Introduction:

LEA: Mountain View Elementary

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LCAP Year: 2016-17

Local Control and Accountability plan and Annual Update Template

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

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

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

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

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education

Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP

MVSD Board of Trustees - LCAP Public Hearing - June 15, 2015 7:00 PM Mountain View School District Office 2585 S. Archibald Ave. Ontario, CA 91761 Notification Posted 6/1/15 at all school locations and district office **MVSD Board of Trustees - LCAP Submitted for Approval - June 29, 2015 7:00 PM** Mountain View School District Office 2585 S. Archibald Ave. Ontario, CA 91761	Approval allowed for implementation of the LCAP.
District Area Council Meeting (DAC/PAC) – Parent Advisory Committee Date held: **October 20, 2015** Invitations were sent via written notice to all staff, school site councils and parent organization presidents. Middle school student representatives are also invited to attend and participate. Provided an overview of the funding model of LCFF and the accountability process of LCAP and updates for the 2015-16 goals and activities. Date held: **March 1, 2016** Invitations were sent via written notice to all staff, school site councils and parent organization presidents. Middle school student representatives are also invited to attend and participate. Revisions to the format of the LCAP were discussed and updates for the next three years were presented. Ideas were shared and discussed as how to best serve the needs of all students. Date held: **April 27, 2016** Invitations were sent via written notice to all staff, school site councils and parent organization presidents. Middle school student	The DAC served as the Parent Advisory Group for the LCAP. All stakeholders were invited to attend, including representatives for English learners, special education, low-income, foster youth and middle school students. All staff (teachers, administrators, principals, classified, bargaining units and other staff) were invited as well. *All future references to "staff" include all the aforementioned groups.* Input from various stakeholders was gained and incorporated into the priorities of the LCAP. Data allowed all stakeholders to be informed decision makers.

representatives are also invited to attend and participate. A preliminary draft was shared and discussed with attendees. Input from participants was solicited, and no formal comments were provided. Attendees were notified of the date and location of the public hearing. Date held: **May 31, 2016** A joint DAC/DELAC meeting was held to review the completed draft LCAP and allow opportunities for the community to provide feedback. Input from participants was solicited. Attendees were notified of the date and location of the public hearing.	
LCFF/LCAP General Information Meeting – Parents and Community Date held: **October 19, 2015** 8:30am and 5:00pm Invitations sent via written and automated messaging to all parents. Provided an overview of the funding model of LCFF and the accountability process of LCAP and updates for the 2015-16 goals and activities. An open forum question and answer session followed.	Parents and community understood the impact of LCAP and LCFF and provided input as to how they would like to be included in the process as well as their ideas for the use of funds. Monitoring of student progress towards LCAP goals was discussed and reviews which allowed parents to be informed decision makers.
LCFF/LCAP Presentation to the Board of Trustees and Stakeholders Date held: **October 19, 2015** Provided an overview of the funding model of LCFF and the accountability process of LCAP and updates for the 2015-16 goals and activities.	The Board of Trustees began the goal setting process for the district to focus the direction of the LCAP. Monitoring of student progress toward LCAP goals was discussed and reviewed, which allowed the Board to make informed decisions.
DELAC Meeting Dates held: **October 27, 2015**; **April 28, 2016; May 31, 2016** The implications of LCFF and LCAP were presented and discussed. Parents were informed of how English learners generate additional funding and how funding will be used to support students in the pursuit of English language acquisition. Ideas were shared and discussed as to how to best serve the needs of English learners. Parents shared and discussed as to how best serve the needs of English learners. Parents were encouraged to complete the LCAP Stakeholder survey to provide additional input.	The DELAC was educated on LCFF and LCAP to understand the impact and how they were an important stakeholder group. Monitoring of student progress towards LCAP goals was discussed and reviewed, which allowed the DELAC to make informed decisions. The DELAC provided input as to their priorities for the English learner subgroup.
LCFF/LCAP Stakeholder Survey - Community, Parents, Staff and	

Students Dates available: **October 28 – November 15, 2015** An electronic survey was available for community members, parents, students and staff to participate in to provide input on the direction and goals for the 2016-17 school year.	The results from the various groups helped guide the priorities and direction of the LCAP.
District Assessment and Accountability Presentation to the Board of Trustees Date held: **November 16, 2015** A detailed accountability presentation was made to the Board of Trustees. Data was shared from various state assessments including CAASPP, Physical Fitness and CELDT.	The information from the Assessment and Accountability Presentation allowed the Board of Trustees to be fully informed decision makers.
LCFF/LCAP Updates to the Board of Trustees Dates held: **February 16, 2016**; **March 14, 2016**; **April 18, 2016; May 16, 2016** Updates were presented to the Board of Trustees on the progress of the next LCAP and progress monitoring for the current year.	Data was shared from the eight state priorities. State testing and progress monitoring data were used to determine progress, which guides the direction of the LCAP. The LCAP updates to the Board of Trustees were intended to provide information, gain direction and offer transparency regarding the development of the LCAP. This was an essential part of the process of developing the LCAP.
MVSD Budget Stakeholder Meetings Dates held: **January 28, 2016**; **March 31, 2016** These meetings were meant to encourage transparency among all stakeholder groups. Each meeting included discussion on the impact of LCFF on the district's budget. An open forum for questions and answers occurred at each meeting.	Provided background information for all stakeholders to bring various groups to a mutual understanding of the connection between LCFF and LCAP. This understanding allowed stakeholders to be informed participants in the process.
MVSD Board of Trustees - LCAP Public Hearing - June 13, 2016 Mountain View School District Office 2585 S. Archibald Avenue Ontario, CA 91761 Notification posted May 16, 2016 at all school locations and district office	The Public Hearing was an opportunity for the Board of Trustees to receive community input regarding the LCAP.
MVSD Board of Trustees - LCAP Submitted for Approval - June 20,	

2016 Mountain View School District Office 2585 S. Archibald Avenue Ontario, CA 91761 Invitations were issued in a variety of communication strategies for all meetings, including translated information on the district website, fliers/posters, automated phone calls, direct appeal by principals in person and by phone calls, through teachers and pupils.	Approval allowed for implementation of the LCAP. Stakeholder groups provided feedback to develop outcomes, services and actions to support the goals. From there, the district team aligned services and actions to address the needs of all students with additional supports specific to our significant subgroups. Decisions are not made based on any one meeting, but using the totality of stakeholder input over all stakeholder groups. The feedback has been positive regarding goals, actions and services. These were refined based on staff and stakeholder input.
Annual Update: **District Area Council Meeting (DAC/PAC) – Parent Advisory Committee** Date held: **October 20, 2015** Invitations were sent via written notice to all staff, school site councils and parent organization presidents. Middle school student representatives are also invited to attend and participate. Provided an overview of the funding model of LCFF and the accountability process of LCAP and updates for the 2015-16 goals and activities. Date held: **March 1, 2016** Invitations were sent via written notice to all staff, school site councils and parent organization presidents. Middle school student representatives are also invited to attend and participate. Revisions to the format of the LCAP were discussed and updates for the next three years were presented. Ideas were shared and discussed as how to best serve the needs of all students.	**Annual Update:** The DAC served as the Parent Advisory Group for the LCAP. All stakeholders were invited to attend, including representatives for English learners, special education, low-income, foster youth and middle school students. All staff (teachers, administrators, principals, classified, bargaining units and other staff) were invited as well. *All future references to "staff" include all the aforementioned groups.* Input from various stakeholders was gained and incorporated into the priorities of the LCAP. Data allowed all stakeholders to be informed decision makers.

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	additional supports specific to our significant subgroups. Decisions are not made based on any one meeting, but using the totality of stakeholder input over all stakeholder groups. The feedback has been positive regarding goals, actions and services. These were refined based on staff and stakeholder input.

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

Instructions:

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

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

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

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

actions described in other plans that are being undertaken to meet the goal.

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

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

9) What information was considered/reviewed for individual schoolsites?
10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
12) How do these actions/services link to identified goals and expected measurable outcomes?
13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL:	1. Increase student achievement in the area of mathematics	Related State and/or Local Priorities: _1 _2 _3 X 4 _5 _6 _7 _8 Local: N/A
Identified Need:	Based on CAASPP results, middle school math scores within the district are below our expectations. Stakeholder feedback has indicated a need to improve student outcomes in the area of mathematics.	
Goal Applies to:	**Schools:**	LEA-wide Grades: All
	Applicable Pupil Subgroups:	All
LCAP Year 1		

Expected Annual Measurable Outcomes:	Students will meet/exceed proficiency rates: **1. Standardized Tests** a. CAASPP/SBAC: ELA and Math - Demonstrate consistent growth over prior year • ELA 45% meeting and exceeding standard • Math 26% meeting and exceeding standard b. CST Science: Grade 5: Maintain or show growth over prior year (74%) Grade 8: Show consistent growth over prior year (65%) c. CAPA Science: Not a significant subgroup **2. API - suspended** **3. English Learner Proficiency Rate** a. CELDT: Continue to meet state expectation for Title III Accountability AMAO I & II **4. English Learner Reclassification Rate** a. Redesignation rate: Meet a minimum of 3% annually **5. District Indicators** a. District Progress Monitoring - STAR Math: Demonstrate consistent growth

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

1.1 Implementation of Common Core State Standards • Offer Professional Development to support the implementation of Common Core State Standards using the adopted math curriculum (TK-8)	LEA-wide Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Funding Source: Educator Effectiveness 1100: Teacher Salaries $68,035 3000: Benefits $11,397 5200: Travel & Conference $10,000
1.2 Offer Math Intervention for Grades 2-5	LEA-wide Grades: 2nd, 3rd, 4th, 5th	_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Funding Source: LCFF-Sup/Con 1100: Teacher Salaries $45,117 3000: Benefits $7,560
1.3 Develop a Math Pacing Guide	LEA-wide Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Funding Source: LCFF-Base 1100: Teacher Salaries $2,500 3000: Benefits $419
LCAP Year 2			

Expected Annual Measurable Outcomes:	Students will meet/exceed proficiency rates: **1. Standardized Tests** a. CAASPP/SBAC: ELA and Math - Demonstrate consistent growth over prior year b. CST Science: Grade 5: Maintain or show growth over prior year Grade 8: Show consistent growth over prior year c. CAPA Science: Not a significant subgroup **2. API - suspended** **3. English Learner Proficiency Rate** a. CELDT: Continue to meet state expectation for Title III Accountability AMAO I & II **4. English Learner Reclassification Rate** a. Redesignation rate: Meet a minimum of 3% annually **5. District Indicators** a. District Progress Monitoring - STAR Math: Demonstrate consistent growth

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 Offer Math Intervention for Grades 2-8	LEA-wide Grades: 2nd, 3rd, 4th, 5th, 6th, 7th, 8th	_ All ---------- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Funding Source: LCFF-Sup/Con 1100: Teacher Salaries $56,484 3000: Benefits $10,509

LCAP Year 3

Expected Annual Measurable Outcomes:	Students will meet/exceed proficiency rates: **1. Standardized Tests** a. CAASPP/SBAC: ELA and Math - Demonstrate consistent growth over prior year b. CST Science: Grade 5: Maintain or show growth over prior year Grade 8: Show consistent growth over prior year c. CAPA Science: Not a significant subgroup **2. API - suspended** **3. English Learner Proficiency Rate** a. CELDT: Continue to meet state expectation for Title III Accountability AMAO I & II **4. English Learner Reclassification Rate** a. Redesignation rate: Meet a minimum of 3% annually **5. District Indicators** a. District Progress Monitoring - STAR Math: Demonstrate consistent growth

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 Offer Math Intervention for Grades 2-8	LEA-wide Grades: 2nd, 3rd, 4th, 5th, 6th, 7th, 8th	_ All ---------- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Funding Source: LCFF-Sup/Con 1100: Teacher Salaries $56,484 3000: Benefits $11,554

GOAL:	2. Fully transition from 1997 State Standards to Common Core State Standards	Related State and/or Local Priorities: _1 X 2 _3 _4 _5 _6 _7 _8 Local: N/A

Identified Need:	The state adopted Common Core State Standards (CCSS) and has implemented a statewide assessment aligned to the CCSS. The district is implementing the state adopted standards to prepare students for state assessments and to be College and Career Ready.	
Goal Applies to:	**Schools:**	LEA-wide Grades: All
	Applicable Pupil Subgroups:	All

LCAP Year 1

Expected Annual Measurable Outcomes:	**1. Implementation of Common Core State Standards for all students, including English learners** a. Principal classroom observations b. CAASPP ELA and Math Test Results data will show an increase over prior year **2. Implementation of English Language Development Standards** a. ELA instruction will incorporate the ELD/ELA standards b. CELDT or current state required English Language Development district test results will meet AMAOs as required by CDE

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

2.1 Offer Professional Development • Offer Staff Development, Trainers and Materials - focus on core subject matter standards such as Math, ELA/ELD and NGSS • Offer technology training as requested by teachers to support the implementation of CCSS (6-8) • Continue to provide training on instructional learning strategies as requested by teachers to support the implementation of CCSS (6-8) • Principals provide instructional support and guidance	LEA-wide Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Funding Source: Title II 1100: Teacher Salaries $27,403 3000: Benefits $4,590 5200: Travel & Conference $19,600
2.2 Purchase Common Core Supplemental Materials as needed to support instruction	LEA-wide Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Funding Source: Lottery 4300: Materials & Supplies $10,000
2.3 Finalize District Writing Prompts and/or Rubrics	LEA-wide Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Funding Source: LCFF-Base 1100: Teacher Salaries $2,500 3000: Benefits $419

2.4 Pilot and Purchase ELA/ELD Instructional Materials	LEA-wide Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Funding Source: LCFF-Base 4100: Textbooks $1,000,000

LCAP Year 2

Expected Annual Measurable Outcomes:	**1. Implementation of Common Core State Standards for all students, including English learners** a. Principal classroom observations b. CAASPP ELA and Math Test Results data will show an increase over prior year **2. Implementation of English Language Development Standards** a. ELA instruction will incorporate the ELD/ELA standards b. CELDT or current state required English Language Development district test results will meet AMAOs as required by CDE

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

2.1 Offer Professional Development • Offer Staff Development, Trainers and Materials (total number of days negotiable) - focus on Math, ELA/ELD and NGSS • Principals provide instructional support and guidance	LEA-wide Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Funding Source: Title II 1100: Teacher Salaries $47,246 3000: Benefits $9,662 5200: Travel & Conference $6,710 Funding Source: Educator Effectiveness 1100: Teacher Salaries $32,625 3000: Benefits $8,788 5200: Travel & Conference $4,687
2.2 Purchase Common Core Supplemental Materials as needed to support instruction	LEA-wide Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Funding Source: Lottery 4300: Materials & Supplies $10,000
LCAP Year 3			

Expected Annual Measurable Outcomes:	**1. Implementation of Common Core State Standards for all students, including English learners** a. Principal classroom observations b. CAASPP ELA and Math Test Results data will show an increase over prior year **2. Implementation of English Language Development Standards** a. ELA instruction will incorporate the ELD/ELA standards b. CELDT or current state required English Language Development district test results will meet AMAOs as required by CDE

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1 Offer Professional Development • Offer Staff Development, Trainers and Materials (total number of days negotiable) • Principals provide instructional support and guidance	LEA-wide Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Funding Source: Title II 1100: Teacher Salaries $47,246 3000: Benefits $9,662 5200: Travel & Conference $6,710
2.2 Purchase Common Core Supplemental Materials as needed to support instruction	LEA-wide Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Funding Source: Lottery 4300: Materials & Supplies $10,000

2.3 Purchase Next Generation Science Standards (NGSS) - aligned materials	LEA-wide Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Funding Source: Lottery 4100: Textbooks $500,000

GOAL:	3. Provide adequate levels of technology to support the instructional program	Related State and/or Local Priorities: _1 _2 _3 _4 _5 _6 _7 X 8 Local: N/A

Identified Need:	Instruction and assessment is now requiring students to have more access to technology. We need to continue to increase devices and infrastructure to support instruction and assessment. Based off of field-testing and stakeholder feedback, it became evident that this was a need.	
Goal Applies to:	**Schools:**	LEA-wide Grades: All
	Applicable Pupil Subgroups:	All

LCAP Year 1

Expected Annual Measurable Outcomes:	1. Annual Technology Reporting (replaced California Basic Educational Data System [CBEDS] reporting) for each site will demonstrate maintenance of or an increase in the number of computers (less than four years old) used for instructionally related purposes. This takes into consideration aging computers which are no longer included in the count. 2. The Technology Coordinator will regularly assess the available bandwidth and speed using software and other available means to insure reliable access for all staff and students. 3. Staff feedback

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

3.1 Maintain and/or increase the number of and access to technological devices • Purchase additional technological devices for student use • Purchase additional technological devices for teacher instructional use • Provide appropriate assistive technology for student access as needed • Continue Technology Specialist to meet technology needs in the classrooms and support instructional devices	LEA-wide Grades: All	_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Funding Source: LCFF-Sup/Con 2200: Classified Support Salaries $47,502 3000: Benefits $20,223 4300: Materials & Supplies $50,000
3.2 Monitor internet speed and access • Improve Network Infrastructure	LEA-wide Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Funding Source: LCFF-Base 4400: Non-Capitalized Equipment $72,000

LCAP Year 2

Expected Annual Measurable Outcomes:	1. Annual Technology Reporting (replaced California Basic Educational Data System [CBEDS] reporting) for each site will demonstrate maintenance of or an increase in the number of computers (less than four years old) used for instructionally related purposes. This takes into consideration aging computers which are no longer included in the count. 2. The Technology Coordinator will regularly assess the available bandwidth and speed using software and other available means to insure reliable access for all staff and students. 3. Staff feedback

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

3.1 Maintain and/or increase the number of and access to technological devices • Purchase additional technological devices for student use • Purchase additional technological devices for teacher instructional use • Proved appropriate assistive technology for student access as needed • Continue Technology Specialist to meet technology needs in the classrooms and support instructional devices	LEA-wide Grades: All	_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Funding Source: LCFF-Sup/Con 2200: Classified Support Salaries $50,676 3000: Benefits $22,367 4300: Materials & Supplies $50,000
3.2 Monitor internet speed and access • Improve Network Infrastructure	LEA-wide Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Funding Source: LCFF-Base 4400: Non-Capitalized Equipment $20,000

LCAP Year 3

Expected Annual Measurable Outcomes:	1. Annual Technology Reporting (replaced California Basic Educational Data System [CBEDS] reporting) for each site will demonstrate maintenance of or an increase in the number of computers (less than four years old) used for instructionally related purposes. This takes into consideration aging computers which are no longer included in the count. 2. The Technology Coordinator will regularly assess the available bandwidth and speed using software and other available means to insure reliable access for all staff and students. 3. Staff feedback

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

3.1 Maintain and/or increase the number of and access to technological devices • Purchase additional technological devices for student use • Purchase additional technological devices for teacher instructional use • Proved appropriate assistive technology for student access as needed • Continue Technology Specialist to meet technology needs in the classrooms and support instructional devices	LEA-wide Grades: All	_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Funding Source: LCFF-Sup/Con 2200: Classified Support Salaries $53,202 3000: Benefits $23,901 4300: Materials & Supplies $50,000
3.2 Monitor internet speed and access • Improve Network Infrastructure	LEA-wide Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Funding Source: LCFF-Base 4400: Non-Capitalized Equipment $20,000

GOAL:	4. Deliver increased access to after school academic and extra-curricular activities	Related State and/or Local Priorities: _1 _2 _3 _4 X 5 _6 _7 _8 Local: N/A
Identified Need:	Surveys from staff, parents and students indicated a need for additional extra-curricular events and programs.	
Goal Applies to:	**Schools:** LEA-wide Grades: All	
	Applicable Pupil Subgroups: All	

LCAP Year 1

Expected Annual Measurable Outcomes:

1. School attendance rate - The district goal is a minimum of 96.0%

2. Chronic absenteeism rate - The district will maintain a chronic absenteeism rate below 1%

3. Middle school dropout rate - The district will maintain a middle school dropout rate at or below 1%

4. High school graduation rates (does not apply)

5. District Indicators

a. Stakeholder feedback

b. Maintain or increase the number of extra-curricular events and programs

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4.1 WESELPA Arts and Writing Contest (SPED) • All Special Education students will be offered the opportunity to participate in the WESELPA Arts & Writing Contest	LEA-wide Grades: All	_ All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	No additional cost

4.2 Offer Student Council/After School Clubs - Subject to student interest and staffing • Elementary Student Council • Bible Club • Students Run Los Angeles (SRLA) • Band Club • STEM Club • Spanish Club • Girl Talk	LEA_wide Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Site fundraising
4.3 Offer After School ELA Intervention Grades 2-5	LEA-wide Grades: 2nd, 3rd, 4th, 5th	_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Funding Source: LCFF-Sup/Con 1100: Teacher Salaries $45,117 3000: Benefits $7,560
4.4 Offer Homework Clubs as additional academic support	LEA-wide Grades: 2nd, 3rd, 4th, 5th, 6th, 7th, 8th	_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Funding Source: LCFF-Sup/Con 1100: Teacher Salaries $10,940 3000: Benefits $1,832

4.5 Provide Visual, Applied, Performing Arts Program • Continue Integrated Arts Program in grades TK-5. Students will have the opportunity every third year to participate in a performing arts program that integrates the areas of the Arts with core content curriculum • Purchase integrated Arts Program materials • Purchase Art & Music Program Instructional materials (grades 6-8) • Provide (1) Elementary District Music/Movement Teacher • Purchase Music Program (TK-5) Instructional materials • Provide (4) Art & Music Teachers (6-8)	LEA-wide Grades: All	_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Funding Source: LCFF-Sup/Con 1100: Teacher Salaries $431,526 3000: Benefits $115,781 4300: Materials & Supplies $13,250
4.6 Offer an After School Sports Program (6-8) • Provide coaches • Provide supplies • Provide transportation	LEA-wide Grades: 6th, 7th, 8th	_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Funding Source: LCFF-Sup/Con 1900: Other Certificated Salaries $17,800 2900: Other Classified Salaries $4,800 3000: Benefits $4,146 4300: Materials & Supplies $1,650 5800: Other Services & Operating Expenditures $5,000

4.7 Offer a summer school program to increase student instructional time • Hire Summer School principal, teachers and staff • Purchase Instructional Materials	LEA-wide Grades: 2nd, 3rd, 4th, 5th, 6th, 7th, 8th	_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Funding Source: LCFF-Sup/Con 1100: Certificated Teacher Salaries $32,511 1300: Administrator Salaries $5,053 2100: Classified Para-educator Salaries $2,166 2200: Classified Support Salaries $2,070 2400: Clerical Salaries $1,846 3000: Benefits $7,765 4300: Materials & Supplies $2,564 4700: Food $4,200 5900: Postage $100

4.8 Offer an Academic Saturday School • One year pilot program • Provide instructional materials	LEA-wide Grades: 6th, 7th, 8th	_ All ---------- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Funding Source: LCFF-Sup/Con 1100: Teacher Salaries $8,203 3000: Benefits $1,374 4300: Materials & Supplies $2,500

LCAP Year 2

Expected Annual Measurable Outcomes:	**1. School attendance rate** - The district goal is a minimum of 96.0% **2. Chronic absenteeism rate** - The district will maintain a chronic absenteeism rate below 1% **3. Middle school dropout rate** - The district will maintain a middle school dropout rate at or below 1% **4. High school graduation rates** (does not apply) **5. District Indicators** a. Stakeholder feedback b. Maintain or increase the number of extra-curricular events and programs

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

4.1 WESELPA Arts and Writing Contest (SPED) • All Special Education students will be offered the opportunity to participate in the WESELPA Arts & Writing Contest	LEA-wide Grades: All	_ All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	No additional cost
4.2 Offer Student Council/After School Clubs - Subject to student interest and staffing • Elementary Student Council • Bible Club • Students Run Los Angeles (SRLA) • Band Club • STEM Club • Spanish Club • Girl Talk	LEA-wide Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Site fundraising
4.3 Offer After School ELA Intervention Grades 2-8	LEA-wide Grades: 2nd, 3rd, 4th, 5th, 6th, 7th, 8th	_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Funding Source: LCFF-Sup/Con 1100: Teacher Salaries $56,484 3000: Benefits $10,509

4.4 Offer Homework Clubs as additional academic support	LEA-wide Grades: 2nd, 3rd, 4th, 5th, 6th, 7th, 8th	_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Funding Source: LCFF-Sup/Con 1100: Teacher Salaries $10,940 3000: Benefits $2,036
4.5 Provide Visual, Applied, Performing Arts Program • Continue Integrated Arts Program in grades TK-5. Students will have the opportunity every third year to participate in a performing art program that integrates the areas of the Arts with core content curriculum • Purchase Integrated Arts Program materials • Purchase Art & Music Program Instructional materials (6-8) • Provide (1) Elementary District Music/Movement teacher • Purchase Music Program (TK-5) Instructional materials • Provide (4) Art & Music teachers (6-8)	LEA-wide Grades: All	_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Funding Source: LCFF-Sup/Con 1100: Teacher Salaries $431,526 3000: Benefits $123,764 4300: Materials & Supplies $11,750

4.6 Offer an After School Sports Program (6-8) • Provide Coaches • Provide Supplies • Provide Transportation	LEA-wide Grades: 6th, 7th, 8th	_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Funding Source: LCFF-Sup/Con 1900: Other Certificated Salaries $17,800 2900: Other Classified Salaries $4,800 3000: Benefits $4,606 4300: Materials & Supplies $1,650 5800: Other Services & Operating Expenditures $5,000

4.7 Offer a Summer School program to increase student instructional time • Hire Summer School principal, teachers and staff • Purchase Instructional materials	LEA-wide Grades: 2nd, 3rd, 4th, 5th, 6th, 7th, 8th	_ All ---------- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Funding Source: LCFF-Sup/Con 1100: Teacher Salaries $32,511 1300: Administrator Salaries $5,053 2100: Classified Para-educator Salaries $2,166 2200: Classified Support Salaries $2,070 2400: Clerical Salaries $1,846 3000: Benefits $8,624 4300: Materials & Supplies $2,564 4700: Food $4,200 5900: Postage $100
LCAP Year 3			

Expected Annual Measurable Outcomes:	**1. School attendance rate** - The district goal is a minimum of 96.0% **2. Chronic absenteeism rate** - The district will maintain a chronic absenteeism rate below 1% **3. Middle school dropout rate** - The district will maintain a middle school dropout rate at or below 1% **4. High school graduation rates** (does not apply) **5. District Indicators** a. Stakeholder feedback b. Maintain or increase the number of extra-curricular events and programs

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4.1 WESELPA Arts and Writing Contest (SPED) • All Special Education students will be offered the opportunity to participate in the WESELPA Arts & Writing Contest	LEA-wide Grades: All	_ All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	No additional cost
4.2 Offer Student Council/After School Clubs - subject to student interest and staffing • Elementary Student Council • Bible Club • Students Run Los Angeles (SRLA) • Band Club • STEM Club • Spanish Club • Girl Talk	LEA-wide Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Site fundraising

4.3 Offer After School ELA Intervention Grades 2-8	LEA-wide Grades: 2nd, 3rd, 4th, 5th, 6th, 7th, 8th	_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Funding Source: LCFF-Sup/Con 1100: Teacher Salaries $56,484 3000: Benefits $11,554
4.4 Offer Homework Club as additional academic support	LEA-wide Grades: 2nd, 3rd, 4th, 5th, 6th, 7th, 8th	_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Funding Source: LCFF-Sup/Con 1100: Teacher Salaries $10,940 3000: Benefits $2,236
4.5 Provide Visual, Applied, Performing Arts Program • Continue Integrated Arts Program in grades TK-5. Students will have the opportunity every third year to participate in a performing arts program that integrates the areas of the Arts with core content curriculum • Purchase integrated Arts Program materials • Purchase Art & Music Program Instructional materials (grades 6-8) • Provide (1) Elementary District Music/Movement Teacher • Purchase Music Program (TK-5) Instructional materials • Provide (4) Art & Music Teachers (6-8)	LEA-wide Grades: All	_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Funding Source: LCFF-Sup/Con 1100: Teacher Salaries $431,526 3000: Benefits $131,747 4300: Materials & Supplies $11,750

4.6 Offer an After School Sports Program (6-8) • Provide coaches • Provide supplies • Provide transportation	LEA-wide Grades: 6th, 7th, 8th	_ All ---------- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Funding Source: LCFF-Sup/Con 1900: Other Certificated Salaries $17,800 2900: Other Classified Salaries $4,800 3000: Benefits $5,012 4300: Materials & Supplies $1,650 5800: Other Services & Operating Expenditures $5,000

4.7 Offer a Summer School Program to increase student instructional time • Hire Summer School principal, teachers and staff • Purchase Instructional Materials	LEA-wide Grades: 2nd, 3rd, 4th, 5th, 6th, 7th, 8th	_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Funding Source: LCFF-Sup/Con 1100: Teacher Salaries $32,511 1300: Administrator Salaries $5,053 2100: Classified Para-educator Salaries $2,166 2200: Classified Support Salaries $2,070 2400: Clerical Salaries $1,846 3000: Benefits $9,418 4300: Materials & Supplies $2,564 4700: Food $4,200 5900: Postage $100

GOAL:	5. Improve the level of academic support students receive at school	Related State and/or Local Priorities: _1 _2 _3 _4 _5 _6 X 7 X 8 Local: N/A

Identified Need:	Surveys from staff, parents and students indicate a desire for increased academic support and a variety of course electives that will prepare students for high school level coursework.	
Goal Applies to:	**Schools:**	LEA-wide Grades: All
	Applicable Pupil Subgroups:	All

LCAP Year 1

Expected Annual Measurable Outcomes:	**1. Course access -** 100% of students have access and are enrolled in all required areas of study. **2. Physical Fitness Test** - 68% of all 5th graders will score in the Healthy Fitness Zone in a minimum of 5 of 6 tested areas. **3. Physical Fitness Test** - 75% of all 7th graders will score in the Healthy Fitness Zone in a minimum of 5 of 6 tested areas. **4. District Indicators** a. Teacher and administrator input will be sought regarding the benefit of new positions. b. The results of the survey will indicate an improved level of academic support. c. Stakeholder feedback d. Evaluate the benefit of offering additional course electives.

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

5.1 Provide Appropriate Class Sizes • Work collaboratively with all stakeholder groups to assess and provide appropriate class sizes to enhance academic achievement	LEA-wide Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Fiscal Impact Unknown
5.2 Provide a Counselor at Middle School Level to monitor academic achievement and provide needed support	LEA-wide Grades: 6th, 7th, 8th	_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	Funding Source: LCFF-Sup/Con 1200: Certificated Pupil Support Salaries $98,673 3000: Benefits $25,228
5.3 Provide one (1) Intervention Teacher for Grades 6-8 to target students in need • One year pilot program • Purchase materials	Grace Yokley Middle School Grades: 6th, 7th, 8th	_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Funding Source: LCFF-Sup/Con 1100: Teacher Salaries $68,795 3000: Benefits $20,223 4300: Materials & Supplies $3,000

5.4 Provide Instructional Aides to provide additional support to students in need	LEA-wide Grades: All	_ All ---------- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Funding Source: LCFF-Sup/Con 2100: Classified Para-educator Salaries $132,398 3000: Benefits $25,621
5.5 Offer Instructional Software Programs to support student outcomes • Accelerated Reader • Accelerated Math • Math Facts in a Flash • English in a Flash • STAR Math • STAR Reading • STAR Early Literacy • Zingy Science • Brain Pop	LEA-wide Grades: All	_ All ---------- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	Funding Source: Lottery 5800: Other Services & Operating Expenditures $60,000

5.6 Provide one Teacher on Special Assignment (TOSA) and an Instructional Aide at each elementary site to offer remediation and/or enrichment to students as well as professional development and support for teachers	LEA-wide Grades: All	_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Funding Source: LCFF-Sup/Con 1100: Teacher Salaries $272,176 2100: Classified Para-educator Salaries $35,082 3000: Benefits $74,470
5.7 Implement an Advancement Via Individual Determination (AVID) Program to prepare students for college and other post-secondary opportunities • Membership Fees • Teacher Stipend • Travel, Training and Conference Fees • Curriculum • Miscellaneous Program Costs	LEA-wide Grades: 6th, 7th, 8th	_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Funding Source: LCFF-Sup/Con 1100: Teacher Salaries $4,500 3000: Benefits $839 4300: Materials & Supplies $1,162 5300: Dues & Memberships $2,325 5800: Other Services & Operating Expenditures $1,200

5.8 Implement Professional Learning Communities (PLCs)	LEA-wide Grades: All	_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	Funding Source: LCFF-Sup/Con 1100: Teacher Salaries $25,760 3000: Benefits $4,315
5.9 Offer course electives which better equip our students for high school level coursework • Spanish 1A and 1B	LEA-wide Grades: 6th, 7th, 8th	_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Funding Source: LCFF-Sup/Con 1100: Teacher Salaries $40,576 3000: Benefits $12,326
5.10 Provide Discretionary Allocations to sites to allow each school to meet the individual needs of the site and improve the level of academic support students receive at school.	LEA-wide Grades: All	_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Funding Source: LCFF-Sup/Con 4300: Materials & Supplies $51,400
LCAP Year 2			

Expected Annual Measurable Outcomes:	**1. Course access -** 100% of students have access and are enrolled in all required areas of study. **2. Physical Fitness Test** - 68% of all 5th graders will score in the Healthy Fitness Zone in a minimum of 5 of 6 tested areas. **3. Physical Fitness Test** - 75% of all 7th graders will score in the Healthy Fitness Zone in a minimum of 5 of 6 tested areas. **4. District Indicators** a. Teacher and administrator input will be sought regarding the benefit of new positions. b. The results of the survey will indicate an improved level of academic support. c. Stakeholder feedback d. Evaluate the benefit of offering additional course electives.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
5.1 Provide Appropriate Class Sizes • Work collaboratively with all stakeholder groups to assess and provide appropriate class sizes to enhance academic achievement	LEA-wide Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Fiscal Impact Unknown

5.2 Provide a Counselor at the middle school level to monitor academic achievement and provide needed support	LEA-wide Grades: 6th, 7th, 8th	_ All ---------- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	Funding Source: LCFF-Sup/Con 1200: Certificated Pupil Support Salaries $101,724 3000: Benefits $27,621
5.3 Provide Instructional Aides to provide additional support to students in need	LEA-wide Grades: All	_ All ---------- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	Funding Source: LCFF-Sup/Con 2100: Classified Para-educator Salaries $134,780 3000: Benefits $27,739
5.4 Offer additional instructional software programs to support student outcomes • Accelerated Reader • Accelerated Math • Math Facts in a Flash • English in a Flash • STAR Math • STAR Reading • STAR Early Literacy • Zingy Science • Brain Pop	LEA-wide Grades: All	_ All ---------- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	Funding Source: Lottery 5800: Other Services & Operating Expenditures $60,000

5.5 Provide one Teacher on Special Assignment (TOSA) and an Instructional Aide at each elementary site to offer remediation and/or enrichment to students as well as professional development and support for teachers	LEA-wide Grades: All	_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Funding Source: LCFF-Sup/Con 1100: Teacher Salaries $272,176 2100: Classified Para-educator Salaries $36,208 3000: Benefits $79,593
5.6 Implement an Advancement Via Individual Determination (AVID) Program to prepare students for college and other post-secondary opportunities • Membership Fees • Teacher Stipend • Travel, Training and Conference Fees • Curriculum • Miscellaneous Program Costs	LEA-wide Grades: 6th, 7th, 8th	_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Funding Source: LCFF-Sup/Con 1100: Teacher Salaries $4,500 3000: Benefits $932 4300: Materials & Supplies $1,162 5300: Dues & Memberships $2,325 5800: Other Services & Operating Expenditures $1,200

5.7 Offer an enrichment program such as GATE, Academies or Magnet Schools, to prepare students to be College and Career Ready.	LEA-wide Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Funding Source: Lottery 4300: Materials & Supplies $20,000 5200: Travel & Conference $55,000
5.8 Continue Professional Learning Communities (PLCs)	LEA_wide Grades: All	_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	Funding Source: LCFF-Sup/Con 1100: Teacher Salaries $25,760 3000: Benefits $4,792
5.9 Offer course electives which better equip our students for high school level coursework • Spanish 1A and 1B	LEA-wide Grades: 6th, 7th, 8th	_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Funding Source: LCFF-Sup/Con 1100: Teacher Salaries $42,230 3000: Benefits $13,598

5.10 Provide Discretionary Allocations to sites to allow each school to meet the individual needs of the site and improve the level of academic support students receive at school.	LEA-wide Grades: All	_ All ---------- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Funding Source: LCFF-Sup/Con 4300: Materials & Supplies $51,400

LCAP Year 3

Expected Annual Measurable Outcomes:	**1. Course access -** 100% of students have access and are enrolled in all required areas of study. **2. Physical Fitness Test** - 68% of all 5th graders will score in the Healthy Fitness Zone in a minimum of 5 of 6 tested areas. **3. Physical Fitness Test** - 75% of all 7th graders will score in the Healthy Fitness Zone in a minimum of 5 of 6 tested areas. **4. District Indicators** a. Teacher and administrator input will be sought regarding the benefit of new positions. b. The results of the survey will indicate an improved level of academic support. c. Stakeholder feedback d. Evaluate the benefit of offering additional course electives.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
5.1 Provide Appropriate Class Sizes • Work collaboratively with all stakeholder groups to assess and provide appropriate class sizes to enhance academic achievement	LEA-wide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Fiscal Impact Unknown

5.2 Provide a Counselor at the middle school level to monitor academic achievement and provide needed support	LEA-wide Grades: 6th, 7th, 8th	_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	Funding Source: LCFF-Sup/Con 1200: Certificated Pupil Support Salaries $104,871 3000: Benefits $30,146
5.3 Provide Instructional Aides to provide additional support to students in need	LEA-wide Grades: All	_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	Funding Source: LCFF-Sup/Con 2100: Classified Para-educator Salaries $137,279 3000: Benefits $29,169
5.4 Provide additional instructional software programs to support student outcomes • Accelerated Reader • Accelerated Math • Math Facts in a Flash • English in a Flash • STAR Math • STAR Reading • STAR Early Literacy • Zingy Science • Brain Pop	LEA-wide Grades: All	_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	Funding Source: Lottery 5800: Other Services & Operating Expenditures $60,000

5.5 Provide one Teacher on Special Assignment (TOSA) and an Instructional Aide at each elementary site to offer remediation and/or enrichment to students as well as professional development and support for teachers	LEA-wide Grades: All	_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Funding Source: LCFF-Sup/Con 1100: Teacher Salaries $272,676 2100: Classified Para-educator Salaries $37,379 3000: Benefits $84,823
5.6 Implement an Advancement Via Individual Determination (AVID) Program to prepare students for college and other post-secondary opportunities • Membership Fees • Teacher Stipend • Travel, Training and Conference Fees • Curriculum • Miscellaneous Program Costs	LEA-wide Grades: 6th, 7th, 8th	_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Funding Source: LCFF-Sup/Con 1100: Teacher Salaries $4,500 3000: Benefits $1,024 4300: Materials & Supplies $1,162 5300: Dues & Memberships $2,325 5800: Other Services & Operating Expenditures $1,200

5.7 Offer an enrichment program such as GATE, Academies or Magnet Schools, to prepare students to be College and Career Ready.	LEA-wide Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Funding Source: Lottery 4300: Materials & Supplies $20,000 5200: Travel & Conference $30,000
5.8 Continue Professional Learning Communities (PLCs)	LEA-wide Grades: All	_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	Funding Source: LCFF-Sup/Con 1100: Teacher Salaries $25,760 3000: Benefits $5,269
5.9 Offer course electives which better equip our students for high school level coursework • Spanish 1A and 1B	LEA-wide Grades: 6th, 7th, 8th	_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Funding Source: LCFF-Sup/Con 1100: Teacher Salaries $43,880 3000: Benefits $14,716

5.10 Provide Discretionary Allocations to sites to allow each school to meet the individual needs of the site and improve the level of academic support students receive at school.	LEA-wide Grades: All	_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Funding Source: LCFF-Sup/Con 4300: Materials & Supplies $51,400

GOAL:	6. English learners will continue to make progress toward English proficiency	Related State and/or Local Priorities: _1 _2 _3 X 4 _5 _6 _7 _8 Local: N/A

Identified Need:	Our English learner population is a significant portion of our student demographics. Even though our students regularly meet AMAO1 and AMAO 2, it is a priority of the district for all English learners to be come English proficient as expeditiously as possible.	
Goal Applies to:	**Schools:**	LEA-wide Grades: All
	Applicable Pupil Subgroups:	English Learners

LCAP Year 1

Expected Annual Measurable Outcomes:	Students will meet/exceed proficiency rates: **1. Standardized Tests** a. CAASPP/SBAC: ELA and Math - Demonstrate consistent growth over prior year b. CST Science: Grade 5 - Maintain or show growth over prior year (74%) Grade 8 - Show consistent growth over prior year (65%) c. CAPA Science: Not a significant subgroup **2. API - suspended** **3. English Learner Proficiency Rate** a. CELDT: Continue to meet state expectation for Title III Accountability AMAO I & II **4. English Learner Reclassification Rate** a. Redesignation rate: Meet a minimum of 3% annually **5. District Indicators** a. Feedback from DELAC and/or ELAC

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
6.1 Assure that services and requirements related to English learners are met • Provide one (1) EL Coordinator per school site to ensure students receive required daily ELD minutes, monitor academic achievement of students and administer the required state test to determine eligibility for the EL Program • Provide EL instructional aides to school sites to support the academic program, develop language skills and administer the CELDT • CELDT test students during the summer when possible to limit the amount of time students and examiners are out of the classroom	LEA_wide Grades: All	_ All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Funding Source: LCFF-Sup/Con 1100: Teacher Salaries $16,000 2100: Classified Para-educator Salaries $183,448 3000: Benefits $21,460
6.2 Provide additional instructional software programs to support language acquisition and proficiency • Renaissance Learning Suite - English in a Flash • Software to address the needs of new-comers	LEA-wide Grades: All	_ All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Funding Source: Lottery 5800: Other Services & Operating Expenditures $5,000
LCAP Year 2			

Expected Annual Measurable Outcomes:	Students will meet/exceed proficiency rates: **1. Standardized Tests** a. CAASPP/SBAC: ELA and Math - Demonstrate consistent growth over prior year b. CST Science: Grade 5 - Maintain or show growth over prior year Grade 8 - Show consistent growth over prior year c. CAPA Science: Not a significant subgroup **2. API - suspended** **3. English Learner Proficiency Rate** a. CELDT: Continue to meet state expectation for Title III Accountability AMAO I & II **4. English Learner Reclassification Rate** a. Redesignation rate: Meet a minimum of 3% annually **5. District Indicators** a. Feedback from DELAC and/or ELAC

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

6.1 Assure that services and requirements related to English learners are met • Provide one (1) EL Coordinator per school site to ensure students receive required daily ELD minutes, monitor academic achievement of students and administer the required state test to determine eligibility for the EL Program • Provide EL instructional aides to school sites to support the academic program, develop language skills and administer the CELDT • CELDT test students during the summer when possible to limit the amount of time students and examiners are out of the classroom	LEA-wide Grades: All	_ All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Funding Source: LCFF-Sup/Con 1100: Teacher Salaries $16,000 2100: Classified Para-educator Salaries $185,207 3000: Benefits $22,468
6.2 Provide additional instructional software programs to support language acquisition and proficiency • Renaissance Learning Suite - English in a Flash • Software to address the needs of new-comers	LEA_wide Grades: All	_ All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Funding Source: Lottery 5800: Other Services & Operating Expenditures $5,000
LCAP Year 3			

Expected Annual Measurable Outcomes:	Students will meet/exceed proficiency rates: **1. Standardized Tests** a. CAASPP/SBAC: ELA and Math - Demonstrate consistent growth over prior year b. CST Science: Grade 5 - Maintain or show growth over prior year Grade 8 - Show consistent growth over prior year c. CAPA Science: Not a significant subgroup **2. API - suspended** **3. English Learner Proficiency Rate** a. CELDT: Continue to meet state expectation for Title III Accountability AMAO I & II **4. English Learner Reclassification Rate** a. Redesignation rate: Meet a minimum of 3% annually **5. District Indicators** a. Feedback from DELAC and/or ELAC

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

6.1 Assure that services and requirements related to English learners are met • Provide one (1) EL Coordinator per school site to ensure students receive required daily ELD minutes, monitor academic achievement of students and administer the required state test to determine eligibility for the EL Program • Provide EL instructional aides to school sites to support the academic program, develop language skills and administer the CELDT • CELDT test students during the summer when possible to limit the amount of time students and examiners are out of the classroom	LEA-wide Grades: All	_ All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Funding Source: LCFF-Sup/Con 1100: Teacher Salaries $16,000 2100: Classified Para-educator Salaries $186,325 3000: Benefits $23,190
6.2 Provide additional instructional software programs to support language acquisition and proficiency • Renaissance Learning Suite - English in a Flash • Software to address the needs of new-comers	LEA-wide Grades: All	_ All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Funding Source: Lottery 5800: Other Services & Operating Expenditures $5,000

GOAL:	7. Train school teams in the use of Positive Behavioral Intervention and Supports (PBIS)	Related State and/or Local Priorities: _1 _2 X 3 _4 _5 X 6 _7 _8 Local: N/A
Identified Need:	In response to revisions in Ed Code that require the use of alternative means of correction, the district administration has indicated a need for staff to be trained in the use of Positive Behavioral Intervention and Supports (PBIS).	
Goal Applies to:	**Schools:** LEA-wide Grades: All	
	Applicable Pupil Subgroups:	Foster Youth, Low Income Pupils, English Learners

LCAP Year 1

Expected Annual Measurable Outcomes:

1. Efforts to seek parent input

a. District and sites will hold various parent meetings and offer opportunities for involvement

2. Promotion of parental participation

a. Engagement of parents in decision-making and the educational process

3. Student suspension rate - The district goal is less than 3%

4. Student expulsion rate - The district goal is less than 1%

5. District indicators

a. Staff participation in PBIS Training

b. Stakeholder feedback

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

7.1 Continue implementation of PBIS • Continued implementation of PBIS at all school sites will allow students to access curriculum. The staff will be trained in the use of positive behavioral interventions and will have a variety of strategies to manage behavior. • Provide teacher release time for training • Pay contract costs • Materials • Creek View Elementary / Grace Yokley Middle - Tier 3 • Mountain View Elementary / Ranch View Elementary - Tier 2	LEA-wide Grades: All	_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Funding Source: LCFF-Sup/Con 1100: Teacher Salaries $10,000 3000: Benefits $1,675 4300: Materials & Supplies $4,000 5800: Other Services & Operating Expenditures $15,000

LCAP Year 2

Expected Annual Measurable Outcomes:	**1. Efforts to seek parent input** a. District and sites will hold various parent meetings and offer opportunities for involvement **2. Promotion of parental participation** a. Engagement of parents in decision-making and the educational process **3. Student suspension rate** - The district goal is less than 3% **4. Student expulsion rate** - The district goal is less than 1% **5. District indicators** a. Staff participation in PBIS Training b. Stakeholder feedback

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
7.1 Continue implementation of PBIS • Continued implementation of PBIS at all school sites will allow students to access curriculum. The staff will be trained in the use of positive behavioral interventions and will have a variety of strategies to manage behavior. • Provide teacher release time for training • Pay contract costs • Materials • Creek View Elementary / Grace Yokley Middle - Tier 4 • Mountain View Elementary / Ranch View Elementary - Tier 3	LEA-wide Grades: All	_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Funding Source: LCFF-Sup/Con 1100: Teacher Salaries $10,000 3000: Benefits $1,860 4300: Materials & Supplies $4,000 5800: Other Services & Operating Expenditures $15,000
LCAP Year 3			

Expected Annual Measurable Outcomes:	**1. Efforts to seek parent input** a. District and sites will hold various parent meetings and offer opportunities for involvement **2. Promotion of parental participation** a. Engagement of parents in decision-making and the educational process **3. Student suspension rate** - The district goal is less than 3% **4. Student expulsion rate** - The district goal is less than 1% **5. District indicators** a. Staff participation in PBIS Training b. Stakeholder feedback

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
7.1 Continue implementation of PBIS • Continued implementation of PBIS at all school sites will allow students to access curriculum. The staff will be trained in the use of positive behavioral interventions and will have a variety of strategies to manage behavior. • Provide teacher release time for training • Pay contract costs • Materials • Creek View Elementary / Grace Yokley Middle - Tier 5 • Mountain View Elementary / Ranch View Elementary - Tier 4	LEA-wide Grades: All	_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Funding Source: LCFF-Sup/Con 1100: Teacher Salaries $10,000 3000: Benefits $2,045 4300: Materials & Supplies $4,000 5800: Other Services & Operating Expenditures $6,000

GOAL:	8. Increase student achievement by providing students with a safe environment staffed with highly qualified, appropriately credentialed teachers in the classroom and effective school/district administrators, who are supported by a strong support staff.	Related State and/or Local Priorities: X 1 _2 _3 _4 _5 _6 _7 _8 Local: N/A
Identified Need:	It is essential to hire and retain highly qualified educators, administrators, and other support staff to support student achievement. During the economic downturn, many routine and deferred maintenance needs were postponed and are now necessary. Stakeholder feedback has indicated a desire to address school safety and facilities.	
Goal Applies to:	**Schools:** LEA-wide Grades: All	
	Applicable Pupil Subgroups: All	

LCAP Year 1

Expected Annual Measurable Outcomes:	**1. Rate of Teacher Misassignment** - Goal - no misassignments **2. Williams Compliance** a. Access to Instructional Materials - Goal - 100% access to all students b. Facilities in good repair - Goal - 100% of schools in good condition **3. District Indicators** a. Stakeholder Survey b. STAR Reading scores

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

8.1 Provide a safe environment for students and staff • Continue to implement the VIPER Program • Complete School Safety improvements • Update Safety/Disaster Plans annually • Provide student supervision • Provide crossing guards • Contract 24/7 Alarm Monitoring at all sites	LEA-wide Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Funding Source: LCFF-Base 5800: Other Services & Operating Expenditures $32,500
8.2 Routine maintenance projects	LEA_wide Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Funding Source: RRMA 5600: Rentals, Leases & Repairs $100,000
8.3 Deferred maintenance projects	LEA-wide Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Funding Source: RRMA 6200: Buildings & Building Improvements $80,000
8.4 Provide staff development opportunities aligned to LCAP goals, which address the needs of low-income, foster youth and English learners.	LEA-wide Grades: All	_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Funding Source: Lottery 5200: Travel & Conference $5,000

LCAP Year 2			
Expected Annual Measurable Outcomes:	**1. Rate of Teacher Misassignment** - Goal - no misassignments **2. Williams Compliance** a. Access to Instructional Materials - Goal - 100% access to all students b. Facilities in good repair - Goal - 100% of schools in good condition **3. District Indicators** a. Stakeholder Survey b. STAR Reading scores		
Actions/Services		**Scope of Service**	**Pupils to be served within identified scope of service**	**Budgeted Expenditures**
8.1 Provide a safe environment for students and staff • Continue to implement the VIPER Program • Complete School Safety improvements • Update Safety/Disaster Plans annually • Provide student supervision • Provide crossing guards • Contract 24/7 Alarm Monitoring at all sites		LEA-wide Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Funding Source: LCFF-Base 5800: Other Services & Operating Expenditures $32,500
8.2 Routine maintenance projects		LEA-wide Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Funding Source: RRMA 5600: Rentals, Leases & Repairs $100,000

8.3 Deferred maintenance projects	LEA-wide Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Funding Source: RRMA 6200: Buildings & Building Improvements $80,000
8.4 Provide staff development opportunities aligned to LCAP goals, which address the needs of low-income, foster youth and English learners.	LEA-wide Grades: All	_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Funding Source: Lottery 5200: Travel & Conference $5,000

LCAP Year 3

Expected Annual Measurable Outcomes:	**1. Rate of Teacher Misassignment** - Goal - no misassignments **2. Williams Compliance** a. Access to Instructional Materials - Goal - 100% access to all students b. Facilities in good repair - Goal - 100% of schools in good condition **3. District Indicators** a. Stakeholder Survey b. STAR Reading scores

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

8.1 Provide a safe environment for students and staff • Continue to implement the VIPER Program • Complete School Safety improvements • Update Safety/Disaster Plans annually • Provide student supervision • Provide crossing guards • Contract 24/7 Alarm Monitoring at all sites	LEA-wide Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Funding Source: LCFF-Base 5800: Other Services & Operating Expenditures $32,500
8.2 Routine Maintenance Projects	LEA-wide Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Funding Source: RRMA 5600: Rentals, Leases & Repairs $100,000
8.3 Deferred Maintenance Projects	LEA-wide Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Funding Source: RRMA 6200: Buildings & Building Improvements $80,000
8.4 Provide staff development opportunities aligned to LCAP goals, which address the needs of low-income, foster youth and English learners.	LEA-wide Grades: All	_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Funding Source: Lottery 5200: Travel & Conference $5,000

Annual Update

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

Guiding Questions:

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

Original Goal from prior year LCAP:	1. Increase student achievement in the area of mathematics		Related State and/or Local Priorities: _1 _2 _3 X 4 _5 _6 _7 _8 Local:
Goal Applies to:	Schools:	LEA-Wide Grades: All	
	Applicable Pupil Subgroups:	All	

Expected Annual Measurable Outcomes:	Students will meet/exceed proficiency rates: 1. Standardized Tests a. CAASPP/SBAC: ELA – Baseline, Math - Baseline b. CST Science: Grade 5: 73%, Grade 8: 64% c. CAPA Science: Not a significant subgroup 2. API - suspended 3. English Learner Proficiency Rate a. CELDT: AMAO 1-71%, AMAO 25– 69% 4. English Learner Reclassification Rate a. Redesignation rate: 7% 5. District Indicators a. District Progress Monitoring - STAR Math TBD	Actual Annual Measurable Outcomes:	Students met/exceeded at the following proficiency rates: 1. Standardized Tests a. CAASPP/SBAC: ELA - 45%, Math - 26% b. CST Science: Grade 5: 80%, Grade 8: 68% c. CAPA Science: Not a significant subgroup 2. API - suspended 3. English Learner Proficiency Rate a. CELDT: AMAO 1 - 65%, AMAO 2 < 5 years - 29%, AMAO 2 > 5 years - 71% 4. English Learner Reclassification Rate a. Redesignation rate: 12.3% 5. District Indicators a. District Progress Monitoring - STAR Math Winter Percentile Rank • Grade 1 - 52% • Grade 2 - 53.7% • Grade 3 - 64.2% • Grade 4 - 59.3% • Grade 5 - 58.4% • Grade 6 - 53.8% • Grade 7 - 49% • Grade 8 - 47.3%

<table>
<tr><th colspan="5">LCAP Year: 2015-16</th></tr>
<tr><th colspan="3">Planned Actions/Services</th><th colspan="2">Actual Actions/Services</th></tr>
<tr><th colspan="2"></th><th>Budgeted Expenditures</th><th colspan="2"></th><th>Estimated Actual Annual Expenditures</th></tr>
<tr><td colspan="2">1.1 Use of Board Adopted Curriculum

• Purchase K-2 Consumable Text Replacements</td><td>Purchase K-2 Consumable Text (replacements)

4300: Materials & Supplies Lottery $25,000</td><td colspan="2">1.1 Used Board Adopted Curriculum

• Purchased K-2 Consumable Text Replacements (as required)</td><td>K-2 Consumable Text (replacements) for the 2015-16 school year were purchased during 2014-15

No additional cost</td></tr>
<tr><td>Scope of service:</td><td>LEA-wide

Grades: All</td><td></td><td>Scope of service:</td><td>LEA-wide

Grades: All</td><td></td></tr>
<tr><td colspan="2">X All

_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless
_ Other</td><td></td><td colspan="3">X All

_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless
_Other</td></tr>
</table>

1.2 Use of Supplemental Materials to Support Instruction • Purchase Misc. Supplemental Materials • Purchase Manipulatives		Purchase Misc. Supplemental Materials See expense in 2.3	1.2 Used Supplemental Materials to Support Instruction • Purchased Supplemental Materials • Did not purchase manipulatives - was not indicated as a need at this time • Staff, parent and student feedback indicated satisfaction with purchase of supplemental mathematics materials aligned to Common Core State Standards since the current adoption was not aligned.		Purchased Misc. Supplemental Materials See expense in 2.3
Scope of service:	LEA-wide Grades: All		Scope of service:	LEA-wide Grades: All	
X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		

1.3 Implementation of Common Core State Standards • Offer Professional Development • Purchase Misc. Supplemental Materials aligned to Common Core		Offer Professional Development - Salaries See expense in 2.1 Offer Professional Development - Statutory Benefits See expense in 2.1 Purchase Misc. Supplemental Materials aligned to Common Core See expense in 2.3	1.3 Implementation of Common Core State Standards • Offered Professional Development • Adopted and Purchased New Math Instructional Materials • Staff feedback regarding professional development was positive. • Staff had input as to the focus/topics of the trainings to meet the needs of the staff. • Principal feedback confirmed strategies provided in training being utilized in the classroom.		Offered Professional Development - Salaries See expense in 2.1 Offered Professional Development - Statutory Benefits See expense in 2.1 Adopted and Purchased New Math Materials 4100: Textbooks Base $377,281.24 4100: Textbooks Lottery $100,000.00
Scope of service:	LEA-wide Grades: All		Scope of service:	LEA-wide Grades: All	

X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
1.4 Use of Supplemental Materials to Support Instruction • Renaissance Learning Suite - Accelerated Math, MathFacts in a Flash and STAR Math		Renaissance Learning Suite - Accelerated Math See expense in 5.5 Renaissance Learning Suite - MathFacts in a Flash See expense in 5.5 Renaissance Learning Suite - STAR Math See expense in 5.5	1.4 Used Supplemental Materials to Support Instruction • Renaissance Learning Suite - Accelerated Math, Math Facts in a Flash and STAR Math		Renaissance Learning Suite - Accelerated Math See expense in 5.5 Renaissance Learning Suite - MathFacts in a Flash See expense in 5.5 Renaissance Learning Suite - STAR Math See expense in 5.5
Scope of service:	LEA-wide Grades: All		Scope of service:	LEA-wide Grades: All	

_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other			X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
1.5 Offer After-School Math Intervention in grades 2-8 as an additional academic support.		Offer After-School Math Intervention in grades 2-8 at all school sites 1100: Certificated Teacher Salaries Supplemental /Concentration $49,478 3000-3999: Employee Benefits Supplemental /Concentration $6,922	1.5 Offered After-School Math Intervention in grades 2-8 as an additional academic support. • The classroom teacher determined the need for Intervention and monitored student progress. • Staff feedback and Progress Monitoring data indicated after school Intervention provided educational benefits for participating students.		Offered After-School Math Intervention in grades 2-8 at all school sites 1100: Certificated Teacher Salaries Supplemental/ Concentration $52,157.59 3000-3999: Employee Benefits Supplemental/ Concentration $7,461.85
Scope of service:	LEA-wide Grades: 2nd, 3rd, 4th, 5th, 6th, 7th, 8th		Scope of service:	LEA-wide Grades: 2nd, 3rd, 4th, 5th, 6th, 7th, 8th	

_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other
What changes in actions, servivces, and expenditures	We will be eliminating actions/services 1.1 and 1.2 due to the adoption and purchase of new math curriculum and materials. We do not anticipate a need for additional consumables, supplemental materials or manipulatives. To eliminate redundancy and cross-referencing, action 1.4 is now included in action 5.5. With the creation of a one-year pilot Intervention teacher (Goal 5) at the middle school (6-8), middle school intervention will be offered during the school day next year.	

Original Goal from prior year LCAP:	2. Fully transition from 1997 State Standards to Common Core State Standards		Related State and/or Local Priorities: _1 X 2 _3 _4 _5 _6 _7 _8 Local:	
Goal Applies to:	Schools:	LEA-wide Grades: All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	1. Implementation of Common Core State Standards for all students, including English learners a. Principal classroom observations 2. Implementation of English language development standards a. Teachers will align instruction to the ELD/ELA standards		Actual Annual Measurable Outcomes:	1. Implementation of Common Core State Standards for all students, including English learners a. Principal observed classroom lessons and provided instructional support 2. Implementation of English Language Development Standards a. Principals observed lessons aligned to the ELD/ELA standards

LCAP Year: 2015-16					
Planned Actions/Services			**Actual Actions/Services**		
		Budgeted Expenditures			**Estimated Actual Annual Expenditures**
2.1 Offer Professional Development (Total number of days negotiable) • Offer Staff Development, Trainers and Materials • Principals provide instructional support and guidance		Professional Development *Total number of days negotiable 1100: Certificated Teacher Salaries Title II $56,000 3000-3999: Employee Benefits Title II $7,835 Trainers & Training Materials 5800: Other Services & Operating Expenditures Base $15,000	2.1 Offered Professional Development • Offered Staff Development, Trainers, Materials and substitute costs • Principals provided instructional support and guidance • 93% of teachers received two days of Kagan Cooperative Learning Training focused on the needs of English learners		Professional Development 1100: Certificated Teacher Salaries Title II $4,485 3000-3999: Employee Benefits Title II $644.94 5200: Trainers & Training Materials Title II $10,123.50
Scope of service:	LEA-wide Grades: All		Scope of service:	LEA-wide Grades: All	

X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
2.2 Provide Universal Design for Learning Training • Train new staff • Provide release time to attend training		Training (new staff)-Sub Costs 1100: Certificated Teacher Salaries Base $1,000	2.2 Provided Universal Design for Learning Training • Trained new staff - paraprofessionals • No release time requried to attend training		No additional cost
Scope of service:	LEA-wide Grades: All		Scope of service:	LEA-wide Grades: All	
_ All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other			_ All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _Other		

2.3 Purchase Common Core Supplemental Materials and Manipulatives • Purchase Supplemental Materials and Manipulatives as needed		Supplemental Materials and Manipulatives 4300: Materials & Supplies Lottery $50,000	2.3 Purchased Common Core Supplemental Materials and Manipulatives • No Supplemental Materials and Manipulatives were needed at this time • Adoption and Purchase of New Math Curriculum and Materials		See expense in 1.3
Scope of service:	LEA-wide Grades: All		Scope of service:	LEA-wide Grades: All	
X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
2.4 Create and/or revise District Writing Prompts and/or Rubrics		Substitute Costs for Teacher Release Time 1100: Certificated Teacher Salaries Base $15,000 3000-3999: Employee Benefits Base $2,100	2.4 Created and/or revised District Writing Prompts and/or Rubrics		No additional cost (done in-house)

Scope of service:	LEA-wide Grades: All		Scope of service:	LEA-wide Grades: All	
X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
What changes in actions, servivces, and expenditures	Due to the adoption and purchase of new math curriculum and materials, we do not anticipate a need for additional consumables, supplemental materials or manipulatives. Existing staff has been trained in Universal Design for Learning (UDL). There is no longer a need for Action/Services 2.2. The English Language Arts curriculum adoption has been moved from the 2017-18 school year to the 2016-17 based on need. The Math Pacing Guide has been moved to Goal 1 to be completed during the 2016-17 school year.				

Original Goal from prior year LCAP:	3. Provide adequate levels of technology to support the instructional program		Related State and/or Local Priorities: _1 _2 _3 _4 _5 _6 _7 X 8 Local:
Goal Applies to:	Schools:	LEA-wide Grades: All	
	Applicable Pupil Subgroups:	All	

Expected Annual Measurable Outcomes:	1. Annual Technology Reporting (replaced California Basic Educational Data System (CBEDS) reporting) for each site will demonstrate an increase in the number of computers (less than four years old) used for instructionally related purposes. 2. The Technology Coordinator will regularly assess the available bandwidth and speed using software and other available means to insure reliable access for all staff and students. 3. Staff feedback	Actual Annual Measurable Outcomes:	1. Annual Technology Reporting (replaced California Basic Educational Data System (CBEDS) reporting) for each site demonstrated an increase in the number of computers (less than four years old) used for instructionally related purposes. In 2014-15, we had 721 instructional devices and in 2015-16 we increased that to 1149. 2. The Technology Coordinator regularly assessed the available bandwidth and speed using software and other available means to insure reliable access for all staff and students. 3. Staff feedback indicated an improvement, but still a need for this goal.

LCAP Year: 2015-16					
Planned Actions/Services			**Actual Actions/Services**		
		Budgeted Expenditures			**Estimated Actual Annual Expenditures**
3.1 Maintain and/or increase the number of and access to technological devices • Purchase additional technology devices		Purchase additional technology devices 4400: Non-Capitalized Equipment Supplemental /Concentration $35,000	3.1 Maintained and/or increased the number of and access to technological devices • Purchased 253 additional technology devices for student use • Purchased 77 additional technology devices for teacher instructional use • Purchased 98 auxillary devices for instructional use • Hired Technology Specialist to meet technology needs in the classroom and to support instructional devices		Purchased additional technology devices 2200: Classified Support Salaries $ 40,246.69 3000: Employee Benefits $ 18,453.99 4300: Materials & Supplies Supplemental/ Concentration $69,101.37 4400: Non-Capitalized Equipment Supplemental/ Concentration $77,713.39
Scope of service:	LEA-wide Grades: All		Scope of service:	LEA-wide Grades: All	

X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
3.2 Increase Internet speed and access • Monitor and assess internet speed and access needs • Improve Network Infrastructure		Improve Network Infrastructure 4400: Non-Capitalized Equipment Base $75,000	3.2 Increased Internet speed and access • Monitored and assessed internet speed and access needs - use of real time data was monitored regularly and it has been determined that there is adequate bandwidth for the district's current needs		No cost Postponed to 2016-17
Scope of service:	LEA-wide Grades: All		Scope of service:	LEA-wide Grades: All	
X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		

3.3 Provide access to a full range of assistive technologies to improve access to curriculum (SPED) • Continue to train Special Education Staff to effectively identify Assistive Technology needs • Continue to consider Assistive Technologies during each student's IEP • Provide appropriate Assistive Technologies for student access as needed.		Continue to train Special Education Staff to effectively identify Assistive Technology needs 1100: Certificated Teacher Salaries Base $1,000 Provide appropriate Assistive Technologies for student access as needed 4300: Materials & Supplies Special Education $1,000	3.3 Provided access to a full range of assistive technologies to improve access to curriculum (SPED) • Continued to train Special Education Staff to effectively identify Assistive Technology needs • Continued to consider Assistive Technologies during each student's IEP • Provided appropriate Assistive Technologies for student access as needed.		Continued to train Special Education Staff to effectively identify Assistive Technology needs No cost Provided appropriate Assistive Technologies for student access as needed 4300: Materials & Supplies Special Education $690.86 5800: Other Services Special Education $124.99
Scope of service:	LEA-wide Grades: All		Scope of service:	LEA-wide Grades: All	

_ All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other		_ All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _Other

What changes in actions, servivces, and expenditures	At the beginning of the 2015-16 school year, it was determined to increase the part-time technology support (hired in 2014-15) to full-time to better support students and their access to technological devices. This expenditure is reflected in Goal 3.1. Cabling infrastructure is required to support the additional equipment purchased. This will take place during the 2016-17 school year. All Special Education staff has been trained in Assistive Technologies. It is no longer necessary in Planned Actions/Services 3.3 to continue to offer Assistive Technology training to Special Education staff. Providing appropriate assistive technologies for student access as needed has been relocated to Action/Service 3.1. Due to declining enrollment, we have decided not to add new positions at this time. We have removed Action/Service 3.3 (Site Level Technology Support) for the foreseeable future.

Original Goal from prior year LCAP:	4. Deliver increased access to after school academic and extra-curricular activities	Related State and/or Local Priorities: _1 _2 _3 _4 X 5 _6 _7 _8 Local:

Goal Applies to:	Schools:	LEA-wide Grades: All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	1. School attendance rate-The district goal is a minimum of 96.0% 2. Chronic absenteeism rate-The district will maintain a chronic absenteeism rate below 1% 3. Middle school dropout rate-The district will maintain a middle school dropout rate at or below 1% 4. High school graduation rates (does not apply) 5. District Indicators a. Stakeholder feedback b. Maintain or increase the number of extra-curricular events and programs		Actual Annual Measurable Outcomes:	1. School attendance rate - The district met its goal with an attendance rate of 96.29% 2. Chronic absenteeism rate - The district met its goal with a chronic absenteeism rate of 0.065% 3. Middle school dropout rate - The district met its goal with a middle school dropout rate of 0% 4. High school graduation rates (does not apply) 5. District Indicators a. Stakeholder feedback - Was positive regarding increased access to after-school academic and extra-curricular activities b. The number of extra-curricular events and programs were maintained or increased at all school sites

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		**Estimated Actual Annual Expenditures**
4.1 WESELPA Arts and Writing Contest (SPED) • All Special Education Students will be offered the opportunity to participate in the WESELPA Arts & Writing Contest.	No additional cost	4.1 WESELPA Arts and Writing Contest (SPED) • All Special Education Students were offered the opportunity to participate in the WESELPA Arts & Writing Contest.	No additional cost

Scope of service:	LEA-wide Grades: All		Scope of service:	LEA-wide Grades: All	
_ All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other			_ All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _Other		
4.2 Offer Elementary Student Council and Middle School After School Clubs • Elementary Student Council • Bible Club • Students Run Los Angeles (SRLA) • Band Club • Science Club		No additional cost	4.2 Offered Elementary Student Council and Middle School After School Clubs • Elementary Student Council - 2 of 3 elementary sites • Bible Club • Students Run Los Angeles (SRLA) • Band Club • STEM Club • Spanish Club		No additional cost
Scope of service:	LEA-wide Grades: All		Scope of service:	LEA-wide Grades: All	
_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
4.3 Offer After School English Language Arts (ELA)		Offer 4	4.3 Offered After School English Language Arts		Offered 4

Intervention • Offer 4 English Language Arts After School Intervention Classes at each elementary site (2-5) • Offer 3 English Language Arts After School Intervention Classes at each middle school site (6-8) • Offer 4 Math After School Intervention Classes at each elementary site (2-5) • Offer 3 Math After School Intervention Classes at each middle school site (6-8)	English Language Arts After School Intervention Classes at each elementary site (2-5) 1100: Certificated Teacher Salaries Supplemental /Concentration $40,884 3000-3999: Employee Benefits Supplemental /Concentration $5,721 Offer 3 English Language Arts After School Intervention Classes at each middle school site (6-8) 1100: Certificated Teacher Salaries Supplemental /Concentration $10,330	(ELA) and Math Intervention. Actual After School ELA/Math Intervention offerings were based on student need and staffing at the site level. Offerings included: • Creek View Elementary - Session #1: 2 ELA, 4 Math • Creek View Elementary - Session #2: 3 Math • Mountain View Elementary - Session #1: 4 ELA, 4 Math • Mountain View Elementary - Session #2: 4 ELA, 4 Math • Ranch View Elementary - Session #1: 3 ELA, 4 Math • Ranch View Elementary - Session #2: 2 ELA, 5 Math • Grace Yokley Middle - Session #1: 3 ELA, 3 Math • Grace Yokley Middle - Session #2: 3 ELA, 3 Math	English Language Arts After School Intervention Classes at each elementary site (2-5) 1100: Certificated Teacher Salaries Supplemental/ Concentration $24,945.55 3000-3999: Employee Benefits Supplemental/ Concentration $3,361.63 Offered 3 English Language Arts After School Intervention Classes at each middle school site (6-8) 1100: Certificated Teacher Salaries Supplemental/ Concentration $10,754.52 3000-3999: Employee Benefits Supplemental/

		3000-3999: Employee Benefits Supplemental /Concentration $1,445 Offer 4 Math After School Intervention Classes at each elementary site (2-5) See expense in 1.5 Offer 3 Math After School Intervention Classes at each middle school site (6-8) See expense in 1.5			Concentration $1,537.35 Offered 4 Math After School Intervention Classes at each elementary site (2-5) See expense in 1.5 Offered 3 Math After School Intervention Classes at each middle school site (6-8) See expense in 1.5
Scope of service:	LEA-wide Grades: All		Scope of service:	LEA-wide Grades: All	
_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		

4.4 Offer EL Homework Clubs as an additional academic support		EL Homework Club See expense in 7.1	4.4 Offered EL Homework Clubs as an additional academic support		EL Homework Club See expense in 7.1
Scope of service:	LEA-wide Grades: All		Scope of service:	LEA-wide Grades: All	
_ All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
4.5 Provide a Visual, Applied and Performing Arts Program • Continue Integrated Arts Program in Grades TK-5. Students will have the opportunity every third year to participate in a performing arts program that integrates the areas of the Arts with core content curriculum • Purchase integrated Arts Program Materials • Purchase Art & Music Program Instructional Materials (6-8) • Provide (1) Elementary District Music/Movement Teacher • Purchase Music Program (TK-5) Instructional Materials • Provide (4) Art & Music Teachers (6-8)		Purchase Art & Music Program Instructional Materials (6-8) 4300: Materials & Supplies Supplemental /Concentration $5,000 Purchase Integrated Arts Program Materials 4300: Materials &	4.5 Provided a Visual, Applied and Performing Arts Program • Continued Integrated Arts Program in Grades TK-5. Students have the opportunity every third year to participate in a performing arts program that integrates the areas of the Arts with core content curriculum. During the 2015 -16 school year, all students in grades Kindergarten and third participated. • Purchased integrated Arts Program Materials • Purchased Art & Music Program Instructional Materials (6-8) • Provided (1) Elementary District Music/Movement Teacher • Purchased Music Program (TK-5) Instructional Materials • Provided (4) Art & Music Teachers (6-8)		Purchased Art & Music Program Instructional Materials (6-8) 4300: Materials & Supplies Supplemental/ Concentration $4,976.97 Purchased Integrated Arts Program Materials 4300: Materials & Supplies Supplemental/ Concentration

		Supplies Supplemental /Concentratio n $3,000 Music Program (TK-5) Instructional Materials 4300: Materials & Supplies Supplemental /Concentratio n $10,000 Hire (1) Elementary District Music/Movem ent Teacher 1100: Certificated Teacher Salaries Supplemental /Concentratio n $60,639 3000-3999: Employee Benefits Supplemental / oncentration $15,984 Provide (4) Art & Music Teachers (6-8)		Music Program (TK-5) Instructional Materials 4300: Materials & Supplies Supplemental/ Concentration $5,091.54 Provided (1) Elementary District Music/Movemen nt Teacher 1100: Certificated Teacher Salaries Supplemental/ Concentration $82,633 3000-3999: Employee Benefits Supplemental/ Concentration $20,258.43 Provided (4) Art & Music Teachers (6-8) 1100: Certificated Teacher Salaries Supplemental/ Concentration $362,668

		1100: Certificated Teacher Salaries Supplemental /Concentration $345,731 3000-3999: Employee Benefits Supplemental /Concentration $78,368			3000-3999: Employee Benefits Supplemental/ Concentration $87,100.01
Scope of service:	LEA-wide Grades: All		Scope of service:	LEA-wide Grades: All	
_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
4.6 Offer an After School Sports Program (Middle School) • Provide Coaches • Provide Supplies • Provide Transportation		After School Sports offerings in grades 6-8 (as staffing permits)- Certificated Stipends 1900: Other Certificated Salaries Supplemental	4.6 Offered an After School Sports Program (Middle School) • Provided Coaches • Provided Supplies • Provided Transportation		After School Sports offerings in grades 6-8 (as staffing permits)- Certificated Stipends 1900: Other Certificated Salaries Supplemental/ Concentration

	/Concentration $16,800 Classified Stipends 2900: Other Classified Salaries Supplemental/Concentration $4,800 3000-3999: Employee Benefits Supplemental/Concentration $3,374 After School Sports offerings in grades 6-8 (as staffing permits)-Transportation 5800: Other Services & Operating Expenditures Supplemental/Concentration $5,000 After School Sports offerings in grades 6-8 (as staffing permits)-Supplies		$15,000 Classified Stipends 2900: Other Classified Salaries Supplemental/Concentration $8,800 3000-3999: Employee Benefits Supplemental/Concentration $2,847.45 After School Sports offerings in grades 6-8 (as staffing permits)-Transportation 5800: Other Services & Operating Expenditures Supplemental/Concentration $4,665.29 After School Sports offerings in grades 6-8 (as staffing permits)-Supplies No cost

		4300: Materials & Supplies Supplemental /Concentration $750			
Scope of service:	LEA-wide Grades: All		Scope of service:	LEA-wide Grades: All	
_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
4.7 Offer a Summer School Program to increase student instructional time • Hire Summer School Teachers and Staff • Purchase Instructional Materials		Offer Summer School Program 1100: Certificated Teacher Salaries Supplemental /Concentration $39,634 2100: Classified Para educator Salaries Supplemental /Concentration $4,418 3000-3999:	4.7 Offered a Summer School Program to increase student instructional time • Hired Summer School Principal, Teachers and Staff • Purchased Instructional Materials		Offered Summer School Program 1100: Certificated Teacher Salaries Supplemental/ Concentration $39,633.38 2100: Classified Para educator Salaries Supplemental/ Concentration $5,744.97 3000-3999: Employee

		Employee Benefits Supplemental /Concentration $6,486 Instructional Materials 4300: Materials & Supplies Supplemental /Concentration $9,462			Benefits Supplemental/ Concentration $6,074.41 4300: Materials & Supplies Supplemental/ Concentration $1,628.94 4700: Food Supplemental/ Concentration $2,600 5800: Other Services Supplemental/ Concentration $465.60 5900: Postage Supplemental/ Concentration $68.60
Scope of service:	LEA-wide Grades: All		Scope of service:	LEA-wide Grades: All	
_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		

What changes in actions, servivces, and expenditures	In an effort to eliminate redundancy and cross-referencing, Math Intervention is now only included in Goal 1. With the addition of the one-year middle school Intervention pilot, after-school Intervention will be offered only to grades 2-5 for the 2016-17 school year. Due to lack of participation amongst English learners, it was determined to expand Homework Club to serve all students with priority to unduplicated subgroups. In an effort to increase instructional time for updduplicated subgroups in grades 6-8, we plan to offer Academic Saturday School.

Original Goal from prior year LCAP:	5. Improve the level of academic support students receive at school			Related State and/or Local Priorities: _1 _2 _3 _4 _5 _6 _7 X 8 Local:
Goal Applies to:	Schools:	LEA-wide Grades: All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	1. District Indicators a. Teacher and administrator input will be sought regarding the benefit of new positions. b. The results of the survey will indicate an improved level of academic support.		Actual Annual Measurable Outcomes:	1. District Indicators a. Teacher, administrator and stakeholder input was sought regarding the benefit of new positions, which support the benefits of the addition of the Teachers on Special Assignment and Middle School Counselor. b. Stakeholder feedback indicated an improved level of academic support

LCAP Year: 2015-16

Planned Actions/Services		**Actual Actions/Services**	
	Budgeted Expenditures		**Estimated Actual Annual Expenditures**
5.1 Work collaboratively with all stakeholder groups to assess and provide appropriate class sizes to enhance academic achievement	Fiscal Impact Unknown	5.1 Worked collaboratively with all stakeholder groups to assess and provide appropriate class sizes to enhance academic achievement	Fiscal Impact Unknown

Scope of service:	LEA-wide Grades: All		Scope of service:	LEA-wide Grades: All	
X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
5.2 Provide a Counselor at the middle school level to monitor academic achievement and provide needed support.		Provide (1) middle school counselor 1200: Certificated Pupil Support Salaries Supplemental /Concentration $91,156 3000-3999: Employee Benefits Supplemental /Concentration $20,253	5.2 Provided a Counselor at the middle school level to monitor academic achievement and provide needed support. • Administrative, teacher, student and parent feedback was overwhelmingly positive regarding the addition of the couselor position.		Provided (1) middle school counselor 1200: Certificated Pupil Support Salaries Supplemental/ Concentration $95,714 3000-3999: Employee Benefits Supplemental/ Concentration $22,025.15
Scope of service:	LEA-wide Grades: All		Scope of service:	LEA-wide Grades: All	

_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _Other		
5.3 Provide After School English Language Arts (ELA) & Math Intervention • 4 ELA Intervention classes at each elementary school site (grades 2-5) • 3 ELA Intervention classes at each middle school site (grades 6-8) • 4 Math Intervention classes at each elementary school site (grades 2-5) • 3 Math Intervention classes at each middle school site (grades 6-8)		Offer ELA Intervention Classes See expense in 4.3 Offer Math Intervention Classes See expenses in 1.5	5.3 Offered After School English Language Arts (ELA) and Math Intervention. Actual After School ELA/Math Intervention offerings were based on student need and staffing at the site level. Progress Monitoring data showed students benefited from participating in Intervention. Offerings included: • Creek View Elementary - Session #1: 2 ELA, 4 Math • Creek View Elementary - Session #2: 3 Math • Mountain View Elementary - Session #1: 4 ELA, 4 Math • Mountain View Elementary - Session #2: 4 ELA, 4 Math • Ranch View Elementary - Session #1: 3 ELA, 4 Math • Ranch View Elementary - Session #2: 2 ELA, 5 Math • Grace Yokley Middle - Session #1: 3 ELA, 3 Math • Grace Yokley Middle - Session #2: 3 ELA, 3 Math		Offered ELA Intervention Classes See expense in 4.3 Offered Math Intervention Classes See expenses in 1.5
Scope of service:	LEA-wide Grades: All		Scope of service:	LEA-wide Grades: All	

_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
5.4 Provide Instructional aides at each site to increase the amount of academic support provided to students.		Instructional Aides 2100: Classified Para educator Salaries Supplemental /Concentration $300,101 3000-3999: Employee Benefits Supplemental /Concentration $30,828	5.4 Provided Instructional Aides to provide additional support to students in need • Feedback from stakeholders supported the need for Instructional Aides to support instruction.		Instructional Aides 2100: Classified Para Educator Salaries Supplemental/ Concentration $295,069.55 3000-3999: Employee Benefits Supplemental/ Concentration $34,203.85
Scope of service:	LEA-wide Grades: All		Scope of service:	LEA-wide Grades: All	

_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
5.5 Provide additional instructional software programs to support student outcomes • Accelerated Reader • Accelerated Math • MathFacts in a Flash • English in a Flash • STAR Math • STAR Reading • STAR Early Literacy • Zingy Science • Brain Pop • Defined STEM • My Access (Pilot)		Academic Software License Fees 5800: Other Services & Operating Expenditures Lottery $82,000	5.5 Offered additional instructional software programs to support student outcomes • Accelerated Reader • Accelerated Math • MathFacts in a Flash • English in a Flash • STAR Math • STAR Reading • STAR Early Literacy • Zingy Science • Brain Pop - 2 school sites • Defined STEM - did not implement • My Access (Pilot) • Staff, parents and students appreciated the district providing a variety of supplemental programs to enrich the core curriculum.		Academic Software License Fees 5800: Other Services & Operating Expenditures Lottery $56,543.74
Scope of service:	LEA-wide Grades: All		Scope of service:	LEA-wide Grades: All	

_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other		_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _Other

5.6 Provide one Teacher on Special Assignment (TOSA) at each elementary site to offer remediation and/or enrichment to students as well as professional development and support for teachers. • Provide a total of 3 Teachers on Special Assignment (TOSAs) • Provide a total of 3 Instructional Aides		Provide (3) Teachers on Special Assignment 1100: Certificated Teacher Salaries $181,917 3000-3999: Employee Benefits Supplemental /Concentration $47,951 Provide (3) Instructional Aides 2100: Classified Para educator Salaries Supplemental /Concentration $36,800 3000-3999: Employee Benefits Supplemental /Concentration $7,842	5.6 Provided one Teacher on Special Assignment (TOSA) at each elementary site to offer remediation and/or enrichment to students in grades 1-5 as well as professional development and support for teachers. • Provided a total of 3 Teachers on Special Assignment (TOSA) - one per elementary site. • Provided a total of 3 Instructional Aides - one per elementary site • Progress Monitoring data showed significant growth among student participating in the TOSA program. • Stakeholder feedback has been positive regarding the benefits for students.		Provided (3) Teachers on Special Assignment 1100: Certificated Teacher Salaries Supplemental/ Concentration $272,176 3000-3999: Employee Benefits Supplemental/ Concentration $65,114.21 Provided (3) Instructional Aides 2100: Classified Para Educator Salaries Supplemental/ Concentration $22,561.40 3000-3999: Employee Benefits Supplemental/ Concentration $1,669.60
Scope of service:	LEA-wide Grades: All		Scope of service:	LEA-wide Grades: 1st, 2nd, 3rd, 4th, 5th	

_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other

5.7 Implementation of Collaborative Teams for Learning (PLC model)		Release Time for Teachers 1100: Certificated Teacher Salaries Supplemental /Concentration $20,240 3000-3999: Employee Benefits Supplemental /Concentration $2,831 Trainers 5800: Other Services & Operating Expenditures Supplemental /Concentration $13,500	5.7 Implemented Professional Learning Communities (PLC) district-wide • Implementation of this program was an ongoing process.		Release Time for Teachers 1100: Certificated Teacher Salaries Supplemental/ Concentration $4,025 3000-3999: Employee Benefits Supplemental/ Concentration $578.90 Trainers 4300: Materials Supplemental/ Concentration $977.22 5800: Other Services & Operating Expenditures Supplemental/ Concentration $22,350
Scope of service:	LEA-wide Grades: All		Scope of service:	LEA-wide Grades: All	

_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other			_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _Other		
5.8 Provide updated training to site administrators on identifying and supporting the needs as well as monitoring the academic success of foster youth.		Training - In House No additional cost	5.8 Provided updated training to site administrators on identifying and supporting the needs as well as monitoring the academic success of foster youth.		Training - In House No additional cost
Scope of service:	LEA-wide Grades: All		Scope of service:	LEA-wide Grades: All	
_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		

What changes in actions, servivces, and expenditures	In the interest of further refining goals, it was determined that goal 6, Course Access, should be an action/service under Goal 5, Improving the Level of Academic Support students receive at school. Adopting a mathematics curriculum was moved up to the 2015-16 school year based on need. ELA and Math interventions were removed from this goal due to redundancy. ELA intervention can now be found in Goal 4 and Math intervention in Goal 1. An additional action/service will be added to Goal 5 beginning in 2016-17 to include site discretionary allocations to account for all Supplemental/Concentration funds. In preparing to implement AVID in 2016-17, it was necessary to train teachers, pay contract fees and purchase materials in 2015-16. Expenditures during 2015-16 include: Funding Source: LCFF-Supplemental/Concentration 1100 Teacher Salaries - $11,294.10 3000 Benefits - $1,580.04 4300 Instructional Supplies - $4,869.60 5200 Travel & Conference - 13,532.52 5300 Dues & Memberships - $2,325.

Original Goal from prior year LCAP:	6. Offer course electives which better equip our students for high school level coursework		Related State and/or Local Priorities: _1 _2 _3 _4 _5 _6 X 7 _8 Local:
Goal Applies to:	Schools:	Grace Yokley Middle School Grades: All	
	Applicable Pupil Subgroups:	All	

Expected Annual Measurable Outcomes:	1. All students will have access to courses and will be enrolled in all required areas of study. 2. District Indicators a. Evaluate the benefit of offering additional courses. b. Stakeholder feedback	Actual Annual Measurable Outcomes:	1. All students had access to courses and were enrolled in all required areas of study. 2. District Indicators a. Evaluated the benefit of offering a Spanish 1A course b. Stakeholder feedback on the additional offerings has been positive.

LCAP Year: 2015-16					
Planned Actions/Services			**Actual Actions/Services**		
		Budgeted Expenditures			**Estimated Actual Annual Expenditures**
6.1 Offer a foreign language elective at the middle school • Hire an appropriately credentialed foreign language teacher • Purchase Instructional Materials		Hire an appropriately credentialed foreign language teacher - (prorated) 1100: Certificated Teacher Salaries Supplemental /Concentration $18,725 3000-3999: Employee Benefits Supplemental /Concentration $2,620 Textbooks 4100: Textbooks Lottery $10,000	6.1 Offered a foreign language elective, Spanish 1A, at the middle school • Hired an appropriately credentialed foreign language teacher • Purchased Instructional Materials		Hired an appropriately credentialed foreign language teacher - (prorated) 1100: Certificated Teacher Salaries Supplemental/ Concentration $12,976.46 3000-3999: Employee Benefits Supplemental/ Concentration $3,621.67 Purchased Textbooks 4100: Textbooks Lottery $6,823.44
Scope of service:	Grace Yokley Middle School Grades: All		Scope of service:	Grace Yokley Middle School Grades: All	

X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
6.2 Offer an additional period before and/or after the regular school day.		Offer one course to be held before school (zero period) 1100: Certificated Teacher Salaries Supplemental /Concentration $10,000 3000-3999: Employee Benefits Supplemental /Concentration $1,399	6.2 Explored the possibility of offering an additional period before and/or after the regular school day. Due to scheduling and staffing constraints, we were unable to offer this option during the 2015-16 school year.		No additional cost
Scope of service:	Grace Yokley Middle School Grades: All		Scope of service:	Grace Yokley Middle School Grades: All	

X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other

What changes in actions, servivces, and expenditures	In the interest of further refining goals, it was determined that goal 6, Course Access, should be an action/service under Goal 5, Improving the Level of Academic Support students receive at school. Due to scheduling and staffing constraints, we were unable to offer an additional period at this time. This action/service will not be included in the LCAP in future years at this time.

Original Goal from prior year LCAP:	7. English learners will continue to make progress towards English proficiency		Related State and/or Local Priorities: _1 _2 _3 X 4 _5 _6 _7 _8 Local:
Goal Applies to:	Schools:	LEA-wide Grades: All	
	Applicable Pupil Subgroups:	English Learners	

Expected Annual Measurable Outcomes:	Students will meet/exceed proficiency rates: 1. Standardized Tests a. CAASPP/SBAC: ELA – Baseline, Math X Baseline b. CST Science: Grade 5 - 73%, Grade 8 - 64% c. CAPA Science: Not a significant subgroup 2. API-suspended 3. English Learner Proficiency Rate a. CELDT: AMAO 1-71%, AMAO 25–69% 4. English Learner Reclassification Rate a. Redesignation rate: 7% 5. District Indicators a. Feedback from DELAC and/or ELAC	Actual Annual Measurable Outcomes:	Students will meet/exceed proficiency rates: Students met/exceeded at the following proficiency rates: 1. Standardized Tests a. CAASPP/SBAC: ELA – 45%, Math - 26% b. CST Science: Grade 5: 80%, Grade 8: 68% c. CAPA Science: Not a significant subgroup 2. API - suspended 3. English Learner Proficiency Rate a. CELDT: AMAO 1 - 65%, AMAO 2 < 5 years - 29%, AMAO 2 > 5 years - 71% 4. English Learner Reclassification Rate a. Redesignation rate: 12.3% 5. District Indicators a. Feedback from DELAC and/or ELAC has been positive regarding English Language Learners progress toward English proficiency.

LCAP Year: 2015-16					
Planned Actions/Services			**Actual Actions/Services**		
		Budgeted Expenditures			**Estimated Actual Annual Expenditures**
7.1 Offer English Learner (EL) Homework Club as an additional academic support. • Offer (1) EL Homework Clubs at each elementary site (grades 2-5) • Offer (1) EL Homework Clubs at each middle school site (grades 6-8)		Offer EL Homework Club (grades 2-8) 1100: Certificated Teacher Salaries Title III $9,900 3000-3999: Employee Benefits Title III $1,388	7.1 Offered English Learner (EL) Homework Club as an additional academic support. • Offered a total of (2) EL Homework Clubs districtwide. It was not possible to operate one at each site due to limited staffing and/or a lack of interest among student/families.		Offered EL Homework Club (grades 2-8) 1100: Certificated Teacher Salaries Title III $5,776.00 3000-3999: Employee Benefits Title III $813.62
Scope of service:	LEA-wide Grades: All		Scope of service:	LEA-wide Grades: All	
_ All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
7.2 Assure that services and requirements related to English learners are met. • Provide one EL Coordinator per school site to		EL Coordinator Stipends	7.2 Assured that services and requirements related to English learners were met. • Provided one EL Coordinator per school site		EL Coordinator Stipends 1100:

ensure students receive required daily ELD minutes, monitor academic achievement of students and administer the required state test to determine eligibility for the EL Program • Provide EL instructional aides to school sites to support the academic program, develop language skills and administer the CELDT. • CELDT test students during the summer when possible to limit the amount of time students and examiners are out of the classroom.	1100: Certificated Teacher Salaries Supplemental /Concentration $16,000 3000-3999: Employee Benefits Supplemental /Concentration $2,236 EL Instructional Aides See expense in 5.4 Summer Testing 2100: Classified Para educator Salaries Supplemental /Concentration $4,000 3000-3999: Employee Benefits Supplemental /Concentration $852	to ensure students receive required daily ELD minutes, monitor academic achievement of students and administer the required state test to determine eligibility for the EL Program. • Provided EL instructional aides to school sites to support the academic program, develop language skills and administer the CELDT. • CELDT tested students during the summer when possible to limit the amount of time students and examiners are out of the classroom.	Certificated Teacher Salaries Supplemental/ Concentration $16,000 3000-3999: Employee Benefits Supplemental/ Concentration $2,285.32 EL Instructional Aides See expense in 5.4 Summer Testing No cost for 2015-16

Scope of service:	LEA-wide Grades: All		Scope of service:	LEA-wide Grades: All	
_ All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
7.3 Provide additional instructional software programs to support language acquisition and proficiency • Renaissance Learning Suite-English in a Flash		Renaissance Learning Suite Licensing Fee See expense in 5.5	7.3 Provided additional instructional software programs to support language acquisition and proficiency • Renaissance Learning Suite-English in a Flash		Renaissance Learning Suite Licensing Fee See expense in 5.5
Scope of service:	LEA-wide Grades: All		Scope of service:	LEA-wide Grades: All	
_ All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		

7.4 Provide EL Professional Development		Professional Development 1100: Certificated Teacher Salaries Title III $112,000 3000-3999: Employee Benefits Title III $15,669	7.4 Provided two days of EL Professional Development		Professional Development 1100: Certificated Teacher Salaries Title III $91,989.98 3000-3999: Employee Benefits Title III $13,150.78 5200: Conference and travel cost Title III $16,919.00 5800: Other Services Title III $2,220.45
Scope of service:	LEA-wide Grades: All		Scope of service:	LEA-wide Grades: All	
_ All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		

What changes in actions, servivces, and expenditures	Due to challenges with staffing, low participation and stakeholder feedback, the EL Homework Club will be expanded to serve all students with priority to unduplicated subgroups. This service will be included in Goal 4 beginning in the 2016-17 school year.

Original Goal from prior year LCAP:	8. Train school teams in the use of Positive Behavioral Intervention and Supports (PBIS)			Related State and/or Local Priorities: _1 _2 X 3 _4 _5 X 6 _7 _8 Local:
Goal Applies to:	Schools:	LEA-wide Grades: All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	1. Efforts to seek parent involvement - District and sites will hold various parent meetings and offer opportunities for involvement 2. Promotion of parental participation - Engagement of parents in decision-making and the educational process 3. Student suspension rate - The district goal is less than 3% 4. Student expulsion rate - The district goal is less than 1% 5. District indicators a. Staff participation in PBIS Training b. Stakeholder feedback		Actual Annual Measurable Outcomes:	1. Efforts to seek parent involvement - District and sites held various parent meetings and offered opportunities for involvement. This is an ongoing process. 2. Promotion of parental participation - Engagement of parents in decision-making and the educational process 3. Student suspension rate - The district met its goal with a rate of 1.9% 4. Student expulsion rate - The district met its goal with a rate of 0% 5. District indicators a. Staff participation in PBIS Training - 100% of the PBIS trainings; 50% in Tier 1 and 50% in Tier 2 b. Stakeholder feedback has been positive regarding the implementation of PBIS.

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		**Estimated Actual Annual Expenditures**
8.1 Continued implementation of PBIS at Creek View School will allow students to access curriculum. The staff will be trained in the use of positive behavioral interventions and will have a variety of strategies to manage behavior. • Provide teacher release time for training • Pay contract costs	Implementation of PBIS Year 2 - Release time to train team (substitute cost) 1100: Certificated Teacher Salaries Supplemental /Concentration $3,250 3000-3999: Employee Benefits Supplemental /Concentration $455 Implementation of PBIS Year 2 - Contract costs 5800: Other Services & Operating Expenditures Supplemental /Concentration $3,000	8.1 Continued implementation of PBIS at Creek View School allowed students to access curriculum. The staff will continue to be trained in the use of positive behavioral interventions and will have a variety of strategies to manage behavior. • Provided teacher release time for training • Paid contract costs	Implementation of PBIS Year 2 - Release time to train team (substitute cost) 1100: Certificated Teacher Salaries Supplemental/ Concentration $2,530 3000-3999: Employee Benefits Supplemental/ Concentration $363.81 Implementation of PBIS Year 2 - Contract costs 5800: Other Services & Operating Expenditures Supplemental/ Concentration $3,000

Scope of service:	LEA-wide Grades: All		Scope of service:	LEA-wide Grades: All	
_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other			_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _Other		

8.2 Continued implementation of PBIS at Grace Yokley Middle School will allow students to access curriculum. The staff will be trained in the use of positive behavioral interventions and will have a variety of strategies to manage behavior. • Provide teacher release time for training • Pay contract costs		Implementation of PBIS Year 2 - Release time to train team (substitute cost) 1100: Certificated Teacher Salaries Supplemental/Concentration $3,250 3000-3999: Employee Benefits Supplemental/Concentration $455 Implementation of PBIS Year 2 - Contract costs 5800: Other Services & Operating Expenditures Supplemental/Concentration $4,000	8.2 Continued implementation of PBIS at Grace Yokley Middle School allowed students to access curriculum. The staff will continue to be trained in the use of positive behavioral interventions and will have a variety of strategies to manage behavior. • Provided teacher release time for training • Paid contract costs		Implementation of PBIS Year 2 - Release time to train team (substitute cost) 1100: Certificated Teacher Salaries Supplemental/ Concentration $2530 3000-3999: Employee Benefits Supplemental/ Concentration $363.81 Implementation of PBIS Year 2 - Contract costs 5800: Other Services & Operating Expenditures Supplemental/ Concentration $4,000
Scope of service:	LEA-wide Grades: All		Scope of service:	LEA-wide Grades: All	

_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other		_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _Other

8.3 Implementation of PBIS at Mountain View School will allow students to access curriculum. The staff will be trained in the use of positive behavioral interventions and will have a variety of strategies to manage behavior. • Provide teacher release time for training • Pay contract costs		Implementation of PBIS Year 1 - Release time to train team (substitute cost) 1100: Certificated Teacher Salaries Supplemental/Concentration $3,250 3000-3999: Employee Benefits Supplemental/Concentration $455 Implementation of PBIS Year 1 - Contract costs 5800: Other Services & Operating Expenditures Supplemental/Concentration $4,000	8.3 Implementation of PBIS at Mountain View School allowed students to access curriculum. The staff will continue to be trained in the use of positive behavioral interventions and will have a variety of strategies to manage behavior. • Provided teacher release time for training • Paid contract costs		Implementation of PBIS Year 1 - Release time to train team (substitute cost) 1100: Certificated Teacher Salaries Supplemental/ Concentration $2530 3000-3999: Employee Benefits Supplemental/ Concentration $363.81 Implementation of PBIS Year 1 - Contract costs 5800: Other Services & Operating Expenditures Supplemental/ Concentration $4,000
Scope of service:	LEA-wide Grades: All		Scope of service:	LEA-wide Grades: All	

_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other		_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _Other

8.4 Implementation of PBIS at Ranch View School will allow students to access curriculum. The staff will be trained in the use of positive behavioral interventions and will have a variety of strategies to manage behavior. • Provide teacher release time for training • Pay contract costs		Implementation of PBIS Year 1 - Release time to train team (substitute cost) 1100: Certificated Teacher Salaries Supplemental /Concentration $3,250 3000-3999: Employee Benefits Supplemental /Concentration $455 Implementation of PBIS Year 1 - Contract costs 5800: Other Services & Operating Expenditures Supplemental /Concentration $4,000	8.4 Implementation of PBIS at Ranch View School allowed students to access curriculum. The staff will continue to be trained in the use of positive behavioral interventions and will have a variety of strategies to manage behavior. • Provided teacher release time for training • Paid contract costs		Implementation of PBIS Year 1 - Release time to train team (substitute cost) 1100: Certificated Teacher Salaries Supplemental/ Concentration $2530 3000-3999: Employee Benefits Supplemental/ Concentration $363.81 Implementation of PBIS Year 1 - Contract costs 5800: Other Services & Operating Expenditures Supplemental/ Concentration $4,000
Scope of service:	LEA-wide Grades: All		Scope of service:	LEA-wide Grades: All	

_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other			_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _Other		
8.5 Continue to implement the Safe Schools Ambassadors Program (Grades 6-8)		No Additional Cost	8.5 Continued to implement the Safe Schools Ambassadors Program (Grades 6-8)		No Additional Cost
Scope of service:	Grace Yokley Middle School Grades: 6th, 7th, 8th		Scope of service:	Grace Yokley Middle School Grades: 6th, 7th, 8th	
X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
What changes in actions, servivces, and expenditures	Based on stakeholder feedback, the Safe Schools Ambassador Program will not be continued in the 2016-17 school year. The goals of the Safe Schools Ambassadors Program are already embedded in the PBIS program. Actions/services 8.1-8.4 for all four schools have been condensed into one action/service in Goal 7.1 beginning in 2016-17.				

Original Goal from prior year LCAP:	9. Increase student achievement by providing students with highly qualified appropriately credentialed teachers who are assisted by a qualified staff	Related State and/or Local Priorities: X 1 _2 _3 _4 _5 _6 _7 _8 Local:

<table>
<tr><td rowspan="2">Goal Applies to:</td><td>Schools:</td><td colspan="3">LEA-wide

Grades: All</td></tr>
<tr><td colspan="2">Applicable Pupil Subgroups:</td><td colspan="3">All</td></tr>
<tr><td>Expected Annual Measurable Outcomes:</td><td colspan="2">1. Rate of Teacher Misassignment - Goal - no misassignments

2. Williams Compliance

a. Access to Instructional Materials - Goal - 100% access to all students

b. Facilities in good repair - Goal - 100% of schools in good condition

3. District Indicators

a. Accelerated Reader Scores - TBD

b. Stakeholder Survey</td><td>Actual Annual Measurable Outcomes:</td><td colspan="2">1. Rate of Teacher Misassignment - no misassignments

2. Williams Compliance

a. Access to Instructional Materials - 100% access to all students

b. Facilities in good repair - 100% of schools in good condition

3. District Indicators

a. District Progress Monitoring - STAR Reading Winter Percentile Rank

• Grade 1 - 42.4%
• Grade 2 - 46.8%
• Grade 3 - 50.6%
• Grade 4 - 50%
• Grade 5 - 48.2%
• Grade 6 - 44%
• Grade 7 - 43.2%
• Grade 8 - 38.9%

b. Stakeholder Feedback indicated satisfaction with student achievement and quality of staffing</td></tr>
</table>

LCAP Year: 2015-16					
Planned Actions/Services			**Actual Actions/Services**		
		Budgeted Expenditures			**Estimated Actual Annual Expenditures**
9.1 Hire and Retain Highly Qualified Teachers & Staff • Offer a Competitive Certificated and Classified Salary Schedule • Offer a Competitive Benefits Package		Offer a Competitive Certificated Salary Schedule Cost reflected in negotiated salary schedule Offer a Competitive Classified Salary Schedule Cost reflected in negotiated salary schedule Offer a Competitive Benefits Package Cost reflected in negotiated contract	9.1 Hired and Retained Highly Qualified Teachers & Staff • Offered a Competitive Certificated and Classified Salary Schedule • Offered a Competitive Benefits Package		Offered a Competitive Certificated Salary Schedule Cost reflected in negotiated salary schedule Offered a Competitive Classified Salary Schedule Cost reflected in negotiated salary schedule Offered a Competitive Benefits Package Cost reflected in negotiated contract
Scope of service:	LEA-wide Grades: All		Scope of service:	LEA-wide Grades: All	

X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
9.2 Provide staff development opportunities aligned to LCAP goals, which address the needs of low income, foster youth pupils and English learners.		Staff Development - Salary Cost reflected in negotiated salary schedule Staff Development - Statutory Benefits Cost reflected in negotiated salary schedule	9.2 Provided staff development opportunities aligned to LCAP goals, which addressed the needs of low income, foster youth pupils and English learners. • Foster Youth training for principals • Kagan EL strategies • Math Common Core Standards • Next Generation Science Standards • Social Studies Content Standards • AVID Implementation training • Professional Learning Communities (PLC) Implementation training		Staff Development - Salary Cost reflected in negotiated salary schedule Staff Development - Statutory Benefits Cost reflected in negotiated salary schedule
Scope of service:	LEA wide Grades: All		Scope of service:	LEA wide Grades: All	
_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		

9.3 Assure teacher applicants are appropriately credentialed to teach English Learners prior to employment.		Appropriate credentials are a condition of employment. No additional cost.	9.3 Assured teacher applicants were appropriately credentialed to teach English Learners prior to employment.		Appropriate credentials were a condition of employment. No additional cost.
Scope of service:	LEA-wide Grades: All		Scope of service:	LEA-wide Grades: All	
_ All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
9.4 Hire one (1) Payroll/Benefits Clerk		Hire (1) Payroll Benefits Clerk 2400: Classified Clerical/Office Salaries Base $40,000 3000-3999: Employee Benefits Base $16,022	9.4 Hired one (1) Payroll/Benefits Specialist		Hired (1) Payroll Benefits Specialist 2400: Classified Clerical/Office Salaries Base $46,210.08 3000-3999: Employee Benefits Base $17,619.49

Scope of service:	LEA-wide Grades: All		Scope of service:	LEA-wide Grades: All	
X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
What changes in actions, servivces, and expenditures	The district indicator identified as Accelerated Reader should have been identified as STAR Reading. STAR Reading was the metric used in 2015-16. Goals 9 and 10 were merged since they both addressed student learning environments. Due to the current decline in enrollment, future planned staff positions will be postponed indefinitely.				

Original Goal from prior year LCAP:	10. Provide students with safe, clean and maintained facilities that support productive learning environments		Related State and/or Local Priorities: X 1 _2 _3 _4 _5 _6 _7 _8 Local:
Goal Applies to:	Schools:	LEA-wide Grades: All	
	Applicable Pupil Subgroups:	All	

Expected Annual Measurable Outcomes:	1. Rate of Teacher Misassignment - Goal - no misassignments 2. Williams Compliance a. Access to Instructional Materials - Goal - 100% access to all students b. Facilities in good repair - Goal - 100% of schools in good condition 3. District Indicators a. Stakeholder Survey	Actual Annual Measurable Outcomes:	1. Rate of Teacher Misassignment - no misassignments 2. Williams Compliance a. Access to Instructional Materials - 100% access to all students b. Facilities in good repair - 100% of schools in good condition 3. District Indicators a. Stakeholder Feedback indicated satisfaction with facilities and learning environments

LCAP Year: 2015-16

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
10.1 Provide a safe environment for student and staff • Continue to Implement the VIPER Program • Complete School Safety Improvements • Update Cameras • Ranch View Entry • Grace Yokley Window Coverings • Update Safety/Disaster Plans Annually • Provide Student Supervision • Provide Crossing Guards • Contract 24/7 Alarm Monitoring at all sites	VIPER Program Costs 4200: Other Books Base $1,000 School Site Safety Improvements 6200: Buildings & Building Improvements Base $50,000 Update	10.1 Provided a safe environment for students and staff • Continued to Implement the VIPER Program • Completed School Safety Improvements • Updating Cameras - In progress • Ranch View Entry - Completed • Grace Yokley Window Coverings - Completed • Creek View Fencing - Completed • Updated Safety/Disaster Plans Annually • Provided Student Supervision • Provided Crossing Guards - Added additional crossing guard location • Contracted 24/7 Alarm Monitoring at all sites	VIPER Program Costs No additional cost School Site Safety Improvements 5600: Rentals, Leases & Repairs Bond $2,458 6200: Buildings & Building Improvements Bond $80,700

	Safety/Disaster Plan Annually No Additional Cost Student Supervision 15 minutes before school, during school and 15 minutes after school (a combination of Administration, Teachers & Classified Staff) Cost reflected in total salaries Crossing Guards 5800: Other Services & Operating Expenditures Base $18,500 24/7 Alarm Monitoring at all sites 5800: Other Services & Operating Expenditures Base $7,500		Update Safety/Disaster Plan Annually No Additional Cost Student Supervision 15 minutes before school, during school and 15 minutes after school (a combination of Administration, Teachers & Classified Staff) Cost reflected in total salaries Crossing Guards 5800: Other Services & Operating Expenditures Base $21,170.44 24/7 Alarm Monitoring at all sites 5800: Other Services & Operating Expenditures Base $7,034.44

Scope of service:	LEA-wide Grades: All		Scope of service:	LEA-wide Grades: All	
X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
10.2 Routine Maintenance Projects		Routine Maintenance Projects 5600: Rentals, Leases & Repairs Base $200,000	10.2 Completed various Routine Maintenance Projects such as: • Air Conditioning / HVAC needs • Time / Alarm needs • Re-keying doors		Routine Maintenance Projects 5600: Rentals, Leases & Repairs RRMA $132,757.89
Scope of service:	LEA-wide Grades: All		Scope of service:	LEA-wide Grades: All	
X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		

10.3 Deferred Maintenance Projects		Deferred Maintenance Projects 6200: Buildings & Building Improvements Base $75,000	10.3 Completed various Deferred Maintenance Projects such as: • Security updates at Ranch View Elementary • Restructured office at Ranch View Elementary • Restructured office at Mountain View Elementary • New carpet at Ranch View Elementary • New carpet at Grace Yokley Middle • Replaced ceiling tiles at Grace Yokley Middle • Asphalt reseal/slurry at Grace Yokley Middle sports area, Ranch View Elementary Kindergarten and North Parking Lot, Creek View Elementary West Campus		Deferred Maintenance Projects 5630: Repairs Bond $37,518 6200: Buildings & Building Improvements Bond $416,028
Scope of service:	LEA-wide Grades: All		Scope of service:	LEA-wide Grades: All	
X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
What changes in actions, servivces, and expenditures	Goals 9 and 10 were merged since they both addressed student learning environments. Due to the current decline in enrollment, future planned positions will be postponed indefinitely.				

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:	2934499

Mountain View School District is estimating the proportion of all low income pupils, foster youth and English learners to all students for the 2016-17 school year to be approximately 66%. Based on this percentage, the increase in total Supplemental and Concentration Funding is estimated to be $2,934,499 for the 2016-17 school year. It is the intention of the District to consider all Local Control Funding Formula subgroups when planning services. In the past, the District has shown strong performance results from running district-wide and school-wide programs. All of the services have been designed and principally directed towards meeting the educational needs of low income pupils, foster youth and English learners while allowing access to all students. Participation of eligible students in the planned services is anticipated to continue to be equal to or greater than the percentage of unduplicated students; just as it was in the 2015-16 school year. The following district-wide and school-wide programs will be offered to address the needs of low income pupils, foster youth and English learners that have been identified through a needs assessment, academic data and stakeholder input: Elementary level Teachers on Special Assignment, Middle School Intervention Teacher grades 6-8, various on-line learning licenses, Math and English Language Arts after school Intervention grades 2-5, after school Homework Clubs grades 2-8, after school clubs and sports, Visual & Performing Arts programs, Middle School Visual & Performing Arts electives, Middle School Counselor, English learner site support, Positive Behavior Intervention and Supports (PBIS) and professional development for staff.

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.

16.26	%

Based on the increase in funding, the District has increased services provided for low income pupils, foster youth and English learners by 16.26%. In an effort to increase and improve services to the unduplicated pupils, the District has bolstered its academic intervention and remediation programs which include: (1) Middle School Intervention Teacher (6) Math Intervention Classes, (6) English Language Arts Intervention Classes and (4) Homework Clubs. Students will have access to additional academic supports in Mathematics from the aforementioned Intervention Teacher, Math Intervention Classes, Accelerated Math, MathFacts in a Flash and STAR Math. In the area of English Language Arts, students will have access to Accelerated Reader, STAR Reading, English in a Flash (for English learners) and Zingy Science (for informational text). They will receive instruction aligned to Common Core State Standards by teachers who have been trained in Common Core State Standards. Students will have access to after school clubs and sports at the middle school level. The District will continue to offer the Integrated Arts Program in grades TK-5, which will provide students an experience with the Arts. Funding will continue to support the existing music program for grades 6-8. A counselor at the middle school level will monitor academic achievement and provide support to all subgroups. English Learner Coordinators at each site will monitor the progress of EL students in acquiring proficiency of the English Language. Instructional Aides provide support to all subgroups in addition to English Learner Instructional Aides who focus solely on the needs of students acquiring a new language. Continued implementation of Positive Behavior Interventions and Supports will allow students to access the core curriculum. These increases and improvements to services provided will support the District in meeting the 16.26% MPP for the 2016-17 school year.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

(1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was

actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

(1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

(1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).