred in PLC's to support evidence-based speaking and writing strategies through developing knowledge of bundling CCCS for an integrated model of literacy:<br>• Close reading training included evidence<br>• Projection, presence, preparation, posture, passion, speaking strategy through close reading overview<br>• Thinking maps and other graphic organizers to show how to cite evidence in student writing<br>• Summary writing with evidence cited in most reading trainings | | Funding Source: LCFF 1110 teacher salaries $43,898.00 3xxx benefits $10,330.00<br>Funding Source: LCFF MGMT 1500<br>5210 conference $5,107.50<br>Funding Source EDUCATOR EFFECTIVENESS 5210 conference $8,483.50 |
| Scope of service: | All Schools | | Scope of service: | All Schools | |

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|---|---|---|---|
| X__ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify) _____ | | X__ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify) _____ | |
| 1.4<br>PLCs will re-evaluate essential standards which will lead to the bundling and mapping of instructional goals connected to the development of Understanding by Design units and the PLC Cycle | Funding Source: LCFF<br>1140 teacher subs<br>$ 17,331.00<br>3XXX Benefits<br>$2,669.00<br>Funding Source: Discretionary<br>5200 Travel/Conf.<br>$ 100.00<br>Funding Source: LCFF<br>5200 Travel/Conf.<br>570.00 | Some PLC groups engaged in re-evaluating essential standards<br>• K-2 read white paper on foundational skills, evaluated essentials in foundational skills, discussed developing a comprehensive map for foundational skills instruction<br>• K-8 math teachers read frameworks and completed activities included<br>• Bundling sessions in K-12 offered and attended by many in June 2015<br>• While vertical articulation across grade level PLC teams occurred in some instances, require further growth in this area through alignment of PLC teams' efforts across and within grade levels and content areas. | Funding Source: LCFF 1110 teacher salaries $87,796.00 3xxx benefits $20,661.00<br>Funding Source: LCFF MGMT 1500 5210 conference $ 90.00<br>Funding Source: TITLE ONE 1140 teacher subs $ 17,742.86 3xxx $ 2,259.08 5210 conference $ 1,492.50<br>Funding Source: EDUCATOR EFFECTIVENESS 1140 teacher subs $ 12,814.02 3xxx $ 1,618.60 5210 conference $ 2,885.00<br>Funding Source TITLE THREE Teacher subs 1140 $ 1,500.00 3xxx $ 200.41 |

| Scope of service: | All Schools | | Scope of service: | All Schools | |
|---|---|---|---|---|---|
| X__ALL | | | X__ALL | | |
| OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify) _____ | | | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify) _____ | | |
| 1.5<br>Creation of a writing task force comprised of instructional coaches and teachers from each site to initiate a district-wide writing plan | | Funding Source: LCFF<br>1140 teacher subs<br>$ 12,998.00<br>3XXX Benefits<br>$ 2,002.00<br>Funding Source: LCFF<br>5200 Travel/Conf.<br>$ 503.00 | Task force in exploratory phase, beginning to gather resources and research-based best practices.<br>Beginning to assemble a team to formulate a comprehensive literacy program across disciplines. | | Funding Source : LCFF 1110 teacher salaries $43,898.00<br>3xxx benefits $10,330.00<br>Funding Source: LCFF MGMT 1500<br>5210 conference $ 1,032.50<br>Funding Source: TITLE ONE<br>1140 teacher subs $ 249.99<br>3xxx<br>$29.79<br>Funding Source TITLE THREE<br>Teacher subs 1140<br>$ 625.00 3xxx $ 80.77<br>Funding Source EDUCATOR EFFECTIVENESS 1140 teacher subs $ 2,500.00<br>3xxx<br>$314.15<br>5210 conference |

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| | | | | $ 1,562.50 |
| Scope of service: All Schools<br>X__ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify) _____ | | | Scope of service: All Schools<br>X__ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify) _____ | |
| 1.6<br>PLCs will continue their work on common formative assessments and common summative assessments connected to the development of Understanding by Design units and the PLC Cycle | Funding Source: LCFF<br>1140 teacher subs<br>$ 11,265.00<br>3XXX Benefits<br>$ 1,735.00<br>Funding Source: LCFF<br>5200 Travel/Conf.<br>$ 436.00 | Growth in this area through the use of knock-out charts, Illuminate, performance tasks, and rubrics. Require further growth in these areas through alignment of PLC teams' efforts across and within grade levels and content areas. | Funding Source : LCFF 1110 teacher salaries $131,694.00<br>3xxx benefits $30,991.00<br>Funding Source: LCFF MGMT 1500<br>5210 conference $ 90.00<br>Funding Source: LCFF RS 0000 MGMT 2030<br>5210 conference $ 285.00<br>Funding Source: TITLE ONE<br>1140 teacher subs $ 16,148.11<br>3xxx $2,049.39<br>5210 conference $ 1,492.50<br>Funding Source: TITLE THREE<br>Teacher subs $ 875.00 3xxx $ 119.32 Funding Source: | |

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| | | | | EDUCATOR EFFECTIVENESS 1140<br>teacher subs<br>$ 9,814.03 3xxx<br>$ 1,225.24<br>5210 conference<br>$ 2,885.00 |
| Scope of service: | All Schools | | Scope of service: | All Schools |
| X__ALL | | | X__ALL | |
| OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify) _____ | | | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify) _____ | |
| 1.7<br>District-wide horizontal articulation about essential standards and common student outcomes | | Funding Source: LCFF<br>1140 teacher subs<br>$ 8,665.00<br>3XXX Benefits<br>$ 1,334.00<br>Funding Source: LCFF<br>5200 Travel/Conf.<br>$ 335.00 | Reading (foundational and close) has been trained across the grade levels from which common student outcomes through rubrics are emerging.<br><br>K-2 teachers have identified the need for district level essential standards in foundational reading tied to LCAP Goal 1. Finish with horizontal alignment prior to beginning vertical articulation.<br><br>Elementary math is emerging, no common student outcomes to date.<br><br>Middle school math has developed common student outcomes<br><br>NGSS middle school developing common student outcomes | Funding Source: LCFF 1110<br>teacher salaries<br>$87,796.00<br>3xxx benefits<br>$20,661.00<br>Funding Source: LCFF MGMT 1500<br>5210 conference<br>$ 340.00 |

| Scope of service: | All Schools | | Scope of service: | All Schools | |
|---|---|---|---|---|---|
| X__ALL | | | X__ALL | | |
| OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify) _____ | | | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify) _____ | | |

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| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | Feedback from participants in Goal 1 actions and services was collected and evaluated by the team of Instructional Coaches as well as by Leadership Council. While feedback reflected appreciation for the value of the professional learning opportunities, the absence of cohesion and coherence across district school sites is apparent. As the transformation to 21st Century Learning via CCSS, NGSS, ELD and History Social Science frameworks remains ongoing work, the alignment of efforts will be maximized through the identification of a common instructional framework—Gradual Release of Responsibility—around which professional development will be centered in order to impact effectiveness of PLCs district-wide. |

| Original GOAL from prior year LCAP: | **2. A prosocial learning environment in which students' needs—socially, emotionally, and academically—are met exists on every school site in every classroom. Expectations are clearly articulated, creating consistent, positive, predictable, safe, and nurturing learning conditions for all students.** | **Related State and/or Local Priorities:** 1__ 2__ 3__ 4__ 5_X_ 6_X_ 7__ 8__ COE only: 9__ 10__ Local: Board Goal #1 |
|---|---|---|
| Goal Applies to: | Schools: All<br>Applicable Pupil Subgroups: All | |

| Expected Annual Measurable Outcomes: | Actual Annual Measurable Outcomes: |
|---|---|
| • 100% of district schools will implement PBIS with fidelity as measured by PBIS assessments **(Priority 6)**<br>• Reduce the district-wide suspension and expulsion rate by 50% (5% overall rate) **(Priority 6)**<br>• Increase district-wide attendance rates to 97% through the implementation of PBIS with fidelity **(Priority 5)**<br>• Reduce the middle and high school dropout rates by 50% through the implementation of PBIS with fidelity **(Priority 5)** | • 100% of district schools participated in Tiered Fidelity Inventory (TFI) during months of April and May, 2016.<br>• Trends from 2013-14 to 2014-15, pending 15-16 results:<br>o Suspension rate: 4.5% to 5.6%, < 50% reduction<br>o Expulsion rate: 0.2% to 0.3%, < 50% reduction<br>• Trends from 2014-15, to 2015-16 results:<br>o Attendance rate: 93.93% to 93.71%, < 97% district attendance rate<br>• Trends from 2013-14 to 2014-15, pending 15-16 results:<br>o Dropout rate: 7.30% to 7.30%, < 50% reduction |

**LCAP Year**: 2015-16

| Planned Actions/Services | Budgeted Expenditures | Actual Actions/Services | Estimated Actual Annual Expenditures |
|---|---|---|---|
| 2.1<br>Maintain ongoing training and support for site PBIS coaches through district-wide coach network meetings | Funding Source: LCFF<br>1140 teacher subs<br>$ 4,042.00<br>3XXX Benefits<br>$ 622.00<br>Funding Source: | Provided ongoing training and support for site PBIS Coaches through district-wide coach network meetings:<br>o All Forums were held at District Office facilities.<br>o Dates: 9/9/15, 11/4/15, 1/13/16, 5/4/16<br>o Tiered Fidelity Inventory and School-wide Assessment Survey data were used in these forums to plan and work towards PBIS implementation with | Funding Source: TITLE ONE 1140 teacher subs $ 6,947.00 3xxx $ 1,665.41<br>Funding Source: LCFF Resource 0081 MGMT 2028 |

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| | | Discretionary<br>5200<br>Travel/Conf.<br>$ 336.00 | | fidelity. | 1140 teacher subs $ 1,625.00<br>3xxx<br>$ 251.40<br>Funding Source: TITLE THREE<br>1140<br>Teacher subs $ 750.00 3xxx $ 115.54 Funding Source: EDUCATOR EFFECTIVENESS 1140 Teacher subs<br>$ 562.50<br>3xxx<br>$ 53.80<br>Source: LCFF<br>MGMT 1500<br>5210 conference<br>$ 860.71 |
| Scope of service: | All Schools | | Scope of service: | All Schools | |
| X__ALL | | | X__ALL | | |
| OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify) _____ | | | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify) _____ | | |
| 2.2<br>Maintain Positive Behavior Leadership Team that provides external support presence for site-level PBIS teams to ensure cross-district calibration and consistency | | Funding Source: LCFF<br>1140 teacher subs<br>$ 6,063.00<br>3XXX Benefits<br>$ 934.00<br>Funding Source: | Positive Behavior Leadership Team meetings<br>o Meeting Dates: 8/4/15, 8/12/15, 9/1/15, 9/29/15, 10/12/15, 10/21/15, 10/27/15, 12/1/15, 12/17/15, 1/5/16, 2/2/16, 3/1/16, 3/29/16, 4/6/16, 4/26/16, 5/3/16, 5/23/16<br>o Plan for PBIS Coaches' Forums, collaborate around best practices of PBIS implementation district-wide, | Funding Source: EDUCATOR EFFECTIVENESS<br>5210 conference<br>$ 450.00 |

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| | | Title One<br>5200<br>Travel/Conf.<br>$ 503.00 | complete District Capacity Assessment, plan and collaborate around DCA findings.<br>○ Participants: Shad Grijalva, Diane Hannett, Pamela Buchanan, Madison Kendrick, Kelly Nelson, Ryan Holman | |
| Scope of service: | All Schools | | Scope of service: | All Schools |
| X__ALL | | | X__ALL | |
| OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify) _____ | | | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify) _____ | |
| 2.3<br>Participation in Interconnected-Multi Tiered Systems of Support (I-MTSS) Symposium to enhance professional learning | | Funding Source: LCFF<br>1140 teacher subs<br>$ 2021.00<br>3XXX Benefits<br>$ 311.00<br>Funding Source: Discretionary<br>5200<br>Travel/Conf.<br>$ 167.00 | I-MTSS Symposium took place on February 25, 2016. A combination of PBIS Coaches, teachers, site administrators, and district office personnel amounted to 41 educators attending the event. District-wide next steps for the learning were collectively determined at the PBIS Coaches' Forums. | Funding Source: EDUCATOR EFFECTIVENESS<br>1140 teacher subs<br>$ 874.99<br>3xxx<br>$ 126.08<br>5210 conference<br>$ 3,900.00<br>Funding Source: TITLE ONE<br>5210 conference<br>$ 2,850.00 |
| Scope of service: | All Schools | | Scope of service: | All Schools |
| X__ALL | | | X__ALL | |
| OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify) _____ | | | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify) _____ | |

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| 2.4<br>Provide PBIS in the Classroom Training at all schools | | Funding Source: LCFF<br>1140 teacher subs<br>$ 8084.00<br>3XXX Benefits<br>$ 1,245.00<br>Funding Source: Title One<br>5200 Travel/Conf.<br>$ 168.00<br>Funding Source: LCFF<br>5200 Travel/Conf.<br>$ 505.00 | School-wide PBIS in the Classroom trainings were conducted at the following schools:<br>- Phelan PBIS team- 12/9/15<br>- Pinon Hills instructional associates- 11/9/15<br>- Snowline Virtual School- 3/7/16<br>- Pinon Mesa PE teacher training- 4/21/16<br>- Quail Valley PE teacher training- 5/5/16<br>- Elementary and High School PE teacher training- 4/21/16<br>- Afterschool Program<br>- Early Education Programs- Preschool, Transitional Kindergarten, and Kindergarten. (Wrightwood, Pinon Hills, Phelan, Heritage, Baldy Mesa, Vista Verde)- 8/10/15, 8/11/15, 9/9/15, 10/7/15, 12/2/15, 1/20/16 | Funding Source: EDUCATOR EFFECTIVENESS<br>5210 conference<br>$ 1,946.46 |
| _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify) _____ | | | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify) _____ | |
| 2.5<br>Train SWIS (School Wide Information System) facilitators to provide timely and accurate data to school sites | | Funding Source: LCFF<br>1140 teacher subs<br>$ 4,042.00<br>3XXX Benefits<br>$ 622.00<br>Funding Source: LCFF<br>5200 Travel/Conf.<br>$ 336.00 | – SWIS training was conducted for the following programs and schools:<br>- Preschool Program; Date: 10/21/15<br>- Baldy Mesa Elementary; Date: 10/28/15<br>- Phelan Elementary; Date: 11/10/15<br><br>Facilitator- Shad Grijalva | $ 0.00 |
| Scope of service: | All Schools | | Scope of service: | Pre-School, Baldy Mesa, Phelan |
| _X_ALL | | | _X_ALL | |

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| OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify) _____ | | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify) _____ | |
| 2.6<br>Utilize comprehensive SWIS Tiered Fidelity Inventory (TFI) and other PBIS assessments to calibrate fidelity of PBIS implementation at all schools | Funding Source: LCFF<br>1140 teacher subs<br>$ 4,042.00<br>3XXX Benefits<br>$ 622.00<br>Funding Source: LCFF<br>5200 Travel/Conf.<br>$ 336.00 | Coaches' Forum planning, creation of district Mastery Statement around TFI standard 1.7 based on 2014-2015 TFI results.<br>○ Mastery Statement: By the end of the 2015-2016 school year, a formal written process for training all staff in all 4 aspects of the core tier 1 PBIS practices (teaching school-wide expectations, acknowledging appropriate behavior, correcting errors, and requesting assistance) will be developed, calendared and delivered.<br>○ Upon completion of Tiered Fidelity Inventory in April and May 2016, growth was shown for standard 1.7 as well as overall fidelity of PBIS at the Tier 1 level. | $ 0.00 |
| Scope of service: All Schools<br>_X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify) _____ | | Scope of service: All Schools<br>_X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify) _____ | |
| 2.7<br>Establish district-wide Coordination of Services Team (COST) model to enhance support of students in need | Funding Source: LCFF<br>1140 teacher subs<br>$ 8,084.00<br>3XXX Benefits<br>$ 1,247.00<br>Funding Source: LCFF<br>5200 Travel/Conf. | A district-wide Coordination of Services Team (COST) was created and implemented during the 2015-16 school year to increase support for students in need.<br><br>Site administrators from all district middle schools and high schools met with district level administration one time per month to determine strategies that should be provided to the identified underperforming students to increase their success.<br><br>The Administrator of Student Interventions and Supports | $ 0.00 |

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| | | $ 668.00 | facilitated the meetings, oversaw the monitoring of student progress, and assisted with access to intensified support systems as necessary.<br><br>The COST meetings for 2015-16 were conducted on the following dates: December 16, January 20, February 17, March 23, April 20, and May 18. | | |
| Scope of service: | All Schools | | Scope of service: | Secondary Sites | |
| _X_ALL | | | _X_ALL | | |
| OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify) _____ | | | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify) _____ | | |
| 2.8<br>Maintain partnership in Foster Focus Agreement with San Bernardino County Child and Family Services in order to enhance support of foster youth | | Funding Source: LCFF<br>1140 teacher subs<br>$ 4,042.00<br>3XXX Benefits<br>$ 622.00<br>Funding Source: LCFF<br>5200 Travel/Conf.<br>$ 336.00 | 2.8 – Receipt of regular updates by Foster Focus regarding foster youth status of enrollment. Database is used to track foster enrollment throughout the state of California for participating counties and districts. | | $ 0.00 |
| Scope of service: | All Schools | | Scope of service: | All Schools | |
| _X_ALL | | | _X_ALL | | |
| OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify) _____ | | | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify) _____ | | |

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| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | Rededication of professional learning for all school site staffs in order to achieve deeper learning relative to the purpose of PBIS and the supports necessary to ensure achievement of goal 2. Through deepening the understanding of the critical element that PBIS provides in creating a prosocial environment for all students, the relevance of existing actions and services will be accentuated and effectiveness enhanced in building prosocial environments for all students in all classrooms at all district sites. |

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| Original GOAL from prior year LCAP: | 3. **Establish Community Cabinet (district) and Action Teams for Partnership (ATP) as points of connection that facilitate services, resources, and support to empower our school communities and as a consequence, the community at large.** | **Related State and/or Local Priorities**:<br>1__ 2__ 3_X_ 4__ 5__ 6__ 7__ 8__<br>COE only: 9__ 10__<br>Local : Board Goal #2 |
| Goal Applies to: | Schools: All<br>Applicable Pupil Subgroups: All | |

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| Expected Annual Measurable Outcomes: | • Two-way communication systems will be implemented at the district and in 100% of all schools **(Priority 3)**<br>• Parent participation will increase by 25% (as measured by yearly surveys) at all schools through the district supported implementation of the ATP process **(Priority 3)** | Actual Annual Measurable Outcomes: | • Implementation of Connect-Ed "push communication initiated at district and all school sites, as well as establishment of district and site Facebook pages and Twitter accounts as a means to extend methods of communication beyond traditional means.<br>• Entered into contractual agreement with WestEd to complete comprehensive survey of district's stakeholders. ATP implementation inconsistent across school sites. |

**LCAP Year**: 2015-16

| Planned Actions/Services | | Actual Actions/Services | |
|---|---|---|---|
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| 3.1<br>Monthly Community Cabinet meetings around Cradle to Career implementation in Snowline communities that engages community stakeholders in enhancing all Cradle to Career pillars, as well Education pillar | N/A | – Eleven formal Community Cabinet meetings were conducted over the course of the 2015-16 school year. Feedback and direction was provided to district and site administrators on the implementation of the LCAP. Additionally, community service focus areas were identified and supported throughout 2015-16. This included clothing, food, gift, and community health giveaways that served district students and their families. The expansion of the Community Cabinet to include more representatives from governmental and business agencies led to increasing progress being made around the establishment of non-profit status for the entity by the end of 2015-16. Meetings took place on the following dates: August 20, September 17, October 15, November 19, December 17, January 21, February 18, March 24, April 21, May 19, and June 16. | $ 0.00 |

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| Scope of service: | All Schools | | Scope of service: | All Schools | |
| _X_ALL | | | _X_ALL | | |
| OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify) _____ | | | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify) _____ | | |
| 3.2<br>Maintain DELAC Leadership Group to coordinate consistency of efforts across all district sites in support of English Language parents and families in support of student achievement | | N/A | Three DELAC meetings and one DELAC presentation to the Snowline Board of Trustees occurred in 2015-16. The DELAC meetings focused on increasing stakeholder engagement. Specifically, eliciting feedback from our DELAC members as to ways to increase participation of parents in the reclassification and Seal of Biliteracy processes. The three DELAC meetings were held on February 8, February 23, and May 19. The presentation from the DELAC members to the Snowline Board of Trustees on the progress made in the area of increased stakeholder engagement took place on May 24. | | Source: TITLE THREE<br>5210 conference<br>$ 450.00 |
| Scope of service: | All Schools | | Scope of service: | All Schools | |
| _X_ALL | | | _X_ALL | | |
| OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify) _____ | | | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify) _____ | | |
| 3.3<br>Implementation of ATP design at each district school site to strengthen parent/community partnerships within and across schools | | Funding Source: LCFF<br>1140 teacher subs<br>$40,420.00<br>3XXX Benefits<br>$ 6,225.00<br>Funding Source: LCFF<br>5200 | Implementation of ATPs at schools has been based on site readiness. This has led to a limited and uneven distribution throughout the district. | | |

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| | | Travel/Conf.<br>$ 2,181.00<br>Funding Source:<br>Discretionary<br>Travel/Conf.<br>$ 503.00<br>Funding Source:<br>Title One<br>Travel/Conf.<br>$ 671.00 | | | |
| Scope of service: | All Schools | | Scope of service: | All Schools | |
| _X_ALL | | | _X_ALL | | |
| OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify) _____ | | | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__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? | Current actions and services will remain intact with the intent of deepening the impact of those actions and services toward achievement of goal 3. In attempting to make the transformation of these actions from efforts of compliance to commitment to building capacity, engagement of the entire school community in deepening partnerships is critical. | | | | |

| Original GOAL from prior year LCAP: | **4. Appropriately certified teachers utilizing standards-aligned and approved materials will facilitate learning in and on campuses that provide access to appropriate instructional settings.** | **Related State and/or Local Priorities:** 1_X_ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Board Goal #1 |
|---|---|---|

| Goal Applies to: | Schools: | All |
|---|---|---|
| | Applicable Pupil Subgroups: | All |

| Expected Annual Measurable Outcomes: | 100% of all schools will meet the requirements of the three Williams Act mandates: **(Priority 1)**<br>1) Teacher Assignments<br>2) Sufficiency of Materials<br>3) Sound Facilities | Actual Annual Measurable Outcomes: | 1) 100% of teacher assignments met Highly Qualified Teacher requirements<br>2) Board adopted resolution September 8, 2015 affirming sufficiency of instructional materials<br>3) Custodial supervisors conducted site walks to ensure safe conditions are present at all school sites. |
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**LCAP Year**: 2015-16

| Planned Actions/Services | | Actual Actions/Services | |
|---|---|---|---|
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| 4.1<br>Annual staffing audit to be conducted collaboratively between Human Resources and school sites | N/A | The employees of the Snowline Joint Unified School District are the most important resource for providing a quality educational program for the students of the community. Our Human Resources Team supports Snowline Joint Unified School District's mission of ensuring endless possibilities for all students through high levels of learning by recruiting, employing and supporting a highly qualified workforce. We recruit, hire and train the most qualified teachers for all teacher assignments district-wide. 100% of Snowline Joint Unified School District teachers meet Williams Act Teacher Assignment mandates. | $ 0.00 |
| Scope of service: All schools<br>_X_ALL<br>OR:<br>__Low Income pupils __English Learners | | Scope of service: All schools<br>_X_ALL<br>OR:<br>__Low Income pupils __English Learners | |

| | | | |
|---|---|---|---|
| __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) _____ | | __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) _____ | |
| 4.2<br>Student Learning and Support Services to facilitate identification, selection, and implementation of learning resources | Funding Source: LCFF<br>4300 Inst. Mat. $250,000.00<br>4400 Inst. Mat. Inventory $100,000.00<br>Funding Source: Discretionary<br>$ 150,000.00 | To support the implementation of the CCSS, Student Learning and Support Services has worked closely with teachers and principals to identify needs and provide resources:<br>• Math manipulatives have been purchased for teachers across the district. Several hands-on workshops have been provided to build teachers' capacity in using the manipulatives to build mathematical understanding with their students.<br>• Materials have been purchased to support the implementation of Understanding by Design units. Teachers, in their PLCs, have written units to teach the CCSS in a more integrated, bundled fashion around meaningful learning targets. Often, these units require resources to implement. Student Learning and Support Services vets each unit and purchases the needed resources (novels, components of technology, microscopes, etc.) so teachers can teach the units they created. | Funding Source: LCFF 1110 teacher salaries $43,898.00<br>3xxx benefits $10,330.00<br>Funding Source: TITLE ONE<br>1140 teacher subs $ 523.51<br>3xxx $ 80.70<br>Funding Source: LCFF RS 0081<br>5210 conference $ 30.00<br>Funding Source : TITLE THREE<br>5210 conference 1,800.00<br>Funding Source: LCFF<br>RS 0000 MGMT 1500<br>41xx Textbooks $ 10,971.35<br>42xx other books $ 38,288.20<br>43xx instructional materials $ 61,813.23<br>44xx $ 50,423.29<br>57XX reprographics $ 50,678.59<br>Funding Source: RESTRICTED |

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|---|---|---|---|---|
| | | | | INSTRUCTIONAL MATERIALS<br>41xx Textbooks<br>$ 107,852.86<br>42xx other books<br>$ 24,395.36<br>43xx $62,345.28 |
| Scope of service: All schools<br>_X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify) _____ | | | Scope of service: All schools<br>_X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify) _____ | |
| 4.3<br>Maintenance/Operations will facilitate regular school site walks in collaboration with site staff to monitor facility needs | | N/A | Maintenance Custodial Supervisors perform routine (monthly), periodic safety and facility checks of the classrooms, playgrounds and facilities. The results of the checks are documented on a common form used at all sites. The Director of Maintenance and Operations along with the Risk Manager assess each classroom and facility annually. Noted repair needs are addressed with Routine Maintenance funding and larger repairs addressed with Deferred Maintenance funding. | $ 0.00 |
| Scope of service: All schools<br>_X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify) _____ | | | Scope of service: All schools<br>_X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__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? | Maintenance of current goal 4 actions and services is critical to achievement of goal 1. As full implementation of grade span adjustments through LCFF is achieved, monitoring of 4.1 will be ongoing. As deeper understanding of instructional shifts necessary to provide 21st Century Learning through CCSS, NGSS, ELD and History Social Science framework implementations, expertise in identifying effective learning resources by all school staffs will be imperative to the achievement of 4.2. Finally, the impacts of aforementioned instructional shifts relative to 21st Century Learning influences facility needs monitored through 4.3. | | | |

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

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

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

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

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

| Total amount of Supplemental and Concentration grant funds calculated: | $_6,423,437.00_____ |
|---|---|

The LCAP funding for Supplemental and Concentration grant is estimated at $6,423,437.00. The funding will support SJUSD's LCAP goals for all students, including English Learners, Low Income Students and Foster Youth, through the actions and services identified in the LCAP.

A fundamental focus within each of the goals included in the LCAP is a commitment to professional learning for all Snowline staff to support instructional shifts necessary to ensure that students will engage in reading, writing, and speaking grounded in evidence in all disciplines and learning environments. Additionally, the continued support of PLCs to ensure that student achievement is impacted as a result of the instructional shifts aligns professional learning to professional practice. This transformation impacts all students, including English Learners, Low Income Students, and Foster Youth. By narrowing the focus of the plan, the intent is to raise the achievement bar for all students.

The 2016-2017 LCAP goals continue to function upon the actions and services generated through the initial LCAP. While those continuing actions and services and the corresponding expenditures are not delineated in the 2016-2017 LCAP goals, they are essential to the outcomes contained therein. Specifically, ongoing actions and services and the associated expenditures include:

- 10 Instructional Coach positions: LCFF 1110—$866,458 3XXX--- $219,458
- Ongoing licensing of Edutect software for cataloging UbD Instructional Units: LCFF 5810 Other Charges--$16,000.00
- Ongoing licensing of SWIS database software in support of PBIS: LCFF 5840 Computer tech services--$ 5,000.00

While the LCAP serves as a comprehensive plan, each school's Single Plan for Student Achievement (SPSA) has been developed to ensure that actions and services described in the LCAP are utilized to enhance learning supports and opportunities for all students, including English Learners, Low Income Students and Foster Youth. The specific action and service identified under Goal 2 of establishing a district-wide Coordination of Service Team (COST) model provides the means to monitor the progress of all students, but specifically English Learners, Low Income Students, and Foster Youth, in support of student achievement. Actions and services identified in the 2014-2015 LCAP that are ongoing in support of those identified in the 2016-2017 LCAP, and consequently SPSAs, and the associated expenditures include:

- 210-day work year calendar for position of Coordinator, Student Intervention and Attendance: LCFF 1300—$102,705 3XXX Benefits—$25,858 5XXX Car Allowance $3,850
- 2 full-time School Counselor positions: LCFF 1200-- $119,052, 3XXX-- $ 24,720
- Stipend for EL Coach at each school site: Title III 1150 Stipends-- $ 21,750, 3XXX Benefits-- $ 3,730
- Ongoing licensing of Rosetta Stone software: LCFF 5840 Tech Related Services--$ 30,000.00

Additionally, SJUSD is committed to ongoing implementation of the district technology plan designed to increase access to technology tools and to support student achievement for all students, including English Learners, Low Income Students, and Foster Youth. District-wide planning in the current LCAP year, as in the initial LCAP, provides access to the necessary infrastructure and technology tools required of the Instructional Shifts in the transformation to CCSS. In the current LCAP year, $515,000 has been allocated to support district-wide technology infrastructure as well as site technology needs in support of academic outcomes for all learners, including English Learners, Low Income Students, and Foster Youth as stipulated in SPSAs.

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.

| 10.87 | % |
|---|---|

For Snowline Joint Unified School District, the minimum proportionality percentage for English Learners, Low Income Students and Foster Youth is 10.87% in the 2016-2017 year. In order to ensure equity, SJUSD recognizes the need to improve and expand services for students within the targeted population groups.

The actions and services identified in the LCAP, while designed to enhance learning for all students, are especially critical to the academic success of the targeted populations. While the actions and services designated in the LCAP provide the foundational elements for all students, each school site's Single Plan for Student Achievement (SPSA) contains action plans that describe the specific program components designed for students within the targeted populations that are designed to ensure that all students make progress toward the identified outcomes related to each of the specific LCAP goals.

In attempting to utilize the LCAP goals as a means to strategically align efforts across all Snowline schools, a key element revolves around tracking performance outcomes across all priority areas for all students, including unduplicated pupils.

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).