Introduction:

LEA: Ontario-Montclair School District Contact: Tammy Lipschultz, Assistant Superintendent LCAP Years: (YR1) 2016-17, (YR2) 2017-18, (YR3) 2018-19

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, 476055, and 476065 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, 476055, and 476065, 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 442589, 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
The Ontario-Montclair School District (OMSD) serves over 22,500 students at 32 school sites, 26 elementary and 6 middle schools. We feature a variety of magnet and specialized programs that differ to meet the developmental and diversified needs, interests and talents of our students. In addition to serving Transitional Kindergarten (TK) through 8th grade students, the District also offers preschool. We serve 80% students who qualify for Free and Reduced meals and 40% English Learners, among our diversified subgroups. The District has created an inclusive process so all stakeholders can participate, in multiple ways and opportunities, in the Annual Update and development of the Local Control Accountability Plan (LCAP). Stakeholders represented include; Certificated and Classified bargaining units, general education parents, parents and caregivers of Low Income students, Special Education students, Foster Youth students, English Learner students, Gifted and Talented Education students, schoolsite administrators, students, other schoolsite personnel, District staff, and community members. The District is committed to implementing a systematic process, branded '*OMSD LCAP Season',* that include face-to-face meetings, online surveys for parents, staff, students, and community members and paper surveys distributed to all parents. The District begins its '*OMSD LCAP Season'* with a detailed timeline that is communicated to stakeholders regularly. This timeline corresponds to the LCAP development, revision and Annual Update process. The stakeholder consultation gathered also informs the update and revision of the District's Local Agency Educational Plan (LEAP). The LEAP is aligned to federal funding requirements, and to the goals and actions in the LCAP.	The impact on the LCAP development emphasizes the amplified way our District reaches out to all stakeholders as outlined in the Involvement Process in Section 1. Overall, the District had over 3,269 stakeholders make their voices heard. Each and every spoken and written comment is examined for trending input and suggestions. The analysis and evaluation input from stakeholders helped the District inform the success and next steps of current LCAP goals and actions, in the Annual Update section. This analysis also attributed to revisions in some of the new goals and actions that were revised or added in the new 2016-17 LCAP, as detailed in Section 2-Annual Update. The input gathered has helped to support outcomes for our students, including supports for our Low Income, Foster Youth and English Learners. A number of actions have been changed, enhanced and developed to address additional supports for these students under each of the state priority areas below. The following are significant considerations that informed our LCAP for 2016-17, and subsequent years, for each of the priority areas. Detailed actions are found in section 2 of the LCAP and are identified for each subgroup served by that action. The overarching themes consolidated among all the stakeholder input supporting improved outcomes for all students, including our unduplicated students are: **Conditions of Learning:** Basic Services, Implementation of State

The LCAP meets state funding requirements under the Local Control Funding Formula (LCFF), so that resources, actions and services to students are synchronized and focused. Once the revision of both plans concludes, the LCAP is submitted to the San Bernardino County Superintendent of Schools. Upon the District receiving its approval from the County, it aligns the goals and actions of the LCAP to the template used by school sites to develop their Single Plan for Student Achievement (SPSA) plans, thus also aligning the SPSA goals and actions to the LEAP, as well. Each new school year, school sites have the obligation to work with their School Site Councils (SSC), and other parent advisory groups, to develop and refine site goals and actions, that are tailored to meet the identified needs of the students at the local site level. Then, all 32 SPSAs were submitted for approval by our Board of Trustees in the Fall of 2016 and subsequently implemented, evaluated and monitored during the 2016-17 school year.

Both at the District and site levels, we commit to reaching out to all stakeholders to engage them as partners in the involvement process of both the LCAP, the LCAP Annual Update and the LEAP development.

The District level parent committees that are consulted include:

- District Parent Advisory Committee (DPAC) -which includes parent/guardian/caregiver representation from Foster Youth students, Special Education students, Low Income students, Gifted and Talented Education students and English Learner students
- District English Learner Parent Advisory Committee (DELPAC)
- District English Learner Advisory Committee (DELAC)
- District Special Education Parent Advisory Committee (SEPAC)
- District Gifted and Talented Education Parent Advisory Committee (GATEPAC)

The School level parent committees that are consulted include:

- School/Site Parent Advisory Committee (SPAC)
- School/Site English Learner Parent Advisory Committee (SELPAC)
- School Site Council (SSC)
- School/Site Gifted and Talented Education Parent Advisory

Standards, Course Access

- Increased teacher professional development, collaboration and planning time
- Increased school staff support, training and materials
- Indoor and outdoor facilities improvement, replacement and repair
- Attracting and retaining quality school staff through incentives and compensation
- Technological resources and materials for teachers and students to access for instruction and assessment
- Additional resources to support hands-on-learning and science instruction
- Additional after-school tutoring, intervention, academic monitoring for students at risk and English Learners
- Support inclusion programs and services for Special Education students
- Focus on building a college and career school culture across all grades
- Increased Music/Visual and Performing Arts (VAPA)/after-school sports
- Class-size reduction
- Increased student reading programs, books and library access
- Increased student engagement and learning expectations, access to special programs, access to expanded courses and programs, for all subgroups

Student Outcomes: Student Achievement, Other Student Outcomes

- Improved academic outcomes from students in all content areas
- Monitoring learning so that students are reading by 3rd Grade
- Monitoring English Learners' progress so that they reclassify by 5th Grade
- Increased reclassification rate for Special Education students that are dual identified as English Learner

Committee (GATE) • School/Site Special Education Parent Advisory Committee • Other general parent meetings such as 'Coffee with the Principal' District staff and school personnel are considered as part of the input process and they are afforded both face-to-face meeting opportunities and online web surveys. Students provide their input at the Middle School Congress meeting, which is made up of six to eight student representatives from each of the six middle schools and three K-8 schools. District leadership and site administrators provide their input at an Administrative Leadership Team meeting and also through surveys. Classified and Certificated bargaining units are consulted through face-to-face meetings and through online web surveys. Finally, our community members are given opportunity to provide input through the *Superintendents' Constant Contact* messages and online surveys posted on the '*OMSD LCAP Season'* web page and public hearings. We facilitate consistency in our LCAP process, by providing all stakeholders to electronic resources, information and opportunities to engage in the LCAP development process. We systemize the LCAP presentations, data sets, surveys, Superintendent messages and communications, the '*OMSD LCAP Season'* webpage, written comments for the Superintendent forms, and meeting agendas. This helps the District to ensure it meets its responsibility to provide multiple opportunities to consult with all stakeholders and engage them in the LCAP development and Annual Update process. The District documents all stakeholder input meetings, attendees, sign-in sheets and survey responses. Currently, over 156 stakeholder meetings at the District and site level have taken place. Over 246 attendees have participated in District meetings and over 2,198 participants have participated in site level LCAP meetings. Written input has been provided via parent and community paper surveys, online parent and community surveys, online classified and certificated staff surveys, pupil surveys and written comments to the Superintendent forms. The District has received 952 online and paper survey responses and 9 written comments for the Superintendent forms thus far. The total number of LCAP meeting	**Engagement:** Parental Involvement, Student Engagement and School Climate • Increased parent communication, workshops, involvement, capacity in understanding the standards • Increased student responsibility for positive behavior, respectful learning climate nurtured by all teaching and support staff • Maintain counselors, mentors, Outreach Consultants and family supports • Maintain family collaborative services In summary, the actions and services in the LEAP that are also aligned to the base programs in the Local Control Accountability Plan are showing positive trends. Continued ongoing refinement in these actions and services will be made upon input gathered through the LCAP implementation, surveys and future year-end data.

attendees and LCAP survey responses, is over 3,269 and counting! In addition, stakeholders and community members have a second opportunity to provide comment to the draft LCAP Goals and Actions beginning in mid April upon the public posting of our draft goals and actions on the '*OMSD LCAP Season'* web page.

Summary of LCAP Annual Update and Development Activities and Meetings

Season 1: 2015 August-September-October-November

- Summer 2015: SPSA template aligned to the LCAP and LEAP
- August: Site level parent advisory and governing groups convene and begin the process of jointly developing their SPSA goals and actions in accordance to site needs
- August 19, 20, 21: Administrator meeting on SPSA, LEAP, LCAP Alignment, SPSA evaluation, and LCAP Annual Update process
- September – October: District level support to sites in meeting SPSA requirements
- November 5: 32 SPSAs Board Approved
- December 1: Site levels submit their first trimester SPSA evaluation and informs LCAP and Annual Update process

Season 2: 2015 December-2016 January-February-March

- September 25, December 9, March 15: DPAC/DELPAC LCAP Meetings
- December 14: LCAP Annual Update District Divisions Meeting
- January 7: LCAP District Divisions Meeting
- January 14: Administrator Input provided at the Principals Forum Meeting
- January 19: Parent/Guardian/Caregiver LCAP Paper Survey Distributed
- February 29: LCAP Input at Middle School Student Leadership Advisory Meeting
- March 30: LCAP Input at Special Education Parent Advisory Meeting
- January 19-March 8: LCAP web survey posted for parents, caregivers and community members
- January 19-March 8: LCAP web survey posted for staff members

• January 15-March 8: LCAP Annual Update and Development Presentation Meetings, Site-Level Stakeholder Input Meetings (School Site Council/Site English Learner Parent Advisory Committee meetings), Teacher and other School Personnel Site Meetings, Special Education Parent Advisory Meetings, Gifted and Talented Education (GATE) Parent Advisory Meetings, Coffee with the Principal Meetings • February 9: County training for District representatives • February 10: District English Learner Advisory LCAP Meeting • March 30: Special Education Parent District Committee LCAP Meeting • March 31: San Bernardino County LCAP Draft Review and Input **Season 3: 2016 April-May-June-July** • April 1: Sites submit their first trimester SPSA evaluation and informs LCAP and Annual Update process • April 7: District Gifted and Talented Education Parent Advisory Committee (GATE) LCAP Input Meeting • April 12: District Parent Advisory Committee /District English Learner Parent Advisory Committee Annual Update and development of 2016-17 draft LCAP Goals and Actions • April 21: LCAP Stakeholder Input Process Board of Trustees Presentation • April 22: Draft LCAP Goals and Actions posted online for public input • May 11: District Parent Advisory Committee /District English Learner Parent Advisory Committee Annual Update and LCAP Development Meeting-Proposed LCAP Draft Presentation and Written Comments to Superintendent • May 27: Draft LCAP posted online • June 2: First LCAP Public Hearing • June 16: Second LCAP Public Hearing and Board Action on LCAP and LEAP • June: Board approved LCAP submitted to San Bernardino County Superintendent of Schools for approval and LEAP posted online	

Annual Update: In Section 1 above, our stakeholder involvement process is described in detail. At all stakeholder meetings, annual LCAP implementation updates are provided and reflected upon that inform both the development of the next year's LCAP and the Annual Update process. As mentioned previously, the '*OMSD LCAP Season'* emerges early in the school year and provides consistency in practice of Annually Updating our current LCAP, while informing new or revised LCAP goals and actions. This approach allows for involvement of District level stakeholders into the process, while at the same time, involvement of site level stakeholder groups in monitoring LCAP goals and actions that are implemented at the site level. This process illustrates an accordion method, from both District and site levels, gleaning consistent input trends from stakeholder advisory groups. Specifically, as outlined above, our LEAP is aligned to our Local Control Accountability Plan (LCAP) so that the LEAP goals and services support all students, including Title I - Low Income Students and Title III - English Learners. Furthermore, all LEAP and LCAP goals and actions are aligned to the SPSA templates to ensure a targeted response to our students, that meet state and federal requirements. The sites semiannually evaluate the SPSA progress towards implementation, and this data is aggregated to inform both the Annual Update and the development of the LCAP and LEAP for the following year. We also use this process to evaluate and monitor programs funded under Title I, II and III, as developed by advisory groups and School Site Councils. The state's current accountability structure also requires that that the LEAP evaluation be annually communicated to its local Board of Trustees. Since all district and site plans are aligned, we systemize the process to communicate our progress to our Board of Trustees annually. The District has identified December and April, as required semiannual SPSA evaluation and progress monitoring dates, where all school sites evaluate their SPSA, goals and actions, thus also informing both the implementation of our LCAP and LEAP. This data is aggregated and supports the communication to all stakeholders at LCAP Input meetings	**Annual Update:** The analysis and evaluation input from stakeholders helped the District inform the success and next steps of current LCAP goals and actions, in the Annual Update section. This analysis also attributed to revisions in some of the new goals and actions that were revised or added in the new 2016-17 LCAP, as detailed in Section 2. As a result of the implementation of programs and services, review of the metrics and needs assessments, the following academic achievement outcomes have been observed: • 100% of teachers are highly qualified under ESEA 100% of student have access to Board adopted curriculum and materials • English Learners have met a 22% reclassification rate, over the state's rate of 11% and the county's rate of 12%, according to the last Language Census. • All students overall are performing better in the SRI bands of Basic and above than last year at the end of quarter 1 • Low-income students have decreased in numbers in Below Basic band for Scholastic Reading Inventory (SRI) and have moved into the Basic and above performance bands by 5% • English Learners have also moved out of the Below Basic band and into the Basic and above performance bands by 6% • State Smarter Balance Assessment Consortium (SBAC) assessments-under the California Assessment of Student Performance and Progress (CAASPP)-in ELA and Math baseline performance indicators have been established, overall our students performed at 27% of Standards Met and Exceeded for ELA and 17% of Standards Met and Exceeded for Math • Redesignated students are outperforming "all students" on the SBAC, as a whole, by 45% in ELA Standards Met or Exceeded • Attendance rates of 97.3%, up .3% from last year • Expulsion rate was maintained this year at 0%, with a 7.7%

that take place throughout the year. The metrics presented to our stakeholders include the 2014-15 California Assessment of Student Performance and Progress (CAASPP) results for English Language Arts and Math, for grades 3-8, disaggregated by student subgroup. Also in the data set, is the inclusion of Scholastic Reading Inventory results (SRI), Williams report, mis-assignment report, reclassification rates, school climate results, attendance, suspension, and expulsion rates. Information on the implementation status on SPSA site goals and actions were communicated to stakeholders. This data was created and consolidated at the District level, through a PowerPoint presentation, that was delivered consistently across all school site parent advisory and staffing groups, as well as at District level parent committees, as detailed above. This presentation, was also made available to community stakeholders through its inclusion on our District LCAP page to accompany the online and paper surveys and give context to them.	suspension rate for middle schools and 1.4% for elementary schools These data sets have helped to contribute to the Annual Update of all LCAP goals, actions and services as described in detail in Section 2.

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 school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. The LEA may identify which school sites 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 school site.

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 school sites 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 school sites and specific subgroups, including pupils with disabilities, both at the LEA level and at the school site 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	**Conditions of Learning:** All students, in all subgroups, will receive instruction conducive to learning by appropriately credentialed teachers and support staff with materials and resources that are aligned to California State Content Standards in clean facilities that are maintained and in good repair.	Related State and/or Local Priorities: 1 X 2 __ 3 __ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Identified Need:	• 100% of students, including English Learners, Low Income, Foster Youth, Students with Disabilities, and Homeless, need to receive instruction from highly qualified teachers • Recruit, develop, and retain highly qualified instructional staff • 100% of students, including English Learners, Low Income, Foster Youth, Students with Disabilities, and Homeless, need to be educated in facilities that are well maintained and free of distractions; therefore, our district will enhance and maintain facilities to ensure they are safe, clean and in good repair Idenified needs have been determined through qualitative data received from stakeholder input and research based best practice.	
Goal Applies to:	Schools:	ALL
	Applicable Pupil Subgroups:	ALL

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	• 100% of teachers are appropriately assigned and credentialed as evidenced on district mis-assignment report • 100% of support staff are highly qualified as measured by Federal, State and local guidelines • 100% of students will be provided safe school facilities in good repair, clean and conducive to learning as evidenced by 95% or greater rating on the District's Facilities Inspection Tool (FIT)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.00 Recruit and retain highly qualified teachers and support staff by attending/sponsoring recruitment fairs, using incentives, utilizing pre-employment assessments to staff hard-to-fill positions	Districtwide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	FD 01 RES 0000 1100s - $179,826 3000s $27,395

1.01 Ensure all teachers have English Language authorizations to meet the instructional needs of English Learners	Districtwide	__ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	N/A
1.02 Develop and provide professional development to allow opportunities for capacity, knowledge and skill attainment on district wide professional days in 2016-17, on 8/2/16 and 10/31/16	Districtwide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _Other Subgroups:(Specify)_____	FD 01 RES 6264 4300s - $200,000 5800s - $1,542,126 7300s - $103,308
1.03 Regularly conduct a comparable salary study and consider modification compensation as it relates to certificated, classified and substitute personnel	Districtwide	X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	FD 01 RES 0000 2400s - $51,438 3000s - $20,332 5800s - $10,000
1.04 Develop a Special Education Teacher induction program for submittal to the California Commission on Teacher Credentialing (CCTC)	Districtwide	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups:(Specify)_Special Education_____	FD 01 RES 6500 1100s - $10,000 3000s - $1,550
1.05 Continue to support teacher induction programs	Districtwide	X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	FD 01 RES 0000 1100s - $125,793 3000s $27,795 4200s $600 4300s $400 5200s $1,850 5300s $2,300 5700s $300 5800s 2,500

1.06 Increase or maintain custodial and/or maintenance services, including staff and supplies	Districtwide	X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	FD 01 RES 0000 2200s - $350,994 3000s $147,516 FD 01 RES 8150 2200s - $161,990 3000s $62,683
1.07 Enhance and improve school facilities to provide additional infrastructure to support staff and student technology use	Districtwide	X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	FD 40 RES 9870 6200s - $223,195
1.08 Increase, upgrade and maintain various district-wide equipment (laptops, projectors, smart boards) for PK – 8 students, teachers and staff	Districtwide	X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	FD 01 RES 0000 4400s - $1,500,000
1.09 Continue to provide a Teacher on Assignment, staff and maintain equipment to support technology professional development for staff at the Hardy Center Technology Lab	Districtwide	X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	FD 01 RES 3010 1100s - $94,845 3000s $39,333

1.10 Provide/maintain classroom furniture and equipment that promotes student engagement	Districtwide	X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	FD 01 RES 3010 4300s - $94,731

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	• 100% of teachers are appropriately assigned and credentialed as evidenced on district mis-assignment report • 100% of support staff are highly qualified as measured by Federal, State and local guidelines • 100% of students will be provided safe school facilities in good repair, clean and conducive to learning as evidenced by 95% or greater rating on the District's Facilities Inspection Tool (FIT)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.00 Recruit and retain highly qualified teachers and support staff by attending/sponsoring recruitment fairs, using incentives, utilizing pre-employment assessments to staff hard-to-fill positions	Districtwide	X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	FD 01 RES 0000 1100s - $179,826 3000s $27,395
1.01 Ensure all teachers have English Language authorizations to meet the instructional needs of English Learners	Districtwide	__ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	N/A
1.02 Develop and provide staff professional development opportunities for capacity, knowledge and skill attainment	Districtwide	X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _ _Other Subgroups:(Specify)_____	FD 01 RES 6264 4300s - $200,000 5800s - $1,542,126 7300s - $103,308

1.03 Regularly conduct a comparable salary study and consider modification compensation as it relates to certificated, classified and substitute personnel	Districtwide	X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	FD 01 RES 0000 2400s - $51,438 3000s - $20,332 5800s - $10,000
1.04 Implement a Special Education Teacher induction program in order to attract and maintain Special Education staffing	Districtwide	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups:(Specify)_Special Education_____	FD 01 RES 6500 1100s - $10,000 3000s - $1,550
1.05 Continue to support teacher induction programs	Districtwide	X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	FD 01 RES 0000 1100s - $125,793 3000s $27,795 4200s $600 4300s $400 5200s $1,850 5300s $2,300 5700s $300 5800s 2,500
1.06 Increase or maintain custodial and/or maintenance services, including staff and supplies	Districtwide	X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	FD 01 RES 0000 2200s - $350,994 3000s $147,516 FD 01 RES 8150 2200s - $161,990

			3000s $62,683
1.07 Enhance and improve school facilities to provide additional infrastructure to support staff and student technology use	Districtwide	X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	FD 40 RES 9870 6200s - $223,195
1.08 Increase, upgrade and maintain various district-wide equipment (laptops, projectors, smart boards) for PK – 8 students, teachers and staff	Districtwide	X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	FD 01 RES 0000 4400s - $1,500,000
1.09 Continue to provide a Teacher on Assignment, staff and maintain equipment to support technology professional development for staff at the Hardy Center Technology Lab	Districtwide	X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	FD 01 RES 3010 1100s - $94,845 3000s $39,333
1.10 Provide/maintain classroom furniture and equipment that promotes student engagement	Districtwide	X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	FD 01 RES 3010 4300s - $94,731
LCAP Year 3: 2018-19			
Expected Annual Measurable Outcomes:	• 100% of teachers are appropriately assigned and credentialed as evidenced on district mis-assignment report • 100% of support staff are highly qualified as measured by Federal, State and local guidelines • 100% of students will be provided safe school facilities in good repair, clean and conducive to learning as evidenced by 95% or greater rating on the District's Facilities Inspection Tool (FIT)		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.00 Recruit and retain highly qualified teachers and support staff by attending/sponsoring recruitment fairs, using incentives, utilizing pre-employment assessments to staff hard-to-fill positions	Districtwide	X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	FD 01 RES 0000 1100s - $179,826 3000s $27,395
1.01 Ensure all teachers have English Language authorizations to meet the instructional needs of English Learners	Districtwide	__ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	N/A
1.02 Develop and provide staff professional development opportunities for capacity, knowledge and skill attainment	Districtwide	X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	FD 01 RES 0000 4300s - $200,000 5800s - $1,540,000
1.03 Regularly conduct a comparable salary study and consider modification compensation as it relates to certificated, classified and substitute personnel	Districtwide	X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	FD 01 RES 0000 2400s - $51,438 3000s - $20,332 5800s - $10,000
1.04 Support a Special Education Teacher induction program in order to attract and maintain Special Education staffing	Districtwide	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups:(Specify)_Special Education_____	FD 01 RES 6500 1100s - $10,000 3000s - $1,550
1.05 Continue to support teacher induction programs	Districtwide	X__ALL OR: __Low Income pupils __English Learners	FD 01 RES 0000 1100s - $125,793

		__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	3000s $27,795 4200s $600 4300s $400 5200s $1,850 5300s $2,300 5700s $300 5800s 2,500
1.06 Increase or maintain custodial and/or maintenance services, including staff and supplies	Districtwide	X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	FD 01 RES 0000 2200s - $350,994 3000s $147,516 FD 01 RES 8150 2200s - $161,990 3000s $62,683
1.07 Enhance and improve school facilities to provide additional infrastructure to support staff and student technology use	Districtwide	X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	FD 40 RES 9870 6200s - $223,195
1.08 Increase, upgrade and maintain various districtwide equipment (laptops, projectors, smart boards) for PK – 8 students, teachers and staff	Districtwide	X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	FD 01 RES 0000 4400s - $1,500,000
1.09 Continue to provide a Teacher on Assignment, staff and maintain equipment to support technology professional development for staff at the Hardy Center Technology Lab	Districtwide	X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	FD 01 RES 3010 1100s - $94,845 3000s $39,333

1.10 Provide/maintain classroom furniture and equipment that promotes student engagement	Districtwide	X__ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	FD 01 RES 3010 4300s - $94,731

GOAL: 2	**Conditions of Learning:** All students, in all subgroups, will engage in a standards-based instructional program with materials and resources that integrate technology and are aligned to California State Content Standards, including the English Language Development Standards, in a broad course of study to meet individual student needs.	Related State and/or Local Priorities: 1_X_ 2_X_ 3__ 4__ 5__ 6__ 7_X_ 8__ COE only: 9__ 10__ Local : Specify _____

Identified Need :	• 100% of students need standards-aligned curriculum and resources to prepare for the rigors of college and career and attain 21st Century skills and knowledge • 100% of teachers need to acquire and use appropriate California State Content Standards instructional strategies and practices to prepare students for college and career • 100% of students need access to the core curriculum and a broad course of study, students need access to elective course offerings that meet their diverse interests and needs • 100% of students experiencing learning difficulties need to be promptly identified and provided with appropriate interventions to meet their individual needs in the least restrictive environment • 100% of English Learners need to become fluent English proficient • The achievement gap needs to be closed for all subgroups, including English Learners, Foster Youth, Low Income, Students with Disabilities and Homeless students • 100% of students need to effectively utilize current technology to attain 21st Century skills Idenified needs have been determined through qualitative data received from stakeholder input and research based best practice.	
Goal Applies to:	Schools:	ALL
	Applicable Pupil Subgroups:	ALL

LCAP Year 1: 2016-17	
Expected Annual Measurable Outcomes:	• Ensure 100% of students have access to standards-aligned, instructional materials • Ensure 100% of teachers continue to have access to professional development on the California State Content Standards • Ensure 100% of administrators continue to have access to instructional leadership development, professional development on the California State Content Standards and monitoring student achievement. • 100% of elementary and intermediate students will have weekly access to science and social science

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.00 Maintain increased instructional time for students	Districtwide	X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	FD 01 RES 0000 1100s - $4,868,500 3000s $568,641
2.01 Ensure classroom teachers have discretionary budgets to support implementation of California State Content Standards and English Language Development Standards	Districtwide	X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	FD 01 RES 0000 4300s - $656,670
2.02 Implement Phase 2 of class size reduction plan: TK – K to 26.5 students per classroom	Districtwide	X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	FD 01 RES 0000 1100s - $275,000 3000s $81,625
2.03 Provide English Learner Teachers on Assignment (TOAs) to provide direct services to teachers, EL students and parents: • Support English Learners (ELs), and At-Risk and Long Term English Learners (LTELs) monitor academic and language progress and increase their motivation to read • Provide coaching and professional development to teachers on implementation of the adopted Designated and Integrated ELD curriculum • Provide coaching and professional development on Quality Instruction for English Learners (QTEL) to support Integrated ELD in all content areas • Inform parents on EL student progress towards reclassification, literacy strategies and other ways to support learning at home	Districtwide	__ALL --- OR: __Low Income pupils X__English Learners __Foster Youth X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	FD 01 RES 4203 1100s - $145,727 3000s $36,423 FD 01 RES 4203 1100s - $34,808 3000s $8,557

2.04 Provide Teachers on Assignment (TOAs) to increase support to teachers on California Content State Standards, ELA/ELD and Math adoptions: • Support the implementation of California Content State Standards and increase teacher capacity through coaching • Support the implementation of adopted curriculum in ELA/ELD and Math • Provide job-embedded training, coaching and professional development on supporting all students, and differentiation for Low Income, Foster Youth and English Learner students	Districtwide	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _ _Other Subgroups:(Specify)____	FD 01 RES 6500 1100s - $312,463 3000s $75,415 FD 01 RES 4035 1100s - $1,029,315 3000s $293,689 FD 01 RES 4203 1100s - $145,727 3000s $36,423 FD 01 RES 0000 1100s - $1,756,782 3000s $489,605
2.05 Special Education Itinerant Teachers:	Districtwide	__ALL	FD 01 RES 6500

• Support Special Education student access to curriculum • Monitor academic language progress • Inform parents of student progress		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups:(Specify)_Special Education_____	1100s – $440,000 3000s - $130,600
2.06 Provide and continue support to teachers and administrators in curriculum and instruction through 'Spotlight' demonstration classes: • Maintain and expand demonstration classes at every grade level at sites across the district • Highlight demonstration lessons on Designated and Integrated English Language Development • Establish Special Education strategic demonstration classes	Districtwide	X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	FD 01 RES 0000 1100s - $119,450 3000s - $18,515 4300s - $6,000
2.07 Expand the Instructional Rounds process to reach consistency in practice of high quality instruction aligned to California Content State Standards and the English Language Development standards- Designated and Integrated ELD, with a focus on rigor and collaboration using a consistent protocol	Districtwide	__ALL OR: _X_Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	FD 01 RES 0000 1100s - $48,000 3000s – $7,440
2.08 Provide professional development to teachers and administrators on the implementation of California State Content Standards, English Language Arts, English Language Development (ELD) –Designated and Integrated adopted materials, and on addressing the needs of English Learners, Low Income, Foster Youth, Homeless, GATE and Special Education students	Districtwide	X__ALL OR: ___Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient her Subgroups:(Specify)_____	FD 01 RES 0000 1100s - $184,000 3000 - $28,520 4300 - $5,000 5800 - $211,000

• McGraw Hill Wonders and Maravillas (K-6) planning and coaching support • Houghton Mifflin Collections (7-8) planning and coaching support • Curriculum embedded home learning supports for parents • Curriculum embedded formative and summative assessments • Literacy across the content areas			
2.09 Support the needs of Special Education students and struggling students with adoption intervention materials and teacher professional development and coaching	Districtwide	___ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups:(Specify)_Special Education_____	FD 01 RES 6500 1100s - $14,000 3000s - $2,170 4300s - $40,000
2.10 Professional development for Transitional-Kindergarten teachers on preschool foundations and kindergarten standards for ELA, Designated and Integrated ELD	Districtwide	___ALL OR: _X_Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	FD 01 RES 0000 1100s - $31,500 3000s - $4,883 5200s - $10,000
2.11 Pilot and adopt an ELA/ELD program to meet the needs of Transitional Kindergarten students	Districtwide	X___ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	FD 01 RES 0000 1100s - $19,500 3000s - $3,023 4100s - $350,000
2.12 Provide professional development to teachers and administrators on the implementation of California Content State Standards, Math and on addressing the needs of English Learners, Low Income, Foster Youth, Homeless, GATE and Special Education students • Eureka planning, coaching and support • Accelerated Math and Integrated Math planning,	Districtwide	X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	FD 01 RES 0000 1100s - $550,000 3000s - $85,250 5800s - $87,850

coaching and support • Develop Math content knowledge • Curriculum embedded formative and summative assessments • Curriculum embedded home learning supports for parents • Summer Institute			
2.13 Provide professional development to teachers and administrators on the implementation of Next Generation Science Standards (NGSS) and on addressing the needs of English Learners, Low Income, Foster Youth, Homeless, GATE and Special Education students • Summer Institute • NGSS Institute follow-up • NGSS coaching and support	Districtwide	X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	FD 01 RES 0000 1100s - $73,830 3000s - $11,444
2.14 Provide professional development for teachers on Gifted And Talented Education Certification	Districtwide	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient X__Other Subgroups:(Specify)__GATE_____	FD 01 RES 0000 1100s - $15,000 3000s - $2,325 4300s - $1,000
2.15 Provide professional development for teachers on collaborative instructional strategies to support students in accessing all California State Content Standards	Districtwide	X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	FD 01 RES 0000 1100s - $43,900 3000s - $6,804
2.16 Co-teaching collaboration training for Special Education and General Education teachers	Districtwide	__ALL OR:	FD 01 RES 0000 5800s - $5,000 FD 01 RES 6500

		__Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient X__Other Subgroups:(Specify) Special Education_____	5800s - $5,000
2.17 Provide professional development for teachers, para-educators, and administrators on technology and coding for students	Districtwide	X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	FD 01 RES 0000 1100s - $9,000 3000s – $1,395 4300 - $1,000
2.18 Provide core resources and materials to ensure implementation of all California State Content Standards • McGraw Hill Wonders and Maravillas (K-6) • Houghton Mifflin Collections (7-8) planning and coaching support • Eureka Math adoption • Math manipulatives	Districtwide	X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	FD 01 RES 0000 4100s - $1,643,000
2.19 Resources to support professional development • ELA/ELD and Math adoption material distribution site support	Districtwide	X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	FD 01 RES 4203 4300s - $33,000
2.20 Provide supplemental resources and materials aligned to California Content State Standards • Scholastic Reading Inventory (SRI) • Reading Counts • Read 180 (Program 4) materials, fees and maintenance • Learning Together/BLAST materials • Designated ELD-English 3D (Program 5) • Special Education materials • Teaching Channel, supports, licenses and/or technology devices • Other site licenses	Districtwide	X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	FD 01 RES 0000 4300s - $78,000 4400 - $17,000 5800 - $143,000 FD 01 RES 6300 4300s - $256,000 FD 01 RES 4203 4300s - $350,000
2.21 Provide supplemental resources and materials aligned	Districtwide	X__ALL	FD 01 RES 0000 1100s - $100,000

to California Content State Standards to support hands-on-learning • Science - NGSS		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	3000s - $15,500 4300 - $10,000
2.22 Continue to provide weekly Physical Education (PE) time for students to access the California Content State Standards for PE and to also support teacher planning to implement California State Content Standards and ELD Standards	Districtwide	X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	FD 01 RES 0000 1100s - $466,560 2100s $476,900 3000s $355,375
2.23 Enhance course offerings for all students, including English Learners, Low Income, Special Education, Foster Youth, Homeless, and GATE students through a broad course of study and electives, including specialty programs, such as magnets, academies and school distinctive programs: • District Gifted And Talented Education (GATE) • Visual And Performing Arts (VAPA) • Music Conservatory • International Baccalaureate (IB) • Advancement Via Individual Determination (AVID) • Dual Immersion Program • Science, Technology, Engineering and Math (STEM) • Project Based Learning (PBL) • No Excuses University •	Districtwide	X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	FD 01 RES 3010 1100s - $118,000 3000s – $20,745 5800 - $10,000 FD 01 RES 4035 1100s - $168,000 3000s – $29,534 FD 01 RES 0000 1100s - $324,000 3000s - $50,220 4400s - $24,000 5700 - $1,000 5800s - $75,000
2.24 Continue to provide library staff and resources to support the district focus on reading achievement	Districtwide	X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	FD 01 RES 0000 2200s $383,394 3000s - $88,180 4200s - $100,000

2.25 Continue to provide intervention and extended learning opportunities for students through between the bells, afterschool, summer school intervention and enrichment programs • Visual And Performing Arts (VAPA) • Musical Instrument Purchase/Repairs • Academic intervention programs • Extended School Year (ESY) for Special Education students • Site determined academic and language interventions for English Learners • Broad course of study that prepares students and at-risk students for access to A-G coursework/college and career pathways	Districtwide	X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	FD 01 RES 3010 1100s - $135,761 3000s - $21,042 FD 01 RES 4124 1100s - $30,000 3000s - $4,650 FD 01 RES 6500 1100s - $225,757 3000s - $34,992
2.26 Develop and implement a plan to provide Supplemental Educational Services to Low Income, Foster Youth and English Learners, Homeless, and Special Education Students that may be at risk or struggling	Districtwide	__ALL OR: X__Low Income pupils X__English Learners X__Foster Youth __Redesignated fluent English proficient X__Other Subgroups:(Specify)_Special Educaiton_____	FD 01 RES 3010 1100 - $400,000 2200 - $325,000 3000 - $225,000 4300 - $50,000 5800 - $100,000
2.27 Increase students' use of up-to-date technology as a learning and assessment tool: • Edu Type • District and site-determined programs and licenses • Technology devices	Districtwide	X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient	FD 01 RES 6300 5800s - $100,000

		__Other Subgroups:(Specify)_____	
2.28 Provide alternative programs and learning opportunities to meet individualized student needs, such as virtual learning opportunities and alternative placements • E3 • Independent study • Student Outreach Academy Recovery (SOAR) • Home and Hospital	Districtwide	X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	FD 01 RES 0000 1100s - $238,122 3000s - $36,909 5800s - $25,000
2.29 Expand/Refine the Seal of Biliteracy Pathways Awards program	Districtwide	X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	FD 01 RES 0000 4300s - $2,000
2.30 Newcomer Program for ELs, 12 months or less in US: • Vernon Middle School Teacher release days for Newcomer professional development and planning • Vernon Middle School Newcomer teacher and paraprofessional aide staffing • K-8 Newcomer supplementary materials • Rosetta Stone licenses	Districtwide	__ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	FD 01 RES 0000 1100s - $135,273 3000s - $28,767
2.31 Provide a dedicated Director to oversee instructional programs for English Learners, provide technical assistance to schoolsites on English Learner services, monitor student progress towards reclassification and ensure that Title III legal requirements are met		__ALL OR: __Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	FD 01 RES 0000 1300s - $128,213 3000s - $45,753

LCAP Year 2: 2017-18	
Expected Annual Measurable Outcomes:	• Ensure 100% of students have access to standards-aligned, instructional materials • Ensure 100% of teachers continue to have access to professional development on the California State Content Standards • Ensure 100% of administrators continue to have access to instructional leadership development, professional development on the

	California State Content Standards and monitoring student achievement. ● 100% of elementary and intermediate students will have weekly access to science and social science

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.00 Maintain increased instructional time for students	Districtwide	X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	FD 01 RES 0000 1100s - $4,868,500 3000s $568,641
2.01 Ensure classroom teachers have discretionary budgets to support implementation of California State Content Standards and English Language Development Standards	Districtwide	X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	FD 01 RES 0000 4300s - $656,670
2.02 Support Phase 2 of class size reduction plan: TK – K to 26.5 students per classroom	Districtwide	X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	FD 01 RES 0000 1100s - $275,000 3000s $81,625

2.03 Provide English Learner Teachers on Assignment (TOAs) to provide direct services to teachers, EL students and parents: • Support English Learners (ELs), and At-Risk and Long Term English Learners (LTELs) monitor academic and language progress and increase their motivation to read • Provide coaching and professional development to teachers on implementation of the adopted Designated and Integrated ELD curriculum • Provide coaching and professional development on Quality Instruction for English Learners (QTEL) to support Integrated ELD in all content areas • Inform parents on EL student progress towards reclassification, literacy strategies and other ways to support learning at home	Districtwide	__ALL --- OR: __Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	FD 01 RES 4203 1100s - $145,727 3000s $36,423 FD 01 RES 4203 1100s - $34,808 3000s $8,557
2.04 Provide Teachers on Assignment (TOAs) to increase support to teachers on California Content State Standards, ELA/ELD and Math adoptions: • Support the implementation of California Content State Standards and increase teacher capacity through coaching • Support the implementation of adopted curriculum in ELA/ELD and Math • Provide job-embedded training, coaching and professional development on supporting all students, and differentiation for Low Income, Foster Youth and English Learner students	Districtwide	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)____	FD 01 RES 6500 1100s - $312,463 3000s $75,415 FD 01 RES 4035 1100s - $1,029,315 3000s $293,689 FD 01 RES 4203 1100s - $145,727 3000s $36,423 FD 01 RES 0000 1100s - $1,756,782 3000s $489,605
2.05 Special Education Itinerant Teachers: • Support Special Education student access to curriculum • Monitor academic language progress • Inform parents of student progress	Districtwide	__ALL	FD 01 RES 6500 1100s – $440,000 3000s - $130,600

		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups:(Specify)_Special Education_____	
2.06 Provide and continue support to teachers and administrators in curriculum and instruction through 'Spotlight' demonstration classes: • Maintain and expand demonstration classes at every grade level at sites across the district • Highlight demonstration lessons on Designated and Integrated English Language Development Establish Special Education strategic demonstration classes	Districtwide	X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	FD 01 RES 0000 1100s - $119,450 3000s - $18,515 4300s - $6,000
2.07 Expand the Instructional Rounds process to reach consistency in practice of high quality instruction aligned to California Content State Standards and the English Language Development standards- Designated and Integrated ELD, with a focus on rigor and collaboration using a consistent protocol	Districtwide	X__ALL OR: __Low Income pupils _ English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	FD 01 RES 0000 1100s - $48,000 3000s – $7,440

2.08 Provide professional development to teachers and administrators on the implementation of California State Content Standards, English Language Arts, English Language Development (ELD) –Designated and Integrated adopted materials, and on addressing the needs of English Learners, Low Income, Foster Youth, Homeless, GATE and Special Education students • McGraw Hill Wonders and Maravillas (K-6) planning and coaching support • Houghton Mifflin Collections (7-8) planning and coaching support • Curriculum embedded home learning supports for parents • Curriculum embedded formative and summative assessments • Literacy across the content areas	Districtwide	X__ALL --- OR: __Low Income pupils __English Learners__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	FD 01 RES 0000 1100s - $184,000 3000 - $28,520 4300 - $5,000 5800 - $211,000

2.09 Support the needs of Special Education students and struggling students with adoption intervention materials and teacher professional development and coaching	Districtwide	___ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups:(Specify)_Special Education_____	FD 01 RES 6500 1100s - $14,000 3000s - $2,170 4300s - $40,000
2.10 Professional development for Transitional-Kindergarten teachers on preschool foundations and kindergarten standards for ELA, Designated and Integrated ELD	Districtwide	X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	FD 01 RES 0000 1100s - $31,500 3000s - $4,883 5200s - $10,000

2.11 Support implementation of an ELA/ELD program to meet the needs of Transitional Kindergarten students	Districtwide	X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	FD 01 RES 0000 4100 - $200,000
2.12 Provide professional development for teachers and administrators on the implementation of California Content State Standards, Math and on addressing the needs of English Learners, Low Income, Foster Youth, Homeless, GATE and Special Education students • Eureka planning, coaching and support • Accelerated Math and Integrated Math planning, coaching and support • Develop Math content knowledge • Curriculum embedded formative and summative assessments • Curriculum embedded home learning supports for parents • Summer Institute	Districtwide	__ALL OR: X__Low Income pupils X__English Learners X__Foster Youth X__Redesignated fluent English proficient X__Other Subgroups:(Specify) Special Education_____	FD 01 RES 0000 1100s - $550,000 3000s - $85,250 5800s - $87,850
2.13 Provide professional development for teachers and administrators on the implementation of Next Generation Science Standards (NGSS) and on addressing the needs of English Learners, Low Income, Foster Youth, Homeless, GATE and Special Education students • Summer Institute • NGSS Institute follow-up • NGSS coaching and support	Districtwide	X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	FD 01 RES 0000 1100s - $73,830 3000s - $11,444

2.14 Provide professional development for teachers on Gifted And Talented Education Certification	Districtwide	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient X__Other Subgroups:(Specify)__GATE_____	FD 01 RES 0000 1100s - $15,000 3000s - $2,325 4300s - $1,000
2.15 Provide professional development to teachers on collaborative instructional strategies to support students in accessing all California State Content Standards	Districtwide	X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	FD 01 RES 0000 1100s - $43,900 3000s - $6,804
2.16 Co-teaching collaboration training for Special Education and General Education teachers	Districtwide	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient X__Other Subgroups:(Specify) Special Education_____	FD 01 RES 0000 5800s - $5,000 FD 01 RES 6500 5800s - $5,000
2.17 Provide professional development for teachers, para-educators, and administrators on technology and coding for students	Districtwide	X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	FD 01 RES 0000 1100s - $9,000 3000s – $1,395 4300 - $1,000

2.18 Provide core resources and materials to ensure implementation of all California State Content Standards • McGraw Hill Wonders and Maravillas (K-6) • Houghton Mifflin Collections (7-8) planning and coaching support • Eureka Math adoption • Math manipulatives	Districtwide	X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	FD 01 RES 0000 4100s - $1,643,000
2.19 Resources to support professional development • ELA/ELD and Math adoption material distribution site support	Districtwide	X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	FD 01 RES 4203 4300s - $33,000
2.20 Provide supplemental resources and materials aligned to California Content State Standards • Scholastic Reading Inventory (SRI) • Reading Counts • Read 180 (Program 4) materials, fees and maintenance • Learning Together/BLAST materials • Designated ELD-English 3D (Program 5) • Special Education materials • Teaching Channel, supports, licenses and/or technology devices • Other site licenses	Districtwide	X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	FD 01 RES 0000 4300s - $78,000 4400 - $17,000 5800 - $143,000 FD 01 RES 6300 4300s - $256,000 FD 01 RES 4203 4300s - $350,000
2.21 Provide supplemental resources and materials aligned to California Content State Standards to support hands-on-learning • Science - NGSS	Districtwide	X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	FD 01 RES 0000 1100s - $100,000 3000s - $15,500 4300 - $10,000

2.22 Continue to provide weekly Physical Education (PE) time for students to access the California Content State Standards for PE and to also support teacher planning to implement California State Content Standards and ELD Standards	Districtwide	X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	FD 01 RES 0000 1100s - $466,560 2100s $476,900 3000s $355,375
2.23 Enhance course offerings for all students, including English Learners, Low Income, Special Education, Foster Youth, Homeless, and GATE students through a broad course of study and electives, including specialty programs, such as magnets, academies and school distinctive programs: • District Gifted And Talented Education (GATE) • Visual And Performing Arts (VAPA) • Music Conservatory • International Baccalaureate (IB) • Advancement Via Individual Determination (AVID) • Dual Immersion Program • Science, Technology, Engineering and Math (STEM) • Project Based Learning (PBL) • No Excuses University	Districtwide	X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	FD 01 RES 3010 1100s - $118,000 3000s – $20,745 5800 - $10,000 FD 01 RES 4035 1100s - $168,000 3000s – $29,534 FD 01 RES 0000 1100s - $324,000 3000s - $50,220 4400s - $24,000 5700 - $1,000 5800s - $75,000
2.24 Continue to provide library staff and resources to support the District focus on reading achievement	Districtwide	X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	FD 01 RES 0000 2200s $383,394 3000s - $88,180 4200s - $100,000

2.25 Continue to provide intervention and extended learning opportunities for students through between the bells, afterschool, summer school intervention and enrichment programs • Visual And Performing Arts (VAPA) • Musical Instrument Purchase/Repairs • Academic intervention programs • Extended School Year (ESY) for Special Education students • Site determined academic and language interventions for English Learners • Broad course of study that prepares students and at-risk students for access to A-G coursework/college and career pathways	Districtwide	X__ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	FD 01 RES 3010 1100s - $135,761 3000s - $21,042 FD 01 RES 4124 1100s - $30,000 3000s - $4,650 FD 01 RES 6500 1100s - $225,757 3000s - $34,992
2.26 Develop and implement a plan to provide Supplemental Educational Services to Low Income, Foster Youth and English Learners, Homeless, and Special Education Students that may be at risk or struggling	Districtwide	__ALL --- OR: X__Low Income pupils X__English Learners X__Foster Youth X__Redesignated fluent English proficient X__Other Subgroups:(Specify)_Special Educaiton_____	FD 01 RES 3010 1100 - $400,000 2200 - $325,000 3000 - $225,000 4300 - $50,000 5800 - $100,000

2.27 Increase students' use of up-to-date technology as a learning and assessment tool: • Edu Type • District and site-determined programs and licenses • Technology devices	Districtwide	X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	FD 01 RES 6300 5800s - $100,000
2.28 Provide alternative programs and learning opportunities to meet individualized student needs, such as virtual learning opportunities and alternative placements • E3 • Independent study • Student Outreach Academy Recovery (SOAR) • Home and Hospital	Districtwide	X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	FD 01 RES 0000 1100s - $238,122 3000s - $36,909 5800s - $25,000
2.29 Expand/Refine the Seal of Biliteracy Pathways Awards program	Districtwide	X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	FD 01 RES 0000 4300s - $2,000
2.30 Newcomer Program for ELs, 12 months or less in US: • Vernon Middle School Teacher release days for Newcomer professional development and planning • Vernon Middle School Newcomer teacher and paraprofessional aide staffing • K-8 Newcomer supplementary materials • Rosetta Stone licenses	Districtwide	__ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	FD 01 RES 0000 1100s - $135,273 3000s - $28,767
2.31 Provide a dedicated Director to oversee instructional programs for English Learners, provide technical assistance to schoolsites on English Learner services, monitor student progress towards reclassification and ensure that Title III legal requirements are met.	Districtwide	__ALL OR: __Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	FD 01 RES 0000 1300s - $128,213 3000s - $45,753

LCAP Year 3: 2018-19			
Expected Annual Measurable Outcomes:	● Ensure 100% of students have access to standards-aligned, instructional materials ● Ensure 100% of teachers continue to have access to professional development on the California State Content Standards ● Ensure 100% of administrators continue to have access to instructional leadership development, professional development on the California State Content Standards and monitoring student achievement. ● 100% of elementary and intermediate students will have weekly access to science and social science		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.00 Maintain increased instructional time for students	Districtwide	X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	FD 01 RES 0000 1100s - $4,868,500 3000s $568,641
2.01 Ensure classroom teachers have discretionary budgets to support implementation of California State Content Standards and English Language Development Standards	Districtwide	X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	FD 01 RES 0000 4300s - $656,670
2.02 Support Phase 2 of class size reduction plan: TK – K to 26.5 students per classroom	Districtwide	X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	FD 01 RES 0000 1100s - $275,000 3000s $81,625

2.03 Provide English Learner Teachers on Assignment (TOAs) to provide direct services to teachers, EL students and parents: • Support English Learners (ELs), and At-Risk and Long Term English Learners (LTELs) monitor academic and language progress and increase their motivation to read • Provide coaching and professional development to teachers on implementation of the adopted Designated and Integrated ELD curriculum • Provide coaching and professional development on Quality Instruction for English Learners (QTEL) to support Integrated ELD in all content areas • Inform parents on EL student progress towards reclassification, literacy strategies and other ways to support learning at home	Districtwide	__ALL --- OR: __Low Income pupils X__English Learners __Foster Youth X __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	FD 01 RES 4203 1100s - $145,727 3000s $36,423 FD 01 RES 4203 1100s - $34,808 3000s $8,557
2.04 Provide Teachers on Assignment (TOAs) to increase support to teachers on California Content State Standards, ELA/ELD and Math adoptions: • Support the implementation of California Content State Standards and increase teacher capacity through coaching • Support the implementation of adopted curriculum in ELA/ELD and Math • Provide job-embedded training, coaching and professional development on supporting all students, and differentiation for Low Income, Foster Youth and English Learner students	Districtwide	X__ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)____	FD 01 RES 6500 1100s - $312,463 3000s $75,415 FD 01 RES 4035 1100s - $1,029,315 3000s $293,689 FD 01 RES 4203 1100s - $145,727 3000s $36,423 FD 01 RES 0000 1100s - $1,756,782 3000s $489,605
2.05 Special Education Itinerant Teachers: • Support Special Education student access to curriculum • Monitor academic language progress • Inform parents of student progress	Districtwide	__ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups:(Specify)_Special Education_____	FD 01 RES 6500 1100s – $440,000 3000s - $130,600

2.06 Provide and continue support to teachers and administrators in curriculum and instruction through 'Spotlight' demonstration classes: • Maintain and expand demonstration classes at every grade level at sites across the district • Highlight demonstration lessons on Designated and Integrated English Language Development • Establish Special Education strategic demonstration classes	Districtwide	X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	FD 01 RES 0000 1100s - $119,450 3000 - $18,515 4300s - $6,000
2.07 Expand the Instructional Rounds process to reach consistency in practice of high quality instruction aligned to California Content State Standards and the English Language Development standards- Designated and Integrated ELD, with a focus on rigor and collaboration using a consistent protocol	Districtwide	__ALL OR: _X_Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	FD 01 RES 0000 1100s - $48,000 3000s – $7,440
2.08 Provide professional development to teachers and administrators on the implementation of California State Content Standards, English Language Arts, English Language Development (ELD) –Designated and Integrated adopted materials, and on addressing the needs of English Learners, Low Income, Foster Youth, Homeless, GATE and Special Education students • McGraw Hill Wonders and Maravillas (K-6) planning and coaching support • Houghton Mifflin Collections (7-8) planning and coaching support • Curriculum embedded home learning supports for parents • Curriculum embedded formative and summative assessments • Literacy across the content areas	Districtwide	X___ALL OR: _Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	FD 01 RES 0000 1100s - $184,000 3000 - $28,520 4300 - $5,000 5800 - $211,000
2.09 Support the needs of Special Education students and struggling students with adoption intervention materials and teacher professional development and coaching	Districtwide	___ALL OR:	FD 01 RES 6500 1100s - $14,000 3000s - $2,170

		__Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups:(Specify)_Special Education_____	4300s - $40,000
2.10 Professional development for Transitional-Kindergarten teachers on preschool foundations and kindergarten standards for ELA, Designated and Integrated ELD	Districtwide	___ALL OR: _X_Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	FD 01 RES 0000 1100s - $31,500 3000s - $4,883 5200s - $10,000
2.11 Support implementation of an ELA/ELD program to meet the needs of Transitional Kindergarten students	Districtwide	X___ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	FD 01 RES 0000 4100 - $200,000
2.12 Provide professional development to teachers and administrators on the implementation of California Content State Standards, Math and on addressing the needs of English Learners, Low Income, Foster Youth, Homeless, GATE and Special Education students • Eureka planning, coaching and support • Accelerated Math and Integrated Math planning, coaching and support • Develop Math content knowledge • Curriculum embedded formative and summative assessments • Curriculum embedded home learning supports for parents • Summer Institute	Districtwide	X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	FD 01 RES 0000 1100s - $550,000 3000s - $85,250 5800s - $87,850
2.13 Provide professional development to teachers and administrators on the implementation of Next Generation Science Standards (NGSS) and on addressing the needs of English Learners, Low Income, Foster Youth, Homeless, GATE and Special Education students • Summer Institute • NGSS Institute follow-up	Districtwide	X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	FD 01 RES 0000 1100s - $73,830 3000s - $11,444

• NGSS coaching and support			
2.14 Provide professional development for teachers on Gifted And Talented Education Certification	Districtwide	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient X__Other Subgroups:(Specify)__GATE_____	FD 01 RES 0000 1100s - $15,000 3000s - $2,325 4300s - $1,000
2.15 Provide professional development to teachers on collaborative instructional strategies to support students in accessing all California State Content Standards	Districtwide	X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	FD 01 RES 0000 1100s - $43,900 3000s - $6,804
2.16 Co-teaching collaboration training for Special Education and General Education teachers	Districtwide	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient X__Other Subgroups:(Specify) Special Education_____	FD 01 RES 0000 5800s - $5,000 FD 01 RES 6500 5800s - $5,000
2.17 Provide professional development for teachers, para-educators, and administrators on technology and coding for students	Districtwide	X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	FD 01 RES 0000 1100s - $9,000 3000s – $1,395 4300 - $1,000
2.18 Provide core resources and materials to ensure implementation of all California State Content Standards • McGraw Hill Wonders and Maravillas (K-6) • Houghton Mifflin Collections (7-8) planning and coaching support • Eureka Math adoption • Math manipulatives	Districtwide	X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	FD 01 RES 0000 4100s - $1,643,000
2.19 Resources to support Special Education • ELA/ELD and Math adoption material distribution site support	Districtwide	X__ALL OR: __Low Income pupils __English Learners	FD 01 RES 4203 4300s - $33,000

		__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
2.20 Provide supplemental resources and materials aligned to California Content State Standards • Scholastic Reading Inventory (SRI) • Reading Counts • Read 180 (Program 4) materials, fees and maintenance • Learning Together/BLAST materials • Designated ELD-English 3D (Program 5) • Special Education materials • Teaching Channel, supports, licenses and/or technology devices • Other site licenses	Districtwide	X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	FD 01 RES 0000 4300s - $78,000 4400 - $17,000 5800 - $143,000 FD 01 RES 6300 4300s - $256,000 FD 01 RES 4203 4300s - $350,000
2.21 Provide supplemental resources and materials aligned to California Content State Standards to support hands-on-learning • Science - NGSS	Districtwide	X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	FD 01 RES 0000 1100s - $100,000 3000s - $15,500 4300 - $10,000
2.22 Continue to provide weekly Physical Education (PE) time for students to access the California Content State Standards for PE and to also support teacher planning to implement California State Content Standards and ELD Standards	Districtwide	X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	FD 01 RES 0000 1100s - $466,560 2100s $476,900 3000s $355,375

2.23 Enhance course offerings for all students, including English Learners, Low Income, Special Education, Foster Youth, Homeless, and GATE students through a broad course of study and electives, including specialty programs, such as magnets, academies and school distinctive programs: • District Gifted And Talented Education (GATE) • Visual And Performing Arts (VAPA) • Music Conservatory • International Baccalaureate (IB) • Advancement Via Individual Determination (AVID) • Dual Immersion Program • Science, Technology, Engineering and Math (STEM) • Project Based Learning (PBL) • No Excuses University	Districtwide	X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	FD 01 RES 3010 1100s - $118,000 3000s – $20,745 5800 - $10,000 FD 01 RES 4035 1100s - $168,000 3000s – $29,534 FD 01 RES 0000 1100s - $324,000 3000s - $50,220 4400s - $24,000 5700 - $1,000 5800s - $75,000
2.24 Continue to provide library staff and resources to support the district focus on reading achievement	Districtwide	X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	FD 01 RES 0000 2200s $383,394 3000s - $88,180 4200s - $100,000
2.25 Continue to provide intervention and extended learning opportunities for students through between the bells, afterschool, summer school intervention and enrichment programs • Visual And Performing Arts (VAPA) • Musical Instrument Purchase/Repairs • Academic intervention programs • Extended School Year (ESY) for Special Education students • Site determined academic and language interventions for English Learners • Broad course of study that prepares students and at-risk students for access to A-G coursework/college and career pathways	Districtwide	X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	FD 01 RES 3010 1100s - $135,761 3000s - $21,042 FD 01 RES 4124 1100s - $30,000 3000s - $4,650 FD 01 RES 6500 1100s - $225,757 3000s - $34,992

2.26 Develop and implement a plan to provide Supplemental Educational Services to Low Income, Foster Youth and English Learners, Homeless, and Special Education Students that may be at risk or struggling	Districtwide	__ALL OR: X__Low Income pupils X__English Learners X__Foster Youth __Redesignated fluent English proficient X__Other Subgroups:(Specify)_Special Education_____	FD 01 RES 3010 1100 - $400,000 2200 - $325,000 3000 - $225,000 4300 - $50,000 5800 - $100,000
2.27 Increase students' use of up-to-date technology as a learning and assessment tool: • Edu Type • District and site-determined programs and licenses • Technology devices	Districtwide	X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	FD 01 RES 6300 5800s - $100,000
2.28 Provide alternative programs and learning opportunities to meet individualized student needs, such as virtual learning opportunities and alternative placements • E3 • Independent study • Student Outreach Academy Recovery (SOAR) • Home and Hospital	Districtwide	X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	FD 01 RES 0000 1100s - $238,122 3000s - $36,909 5800s - $25,000
2.29 Expand/Refine the Seal of Biliteracy Pathways Awards program	Districtwide	X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	FD 01 RES 0000 4300s - $2,000
2.30 Newcomer Program for ELs, 12 months or less in US: • Vernon Middle School Teacher release days for Newcomer professional development and planning • Vernon Middle School Newcomer teacher and paraprofessional aide staffing • K-8 Newcomer supplementary materials • Rosetta Stone licenses	Districtwide	__ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	FD 01 RES 0000 1100s - $135,273 3000s - $28,767

2.31 Provide a dedicated Director to oversee instructional programs for English Learners, provide technical assistance to schoolsites on English Learner services, monitor student progress towards reclassification and ensure that Title III legal requirements are met	Districtwide	__ALL OR: __Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	FD 01 RES 0000 1300s - $128,213 3000s - $45,753

GOAL: 3	**Student Outcomes:** Increase the number of students ready for college and careers, in all subgroups, by meeting or exceeding grade level performance expectations in English Language Arts, Math, science and social studies as measured by multiple assessments, and increase the percentage of English Learners that become English proficient and reclassify.	Related State and/or Local Priorities: 1__ 2__ 3__ 4_X_ 5__ 6__ 7__ 8_X_ COE only: 9__ 10__ Local : Specify _____

Identified Need :	• 100% of students need to meet or exceed grade level standards so they are able to experience academic success in high school and beyond • 100% of students, including English Learners, Foster Youth, Low Income, Students with Disabilities and Homeless students need to meet or exceed grade level standards, at the same level as all students to close the achievement gap • 100% of English Learners need to be fluent English proficient and meet academic grade level targets in order to reclassify by 5th grade • Assure that the needs of Long Term English Learners (LTELs) and At-Risk Long Term English Learners (AR-LTELs) are addressed promptly Idenified needs have been determined through qualitative data received from stakeholder input and research based best practice.
Goal Applies to:	Schools: ALL Applicable Pupil Subgroups: ALL

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	● Increase proficiency in English Language Arts for all students, based on Scholastic Reading Inventory (SRI), California Assessment of Student Performance and Progress (CAASPP) and assessments for all students, including Low Income, English Learners and Foster Youth, Students with Disabilities and Homeless students ● Increase proficiency in mathematics for all students, based on CAASPP**,** and establish baseline benchmark measures for all students, including Low Income, English Learners and Foster Youth, Students with Disabilities and Homeless students ● Increase students at or above grade level on 3rd grade CAASPP-ELA ● Increase students at or above grade level on 8th grade CAASPP-Math ● Decrease the number of Long Term English Learners in grades 6th-8th

	● 100% of English Learners need to be making progress towards English proficiency ● 100% of English Learners meet academic grade level targets in order to reclassify by 5th grade ● Increase the reclassification rate of English Learners ● Reduce the achievement gap for all subgroups, including English Learners, Foster Youth, Low Income, Students with Disabilities and Homeless students

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.00 Establish and implement a districtwide assessment system that includes formative and summative assessments, aligned to the California State Content Standards and district adoptions to monitor student progress for all students, for each subgroup	Districtwide	X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	N/A
3.01 Support data coaches, teachers-on-assignments and site administrators in their understanding of site level implementation of the district wide assessment and monitoring system	Districtwide	X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	N/A
3.02 Ensure teachers have understanding and utilize formative and summative assessments, including digital assessments and curriculum embedded assessment, to inform instruction, student learning and interventions	Districtwide	X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	N/A
3.03 Students in TK-3, will be assessed on foundational assessments to monitor progress towards reading proficiently by 3rd grade, with monitoring for all significant student subgroups	Districtwide	X__ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	FD 01 RES 0000 5800s - $20,000

3.04 Utilize a school wide assessment system to support an effective Student Success Team (SST) process and procedures to ensure student needs are met in a timely and consistent manner	Districtwide	X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	N/A
3.05 Identify and monitor English Learners' progress utilizing multiple measures: • Academic progress in ELA, Lexile and Math • Long Term English Learner (LTEL) and At-Risk LTEL progress • English proficiency and annual growth • EL monitoring progress towards reclassification • Curriculum embedded formative assessments	Districtwide	__ALL OR: __Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	N/A
3.06 Monitor Reclassified English Learners' academic progress, utilizing multiple measures, for a minimum of two years	Districtwide	__ALL OR: __Low Income pupils __English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	N/A
3.07 Monitor Students with Disabilities' academic progress in ELA and Math using multiple measures	Districtwide	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient X__Other Subgroups:(Specify)_Special Education_____	FD 01 RES 6500 2200s - $2,000 3000s - $460 5700s - $3,000

3.08 Monitor Low Income, Foster Youth and Homeless students' academic progress in ELA and Math using multiple measures	Districtwide	__ALL OR: X__Low Income pupils __English Learners X__Foster Youth __Redesignated fluent English proficient X__Other Subgroups:(Specify)_Homeless_____	N/A
3.09 Monitor English Learners' academic and language proficiency progress in ELA, ELD and Math	Districtwide	__ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	N/A
3.10 Provide technology, licenses, professional development and supports to deliver districtwide formative and summative assessments and analyze results: • Physical Fitness testing • Summer California English Language Development Test (CELDT) • GATE testing • School Loop • Illuminate Program • Inspect Program • CAASPP Assessments • Printing and associated discretionary costs • Assessment Licenses • ESGI foundational assessments		X___ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	FD 01 RES 0000 2200s - $105,000 3000s - $24,150 4300s - $5,000 5700s - $35,000 5800s - $8,741 FD 01 RES 6300 5800s - $184,960 FD 01 RES 3010 5200s - $24,897

LCAP Year 2: 2017-18	
Expected Annual Measurable Outcomes:	• Increase proficiency in English Language Arts for all students, based on Scholastic Reading Inventory (SRI), California Assessment of Student Performance and Progress (CAASPP) and assessments for all students, including Low Income, English Learners and Foster Youth, Students with Disabilities and Homeless students • Increase proficiency in mathematics for all students, based on CAASPP**,** and establish baseline benchmark measures for all students, including Low Income, English Learners and Foster Youth, Students with Disabilities and Homeless students

	• Increase students at or above grade level on 3rd grade CAASPP-ELA • Increase students at or above grade level on 8th grade CAASPP-Math • Decrease the number of Long Term English Learners in grades 6th-8th • 100% of English Learners need to be making progress towards English proficiency • 100% of English Learners meet academic grade level targets in order to reclassify by 5th grade • Increase the reclassification rate of English Learners • Reduce the achievement gap for all subgroups, including English Learners, Foster Youth, Low Income, Students with Disabilities and Homeless students

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.00 Provide a districtwide assessment system that includes formative and summative assessments, aligned to the California State Content Standards and district adoptions to monitor student progress for all students, for each subgroup	Districtwide	X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	N/A
3.01 Support data coaches, teachers-on-assignments and site administrators in their understanding of site level implementation of the district wide assessment and monitoring system	Districtwide	X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	N/A
3.02 Ensure teachers have understanding and utilize formative and summative assessments, including digital assessments and curriculum embedded assessment, to inform instruction, student learning and interventions	Districtwide	X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	N/A
3.03 Students in TK-3, will be assessed on foundational assessments to monitor progress towards reading proficiently by 3rd grade, with monitoring all significant student subgroups	Districtwide	X__ALL --- OR: _Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_ _____	FD 01 RES 0000 5800s - $20,000

3.04 Utilize a disrictwide assessment system to support an effective Student Success Team (SST) process and procedures to ensure student needs are met in a timely and consistent manner	Districtwide	X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	N/A
3.05 Identify and monitor English Learner student progress utilizing multiple measures: • Academic progress in ELA, Lexile and Math • Long Term English Learner (LTEL) and At-Risk LTEL progress • English proficiency and annual growth • EL monitoring progress towards reclassification • Curriculum embedded formative assessments	Districtwide	__ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	N/A
3.06 Monitor Reclassified English Learners' academic progress, utilizing multiple measures, for a minimum of two years	Districtwide	__ALL OR: __Low Income pupils __English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	N/A
3.07 Monitor Students with Disabilities' academic progress in ELA and Math using multiple measures	Districtwide	__ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient X__Other Subgroups:(Specify)_Special Education_____	FD 01 RES 6500 2200s - $2,000 3000s - $460 5700s - $3,000

3.08 Monitor Low Income, Foster Youth and Homeless students' academic progress in ELA and Math using multiple measures	Districtwide	__ALL --- OR: X__Low Income pupils __English Learners X__Foster Youth __Redesignated fluent English proficient X__Other Subgroups:(Specify)_Homeless_____	N/A
3.09 Monitor English Learners' academic and language proficiency progress in ELA, ELD and Math	Districtwide	__ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	N/A
3.10 Provide technology, licenses, professional development and supports to deliver districtwide formative and summative assessments and analyze results: • Physical Fitness testing • Summer California English Language Development Test (CELDT) • GATE testing • School Loop • Illuminate Program • Inspect Program • CAASPP Assessments • Printing and associated discretionary costs • Assessment Licenses • ESGI foundational assessments		X___ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	FD 01 RES 0000 2200s - $105,000 3000s - $24,150 4300s - $5,000 5700s - $35,000 5800s - $8,741 FD 01 RES 6300 5800s - $184,960 FD 01 RES 3010 5200s - $24,897

LCAP Year 3: 2018-19	
Expected Annual Measurable Outcomes:	• Increase proficiency in English Language Arts for all students, based on Scholastic Reading Inventory (SRI), California Assessment of Student Performance and Progress (CAASPP) and assessments for all students, including Low Income, English Learners and Foster Youth, Students with Disabilities and Homeless students • Increase proficiency in mathematics for all students, based on CAASPP**,** and establish baseline benchmark measures for all students, including Low Income, English Learners and Foster Youth, Students with Disabilities and Homeless students • Increase students at or above grade level on 3rd grade CAASPP-ELA • Increase students at or above grade level on 8th grade CAASPP-Math

	• Decrease the number of Long Term English Learners in grades 6th-8th • 100% of English Learners need to be making progress towards English proficiency • 100% of English Learners meet academic grade level targets in order to reclassify by 5th grade • Increase the reclassification rate of English Learners • Reduce the achievement gap for all subgroups, including English Learners, Foster Youth, Low Income, Students with Disabilities and Homeless students

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.00 Provide a districtwide assessment system that includes formative and summative assessments, aligned to the California State Content Standards and district adoptions to monitor student progress for all students, for each subgroup	Districtwide	X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	N/A
3.01 Support data coaches, teachers-on-assignments and site administrators in their understanding of site level implementation of the district wide assessment and monitoring system	Districtwide	X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	N/A
3.02 Ensure teachers have understanding and utilize formative and summative assessments, including digital assessments and curriculum embedded assessment, to inform instruction, student learning and interventions	Districtwide	X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	N/A

3.03 Students in TK-3, will be assessed on foundational assessments to monitor progress towards reading proficiently by 3rd grade, with monitoring all significant student subgroups	Districtwide	X__ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_	FD 01 RES 0000 5800s - $20,000
3.04 Utilize a districtwide assessment system to support an effective Student Success Team (SST) process and procedures to ensure student needs are met in a timely and consistent manner	Districtwide	X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	N/A
3.05 Identify and monitor English Learners' progress utilizing multiple measures: • Academic progress in ELA, Lexile and Math • Long Term English Learner (LTEL) and At-Risk LTEL progress • English proficiency and annual growth • EL monitoring progress towards reclassification • Curriculum embedded formative assessments	Districtwide	__ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	N/A
3.06 Monitor Reclassified English Learners' academic progress, utilizing multiple measures, for a minimum of two years	Districtwide	__ALL OR: __Low Income pupils __English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	N/A
3.07 Monitor Students with Disabilities' academic progress in ELA and Math using multiple measures	Districtwide	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient X__Other Subgroups:(Specify)_Special Education_____	FD 01 RES 6500 2200s - $2,000 3000s - $460 5700s - $3,000
3.08 Monitor Low Income, Foster Youth and Homeless students' academic progress in ELA and Math using multiple	Districtwide	__ALL	N/A

measures		OR: X__Low Income pupils __English Learners X__Foster Youth __Redesignated fluent English proficient X__Other Subgroups:(Specify)_Homeless_____	
3.09 Monitor English Learners' academic and language proficiency progress in ELA, ELD and Math	Districtwide	__ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	N/A
3.10 Provide technology, licenses, professional development and supports to deliver districtwide formative and summative assessments and analyze results: • Physical Fitness testing • Summer California English Language Development Test (CELDT) • GATE testing • School Loop • Illuminate Program • Inspect Program • CAASPP Assessments • Printing and associated discretionary costs • Assessment Licenses • ESGI foundational assessments		X___ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	FD 01 RES 0000 2200s - $105,000 3000s - $24,150 4300s - $5,000 5700s - $35,000 5800s - $8,741 FD 01 RES 6300 5800s - $184,960 FD 01 RES 3010 5200s - $24,897

GOAL: 4	**Engagement:** All students, in all subgroups, will be provided opportunities to increase their engagement in school with peers, staff, and the community as reflected by increased school	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__X 6_X_ 7__ 8__

	attendance rates, decreased chronic absenteeism rates and middle school dropout rates.	COE only: 9__ 10__ Local : Specify _____

Identified Need :	• 100% of students must feel safe and secure at school and feel a sense of community and connectedness • Positive, consistent practices must be implemented on school sites to ensure a positive school environment for students • Research shows that outreach services, case management services and mental health services will support families and remove barriers for students to allow for academic success • The opportunity for students and their families to participate in athletic and academic activities will allow for future engagement beyond the scheduled day Idenified needs have been determined through qualitative data received from stakeholder input and research based best practice.
Goal Applies to:	Schools: ALL Applicable Pupil Subgroups: ALL

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	• Increase student and staff satisfaction with feeling engaged at school as measured by surveys • Decrease school suspension rates • Achieve student attendance rate of 97.7% • Maintain student expulsion rate at 0% • Decrease middle school drop out rate • Reduce Chronic Absentee Rates

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4.00 Provide a safe and secure learning environment that is conducive to learning, where people treat each other with respect by utilizing mentor services at each school site: • Chaffey College Professor support program	Districtwide	X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	FD 01 RES 0000 1200s - $1,030,555 2900s - $798,825 3000s - $343,465
4.01 Promote recognition to any of our 32 schools for increasing their attendance rate each month and qualifying for a trophy and banner display	Districtwide	X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	FD 01 RES 0000 4300s - $3,200

4.02 The assistance of an additional staff member to track the attendance of chronic truants and be a liaison between the school, family, and community agencies	Districtwide	X__ALL OR: __Low Incomepupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	FD 01 RES 0000 2400s - $70,000 3000s - $16,100
4.03 Provide staffing to support family outreach and student support at school sites (Outreach Consultant (ORC), School/Family Outreach Assistants (SFOA), and student counselors) to serve as liaisons between the school site and Family Resource Centers	Districtwide	__ALL OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	FD 01 RES 0000 1900s - $536,100 3000s - $82,205 2200s - $345,943 3000s - $55,627 FD 01 RES 3010 1900s - $382,869 3000s - 61,565 FD 01 RES 9010 1900s - $38,486 3000s - $6,188
4.04 Train Cohort 3 (Tier 2) and Cohort 4 (Tier 1) in Positive Behavior Intervention and Support (PBIS) system and tools that promotes a positive school environment: • Provide and implement schoolwide Information System for all PBIS schools to enter and track data to ensure fidelity	Districtwide	X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	FD 01 RES 9010 1100s - $42,606 2100s - $400 3000s - $4,737 5200s - $3,590
4.05 Provide case management services to students and their families to link to services for basic needs, health insurance, job availability and education in collaboration with the Parent Educational Center	Districtwide	__ALL OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	FD 01 RES 3010 2200s - $275,997 3000s - $66,929 FD 01 RES 0000 2300s - $49,127 3000s - $11,913 FD 01 RES 5640 2200s - $137,339 3000s - $33,305 FD 01 RES 9010

			2300s - $133,547 3000s - $32,385
4.06 Maintain services offered at two OMSD Family Resource Centers in the areas of clinical supervision for mental health and crisis intervention district wide for students and staff	Districtwide	X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	FD 01 RES 3010 1100s - $115,816 2300s - $118,510 3000s - 65,939 4300s - 89,735
4.07 Provide a system to track student interventions and the SST system and procedures to ensure student needs are met in a timely and in a consistent manner and appropriate interventions, in the area of academics, social/emotional, speech and language behavior and attendance, are implemented	Districtwide	X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	FD 01 RES 0000 5800s - $103,900
4.08 Develop and implement a plan to prioritize support for Foster Youth, Homeless and monitor their social/emotional needs, including counseling services	Districtwide	__ALL OR: __Low Income pupils __English Learners X__Foster Youth __Redesignated fluent English proficient X__Other Subgroups:(Specify)__Homeless_____	FD 01 RES 5640 1100s - $10,278 3000s - $1,490 FD 01 RES 5640 1100s - $3,611 3000s - $525
4.09 Maintain a dedicated Activities Administrator to	Districtwide	X__ALL	FD 01 RES 0000

develop and implement a comprehensive athletic activities program including competitive sports, chess, inspirational speakers and clinics for students at all school sites		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	1100s - $255,000 1300s - $114,911 2100s - $80,000 2200s - $8,000 2900s - 3,000 3000s - 78,717 4300s - 20,000 5200s - 4,000 5700s - 30,000 5800s - $35,000
4.10 Provide Special Education professional development to teachers, para-educators and administrators on behavior intervention and tracking in addressing the needs of Special Education students	Districtwide	___ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups:(Specify)_Special Education_____	FD 01 RES 6500 1100s - $3,000 2200s - $2,000 3000s - $1,000
4.11 Provide and continue support to teachers and administrators in Positive Behavior Intervention and Support (PBIS) through 'Spotlight' demonstration classes	Districtwide	X___ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	FD 01 RES 6500 1100s - $6,000 3000s - $1,000

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	• Increase student and staff satisfaction with feeling engaged at school as measured by surveys • Decrease school suspension rates • Achieve student attendance rate of 97.7% • Maintain student expulsion rate at 0% • Decrease middle school drop out rate • Reduce Chronic Absentee Rates

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4.00 Provide a safe and secure learning environment that is conducive to learning, where people treat each other with respect by utilizing mentor services at each school site: • Chaffey College Professor support program	Districtwide	X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient	FD 01 RES 0000 1200s - $1,030,555 2900s - $798,825

		__Other Subgroups:(Specify)_____	3000s - $343,465
4.01 Promote recognition to any of our 32 schools for increasing their attendance rate each month and qualifying for a trophy and banner display	Districtwide	X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	FD 01 RES 0000 4300s - $3,200
4.02 The assistance of an additional staff member to track the attendance of chronic truants and be a liaison between the school, family, and community agencies	Districtwide	X__ALL OR: __Low Incomepupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	FD 01 RES 0000 2400s - $70,000 3000s - $16,100
4.03 Provide staffing to support family outreach and student support at school sites (Outreach Consultant (ORC), School/Family Outreach Assistants (SFOA), and student counselors) to serve as liaisons between the school site and Family Resource Centers	Districtwide	__ALL OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	FD 01 RES 0000 1900s - $536,100 3000s - $82,205 2200s - $345,943 3000s - $55,627 FD 01 RES 3010 1900s - $382,869 3000s - 61,565 FD 01 RES 9010 1900s - $38,486 3000s - $6,188
4.04 Train Cohort 3 (Tier 3) and Cohort 4 (Tier 2) in Positive Behavior Intervention and Support (PBIS) system and tools that promotes a positive school environment: • Provide and implement schoolwide Information System for all PBIS schools to enter and track data to ensure fidelity	Districtwide	X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	FD 01 RES 9010 1100s - $42,606 2100s - $400 3000s - $4,737 5200s - $3,590
	Districtwide	__ALL	FD 01 RES 3010

4.05 Provide case management services to students and their families to link to services for basic needs, health insurance, job availability and education in collaboration with the Parent Educational Center		OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	2200s - $275,997 3000s - $66,929 FD 01 RES 0000 2300s - $49,127 3000s - $11,913 FD 01 RES 5640 2200s - $137,339 3000s - $33,305 FD 01 RES 9010 2300s - $133,547 3000s - $32,385
4.06 Maintain services offered at two OMSD Family Resource Centers in the areas of clinical supervision for mental health and crisis intervention district wide for students and staff	Districtwide	X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	FD 01 RES 3010 1100s - $115,816 2300s - $118,510 3000s - 65,939 4300s - 89,735
4.07 Provide a system to track student interventions and the SST system and procedures to ensure student needs are met in a timely and in a consistent manner and appropriate interventions, in the area of academics, social/emotional, speech and language behavior and attendance, are implemented	Districtwide	X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	FD 01 RES 0000 5800s - $103,900

4.08 Develop and implement a plan to prioritize support for Foster Youth, Homeless and monitor their social/emotional needs, including counseling services	Districtwide	__ALL --- OR: __Low Income pupils __English Learners X__Foster Youth __Redesignated fluent English proficient X__Other Subgroups:(Specify)__Homeless_____	FD 01 RES 5640 1100s - $10,278 3000s - $1,490 FD 01 RES 5640 1100s - $3,611 3000s - $525
4.09 Maintain a dedicated Activities Administrator to develop and implement a comprehensive athletic activities program including competitive sports, chess, inspirational speakers and clinics for students at all school sites	Districtwide	X__ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	FD 01 RES 0000 1100s - $255,000 1300s - $114,911 2100s - $80,000 2200s - $8,000 2900s - 3,000 3000s - 78,717 4300s - 20,000 5200s - 4,000 5700s - 30,000 5800s - $35,000
4.10 Provide Special Education professional development to teachers, para-educators and administrators on behavior intervention and tracking in addressing the needs of Special Education students	Districtwide	___ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups:(Specify)_Special Education_____	FD 01 RES 6500 1100s - $3,000 2200s - $2,000 3000s - $1,000
4.11 Provide and continue support to teachers and administrators in Positive Behavior Intervention and Support (PBIS) through 'Spotlight' demonstration classes	Districtwide	X__ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	FD 01 RES 6500 1100s - $6,000 3000s - $1,000

LCAP Year 3: 2018-19			
Expected Annual Measurable Outcomes:	• Increase student and staff satisfaction with feeling engaged at school as measured by surveys • Decrease school suspension rates • Achieve student attendance rate of 97.7% • Maintain student expulsion rate at 0% • Decrease middle school drop out rate • Reduce Chronic Absentee Rates		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4.00 Provide a safe and secure learning environment that is conducive to learning, where people treat each other with respect by utilizing mentor services at each school site: • Chaffey College Professor support program	Districtwide	X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	FD 01 RES 0000 1200s - $1,030,555 2900s - $798,825 3000s - $343,465
4.01 Promote recognition to any of our 32 schools for increasing their attendance rate each month and qualifying for a trophy and banner display	Districtwide	X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	FD 01 RES 0000 4300s - $3,200
4.02 The assistance of an additional staff member to track the attendance of chronic truants and be a liaison between the school, family, and community agencies	Districtwide	X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	FD 01 RES 0000 2400s - $70,000 3000s - $16,100
4.03 Provide staffing to support family outreach and student support at school sites (Outreach Consultant (ORC), School/Family Outreach Assistants (SFOA), and student counselors) to serve as liaisons between the school site and Family Resource Centers	Districtwide	__ALL OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	FD 01 RES 0000 1900s - $536,100 3000s - $82,205 2200s - $345,943 3000s - $55,627 FD 01 RES 3010 1900s - $382,869 3000s - 61,565

			FD 01 RES 9010 1900s - $38,486 3000s - $6,188
4.04 Train Cohort 4 (Tier 3) in Positive Behavior Intervention and Support (PBIS) system and tools that promotes a positive school environment: • Provide and implement schoolwide Information System for all PBIS schools to enter and track data to ensure fidelity	Districtwide	X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	FD 01 RES 9010 1100s - $42,606 2100s - $400 3000s - $4,737 5200s - $3,590
4.05 Provide case management services to students and their families to link to services for basic needs, health insurance, job availability and education in collaboration with the Parent Educational Center	Districtwide	_ALL OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	FD 01 RES 3010 2200s - $275,997 3000s - $66,929 FD 01 RES 0000 2300s - $49,127 3000s - $11,913 FD 01 RES 5640 2200s - $137,339 3000s - $33,305 FD 01 RES 9010 2300s - $133,547 3000s - $32,385
4.06 Maintain services offered at two OMSD Family Resource Centers in the areas of clinical supervision for mental health and crisis intervention district wide for students and staff	Districtwide	X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	FD 01 RES 3010 1100s - $115,816 2300s - $118,510 3000s - 65,939 4300s - 89,735
4.07 Provide a system to track student interventions and	Districtwide	X__ALL	FD 01 RES 0000

the SST system and procedures to ensure student needs are met in a timely and in a consistent manner and appropriate interventions, in the area of academics, social/emotional, speech and language behavior and attendance, are implemented		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	5800s - $103,900
4.08 Develop and implement a plan to prioritize support for Foster Youth, Homeless and monitor their social/emotional needs, including counseling services	Districtwide	__ALL --- OR: __Low Income pupils __English Learners X__Foster Youth __Redesignated fluent English proficient X__Other Subgroups:(Specify)__Homeless_____	FD 01 RES 5640 1100s - $10,278 3000s - $1,490 FD 01 RES 5640 1100s - $3,611 3000s - $525
4..09 Maintain a dedicated Activities Administrator to develop and implement a comprehensive athletic activities program including competitive sports, chess, inspirational speakers and clinics for students at all school sites	Districtwide	X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	FD 01 RES 0000 1100s - $255,000 1300s - $114,911 2100s - $80,000 2200s - $8,000 2900s - 3,000 3000s - 78,717 4300s - 20,000 5200s - 4,000 5700s - 30,000 5800s - $35,000
4.10 Provide Special Education professional development to teachers, para-educators and administrators on behavior intervention and tracking in addressing the needs of Special Education students	Districtwide	___ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups:(Specify)_Special Education_____	FD 01 RES 6500 1100s - $3,000 2200s - $2,000 3000s - $1,000
4.11 Provide and continue support to teachers and administrators in Positive Behavior Intervention and Support (PBIS) through 'Spotlight' demonstration classes	Districtwide	X___ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	FD 01 RES 6500 1100s - $6,000 3000s - $1,000

GOAL: 5	**Engagement:** Support student learning and wellbeing by increasing parent engagement efforts to seek consultation and input into the decision-making process, promoting meaningful parent participation in their child's learning and enhancing community partnerships.	Related State and/or Local Priorities: 1__ 2__ 3_X_ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Identified Need :	• 100% of students need support from families and community members • 100% of parents and students benefit from family participation in school and district events • Research supports that student achievement increases when parents are involved in activities such as: involvement in the education of their child, shared decision making, volunteering in school, supporting their child with learning at home, parenting skills, and two-way communication Idenified needs have been determined through qualitative data received from stakeholder input and research based best practice.
Goal Applies to:	Schools: ALL Applicable Pupil Subgroups: ALL

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	• Increase the percent of parents or caregivers reporting that their input is welcomed • Ensure 100% of schools have parent participation on School Site Councils, site English Learner Parent Advisory Committees, Special Education Advisory Committees, and Gifted and Talented Advisory Committees. • Increase research based best practice of parent involvement such as; involvement in the education of their child, shared decision making, volunteering in school, supporting their child with learning at home, parenting skills, and two-way communication • Increase parent access to workshops and trainings through the Parent Educational Center, site based trainings and the parent leadership conference •

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
5.00 Develop and provide parent classes to support students with 21st Century learning and academic support at home: • Early literacy • ELA adoption • Math adoption	Districtwide	X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	FD 01 RES 0000 1100s - $52,872 1300s - $149,108 2200s - $36,896 2400s - $22,242 3000s - $77,103 4300s - $5,056

• Latino Literacy • Reclassification of English Learners • Site based parent training			5200s - $237 5600s - $1,088 5700s - $2,142 5800s - 4,003
5.01 Provide an Annual Parent Leadership Conference, to parents of students currently attending OMSD, to support them to help their child succeed academically and socially	Districtwide	X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	FD 01 RES 0000 5200s - $20,000 5800s $10,000
5.02 Develop and provide parent classes to support students with positive engagement in school • Positive parenting classes • STEP classes • PASS – (Parents Assuring Student Success)	Districtwide	X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	FD 01 RES 3010 2200s - $10,000 3000s - $1,608 4300s - $7,000
5.03 Provide site based trainings through ZOOM distance learning to facilitate remote access to workshops at the Parent Educational Center	Districtwide	X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	N/A
5.04 Collaborate with 'intern counselors' on social emotional workshops for parents	Districtwide	X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	N/A

5.05 Provide higher education and career readiness pathways, by partnering with community services, colleges and universities, Chaffey Adult School, and county offices to offer workshops such as: • A-G classes • Promise Scholars • Plazas Comunitarias • General Educational Development (GED) Exam Prep • English as a Second Language (ESL) Classes	Districtwide	__ALL OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	FD 01 RES 0000 5800s 10,500
5.06 Provide timely and appropriate translations and interpretations	Districtwide	X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	FD 01 RES 0000 2400s - $179,572 3000s $68,653 FD 01 RES 6500 2400s - $360,713 3000s $150,046
5.07 Expand and enhance district and site messaging and two- way communication with the families and community of Ontario-Montclair School District • District messaging: OMSD TV, OMSD website, Constant Contact, School Loop and Community Bulletins • Two-way communication: Online and paper parent surveys, community input, and district and site parent advisory groups, upgrade and enhance talk systems	Districtwide	X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	FD 01 RES 0000 2400s - $206,817 3000s $80,050
5.08 Improve Parent Educational Center Communication with a Trimesterly Newsletter	Districtwide	X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	FD 01 RES 0000 5700s - $3,000

5.09 Provide external consultants to support parents in understanding cultural proficiency, responsiveness and educational systems and supports so they can help their children succeed academically	Districtwide	___ALL --- OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	FD 01 RES 0000 5800s - $40,000

LCAP Year 2: 2017-18			
Expected Annual Measurable Outcomes:	• Increase the percent of parents or caregivers reporting that their input is welcomed • Ensure 100% of schools have parent participation on School Site Councils, site English Learner Parent Advisory Committees, Special Education Advisory Committees, and Gifted and Talented Advisory Committees. • Increase research based best practice of parent involvement such as; involvement in the education of their child, shared decision making, volunteering in school, supporting their child with learning at home, parenting skills, and two-way communication • Increase parent access to workshops and trainings through the Parent Educational Center, site based trainings and the parent leadership conference		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
5.00 Provide parent classes to support students with 21st Century learning and academic support at home: • Early literacy • ELA adoption • Math adoption • Latino Literacy • Reclassification of English Learners • Site based parent training	Districtwide	X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	FD 01 RES 0000 1100s - $52,872 1300s - $149,108 2200s - $36,896 2400s - $22,242 3000s - $77,103 4300s - $5,056 5200s - $237 5600s - $1,088 5700s - $2,142 5800s - $4,003
5.01 Provide an Annual Parent Leadership Conference, to parents of students currently attending OMSD, to support them to help their child succeed academically and socially	Districtwide	X__ALL OR: __Low Income pupils __English Learners	FD 01 RES 0000 5200s - $20,000 5800s $10,000

		__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
5.02 Provide parent classes to support students with positive engagement in school • Positive parenting classes • STEP classes • PASS – (Parents Assuring Student Success)	Districtwide	X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	FD 01 RES 3010 2200s - $10,000 3000s - $1,608 4300s - $7,000
5.03 Provide site based trainings through ZOOM distance learning to facilitate remote access to workshops at the Parent Educational Center	Districtwide	X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	N/A
5.04 Collaborate with 'intern counselors' on social emotional workshops for parents	Districtwide	X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	N/A
5.05 Provide higher education and career readiness	Districtwide	__ALL	

pathways, by partnering with community services, colleges and universities, Chaffey Adult School, and county offices to offer workshops such as: • A-G classes • Promise Scholars • Plazas Comunitarias • General Educational Development (GED) Exam Prep • English as a Second Language (ESL) Classes		OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	FD 01 RES 0000 5800s $10,500
5.06 Provide timely and appropriate translations and interpretations	Districtwide	X__ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	FD 01 RES 0000 2400s - $179,572 3000s $68,653 FD 01 RES 6500 2400s - $360,713 3000s $150,046
5.07 Expand and enhance district and site messaging and two- way communication with the families and community of Ontario-Montclair School District • District messaging: OMSD TV, OMSD website, Constant Contact, School Loop and Community Bulletins • Two-way communication: Online and paper parent surveys, community input, and district and site parent advisory groups, upgrade and enhance talk systems	Districtwide	X__ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	FD 01 RES 0000 2400s - $206,817 3000s $80,050
5.08 Provide Parent Educational Center Communication with a Trimesterly Newsletter	Districtwide	X__ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	FD 01 RES 0000 5700s - $3,000

5.09 Provide external consultants to support parents in understanding cultural proficiency, responsiveness and educational systems and supports so they can help their children succeed academically	Districtwide	__ALL --- OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	FD 01 RES 0000 5800s - $40,000

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	• Increase the percent of parents or caregivers reporting that their input is welcomed • Ensure 100% of schools have parent participation on School Site Councils, site English Learner Parent Advisory Committees, Special Education Advisory Committees, and Gifted and Talented Advisory Committees. • Increase research based best practice of parent involvement such as; involvement in the education of their child, shared decision making, volunteering in school, supporting their child with learning at home, parenting skills, and two-way communication • Increase parent access to workshops and trainings through the Parent Educational Center, site based trainings and the parent leadership conference

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
5.00 Provide parent classes to support students with 21st Century learning and academic support at home: • Early literacy • ELA adoption • Math adoption • Latino Literacy • Reclassification of English Learners • Site based parent training	Districtwide	X__ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	FD 01 RES 0000 1100s - $52,872 1300s - $149,108 2200s - $36,896 2400s - $22,242 3000s - $77,103 4300s - $5,056 5200s - $237 5600s - $1,088 5700s - $2,142 5800s - $4,003
5.01 Provide an Annual Parent Leadership Conference, to parents of students currently attending OMSD, to support them to help their child succeed academically and socially	Districtwide	X__ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient	FD 01 RES 0000 5200s - $20,000 5800s $10,000

		__Other Subgroups:(Specify)_____	
5.02 Provide parent classes to support students with positive engagement in school • Positive parenting classes • STEP classes • PASS – (Parents Assuring Student Success)	Districtwide	X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	FD 01 RES 3010 2200s - $10,000 3000s - $1,608 4300s - $7,000
5.03 Provide site based trainings through ZOOM distance learning to facilitate remote access to workshops at the Parent Educational Center	Districtwide	X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	N/A
5.04 Collaborate with 'intern counselors' on social emotional workshops for parents	Districtwide	X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	N/A
5.05 Provide higher education and career readiness	Districtwide	__ALL	FD 01 RES 0000

pathways, by partnering with community services, colleges and universities, Chaffey Adult School, and county offices to offer workshops such as: • A-G classes • Promise Scholars • Plazas Comunitarias • General Educational Development (GED) Exam Prep • English as a Second Language (ESL) Classes		OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	5800s $10,500
5.06 Provide timely and appropriate translations and interpretations	Districtwide	X__ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	FD 01 RES 0000 2400s - $179,572 3000s $68,653 FD 01 RES 6500 2400s - $360,713 3000s $150,046
5.07 Expand and enhance district and site messaging and two- way communication with the families and community of Ontario-Montclair School District • District messaging: OMSD TV, OMSD website, Constant Contact, School Loop and Community Bulletins • Two-way communication: Online and paper parent surveys, community input, and district and site parent advisory groups, upgrade and enhance talk systems	Districtwide	X__ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	FD 01 RES 0000 2400s - $206,817 3000s $80,050
5.08 Provide Parent Educational Center Communication with a Trimesterly Newsletter	Districtwide	X__ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	FD 01 RES 0000 5700s - $3,000

5.09 Provide external consultants to support parents in understanding cultural proficiency, responsiveness and educational systems and supports so they can help their children succeed academically	Districtwide	__ALL --- OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	FD 01 RES 0000 5800s - $40,000

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

Annual Update

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

Guiding Questions:

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English Learners, low-income pupils, and Foster Youth; and did the provision of those actions/services result in the desired outcomes?
3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?

5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

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

<table>
<tr><td>Original GOAL from prior year LCAP:</td><td colspan="2">Conditions of Learning Goal 1:

All students, in all subgroups, will receive instruction conducive to learning by appropriately credentialed teachers with materials and resources that are aligned to state standards in clean facilities that are maintained and in good repair.</td><td>Related State and/or Local Priorities:
1_X 2 X 3_X 4__ 5__ 6_X 7__ 8__
COE only: 9__ 10__
Local : Specify _____</td></tr>
<tr><td>Goal Applies to:</td><td colspan="3">Schools: All
Applicable Pupil Subgroups: All</td></tr>
<tr><td>Expected Annual Measurable Outcomes:</td><td>• 100% of teachers appropriately assigned and credentialed as evidenced on district mis assignment report
• Students will be provided safe school facilities in good repair, clean and conducive to learning as evidenced by 95% of facilities rating a good or higher rate with minimal deficiencies based on the Williams Report.
• 100% implementation of CCSS for all students.
• Increase efforts to seek parent input.
• Decrease student expulsion rate.</td><td>Actual Annual Measurable Outcomes:</td><td>• 100% of teachers appropriately assigned and credentialed as evidenced on district mis-assignment report.
• 100% of support staff is highly qualified as measured by Federal, State and local guidelines.
• 100% implementation of CCSS was delivered to all students.
• Williams Report deficiency from findings, 39 of which 12 were resolved onsite before the visit concluded, and 27 were resolved during the 2015-16 school year
• Effots were increased to seek parent input through surveys and involvement meetings as outlined in section 1.
• Expulsion rate of 0 was maintained from 2014-15.
• Middle school drop out rates were not made available from the state at the time this LCAP was submitted. Most recent 2014-15, 11 students reported as drop out.</td></tr>
<tr><td colspan="4">LCAP Year: 2015-16</td></tr>
</table>

Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services		Estimated Actual Annual Expenditures
1. Recruit and retain highly qualified teachers by attending/sponsoring recruitment fairs, using incentives, to staff hard-to-fill positions.		$233,000 LCFF Objects 5200 $10,000 1100 $195,614 3000 $27,386	The division of Human Resources has worked to conduct recruitment events at local, state, county and in partnership with Institutions of Higher Education.		FD 01 RES 6500 1100s - $179,826 3000s $27,395
Scope of service:	All Schools		Scope of service:	All Schools	
_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
2. Ensure all teachers have English Language authorizations to meet the instructional needs of English Learners.		N/A	The district currently has ensured 100% English Learner teacher authorizations compliance for all teachers, as evidenced by the 2015-16 Federal Program Monitoring review. The district continues to meet its commitment to ensure that all teachers have appropriate credentials and authorizations.		N/A
Scope of service:	All Schools		Scope of service:	All Schools	
__ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			__ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
3. Continue to support beginning teacher programs (e.g., BTSA).		$150,000 LCFF Objects 1100 $131,579 3000 $18,421	Beginning Teacher Support Assessment services have been provided to 32 teachers this year. Of those, 12 teachers completed their first year of induction and 20 completed their second year of induction. Next year, the district will write a new plan to meet the changes in new teacher		FD 01 RES 0000 1100s - $125,793 3000s $27,795 4200s $600 4300s $400

			induction services.	5200s $1,850 5300s $2,300 5700s $300 5800s 2,500
Scope of service: All Schools _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			Scope of service: All Schools _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
4. Increase or maintain custodial and/or maintenance services, including staff and supplies.		$640,000 LCFF Objects 2200 $520,325 3000 $119,675	Maintenance staff was maintained from increases last year to include custodial work year from 255 to 260 days. Additional six FTE custodial support, three FTE maintenance worked (2 skilled trade and 1 electrician), and 2 additional FTE (1 lead grounds and 1 grounds worker II).	FD 01 RES 0000 2200s - $350,994 3000s $147,516 FD 01 RES 8150 2200s - $161,990 3000s $62,683
Scope of service: All Schools _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			Scope of service: All Schools _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
5. Enhance school facilities to provide additional infrastructure to support technology use.		$20,000 Capital Reserve for Outlay Fund Objects 4400 $20,000	Several technological studies were conducted and improvements were made at both the district and school sites to allow for greater bandwidth and support. This is an area that is determined to need continual study to ensure that internet accessibility is at targeted rates across all areas of instruction. This action will need to be expanded next year as additional demands are made on the bandwidth with the new adoption and reliance on bandwidth. Currently, OMSD ranks in the middle tier of	FD 40 RES 9870 6200s - $223,195

			neighboring districts, with respect to bandwidth accessibility and capacity.		
Scope of service:	All Schools _X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service:	All Schools _X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
6. Increase, upgrade and maintain various district-wide equipment (laptops, projectors, smart boards) for PK – 8 students, teachers and staff.		$806,000 LCFF Object 7600 $806,000	Several additional technological resources were improved at both the district and school sites. A total of 128 projectors have been upgraded in 128 classrooms, at 30 school sites. The Briggs conference facilities was upgraded with new interactive white board projection screens. All Middle School English Language Arts classrooms have a full class set of Chrome Books so that students in 6th, 7th and 8th at Wiltsey Middle School can integrate and utilize the new ELA/ELD adoption with fidelity.		FD 01 RES 0000 4400s - $1,500,000
Scope of service:	All Schools _X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service:	All Schools _X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
7. Continue to provide staff and maintain equipment to support technology training at the Hardy Center Technology Lab.		$153,000 Title I Objects 1100 $134,211 3000 $18,789	The Hardy Professional Development conference rooms have been upgraded with new interactive full screens and presentation systems to allow for an enhanced learning environment for staff. A full time Technology Teacher on Assignment was maintained to provide professional development to certificated and classified staff on coding instruction and software application, both at the Hardy facility and onsite at school sites across the district.		FD 01 RES 3010 2200s - $94,845 3000s $39,333

Scope of service:	All Schools		Scope of service:	All Schools	
_X_ ALL			_X_ ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
8. Provide/maintain classroom furniture and equipment that promotes student engagement.		$100,000 Capital Facilities Fund, Reserve for Outlay Fund Objects 4300 $100,000	Classroom furniture and equipment was maintained and provided to replace declining furniture to ensure that classroom environments are conducive to student collaboration and learning.		FD 01 RES 3010 4300s - $94,731
Scope of service:	All Schools		Scope of service:	All Schools	
_X_ ALL			_X_ ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The actions under Goal 1 for the 15-16 LCAP year, will continue into the 16-17 LCAP year. When reviewing the metrics attained, 100% of teachers are appropriately assigned and credentialed as evidenced on district mis-assignment report, 100% of support staff is highly qualified as measured by Federal, State and local guidelines, and Williams rating. It reinforces our commitment to provide quality teachers, in facilities that are in good repair, so that student learning is maximized. However, we found that as we consulted our stakeholder groups, additional resources and attention will impact future actions and expenditures. 21st Century learning requires a significant investment in technological infrastructure improvement, repair and procurement to support demands on technology. This year, the district invested significantly in ensuring that classrooms have updated projectors and proper band width. However, students must also have devices to properly access the new California Content Standards, particularly with the adoption of the English Language Arts and English Language Development programs. This year, our district conducted a profound review and pilot process. Over 137 teachers, with representation across all grades, school sites, general and special education, had the opportunity to pilot three ELA/ELD programs at the Elementary School sites, two Bi-literacy ELA/ELD programs at Central Language Academy and two programs at the Middle School sites. The Steering Committee, made up of multiple stakeholders including parents, teachers, and administrators, considered the input from the pilot teacher

	evaluations and selected McGraw Hill –Wonders K-6, McGraw Hill-Maravillas (Central Language Academy) K-5, Houghton-Mifflin Collections 7-8, Wiltsey Middle School and Central Language Academy (Dual Immersion) 6-8 to move forward for consideration by our Board of Trustees. These adoptions were Board Approved in April 2016. This year, a significant commitment was made to ensure that all 7th and 8th grade students have access to Chrome Books during their ELA/ELD instruction, anticipated by the high technology demands in the adoptions. At Wiltsey, this also includes 6th grade students. This expansion of student accessibility will continue into next year, and new devices will be purchased according to the next level of priority. Additionally, wireless bandwidth studies continually inform our needs to expand the infrastructure to ensure our students have sufficient access to web based academic resources and online state and local assessments. In addition, we are expanding our effort to increase coding opportunities for students and professional development for staff so that our students can expand their knowledge, skills and abilities into computer engineering college and career pathways. Next year, significant attention and focus will be made on implementing the new English Language Arts and English Language Development adoptions. On August 2 and October 31, districtwide professional development will occur to help teachers receive professional development on the new curricula. At the same time, our Math and Science teachers will receive important training on developing Literacy in the Content area, with special attention to writing. With 90% of our students identified as low income, our efforts during these trainings will be targeted on curriculum embedded interventions, strategic reading instructional and foundational skills. Also, targeted at these trainings will be how to implement Designated ELD and Integrated ELD. These professional development opportunities will also be expanded to our classified staff; they will receive training on July 19, 2016. New changes will be made as a result of reviewing the anticipated teacher shortage, particularly in the area of special education. A new action will be implemented that brings a Special Education Teacher Induction program to be developed and be considered by the Commission on Teacher Credentialing to be implemented, upon approval, in the 17-18 school year. Also, future comparability studies will be conducted to provide a rationale for compensation modifications as it relates to certificated, classified, and substitute personnel. Since our district is identified as Title I, consequently with 90% of its 22,500 students classified as low income, it is imperative that our district has competitive salary and benefits so as to attract the best and most talented teachers to work with our students. Significant changes to expenditures were reduced expenditures related to recruitment fairs. Significant increases in expenditure related to the purchase of student devices, as additional Chromebooks were purchased to support the access to technology at all 7th and 8th grade English Language Arts/English Language Development Adoption classrooms. Also, additional Chromebooks were purchased to support 6th grade students in ELA/ELD at Wiltsey Middle School.

Original GOAL from prior year LCAP:	**Conditions of Learning Goal 2:** **All students, in all subgroups, will have access to a standards-based instructional program with materials and resources that are aligned to all content state standards, including English Language Development for English Learners, that integrate technology, in a broad course of study to meet individual student needs.**	Related State and/or Local Priorities: 1_ 2_X 3_X 4_X 5_X 6__ 7__ 8_X COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: ALL Applicable Pupil Subgroups: ALL	

Expected Annual Measurable Outcomes:	• Establish baseline proficiency in English Language Arts for all students, based on SRI, SBAC, writing performance tasks and benchmark assessments for all students, low income, English Learners and Foster Youth and Students with Disabilities. • Establish baseline proficiency in mathematics for all students, based on SBAC, and benchmark assessments for all students, including low income, English Learners and Foster Youth and Students with Disabilities. • Meet Title III Accountability and English Proficiency targets for English Learners, as measured by CELDT (or successor test), • Increase yearly reclassification rates of English Learners. • 100% Implementation of CCSS for all students, including access to standards-aligned instructional materials. • Increase efforts to seek parent input. • Reduce chronic absenteeism rate. • Reduce Middle school drop out rate.	Actual Annual Measurable Outcomes:	**2015 SBAC Proficiency (All Students)** • English Language Arts/Literacy: 27% • Mathematics: 17% **2015 SBAC Proficiency (Subgroups)** **English Learners** • English Language Arts/Literacy: 2% • Mathematics: 2% **Low Income** • English Language Arts/Literacy: 21% • Mathematics: 13% **Students with Disabilities** • English Language Arts/Literacy: 6% • Mathematics: 4% **Foster Youth** • English Language Arts/Literacy: 14% • Mathematics: 8% **2014-15 Title III** **AMAO 1: ELs Annual Progress English Proficiency** • % meeting annual progress target: 55.4% **AMAO 2: ELs Attaining English Proficiency** • % meeting target in 'Less than 5-year cohort': 19.3% • % meeting target in '5 or more years' cohort': 45.8% 2015-16 AMAO Accountabilty Report suspended by the California Department of Education due to Every Student Succeed Act implementation.

Reclassification Rates for English Learners:
2014-15 22.3%, higher than both the state rate of 11.0% and county rate of 12.1%.
2015-16 16.8%, higher than both the state rate of 11.2% and county rate of 11.1%.

2015 Science CST Proficiency:

- All Students: 42%
- Low income: 36%
- English Learners: 8%
- Students w/ Disabilities: 22%

Attendance Rate

- 2014-15: 97.0%
- 2015-16 (August - December): 96.87%
- 2015-16 (August-May): 96.6%

Scholastic Reading Inventory (SRI) Proficiency on Year-End Targets; All Students

- August 2015: 20%
- December 2015: 25.2%
- May 2016: 37.8%

SRI English Learners (as soon as English Learners meet grade level SRI targets, they are reclassified and not included in this subgroup)

- August 2015: 0.3%
- December 2015: 1.4%
- May 2016: 8%

Foster Youth

- August 2015: 13%
- December 2015: 25%
- May 2016: 28.6%

Low Income

- August 2015: 20%

			• December 2015: 24% • May 2016: 37% **Special Education** • August 2015: 4.6% • December 2015: 5.8% • May 2016: 9.3% District aggregation of Benchmarks and writing assessments suspended until full implementation of new adoptions. **Chronic Absenteeism** 2015: 6.18% 2016: 6.82% • Effots were increased to seek parent input through surveys and involvement meetings as outlined in section 1. • Expulsion rate of 0 was maintained from 2014-15. Middle school drop out rates were not made available from the state at the time this LCAP was submitted. Most recent 2014-15, 11 students reported as drop out.

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Maintain increased instructional time for students.	$4,862,000 LCFF Objects 1100 $4,264,912 3000 $597,088	The additional 15 minutes of instruction added to the school day in the 2014-15 school year, for 180 days, was continued during the 2015-16 school year. This addressed the needs of all pupils by increasing the number of instructional hours by 45 hours for the year. All students had benefit of those additional minutes of instruction. Additional minutes also benefited Low Income, foster youth, English learners and Special Education Students by offering more time for the teacher to address their	FD 01 RES 0000 1100s - $4,868,500 3000s $568,641

			language and academic intervention needs.		
Scope of service:	All Schools		Scope of service:	All Schools	
_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
2. Maintain classroom supply budgets for all teachers.		$225,000 LCFF Objects 4300 $225,000	Classroom supply budgets were increased from $5.00 per student to $10.00 per student. All students benefited by having additional supplementary materials to provide access to standards based instructional programs and services.		FD 01 RES 0000 4300s -335,320
Scope of service:	All Schools		Scope of service:	All Schools	
_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
3. Implement Phase 1 of class size reduction plan: TK – K, reduce by two students per classroom and 1st -3rd grades, reduce by one student per classroom and strive to reduce combination classes.		$1,090,000 LCFF Objects 1100 $956,140 3000 $133,860	The first phase of class size reduction was accomplished, with desired maximum class offerings of 27.5 in TK/K (average class size in TK is 18.95 and K is 24.05), 26.5 in grades 1-3 (average class size of 24.39) to include reducing combination classes from 37 combos in 2014-15 to only 19 combos in 2015-16. This first phase of class size reduction and reduction of combination classes helped all students receive instruction in smaller settings as well as in efforts supported students in the same grade level in one class. Teachers were able to meet individual students' needs accordingly, particularly for determining the needs of Low Income, foster youth, English learners, and Students with Disabilities.		FD 01 RES 0000 1100s - $825,000 3000s $244,875
Scope of service:	Grades TK-3		Scope of service:	Grades TK-3	

_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
4. Increase support to schools in curriculum and instruction, via Teachers on Assignment (TOAs): • Continue Teachers on Assignment -to support the implementation of PD and increase teacher capacity • Provide professional development on differentiation strategies to meet the needs of all students, including those At-Risk.	$2,625,000 LCFF 1100 $1,935,269 3000 $270,937 Title I 1100 $63,724 3000 $8,921 Title II 1100 $303,639 3300 $42,510	Math and ELA TOAs specifically assigned to grades 4-8 conducted focused training and planning sessions highlighting best instructional practices aligned to 21st century learning to address the needs of all students. Additionally, specific strategies specially designed to address the needs of English Learners, Low Income students, Foster Youth, and Special Education students in small group settings were highlighted. One TOA was hired to improve the professional practice of teachers through the Spotlight Classroom Program. The Spotlight TOA organized teacher coaching cycles around Spotlight observations and reflection which highlighted best instructional practices designed to meet the needs of all students. Additionally, specific strategies specially designed to address the needs of English Learners, Low Income students, Foster Youth, and Special Education students are showcased through the Spotlight Coaching Cycles. Five full-time and one part-time District Teachers on Assignment (TOAs) continued in their roles to support Technology, AVID, Induction, English Language Arts, Mathematics and Science. Specifically, teachers, coaches and administrators were provided with professional development sessions and structured planning to address the needs of all students. The AVID TOA organized the program in 12 schools and targeted English Learners, Low Income students, Foster Youth and students first in their family to attend college. District TOAs in the areas of primary ELA, primary Math, Induction and Science have provided professional	FD 01 RES 6500 1100s - $312,463 3000s $75,415 FD 01 RES 4035 1100s - $1,029,315 3000s $293,689 FD 01 RES 4203 1100s - $145,727 3000s $36,423 FD 01 RES 0000 1100s - $1,756,782 3000s $489,605

			development and instructional support to OMSD teachers, administrators and school sites and have included strategies to address at-risk youth including English Learners, Low Income students, Foster Youth, and Special Education students. District TOAs have provided professional development and instructional support to OMSD teachers, administrators, and school sites, and have included professional development on differentiation for those students at-risk.		
Scope of service:	All Schools		Scope of service:	All Schools	
_X_ALL			_X_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
5. English Learner Teachers-on-Assignment (TOAs) • Support English Learners (ELs), Long Term English Learners (LTELs) and At-risk LTELs access curriculum, monitor academic and language progress, inform parents and provide coaching and professional development to teachers.		$300,000 LCFF 1100 $197,369 3000 $27,632 Title II 1100 $65,790 3000 $9,211	Two full-time District English Learner Teachers on Assignment (EL-TOAs) were hired to provide direct services to students, teachers and parents of English Learners. The focus this year was addressing the needs of Long Term English Learners in grades 6-8 by supporting students through one-one data-discussions, after-school reading programs and classroom supports. District EL-TOAs have provided professional development, coaching and instructional support to OMSD teachers, administrators, and school sites, on strategies aligned to the Quality Teaching for English Learners framework and the new ELA/ELD Framework. District EL-TOAs have provided support to parents of English Learners by conducting workshops in understanding ways they can support their student to reclassify.		<u>FD 01 RES 4203</u> 1100s - $145,727 3000s $36,423 <u>FD 01 RES 4203</u> 1100s - $34,808 3000s $11,634
Scope of service:	Middle School Clusters and All Schools		Scope of service:	Middle School Clusters and All Schools	
__ALL			__ALL		

OR: __Low Income pupils X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
6. Provide support to schools in curriculum and instruction: • Establish demonstration classes at every grade level at sites across the district. • Establish strategic demonstration classes for Designated and Integrated English Language Development		$120,000 LCFF Objects 1100 $96,491 3000 $13,509 4400 $10,000	Fourteen Spotlight Classrooms in grades K, 1, 3, 4, 5, 6, 7, and 8, have been established. Spotlight Classrooms showcase best instructional practices including practices specially designed to support needs of English Learners, Low Income students, Foster Youth, and Special Education students. One strategic class has been identified at Vernon Middle School as a classroom which is successful at implementing Designated ELD/English 3D in grades 7th and 8th grade. Other middle school ELD teachers have benefited from materials and guidance the teacher has created for English 3D. Next year, we will be working with our spotlight teachers to showcase how they are using the new ELA materials and state developed materials to implement integrated ELD during ELA and other content areas. Additionally, Spotlight Teachers will showcase specially designed strategies to support at-risk students including English Learners, Low Income students, Foster Youth, and Special Education students.		FD 01 RES 0000 1100s - $55,720 3000 - $8,463 4300 - $1,906 5200 - $4,126 5800 - $466
Scope of service:	All Schools		Scope of service:	All Schools	
_X_ALL			_X_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
7. Provide professional development and implement the Instructional Rounds process as a means of defining high quality instruction aligned to Common Core and the		N/A	Training on Instructional Rounds was designed and delivered to administrators and selected teachers/support staff. All schools were assigned to a Network of Schools		N/A

English Language Development standards.			and participated in Instructional Rounds at each school one or two times. English Learner strategies used are captured during classroom walks during both Integrated and Designated ELD. Professional development and professional capacity was built around this protocol and observation of teacher and student learning behaviors in core content classes, ELD classes, and Special Education classes. Each school participated in at least one Instructional Round Team visit.	
Scope of service: All Schools _X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			Scope of service: All Schools _X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
8. Provide Professional Development (PD) for on the implementation of Common Core State Standards (CCSS), English Language Development (ELD) and Next Generation Science Standards (NGSS) instructional materials: • Read 180 • August 2015 Voluntary PD • Teacher Release Time Content PD • English 3D (ELD) Curriculum PD • Quality Teaching for English Learners (QTEL) • Academic Vocabulary Toolkit Curriculum PD • Establish Leadership team for NGSS		$463,000 LCFF Objects 1100 $406,140 3000 $56,860	Professional development on Common Core and English Language Development have been provided to OMSD teachers including but not limited to sessions on Read 180, Summer Professional Development sessions, Six Traits Writing, Close and Critical Reading, English 3D, and Quality Teaching for English Learners (QTEL) and newcomer supports. Teacher Tuesday Professional Development opportunities have been provided to teachers in shorter, concentrated sessions designed to support their understanding and application of the Summer Professional Development sessions and QTEL. Read 180 coaching support for Read 180 teachers through Houghton Mifflin Harcourt has begun to support the needs of at-risk students in English Language Arts. A 5-day Gifted and Talented (GATE) Certification Training was provided to select teachers.	FD 01 RES 0000 1120s - $270,531 3000s - $41,932 4300s - $38,203 5800s - $97,950

			School sites were provided with one release day per teacher to be used for the purpose of professional development. A Next Generation Science Standards (NGSS) Steering Committee was established and has begun planning actions for implementation. A Cluster of Middle School teachers attended Dr. Aida Walqui's QTEL training at the San Bernardino County Superintendent of Schools		
Scope of service:	All Schools		Scope of service:	All Schools	
_X_ALL			_X_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
9. Provide professional development on the math adoption implementation: • PD on mathematical conceptual understanding for all teachers.		$159,000 LCFF Objects 1100 $139,474 3000 $19,526	Professional Development and structured planning on Common Core Standards, the English Language Development Standards and best instructional practices has been provided to all OMSD teachers which has supported the needs of all students. Actions include the August 2015 Professional Development, Teacher Release Time, Content Professional Development, English 3D, Quality Teaching for English Learners (QTEL) and newcomer supports. Teacher Tuesday sessions in the areas of technology, brain research, mathematics, and literacy were held to support strategies for at-risk students. Sessions on Quality Teaching for English Learners (QTEL), English 3D,) and newcomer strategies workshops were developed.		FD 01 RES 0000 1100s - $117,229 3000 - $18,170
Scope of service:	All Schools		Scope of service:	All Schools	

_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
10. Provide core resources, professional development and materials to ensure implementation of CCSS • New English Language Arts/English Language Development adoption • Printing costs for Eureka Math adoption. • Math manipulatives • Materials/resources NGSS leadership	$3,502,000 LCFF 4300 $3,398,000 5700 $52,000 Lottery 4300 $52,000	The English Language Arts/English Language Development Adoption Pilot is completed and 132 teachers participated in the pilot. Four full days and two partial days of training have been provided. Teacher and student Eureka Math modules were printed and distributed for all grades, TK-8. Math manipulatives, Rekenreks, were purchased and distributed for grades TK-3. Professional development for the implementation of CCSS math is addressed above.	FD 01 RES 0000 1120s - $67,451 3000s - $10,455 4100s - $5,619,177 4300s - $6,000 5700s - 772,698 FD 01 RES 6300 4300s - $32,466
Scope of service: All Schools _X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: All Schools _X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
11. Provide supplemental resources and materials aligned to state standards • Scholastic Math Inventory/Scholastic Reading Inventory/Read 180 fees and maintenance • Read 180 materials • Learning Together materials • English 3D (ELD) materials • Academic Vocabulary Toolkit materials • Math Reads materials • Teaching Channel, supports, licenses, iPads	$844,000 LCFF 4300 $78,000 4400 $17,000 5800 $143,000 Lottery 4300 $256,000 Title III 4400 $350,000	Supplemental resources specially designed to support at-risk students including English Learners, Low Income, Foster Youth and Special Education students were purchased and distributed to school sites including: • Scholastic Reading Inventory licenses • Read 180/System 44 licenses and maintenance fees • Read 180 consumable books • Learning Together materials • English 3D (ELD) materials Technology was purchased to support professional development on filming, sharing and reflecting upon best	FD 01 RES 0000 1120s - $3,000 3000s - $465 5600s - $54,199 5800s - $130,000 FD 01 RES 6300 4300s - $2,000 FD 01 RES 3010 4300s - $29,934 4400s - $24,000

• Physical Education replacement equipment			practices to support all students and students at risk. Teaching Channel subscription and licenses for all schools • 32 iPads for the use with Teaching Channel • 11 iPads for the Spotlight Teachers Equipment was purchased to support Physical Education.		
Scope of service:	All Schools		Scope of service:	All Schools	
_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
12. Continue to provide weekly Physical Education (PE) time to support teacher planning, including for core content and ELD.		$1,306,000 LCFF Objects 1100 $1,145,614 3000 $160,386	Teachers receive weekly planning time to support students in their academic progress towards the California State Standards and English Language Development standards.		<u>FD 01 RES 0000</u> 1100s - $466,560 2100s $476,900 3000s $355,375
Scope of service:	All Elementary Schools		Scope of service:	All Elementary Schools	
_X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
13. Enhance course offerings for all students through a broad course of study and electives, including specialty programs, such as magnets, academies and school distinctive programs: • District Gifted And Talented Education (GATE) • International Baccalaureate (IB) • Advancement Via Individual Determination (AVID) • Central Language Academy (CLA) Mandarin teacher		$574,000 LCFF 1100 $205,269 3000 $28,731 4400 $24,000 5800 $20,000 Title II 1100 $147,368 3000 $20,632 Title I 1100 $103,509 3000 $14,491 5800 $10,000	Elementary Schools offer a wide variety of opportunities for students to study in areas that supplement the core curriculum, including coding, participation in district events such as Science Fair, Rube Goldberg, sports programs, etc. Middle Schools offer similar extracurricular opportunities as well as zero period, which allow students an extra elective course. Many of our schools have a distinctive program, including IB, STEM, Dual Language, Project Based Learning, GATE, AVID, VAPA, Music Conservatory, No Excuses University. These programs enhance the core		<u>FD 01 RES 3010</u> 5800s - $144,730 <u>FD 01 RES 6300</u> 5800s - $39,168

• Project Based Learning (PBL)			curriculum.		
Scope of service:	All Schools		Scope of service:	All Schools	
_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
14. Continue to provide library staff and resources to support the district focus on reading achievement.		$320,000 LCFF Objects 2200 $260,163 3000 $59,837	Full and part-time library staff is provided at all school sites to support the literacy needs of all students. A half-time credentialed librarian was hired to support all library staff with libraries.		FD 01 RES 0000 2200s - $355,580 3000s - $154,802 FD 01 RES 3010 2200s - $79,475 3000s - $29,155
Scope of service:	All Schools		Scope of service:	All Schools	
_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
15. Continue to provide intervention and extended learning opportunities for students through between the bells, afterschool, summer school intervention and enrichment programs. • Visual And Performing Arts (VAPA) • Academic intervention programs • Extended School Year (ESY) • Site determined academic and language interventions • Broad course of study		$392,000 21st Century 1100 $26,616 3000 $3,684 Title I 1100 $119,089 3000 $16,672 AB602 1100 $197,934 3000 $28,005	VAPA Summer School was provided for students in fourth through eighth grade to benefit all students. Summer Academic Intervention in literacy was provided at five school sites for the primary students. At-risk students, including English Learners, Foster Youth, and Special Education Students who met the placement criteria qualified and were invited to attend. Special Education Summer School was provided at three school sites. An additional behavior class was added this year to meet the needs of those students who met the criteria for this option.		FD 01 RES 3010 1100s - $129,388 2200s - $10,546 2400s - $12,776 3000s - $23,670 FD 01 RES 4124 5100s - $119,345 FD 01 RES 6010 5800s - $146,750 FD 01 RES 6500 1100s - $268,000 1200s - $10,000 2100s - $127,968 2200s - $6,000 2400s - $133

			Each school in OMSD has provided academic intervention after school for selected students and this is done during the school day as well. Students are offered a broad course of study through electives, such as Computer Coding and Visual and Performing Arts during and after school.	3000s - $8,552 4300s - $1,350
Scope of service: All Schools _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			Scope of service: All Schools _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
16. Increase students' use of up-to-date technology as a learning tool, such as Defined STEM, EduType and other district and site-determined programs and licenses.		$100,000 Lottery Objects 5800 $100,000	Licenses for Edu Type and Defined STEM, and ZOOM have been purchased and distributed to all school sites.	FD 01 RES 3010 5800s - $25,515
Scope of service: All Schools _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			Scope of service: All Schools _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
17. Provide alternative programs and learning opportunities to meet individualized student needs, such as virtual learning opportunities and alternative placements. • E3 • Student Outreach Academy Recovery (SOAR)		$263,000 LCFF Objects 1100 $208,879 3000 $29,243 5800 $25,000	Both E3 and SOAR programs continued to be offered in order to address the unique learning needs of students not responding to a traditional classroom setting.	FD 01 RES 0000 1100s - $156,995 2100s - $20,718 2400s - $ 11,753 3000s - $47,408 4300s - $900 5200s - $600 5700s - $1,200 5800s - $200 5900s - $200 FD 01 RES 6500 1100 - $142,999

				2100 - $163 2400 - $10,936 3000 - $32,100 5200 -$1,500
Scope of service: De Anza and Oaks Middle School _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			Scope of service: De Anza and Oaks Middle School _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
18. Newcomer Program for 7th and 8th at Vernon Middle School. • Teacher release days for newcomer staff PD • Teacher staff and paraprofessional newcomer aide • Newcomer Instructional Materials		$129,000 Title III Objects 1100 $104,677 2100 $24,323	District English Learner Teachers on Assignment have provided teacher professional development on strategies to support Newcomer students and their teachers at Vernon Middle School. Continued the Newcomer teacher and paraprofessional positions at Vernon Middle School to provide Sheltered English Immersion classes for students in 7th and 8th grade who have been enrolled in US Schools less than 12 months. Newcomer materials have been purchased to support Newcomer students in grades K-8, including Rosetta Stone Licenses, dictionaries, and Woodcock-Munoz primary language assessments.	FD 01 RES 0000 1100s - $108,233 3000s-$30,388
Scope of service: Middle Schools __ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			Scope of service: Middle Schools __ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress	Changes to actions and services that will be made as a result of reviewing past progress: Best research practice indicates that teachers are served best when professional development is relevant and occurs within the context of teaching and learning. According to Linda Darling-Hammond, Ruth Chung Wei,			

and/or changes to goals?	Alethea Andree, Nikole Richardson, and Stelios Orphanos; The School Redesign Network at Stanford University Published by the National Staff Development Council and The School Redesign Network at Stanford University © February 2009 National Staff Development Council; Teachers who receive collaborative, job-embedded professional development are able to apply their learning directly to teaching. We considered the research when planning for 2016-17 so that learning is positively impacted for students. This year, professional development for teachers and administrators occurred in various ways; as stand alone professional development sessions in ELA, math and science, collaborative learning groups, District Teacher-On-Assignment customized site level sessions and Spotlight Classroom visitations brought teachers to visit successful learning practices. Stakeholders have indicated the need for time to learn. In 2016-17, two 6.75-hour professional development pre-service days, paid at the teachers per diem rate, will be dedicated to learning the new ELA/ELD adoption as per Goal 1 of this LCAP. These professional development opportunities will provide teachers dedicated time to begin to understand the new ELA/ELD adoption. However, in order to build capacity so that it positively impacts learning, expanded job embedded coaching will be needed to support teachers with the ELA/ELD adoption as well as in the deeper implementation of the math adoption. In addition, site level meetings will occur on the 1st, 3rd, and 4th Tuesday of the month, with two or less hours per meeting. This will expand and increase services to students as it will allow each site a dedicated six hours per month for teacher professional development and growth. Additional teacher trainings are needed to support both adoptions, Eureka, Houghton Mifflin 8th Grade Integrated Math 1, Program 2 McGraw-Hill-Wonders (K-5), Program 3: McGraw-Hill-Maravillas, and Program 2: Houghton Mifflin –Collections (6/7-8). Also, professional development will be required for science teachers that support their understanding and application of the Next Generation Science Standards. The Spotlight classrooms will continue to develop in their capacity to provide opportunities for teachers to explore learning and observe teaching that is aligned to the frameworks. Coaching will be an integral part of the professional development cycle and trainings will be part of our culture of effective, research based learning practices. Additional trainings are needed to support both adoptions, Eureka, Houghton Mifflin 8th Grade Integrated Math 1, Program 2 McGraw-Hill (K-5), Program 3: McGraw-Hill, and Program 2: Houghton Mifflin (6/7-8). Additional training will be required for science teachers that support their understanding and application of the Next Generation Science Standards. Moving into next year, with the implementation of the Designated ELD materials in the Program 2 and 3 ELA/ELD adoptions and the Eureka adoption, there will no longer be a need to continue the supplemental programs Academic Vocabulary Toolkit or math reads. The Scholastic Math Inventory assessment was also retired due to publisher programing error. However, job-embedded Integrated ELD professional development in other content

	areas (Quality Teaching for English Learners-QTEL), CDE Math and NGSS Integrated ELD Standards Document, California ELA/ELD Framework) so teachers can amplify the language needed for English Learners to be successful in demonstrating academic proficiency within each content area apart from ELA. An observation protocol rubric will be identified as a district tool for observing content framework based strategies that meet the needs of all students, including differentiated strategies for Low Income, EL, SWD, GATE, and at-risk students. The class size reduction plan will continue into next year with phase two and will include the reduction of TK-K classes to a desired maximum of 26.5, and the maintenance of 26.5 for grades 1-3. Future impact on expenditures will include additional costs associated teacher release time for coaching, lesson study, Instructional Rounds, Spotlight classroom visits, and other job embedded supports to ensure that they receive the supports needed to meet students' academic needs.

Original GOAL from prior year LCAP:	**Pupil Outcomes Goal 3:** **Increase the number of students, in all subgroups, attaining or exceeding grade level performance expectations in ELA, math, science, and social studies as measured by multiple assessments; while increasing the number of students that are college and career ready, the percent of English learners that become English proficient and reclassify.**	Related State and/or Local Priorities: 1__ 2_X_ 3_X_ 4_X 5_X 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: ALL Applicable Pupil Subgroups: ALL	

Expected Annual Measurable Outcomes:	• Establish baseline proficiency in English Language Arts, based on SRI, SBAC, writing performance tasks and benchmark assessments for all students, low income, English Learners and Foster Youth and Students with Disabilities. • Establish baseline proficiency in mathematics, based on SBAC, and benchmark assessments for all students, including low income, English Learners and Foster Youth and Students with Disabilities. • Increase the percentage of students scoring proficient in Science as measured by CST. • Meet Title III Accountability and English Proficiency targets for English Learners, as measured by CELDT (or successor test), AMAO 1 and AMAO 2. • Increase yearly reclassification rates of English	Actual Annual Measurable Outcomes:	**2015 SBAC Proficiency (All Students)** • English Language Arts/Literacy: 27% • Mathematics: 17% **2015 SBAC Proficiency (Subgroups)** **English Learners** • English Language Arts/Literacy: 2% • Mathematics: 2% **Low Income** • English Language Arts/Literacy: 21% • Mathematics: 13% **Students with Disabilities** • English Language Arts/Literacy: 6% • Mathematics: 4%

	Learners. • Decrease the number of Long Term English learners. • 100% implementation of CCSS for all students. • Increase efforts to seek parent input. • Reduce chronic absenteeism rate. • Reduce Middle school drop out rate.		**Foster Youth** • English Language Arts/Literacy: 14% • Mathematics: 8% **2014-16Title III** **AMAO 1: ELs Annual Progress English Proficiency** • % meeting annual progress target: 55.4% **AMAO 2: ELs Attaining English Proficiency** • % meeting target in 'Less than 5-year cohort': 19.3% • % meeting target in '5 or more years' cohort': 45.8% **LTELs at end of 2014-15: 1396** **LTELs at end of 2015-16: 973** **Reclassification Rates for English Learners:** 2014-15 22.3%, higher than both the state rate of 11.0% and county rate of 12.1%. 2015-16 16.8%, higher than both the state rate of 11.2% and county rate of 11.1%. **2015 Science CST Proficiency:** **All Students: 42%** **Low income: 36%** **English Learners: 8%** **Students w/ Disabilities: 22%** **Attendance Rate** • 2014-15: 97.0% • 2015-16 (August - December): 96.87% • 2015-16 (August-May): 96.6% **Scholastic Reading Inventory (SRI) Proficiency on Year-End Targets; ALL Students** • August 2015: 20% • December 2015: 25.2% • May 2016: 37.8% **SRI English Learners (as soon as English Learners meet**

			grade level SRI targets, they are reclassified and not included in this subgroup) • August 2015: 0.3% • December 2015: 1.4% • May 2016: 8% **Foster Youth** • August 2015: 13% • December 2015: 25% • May 2016: 28.6% **Low Income** • August 2015: 20% • December 2015: 24% • May 2016: 37% • **Special Education** • August 2015: 4.6% • December 2015: 5.8% • May 2016: 9.3% District aggregation of Benchmarks and writing assessments suspended until full implementation of new adoption. Chronic Absenteeism 2015: 6.18% 2016: 6.82% • Effots were increased to seek parent input through surveys and involvement meetings as outlined in section 1. • Expulsion rate of 0 was maintained from 2014-15. Middle school drop out rates were not made available from the state at the time this LCAP was submitted. Most recent 2014-15, 11 students reported as drop out.

LCAP Year: 2015-16					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
1. Design and deliver professional development on utilizing formative and local and state summative assessments.		N/A	Professional development sessions on the topic of utilizing formative and local and state summative assessments were developed and delivered to stakeholders.		N/A
Scope of service:	All Schools		Scope of service:	All Schools	
_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
2. Increase students' use of technology as an assessment tool, such as Scholastic Reading Inventory (SRI) and Scholastic Math Inventory (SMI).		Cost listed in goal 2	Students continue to use SRI and online assessments, including Smarter Balanced Interim assessments for mathematics. The SRI was discontinued due to issues with the publisher.		N/A
Scope of service:	All schools		Scope of service:	All Schools	
_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
3. Utilize an assessment system to support an effective SST process and procedures to ensure student needs are met in a timely and consistent manner.		Cost listed in goal 4	Partnering for Student Success was implemented in the 13-14 school year and staff training is ongoing. P4SS is being utilized in most schools to document interventions and the Student Study Team process to ensure students needs are met timely.		N/A
Scope of service:	All Schools		Scope of service:	All Schools	

_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
4. Plan and implement processes to monitor the academic progress of students with disabilities (SWDs) in ELA, math and ELD.	N/A	An English Learner monitoring form has been created to address the need to ensure that English Learners and their parents have access to multiple years of CELDT, SRI and contains a goal setting process towards reclassification. The EL monitoring form is also used with identified ELs that are dual identified as SWD. A revised Reclassification criteria was developed last April 2015, with a new protocol on reclassifying Special Education students was developed in August of 2015. Specific training has been provided to all Special Education teachers, case-carriers and administrators on using the district protocol to reclassify ELs dual identified as SWD so that there is consistency in practice across the District.	N/A
Scope of service: All schools __ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups:(Specify)___SWD_____		Scope of service: All Schools __ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_OtherSubgroups:(Specify)___SWD_____	
5. Identify and monitor EL student progress utilizing multiple measures: • Academic progress in ELA and Math • Long Term English Learner (LTEL) and At Risk LTEL progress • English language proficiency and growth • Monitoring progress towards reclassification	N/A	Two EL TOAs worked to monitor and target services to Long Term English Learners and those at risk for becoming Long Term English Learner in grades 6-8 by supporting students through one-one data-discussions using the District's EL Monitoring form, reading programs, parent trainings and teacher coaching and professional development supports in using Quality Teaching for English Learners (QTEL) teaching methods.	N/A

Scope of service: All schools __ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			Scope of service: All Schools __ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
6. Identify and monitor Reclassified English Learners academic progress utilizing multiple measures		N/A	Reclassified English Learners have been identified and multiple data has been analyzed and communicated to our stakeholders that show that our RFEPs outperform our ALL student's data measures for SRI and CAASPP in ELA and math.	N/A
Scope of service: All schools __ALL OR: __Low Income pupils __English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____			Scope of service: All Schools __ALL OR: __Low Income pupils __English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
7. Plan and implement processes to monitor Low Income students' academic progress in ELA and Math.		N/A	Data specific to Low Income student performance is analyzed during teacher planning time. Site administrators meet with grade level teams to plan instruction targeting Low Income student groups to remedy achievement gaps and attain reading goals.	N/A
Scope of service: All schools __ALL OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			Scope of service: All Schools __ALL OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
8. Plan and implement processes to monitor Foster Youth students' academic progress in ELA and Math.		N/A	Data specific to Foster Youth student performance is analyzed during teacher planning time. Site administrators meet with grade level teams to plan instruction targeting	N/A

			Foster Youth student groups to remedy achievement gaps and attain reading goals.		
Scope of service:	All schools		Scope of service:	All Schools	
__ALL			__ALL		
OR: __Low Income pupils __English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
9. Provide technology and supports to deliver formative and summative assessments to analyze results for state standards. • Physical Fitness testing • Summer California English Language Development Test (CELDT) • GATE testing • School Loop • Illuminate Program • Inspect Program • Printing and associated discretionary costs		$319,000 LCFF 2200 $85,366 3000 $19,634 5200 $402 5800 $63,132 Lottery 5800 $125,569 Title I 5200 $897 5700 $24,000	Our assessment system is gaining momentum as pieces to the California assessment system continue to expand, while at the same time new curriculum embedded assessments are developed to support a closer monitoring of student learning. • School Loop and Illuminate continue to be used to create and deliver assessments and tasks to students. Inspect item bank is used by teachers and create classroom/grade-level assessments. • District ELA performance tasks are printed and distributed to schools. • ELA performance tasks are administered to all students (Preschool-8th grade) in August and January. • A summer CELDT assessment center was operated to test English Learners in grades TK-1st. • Physical Fitness Tests were administered in February-March in grades 4 and 7. • GATE tests were administered to all 2nd graders in January to identify qualified students. GATE tests are administered to students in grades 3-8 based on teacher or parent referral.	FD 01 RES 0000 5800 - $82,428 FD 01 RES 3010 5200 - $7,000 FD 01 RES 6300 5800 - $169,002
Scope of service:	All schools		Scope of service:	All Schools	
_X_ALL			_X_ALL		
OR: __Low Income pupils __English Learners			OR: __Low Income pupils __English Learners		

__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Assessment indicators have been under development both at the state and district level since the state terminated the CST system. Over the last few years, our District has implemented new writing prompts, and Scholastic Reading Inventory to gauge our students progress in reading. This year, due to a publisher programming error, the Scholastic Math Inventory (SMI) was not implemented and will not be included in next year's assessments. We have relied on the CELDT to monitor language proficiency growth of our English Learners. With CAASPP beginning in 2014-15, we had only a baseline data point to establish for our students, thus it was insufficient to set meaningful data goals for our students as many variables impacted the reliability of the first assessment, such as the student's familiarity with the technology and test format. Since then, we have propelled, once again, into developing systems that delve deeply into formative and summative assessments that will closely monitoring student learning. In addition to the actions from this year, that will remain into next year, we are establishing new actions that will support additional metrics to monitor student learning. New to our District, will be a way to use the new assessments that are embedded in the ELA/ELD adoption to determine if students in Kindergarten through third grade are progressing towards the goal of reading by third grade. The deliberate attention to use the adoption assessments honors the work and voice of the pilot teachers, it will also help the District monitor student learning and support site administrators and teachers in establishing intervention plans to support students struggling. Also, an entire revamp of our districtwide assessment system has been developed that will include a broad assessment calendar, with both formative and summative assessments, aligned to the California State Content Standards for ELA and math. The Illuminate data system will be used to further disaggregate our student groups by Low Income, English Learner, Foster Youth, Special Education, Reclassified EL students, racial subgroups and GATE. Teachers will use this information to inform their teaching practice to provide 'just in time' intervention to our students. Our coaches will assume a greater role in instructional coaching 70% of their day, understanding of the new and existing assessment systems will transfer to site administrators. Site administrators will engage in assessment system implementation, analysis and student monitoring activities throughout the year. The additional expenditures for the new actions will be absorbed by other actions in Goal 2 in the LCAP. Future impact on expenditures will include additional costs associated with licensing and printing of new curriculum assessments and foundational skills assessments.		

Original	**Engagement Goal 4:**	Related State and/or Local Priorities:

GOAL from prior year LCAP:	**All students will be provided opportunities to increase their engagement in school, with peers and with the community as reflected by increased school attendance rates, decreased chronic absenteeism rates and middle school dropout rates.**	1__ 2__ 3__ 4_X 5_X 6_X 7_X 8__ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools: ALL Applicable Pupil Subgroups: ALL

Expected Annual Measurable Outcomes:	• Establish baseline regarding CHKS and School Climate Survey. • Decrease school suspension rates by 5% (or 50 days). • Increase student attendance rate by 0.1% or 97.5%	Actual Annual Measurable Outcomes:	**Attendance Rate** • 2014-15: 97.0% • 2015-16 (August - December): 96.87% • 2015-16 (August-May): 96.6% Expulsions: 0, maintained the same since 2014-15 **Chronic Absenteeism** 2015: 6.18% 2016: 6.82% • Effots were increased to seek parent input through surveys and involvement meetings as outlined in section 1. • Expulsion rate of 0 was maintained from 2014-15. Middle school drop out rates were not made available from the state at the time this LCAP was submitted. Most recent 2014-15, 11 students reported as drop out.

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Provide a safe and secure learning environment that is conducive to learning, where people treat each other with respect.	$1,829,000 LCFF Objects 1200 $903,996 2900 $649,071 3000 $275,933	School Mentors promote a positive school culture by supporting groups of students who need an additional layer of support.	FD 01 RES 0000 1200s - $632,565 2900s - $706,695 3000s - $480,337

Scope of service:	All School Sites		Scope of service:	All School Sites	
_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
2. Provide staffing to support family outreach and student support at school sites (Outreach Consultant (ORC), Outreach Assistant (ORA), student mentors, and student counselors).		$1,303,000 LCFF 1900 $470,263 2200 $281,254 3000 $130,526 Title I 1900 $335,501 3000 $46,970 Heal Grant 1900 $33,760 3000 $4,726	Most elementary schools have designated Outreach Consultants (ORC) or School Family Outreach Assistants (SFOA) which support families and students at the school site with social/emotional and case management services. Those sites which do not have a designated outreach staff member have assigned this role to a different staff member, such as Elementary Administrators. At the Middle Schools, School counselors provide the same support. Students mentors provides services at every school site, mostly to students, in the areas of academics, attendance and behavior. Outreach staff and Mentors work together to ensure service to the whole child and their families.		FD 01 RES 0000 1900s - $596,541 2200s - $187,539 3000s - $228,235 FD 01 RES 3010 1900s - $321,975 2200s - $38,038 3000s - 103,427 FD 01 RES 5640 1900s - $13,279 3000s - $3,323 FD 01 RES 9010 1900s - $27,388 3000s - $6,850
Scope of service:	All School Sites		Scope of service:	All School Sites	
_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
3. Train Cohort 2 (Tier 2) and Cohort 3 (Tier 1) in Positive Behavior Intervention and Support.		$53,000 Positive Behavior Intervention Objects 1100 $37,374	Schools in Cohort 2 and 3 are in the process of being trained in Tier 2 and Tier 1 respectively.		FD 01 RES 9010 1100s - $15,000 2100s - $975 3000s - $1,562 4300s - $22,856

		2100 $400 3000 $9,626 4300 $2,000 5200 $3,600			5200s - $6,200 5700s - $740 5800s - $6,000
Scope of service:	Euclid, Del Norte, Vista Grande, Vina Danks, Central, Ramona, Montera, Corona, Moreno, Edison, Lincoln, Elderberry		Scope of service:	Euclid, Del Norte, Vista Grande, Vina Danks, Central, Ramona, Montera, Corona, Moreno, Edison, Lincoln, Elderberry	
_X_ALL			_X_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
4. Provide case management services to students and their families to link to services for basic needs, health insurance, job availability and education in collaboration with the Parent Education Center.		$737,000 LCFF 2300 $39,941 3000 $9,186 McKinney-Vento 2200 $114,948 3000 $26,438 Title I 2200 $224,388 3000 $51,609 Medi-Cal 1300 $46,308 2300 $74,516 3000 $16,119 Prevention Intervention 2300 $108,575 3000 $24,972	Case Management services are being provided to students and their families. Intervention Specialists provide services to allow families to link to needed resources such as food, shelter, clothing, health insurance, legal support, utility support, job training and availability. Families are referred by school site Outreach personnel and referrals also come through the Parent Education Center.		<u>FD 01 RES 0000</u> 1100s - $87,461 2200s - $29,061 2300s - $84,179 3000s - $78,015 4300s - $4,400 5200s - $2,250 5600s - $500 5700s - $800 5800s - $4,000 <u>FD 01 RES 3010</u> 1300s - $63,463 1900s - $42,328 2200s - $223,500 2300s - $55,758 2400s - $122,438 3000s - $201,644 4200s - $1,000 4300s - $64,724 4400s - $1,794 5200s - $13,363 5600s - $10,000 5700s - $3,400 5800s - $15,909 5900s - $4,300

Scope of service:	All School Sites		Scope of service:	All School Sites	
_X_ ALL			_X_ ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
5. Maintain services offered at Family Solutions Center in the areas of clinical supervision for mental health and crisis intervention district wide.		$390,000 Title I Objects 1100 $243,902 3000 $56,098 5800 $90,000	Mental Health Interns provide mental health services and crisis intervention at school sites districtwide. Clinical supervision is part of their education process during their intern years. Licensed clinical supervisors provide that support to ensure students receive high quality services. Mental health wellness classes are provided at the Parent Education Center.		<u>FD 01 RES 3010</u> 1300s - $69,463 1900s - $42,328 2200s - $223,500 2300s - $55,758 2400s - $122,438 3000s - $195,644 4200s - $1,000 4300s - $64,724 4400s - $1,794 5200s - $13,363 5600s - $10,000 5700s - $3,400 5800s - $15,909 5900s - $4,300
Scope of service:	All School Sites		Scope of service:	All School Sites	
_X_ ALL			_X_ ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
6. Provide a system to track student interventions and the SST system and procedures to ensure student needs are met in a timely and consistent manner. Implement the system to provide timely and appropriate interventions in the area of academics, social/emotional, speech and		$103,000 LCFF Objects 5800 $103,000	Most schools are now tracking student interventions and the SST process for all new student referrals. The system is interconnected within schools to ensure that student movement from one school to another will allow student to		<u>FD 01 RES 0000</u> 5800s - $103,900

language, behavior and attendance.			receive immediate, high quality interventions without a delay in waiting for paperwork to arrive.		
Scope of service:	All School Sites _X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service:	All School Sites _X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
7. Develop and implement a plan to prioritize support for foster youth and monitor their social/emotional needs, including counseling services.		$16,000 Medi-Cal 1300 $10,324 3000 $1,445 Heal Grant 1300 $3,711 3000 $520	San Bernardino County data base is updated and monitored monthly to ensure proper tracking and enrollment of all foster youth within OMSD boundaries. All transcripts and records are prepared in 2 days vs. 5 for regular education students to avoid any academic disruption. Foster youth are priority for all services including social/emotional support. This also includes priority registration and immediate enrollment for the students without sufficient documentation.		FD 01 RES 0000 1300s - $21,437 3000s - 4,591
Scope of service:	All School Sites __ALL OR: __Low Income pupils __English Learners _X_ Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service:	All School Sites __ALL OR: __Low Income pupils __English Learners _X_ Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
8. Provide a dedicated Activities Administrator to develop and implement a comprehensive athletic activities program including competitive sports, chess, inspirational speakers and clinics for students at all school sites.		$690,000 LCFF, Objects 1100 $457,416 2300 $15,180 3000 $67,488 5800 $150,096	Various activities have been offered to middle school students including flag football, volleyball, basketball, soccer, track and field, and cross country. Elementary students were provided basketball, soccer and track and field. All levels have participated in chess tournaments and special education field days.		FD 01 RES 0000 1100s - $255,000 1300s - $114,911 2100s - $80,000 2200s - $8,000 2900s - S3,000 3000s - S78,717 4300s - S20,000

					5200s -S 4,000 5700s - S30,000 5800s - $35,000
Scope of service:	All School Sites		Scope of service:	All School Sites	
_X_ ALL			_X_ ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Engagement in school depends on students and their families feeling welcomed and supported on the school site. The most important part of that support is having a positive school environment and school personnel who are trained and supportive of student and family issues. Looking through this positive lens, some systematic changes have been added or continued on the school sites. These include training in Positive Behavior Intervention and support, and new cohorts continue to be added to the training schedule. Ongoing coaching is also provided. Mentors, Outreach staff and Counselors are also present on every campus to provide support in the areas of academics, behavior, social/emotional, attendance and case management. Outside of the school site, two family resource centers provide support to students and their families in the areas of mental health, case management and crisis response. We also provide crisis intervention to school staff when needed. We will add clinical personnel next year to expand our services in these areas. We will continue to provide all supports needed to our foster and homeless students to ensure engagement in school is consistent and safe. Our online pre referral system will continue to help us monitor services to at risk students. New cohorts will be added to Positive Behavior Intervention and Support training until all schools receive training on all three tiers. We noticed that the Mentors were listed in two separate actions in last year's LCAP. For next year, they will be included in the one main action about school culture. Also, a PBIS Spotlight demonstration classroom will be determined so that teachers can have a place to observe PBIS strategies at work. Additional training is needed for Partnering for Student Success on line pre referral system to ensure consistency for all schools and students. For the upcoming year we will be addressing the needs of our homeless population. All office staff at school sites will continue to be trained in observing state guidelines for enrollment homeless and foster youth. Services for mental health will be expanded in house to include mental health interns to services student in 16 schools in the City of Montclair and the West area of City of Ontario. Most School Family Outreach Assistant positions will be eliminated next year and Outreach assistance to families will be the responsibility of a different support staff member or administrator.

	Additional training from the county office will be given to CWA staff to better service the needs of foster youth and improve the tracking of their academic progress. Effort will include an increase to the number of participants attending 'The National At-Risk Conference' to address the needs of younger males of color and reduce the disproportionate number of these students from receiving suspensions. Promotion of improved student engagement will be made by enhancing the number of educational options and programs parents can select using the Intra-District Transfer process for schools within the District. A new transitional Kinder program has been developed for next year to rigorously promote early enrollment of 4-year olds to provide them with a more challenging curriculum and instruction. A full time trainer will be hired to support for all site administrators on how to use "other forms of correction" and "Alternate Discipline" to avoid students missing instruction through suspensions. The office of CWA held 16 Student Attendance Review Board meetings (SARB) to meet with students and families that have severe attendance problems. Due to limited staffing, little follow-up was available. Therefore, the assistance of an additional staff member next year will be done in order to track the attendance of chronic truants was planned for 2015 -16. The duties of this person will also include a liaison role between the school, family, and community agencies. Each month every school was assessed for having the highest or most improved attendance rate and then qualifying for a trophy and/or banner. The recognition ceremony was held at the monthly Principals Forum. Monthly recognition will be maintained to encourage our 32 schools to increase their student attendance rate each month and qualifying for a trophy and banner display at their school site for a month. Impact on expenditures for next year will be to expand the staff administrative support to add additional monitoring of student truancy and be a liaison between community and school resources so that students can have successful systems in place to support their engagement in school. Additional expenses related to expanding the PBIS Cohorts for next year.

Original GOAL from prior year LCAP:	**Engagement Goal 5:** **Increase meaningful parent engagement efforts to seek consultation and input in the decision-making process, promotion of parent participation in programs, for all students and all subgroups, and increase community partnerships.**		Related State and/or Local Priorities: 1__ 2__ 3_ 4__ 5__ 6__ 7_X_ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools:		
	Applicable Pupil Subgroups:		
Expected	• Increase community partnerships at schools and at district level.	Actual	Additional community partnerships were made as evidenced by partnership programs with PROMISE scholars, through

Annual Measurable Outcomes:	• Increase parent involvement at schools and district level. • Increase student access and enrollment in all required areas of study.	Annual Measurable Outcomes:	the office of the Superintendent, the Parent Educational Center, school and district events and sponsorships, Family Collaborative Services, district adopted contracted services. Increased parent involvement and support was evidenced by LCAP survey sign-in sheets, surveys, school site parent meetings sign-in sheets, agendas and minutes, over 135 trainings across the site levels, over 350 parents attending weekly classes at the Parent Educational Center, 400 parents attending the Parent Leadership Conference, district parent advisory group meetings as evidenced by sign-in sheets, agendas, minutes. 100% student accessed required areas of study.

LCAP Year: 2015-16

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
1. Develop and provide parent classes to support students with positive engagement in school, 21st Century learning and academic support at home: • Parent Education Center (PEC) • Parent Leadership Conference • Positive parenting classes • Common Core classes • Web-based classes • 21st Century skills classes • Site based parent training	$315,000 LCFF 1100 $254,386 3000 $35,614 Title I 5800 $25,000	Parent Educational Center (PEC) scheduled and offered 4 sessions of six weeks each during the 2015-16 school year. Session 1 offered 15 classes and opportunities for parent engagement. 397 parents attended the classes and 173 parents attended the Parent Engagement opportunities at the PEC. Session 2 offered 16 classes and opportunities for parent engagement. 372 parents attended the classes and 168 parents attended the Parent Engagement opportunities at the PEC. Session 3 offered 15 classes and 394 parents attended. Session 4 offered 16 classes and 419 parents attended. Parent Leadership Conference took place at the Double Tree Hotel on March 9, 2016. Over 400 parents attended the various sessions focused on parenting, cultural proficiency, academic home supports, special education, GATE, technology, PROMISE Scholars, behavior and supports and AVID.	FD 01 RES 0000 1100s - $52,872 1300s - $149,108 2200s - $36,896 2400s - $22,242 3000s - $77,103 4300s - $5,056 5200s - $237 5600s - $1,088 5700s - $2,142 5800s - $4,003

			District Parent Advisory groups attended the CABE Conference in San Francisco March 23-26, 2016. Positive Parenting Classes- 112 parents have completed the classes during sessions 1, 2, 3, & 4. Web based Classes and 21st Century Classes- IPad and Computer classes are offered every session at the PEC. 165 parents completed these classes during sessions 1, 2, 3 & 4. Site based parent training- A variety of parent classes and opportunities for parent engagement are available at each site. Over 135 parent trainings occurred across all sites.	
Scope of service: All Schools _X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			Scope of service: All Schools _X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
2. Provide higher education and career readiness pathways, by partnering with community services, colleges and universities, Chaffey Adult School, and county offices to offer workshops such as: • A-G classes • Promise Scholars parent presentations • Plazas Comunitarias • GED		Refer to Action 1, Goal 5	We have partnered with Chaffey Adult School to offer ESL classes at the PEC throughout the year. The ESL classes are very popular and enrollment is monitored each day to maximize parent participation: • Plazas Comunitarias- In partnership with the Mexican Consulate in San Bernardino, parents have an opportunity to earn their Elementary or Secondary certificates. The classes are offered all 4 sessions. This year, we offered an early literacy class to support the parents seeking to earn the Elementary Plazas certificate. A total of 25 parents participated in this year's Plazas classes. • GED – is offered throughout the year. We have 65 students enrolled. In December 2015, 22 students took a section of the exam and 15 are rescheduled	FD 01 RES 0000 5800s $10,500

			to take it again. We are pleased to announce that 4 students passed the Social Studies section of the exam in December of 2015.	
Scope of service: All Schools _X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			Scope of service: __ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
3. Provide timely and appropriate translations and interpretations.	$852,000 LCFF Objects 2400 $692,683 3000 $159,317		Parents are provided timely and appropriate translations and interpretations throughout the year at the district and site levels. Our district team of special education and general education translators help support our parents in keeping abreast of important information and documentations that help them make valuable decisions for their children. Additionally, we offer trainings for site staff to become certificated as translators in order to meet our parents' needs.	<u>FD 01 RES 0000</u> 2400s - $179,572 3000s $68,653 <u>FD 01 RES 6500</u> 2400s - $360,713 3000s $150,046
Scope of service: All Schools _X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			Scope of service: All Schools _X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
4. Expand and enhance district and site messaging and two- way communication with the families and community of Ontario-Montclair School District • <u>District messaging</u>: OMSD TV, OMSD website, Constant Contact, School Loop and Community Bulletins • <u>Two-way communication</u>: Online and paper	$261,000 LCFF 2400 $163,415 3000 $37,585 Title III 4300 $60,000		Parents are informed about upcoming classes, training opportunities and schedule changes via bulletins, signs, Remind 101 text messages, and Blackboard Connect. Parents also receive the Superintendent's Constant Contact that helps them to access important information, several times a month. Parents in middle school have daily access to their child's academic progress through School Loop.	<u>FD 01 RES 0000</u> 2400s - $206,817 3000s $80,050

parent surveys, community input meetings, and district and site parent advisory groups, upgrade and enhance upgrade talk systems			Teachers also use School Loop to connect back to parents in order to keep communication open. • TWO-WAY COMMUNICATION AT THE PEC- Parents have an opportunity to engage in communication in the monthly or bi-monthly Snack and Chats, daily classes and yearly surveys. This year we hired a receptionist to answer calls and inform parents of all the offerings at the PEC.		
Scope of service:	All Schools		Scope of service:	All Schools	
_X_ALL			_X_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	During our recent December 2015 End-of-Year event (Snack & Chat) at the Parent Educational Center, parents were asked to evaluate our program and fill out a survey about services and classes offered at the Parent Educational Center during the past six months. The surveys revealed that the parents really appreciate all of the classes offered at the center, but especially the English classes, Parenting classes, GED and Computer Literacy classes. This year, we had five parents complete a portion of the GED and we have our first parent pass all sections and obtain her GED. Parents feel supported by the competent and caring staff. They appreciate the respect for one another that is modeled at the center and feel the classes are helping them support their student's educational program. Currently, we see about 300 parents coming through the center each week. We will provide a new action next year that is targeted at collaborating with our OMSD "Intern Counselors" so that parents can understand ways to meaningfully address their child's emotional development while also developing strategies to support their child's positive interaction at home and at school. Daycare is provided to their children so they can engage in the classes. After the successful the ZOOM application pilot, in partnership with Mariposa Elementary, we will be able to expand some of the classes to other remote sites. This ability to conduct a class at the Parent Educational Center while streaming the class to other sites will help parents access the valuable resources offered at the center without leaving their school sites. We have pulled an existing service in last year's LCAP and created an entire action for next year, specifically

	related to our OMSD Annual Parent Leadership Conference which is an opportunity for our parents to engage in a day full of learning opportunities that help them become more involved in school and with support of their child. We will expand communication of the PEC to include a trimesterly newsletter that will help parents access the resources the parent center offers. We are excited to provide additional consultants to help parents understand the school system and the positive impact that their experience, language and culture has on their child. Impact on expenditures for next year will be to expand the staff administrative support at the Parent Educational Center to meet the demands of the expanded classes, remote classes, annual conference planning, daycare for parents, and other related administrative support duties.

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

Section 3A describes actions and the justifications for use of Supplemental and Concentration funding principally directed towards meeting the needs of our unduplicated students as they relate to the state priority areas.

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:	$44,809,473
The Ontario-Montclair School District will receive approximately $44,809,473 in supplemental and concentration grant funding for the 2016-17 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).	

As reported in the LCAP Section 1 above, of 22,500 students in our district, 90% are Low Income and 40% are English Learner. As a result, actions that address ALL students, in actuality address approximately 20,250 Low Income and approximately 9,000 English Learner students. Our district currently has under 200 Foster Youth students enrolled. Another way to understand the impact of our student demographics that determine our efforts, about 10% of our district student population that is not identified either Low Income, English Learner and/or Foster Youth, or 2,250 students. There are additional actions that target 90%, or 20,250 unduplicated students, as detailed below. These actions have been developed with multiple stakeholder input representative of the unduplicated students, as described in the LCAP Section 1. These actions are designed to also serve, our GATE, Special Education and Homeless students.

The following actions describe services to unduplicated students, which include Low Income, English Learner and Foster Youth, that are provided both at a districtwide and schoolwide levels. As a result of 90% of our students identified as non-duplicated, actions in the LCAP that target 90% of our students are detailed below, they also target Special Education, GATE and Homeless. The following actions are specific to the services that are principally directed to unduplicated students. Each state priority has been identified under one of the categories described below, and appropriate actions detailed for each category. Also indicated for each action; DW to identify districtwide use of funds and SW to identify schoolwide use of funds.

Goals 1 and 2 in our LCAP meets the 'Conditions of Learning' COL category (State priorities: Basic, Implementation of State Standards, Course Access). Goal 3 of our LCAP meets the 'Pupil Outcomes' PO category (State priorities: Pupil Achievement and Other Pupil Outcomes). Finally, Goal 4 of our LCAP addresses the category of 'Engagement' E (State priorities: Student Engagement and School Climate) and Goal 5 also addresses the category of 'Engagement', but primarily addresses the State priority of Parent Engagement. Specific itemization of estimated budgets, for each action below, shall be found in Section 2 of our LCAP.

Conditions of Learning Category (COL): OMSD LCAP Goals 1 and 2

State Priority 1: Basic

- **DW Action 1.01: Ensure all teachers have English Learner authorizations to meet the needs of English Learners.** This action is principally directed to serve our English Learners by ensuring that they are taught by appropriately credentialed teachers who have knowledge of strategies and supports to help English Learners succeed in content instruction and English proficiency. It is an effective use of our funds due to our past experience of student academic gains when qualified teachers teach English Learners.
- **DW Action 1.03: Compensation and comparability studies are conducted to recruit and retain quality teachers, classified staff and substitute personnel** (an ongoing expense to address step and column contractual increases and benefits packages). This action is principally directed to serve our unduplicated student subgroups as it is essential for Low Income students to access the best and most qualified teachers. Our district is identified as a Title I district, and thus with 90% of our students on free and reduced meals, their needs are significant with respect to both academic and emotional. It takes teachers that are extensively prepared in order to meet their needs, close their achievement gap, and afford them the opportunity to become college and career prepared. It is an effective use of our funds due to our past experience resulting in student success by having quality teachers work with our at-risk and needy students.

State Priority 2: Implementation of State Standards

- **DW Action 2.00: Maintain additional increased 15 minutes of instructional time for students per day**. This action is principally directed to serve our unduplicated student subgroup as it is essential for these students to have additional instructional time. This additional daily instructional time provides a total of 75 additional weekly minutes for teachers to address content and intervention instruction in order to fill learning gaps for our unduplicated students, as determined by formative and summative data analysis. The new adoptions also have multiple intervention assessments, materials and resources that can be used during this additional instructional time. It is an effective use of our funds due to our past experience that supports additional planning time is essential to quality lesson and instruction development.
- **DW Action 2.32: Provide a dedicated district level Director with leadership and oversight of instructional programs for English Learners**. This action is principally directed to serve our English Learner subgroup as it is essential that one administrator provides consistent oversight of English Learner TOAs, administrative leadership with regard to English Learner initiatives, and English Learner monitoring and reclassification progress. It is an effective use of our funds due to our past experience of English Learner success in reclassification rates and increased support to English Learners, their teachers and parents.
- **DW Action 2.03 Provide English Learner Teachers-on-Assignment (TOAs)** to provide direct services to teachers, English Learner students and their parents. This action is principally directed to serve our English Learners as it is essential that they receive direct and supplemental services. The TOAs supports instructional coaching and professional development for teachers of English Learners, provides co-teaching opportunities to teachers of Designated English Language Development (ELD), provides coaching for Integrated ELD content teachers, provides student direct supports through monitoring towards reclassification and language proficiency progress, monitors student academic progress and builds parent capacity. It is an effective use of our funds due to our past experience of increased reclassification rates and improved instruction for English Learners and research in the California ELA/ELD Framework, Chapter 2.
- **DW Action 2.04: Provide Curriculum Teachers-on-Assignment (TOAs)** to support teachers, through job embedded professional development and other professional development opportunities in implementing the new English Language Arts and math adoptions, specifically to enhance their ability to utilize the adopted the curriculum to identify needs through formative and summative assessments and meet differentiated instruction through Multi Tiered Systems of Support (MTSS) Universal Access (UA), Designated and Integrated ELD and other supports. This action is principally directed to serve our unduplicated students as it is essential that they reach the Mastery level on the California Content Standards, at a minimum. It is an effective use of our funds due to our past experience of evidence of increased academic performance of unduplicated students, in ELA and math, due to additional teacher supports and professional development.
- **DW Action 2.08: Teacher Professional Development-ELA/ELD adoption**. This action is principally directed to serve our unduplicated students by increase teacher capacity to design and deliver effective lessons, using the district adopted ELA/ELD curriculum and to adjust instruction based on observations of student progress to meet individual student needs. Our professional development, for next year, will be targeted to 90% of the time ensuring teachers have the knowledge to meet the needs of unduplicated students through effective use of strategies and curriculum components. It is an effective use of our funds due to research that supports using assessments to drive instruction (California ELA/ELD Framework, Chapter 8).
- **DW Action 2.12: Teacher Professional Development-Math adoption.** This action is principally directed to serve our unduplicated students by increase teacher capacity to design and deliver effective lessons, using the district adopted math curriculum, and to adjust

instruction based on observations of student responses to meet individual student needs. Our professional development for next year will dedicate 90% of the time to ensure teachers understand how to provide access to unduplicated students through effective use of strategies and curriculum components. It is an effective use of our funds due to our past experience of evidence of increased academic performance of students in math. It is also effective use of our funds due to research in the California Math Framework.

- **DW Action 2.13: Teacher Professional Development-Next Generation Science Standards (6th-7th-8th).** This action is principally directed to serve our unduplicated students by increasing Middle School teacher capacity to design and deliver effective science lessons, using the Next Generation Science Standards (NGSS), and to adjust instruction based on observations of student responses to meet individual student needs. Our NGSS professional development for next year will be designed so that 90% of the time ensures that teachers receive strategies to support unduplicated students. It is an effective use of our funds due to our past experience of increased academic performance of students who are taught by teachers that are fully capable.
- **DW Action 2.19 Teacher Professional Development on Collaborative Strategies.** This action is principally directed to serve our unduplicated students by increasing teacher capacity to increase the use of student collaborative structures in lesson design and delivery to support rigor, critical thinking, expression, effective language development and access to the California Content Standards as detailed in the California ELA/ELD and Math Frameworks. It is an effective use of our funds due to our past experience of teachers needing time to develop collaborative strategies to benefit student learning as well as what is stated in the CA ELA/ELD and Math Frameworks.
- **DW Action 2.21 Continue to provide weekly Physical Education (PE)** time for students to access the California Content Standards for PE and to also support teacher planning to implement California Content Standards and ELD Standards. This action is principally directed to serve our unduplicated students by increasing the time allocation for teachers to plan instruction and differentiated lessons for Universal Access and interventions, so that struggling students can be successful. It is an effective use of our funds due to our past experience of teachers needing time to develop collaborate around the professional learning climate as well as supported by the research in the CA ELA/ELD and Math Frameworks.
- **DW Action 2.24 Continue to provide intervention and extended learning** opportunities for students through between the bells, afterschool, summer school intervention and enrichment programs. This action is principally directed to serve our unduplicated students by increasing intervention opportunities to remedy their achievement gaps. It is an effective use of our funds due to our past experience that additional learning opportunities benefit at risk students.
- **DW Action 2.27 Provide alternative programs and learning opportunities** to meet individualized student needs, such as virtual learning opportunities and alternative placements. This action is principally directed to serve our unduplicated students that otherwise would not be successful in a traditional learning environment so they can prepare for college and career pathways. It is an effective use of our funds due to our past experience to have additional learning opportunities for students so they can be successful in a non-traditional learning environment.
- **DW Action 2.28 Expand the Seal of Biliteracy Pathways** awards program. This action is principally directed to serve our English Learners so that they maintain their primary language. This action also benefits any other student that choses to enter preparation programs to become biliterate in another language. It is an effective use of our funds as research shows biliterate students outperform others in all areas of academic performance.

State Priority 7: Course Access

- **DW Action 2.22 Enhance course offerings** for students, including ELs, Low Income, Special Education, Foster Youth, Homeless, and GATE through a broad course of study and electives, including specialty programs, such as magnets, academies and school distinctive programs. This action is principally directed to serve our unduplicated students by increasing their access to coursework that will lead them to a college and career pathway. It is an effective use of our funds due to our past experience that additional learning opportunities help broaden their 21st Century Skills.
- **DW Action 2.29 Newcomer Program** for English Learners, 12 months or less in US. This action is principally directed to serve our English Learners in US schools for less than 12 months so that they can receive Sheltered English Instruction (SEI) for one academic year engage successfully in a broad course of study. It is an effective use of our funds due to our past experience to have dedicated learning opportunities for Newcomers to develop English.

State Priority 3: Parental Involvement

- **DW Action 5.00 Develop and provide parent classes** to support students with **21st Century learning** and academic support at home. This action primarily addresses the parents of unduplicated students so that they receive appropriate supports to help their child be academically successful. It is an effective use of our funds due to research that supports when parents are involved and build upon their capacity, their children perform at higher levels academically and promote in college and careers pathways.
- **DW Action 5.01 Provide an Annual Parent Leadership Conference** to parents of students currently attending OMSD to support them to help their child succeed. This action primarily addresses the parents of unduplicated students. It is an effective use of our funds due to research that supports when parents are involved and build upon their capacity, their children perform at higher levels in academic areas and promote to successful college and career pathways.
- **DW Action 5.02 Develop and provide parent classes** to support students with **positive engagement** in school. This action primarily addresses the parents of unduplicated students since they may have needs that require appropriate supports in order to be academically successful. It is an effective use of our funds due to research that supports when parents are involved and build upon their capacity, their children perform at higher levels in academic areas and promote to successful college and careers pathways.
- **DW Action 5.04 Collaborate with 'intern counselors' on social emotional** workshops for parents. This action primarily addresses the parents of unduplicated students so that they receive appropriate strategies to support their child develop socially and emotionally. It is an effective use of our funds due to research that supports children are more successful when we address the needs of the whole child.
- **DW Action 5.05 Provide higher education and career readiness pathways for parents**, by partnering with community services, colleges and universities, Chaffey Adult School, and county offices to offer workshops. This action primarily addresses the parents of English Learner and Low Income students so that they receive learning opportunities, including English Language Development, and academic supports to help their child with home learning tasks in order to be successful in school. It is an effective use of our funds due to research that supports when parents are involved and build their capacity, their children perform at higher levels in academic areas and promote to successful college and careers pathways.
- **DW Action 5.06 Provide timely and appropriate translations and interpretations**, **above the legal** requirement. This action primarily addresses the parents of English Learner students as they require information on all aspects of English Learner instructional services and supports. It is an effective use of our funds due to research that supports when parents are involved and build upon their capacity to help their child, their children perform at higher levels in academic areas and promote to successful college and careers pathways.
- **DW Action 5.07 Expand and enhance district and site messaging and two- way communication** with the families and community of

Ontario-Montclair School District. This action primarily addresses the parents of unduplicated students as 90% of our students are Low Income. It is an effective use of our funds due to research that supports when parents are involved and build upon their capacity, their children perform at higher levels in academic areas and promote to successful college and career pathways.

- **DW Action 5.09 Provide external consultants to support parents** in understanding cultural proficiency, responsiveness and educational systems of support for their child so they can help them succeed academically. This action primarily addresses the parents of English Learner and Low Income students so that they receive appropriate strategies to support their child be successful in school and beyond. It is an effective use of our funds due to research that supports when parents are involved and build upon their capacity, their children perform at higher levels in academic areas and promote to successful college and careers pathways.

State Priority 4: Pupil Achievement

- **DW Action 3.00 Establish and implement an assessment system** that includes formative and summative assessments, aligned to the California State Content Standards and district adoptions to monitor student progress for all students, for each subgroup. This action primarily addresses of unduplicated students as 90% of our students are Low Income, such that this districtwide assessment monitoring system will identify when appropriate and timeline interventions are needed. It is an effective use of our funds as research supports the use of assessments to monitor student learning and provide timely interventions as per Chapter 8 of the CA ELA/ELD Framework.
- **DW Action 3.02 Ensure teachers have understanding and utilize formative and summative** assessments, including digital assessments and curriculum embedded assessment, to inform instruction, principally directed to unduplicated student learning and interventions. It is an effective use of our funds as research supports use of assessments to monitor student learning and provide timely interventions.
- **DW Action 3.03 Students in TK-3**, will be **assessed on foundational assessments** to monitor progress towards reading proficiently by 3rd grade, principally directed to unduplicated student reading achievement since 90% of our students are non-duplicated. It is an effective use of our funds as research supports use of assessments to monitor student learning and provide timely interventions.
- **SW Action 3.04 Utilize a schoolwide assessment system to support an effective Student Success Team** process and procedures to ensure student needs are met in a timely and consistent manner, principally directed to unduplicated student receiving appropriate academic interventions. It is an effective use of our funds as research supports use of assessments to monitor student learning and provide timely interventions.
- **SW Action 3.05 Identify and monitor EL student progress utilizing multiple measures**, this action is principally directed towards English Learners so they are academically successful by receiving appropriate interventions, to increase English proficiency and reclassify by 5th grade. It is an effective use of our funds as research supports use of assessments to monitor student learning and provide timely interventions.
- **SW Action 3.08 Monitor Low Income and Homeless students' academic progress** in ELA and math using multiple measures, principally directed to unduplicated student academic achievement since 90% of our students are identified as such. It is an effective use of our funds as research supports the use of assessments to monitor student learning and provide timely interventions.
- **SW Action 3.09 Monitor Foster Youth students' academic progress** in ELA and math, principally directed to Foster Youth student academic achievement, principally directed to unduplicated student academic achievement since 90% of our students are identified as such. It is an effective use of our funds as research supports use of assessments to monitor student learning and provide timely interventions.

State Priority 5: Pupil Engagement

- **DW Action 4.01** Promote recognition to any of our 32 schools for **increasing their attendance rate** each month and qualifying for a trophy and banner display. This action primarily addresses unduplicated students since they may have needs that require incentives to increase regular school attendance in order to be academically successful. It is an effective use of our funds as research associates increased attendance with higher academic achievement.
- **DW Action 4.02** The assistance of an additional **staff member to track the attendance of chronic truants** to be a liaison with the school, family, and community agencies. This action primarily addresses unduplicated students since they may have needs that require more monitoring of regular school attendance so that appropriate interventions may take place so students attend school regularly in order to be academically successful. It is an effective use of our funds as research increased attendance with higher academic achievement.
- **SW Action 4.03** Provide **staffing to support family outreach and student support at school sites** (Outreach Consultant (ORC), School/Family Outreach Assistants (SFOA), and student counselors). They serve as liaisons between the school site and Family Resource Centers. This action primarily addresses unduplicated students since they may have needs that require basic services, health and mental needs in order to be academically successful.
- **DW Action 4.05 Provide case management services to students and their families** to link to services for basic needs, health insurance, job availability and education in collaboration with the Parent Educational Center. This action primarily addresses unduplicated students since they may have needs that require basic services, health and mental health needs in order to be academically successful. It is an effective use of our funds due to research that supports when we address the needs of the whole child, they are academically successful.
- **DW Action 4.06 Maintain services offered at two OMSD Family Resource Centers** in the areas of clinical supervision for mental health and crisis intervention districtwide for students and staff. This action primarily addresses unduplicated students since they may have mental health and crisis needs in order to be academically successful. It is an effective use of our funds due to research that supports when we address the needs of the whole child, they are academically successful.
- **DW Action 4.07 Provide a system to track student interventions and the SST** system and procedures to ensure student needs are met in a timely and consistent manner. Implement the system to provide timely and appropriate interventions in the area of academics, social/emotional, speech and language, behavior and attendance. It is an effective use of funds as research supports use of assessments to monitor student learning and provide timely interventions.
- **DW Action 4.08** Develop and **implement a plan to prioritize support** for foster youth, homeless and monitor their social/emotional needs, including counseling services. This action primarily addresses Foster Youth students since they may have needs that require basic services, health and mental needs in order to be academically successful. It is an effective use of our funds due to research that supports when we address the needs of the whole child, they are academically successful.
- **DW Action 4.09 Maintain a dedicated Activities Administrator** to develop and implement a comprehensive athletic activities program including competitive sports, chess, inspirational speakers and clinics for students at all school sites. This action primarily addresses unduplicated students as 90% of our students are Low Income and are in need of activities to increase their engagement in school. It is an effective use of funds due to past experience that providing additional learning opportunities promotes engagement.
- **DW Action 4.10 Provide Professional Development (PD) to teachers, para-educators and administrators** on the Behavior intervention and tracking in addressing the needs of Special Education students. This action primarily addresses unduplicated students as 90% of our students are Low Income. It is an effective use of funds due to past experience that evidence of increased academic performance of

students who benefit from additional staff supports and professional development.

State Priority 6: School Climate

- **SW Action 4.04** Train Cohort 3 (Tier 2) and Cohort 4 (Tier 1) in **Positive Behavior Intervention and Support**. PBIS provides a system and tools that promotes a positive school environment. This action primarily addresses unduplicated students as 90% of our students are Low Income and are in need of positive behavior intervention resources to increase their engagement in school, school climate to increase peer and school connectedness. It is an effective use of our funds due to research that supports when we address the needs of the whole child, they are academically successful.
- **DW Action 4.11 Provide and continue support to teachers and administrators in Positive Behavior Intervention and Support** through **Spotlight demonstration** classes. This action primarily addresses unduplicated students as 90% of our students are Low Income, teachers will be able to learn positive behavior intervention strategies to increase their engagement in the classroom. It is an effective use of our funds due to research that supports when we address the needs of the whole child, they are academically successful.

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

27.98	%

The District's target proportionality percentage for 2016-17 is 27.98%. Services and supports for unduplicated students, Low Income, Foster Youth and English Learners. This represents $52,339,667 in funding dedicated to increasing and improving services for these identified students, as compared to services and supports that will be provided to all students for the year 2016-17. The goals and actions for OMSD under the state priorities and categories are described in detail in Section 3A. As described in Section 1 of the LCAP, our 22,500 student enrollment number is made up of 90% unduplicated students, with 40% of the total enrollment constituted of English Learners, or 9,000 students. Since only 10%, or 2,250 students are considered 'all' students, the voice of our stakeholders resound increased and improved services to benefit 90% of our students. We are committed to our students making progress on all state priorities, since they work in concert to provide a system where students can attain college and careers pathways to success.

The District will meet this proportionality percentage by providing the following services that will be taken next year 2016-17, to directly increase and improve services for unduplicated students:

- Increased efforts to ensure all teachers have English Learner authorizations.
- Increased and improved professional development and coaching for teachers and support staff on the California State Standards, English Language Development Standards, ELA and math adoptions, lesson planning, intervention and behavior supports to build capacity to provide differentiated academic and language instruction respective to identified student needs.
- Dedicated,professional development days for certificated and classified staff in addressing the academic and social development needs of unduplicated students.
- Improved planning time for the development of lessons to support Low Income, Foster Youth, and English Learners and their access to the California Content State Standards through articulated ELA/ELD Framework grade level study guides.
- Increased professional development provided to middle school teachers to address Integrated English Language Development in Math and Science to meet the language and content needs of Long Term English Learners.
- Improved course access for English Learners in Middle School through Designated ELD option offering during coring placement of ELA/SS using Program 2 ELA/ELD Adoption.
- Improved monitoring of Long Term English Learners for progress towards reclassification and monitoring towards academic achievement.
- Increased support to Long Term English Learners and creating a motivation to read through reading book clubs and google classroom.
- Improved support for Newcomer teachers through professional development and coaching from our EL TOA so that our Newcomers may succeed at accessing the curriculum.
- Increase in instructional time provides additional time for unduplicated students to receive targeted instruction that supports their understanding of the California Content Standards and also allows for appropriate interventions to take place.
- Improved comparability study efforts to retain and recruit qualified teachers and personnel to work with unduplicated students.
- Increased use of foundational assessments to monitor progress of unduplicated students towards reading by 3rd grade.
- Improved services for unduplicated students through close monitoring of instruction through the Instructional Rounds process using a calibrated protocol.
- Increased professional development for math and science middle school teachers on Integrated ELD using the California Department of Education *Integrating the CA ELD Standards into K–12 Mathematics and Science Teaching and Learning* document, through the Quality Instruction for English Learners (QTEL) framework.
- Increased coaching for ELA/ELD middle school teachers using board adopted ELA/ELD curriculum that address the needs of Long Term English Learners.
- Increased and improved instructional programs for English Learners districtwide through a dediated Director.
- Improved formative assessment monitoring to target unduplicated students who would benefit from between the bells and after school intervention supports for those that are struggling on California Content Standards achievement measures.
- Improve English Learner access to the Pathway Seal of Biliteracy award.
- Improve professional development for coaches and administrators on summative and formative assessment practices to ensure and monitor that unduplicated students are making adequate progress.

- Improved family and case mangagement services for unduplicated students.
- Improve teachers' ability to identify and monitor learning progress of unduplicated students through professional development activites.
- Increase efforts to identify services for case management for unduplicated students and their families that have additional needs.
- Increase parental engagement of unduplicated students by building upon their capacity to support their child during at home learning.
- Increase parental school involvement opportunities so they may support their child to succeed academically and emotionally.

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 10391

(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)

01-13-15 [California Department of Education]