Introduction:

LEA: Central Elementary

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LCAP Year: 2016-17

Local Control and Accountability plan and Annual Update Template

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

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP

Central School District is located in the city of Rancho Cucamonga and encompasses a geographical area of six square miles. There are five elementary schools, one 5-8 middle school and one 6-8 middle school that serve 4,682 students in grades K-8. Central School District currently has 2,695 (57.5%) low income students, 490 (10.5%) English learners, 546 (12%) special education students and 17 foster children.

Members of the Central School District community were actively involved in the Local Control Accountability Plan (LCAP) process as noted below.

Parent Stakeholders:

All Central School District parents were asked to participate in the update of LCAP goals and actions by completing an 18 question survey that included questions from each of the state's eight priority areas and represent many of the LCAP metrics used in the 2015-16 plan. Six parents representing English learner, low income, redesignated English learners, students with special needs and GATE continued on the LCAP Advisory Committee. The Committee met three times and was actively involved in the review of district data and in the update and revisions of LCAP goals and action plans. (February 2, April 12, May 10) Parents participated on the District Advisory Council (DAC) that reviewed and made recommendations for the update and revisions of the LCAP. DAC includes parent representatives from all seven schools. DAC discussed and reviewed LCAP goals and action plans at two meetings (January 19, April 5). English learner parents participate on the District English Learner Advisory Committee (DELAC) that reviewed and made recommendations for the update and revision of the LCAP (January 19, April 5). School PTA/PTO presidents met with the Superintendent to provide input for the update and revision of the LCAP. (January 18) Parent representatives participate on the GATE Advisory Committee that met with the Assistant Superintendent of Instruction to provide input for the update and revision of the LCAP. (January 21) Parent representatives participate on the District Wellness Committee that met with the Assistant Superintendents of Human Resources and Instruction to provide input for the update and revision of the LCAP. (March 7) Special Education representatives met with Director of Special Education to provide input for the update and revision of the LCAP. (January 19)

Community:

District flyer with link to Community Survey mailed home to all

While input was solicited and received from all stakeholder groups including students, staff, parents and community, this year an electronic survey was made available to all parents as well as paper copies upon request from the school office. A smaller number of respondents completed the online survey and the results reflect that smaller population. We are pleased with the ongoing positive responses we received specifically relating to 2015-16 actions implemented including afterschool sports, music programs within and beyond the day and access to more interventions. With the surveys also came many comments with requests for more programs and clear directions for prioritizing additional actions.

Suggestions were incorporated into district LCAP goals when appropriate and school specific comments were forwarded to schools for further consideration.

Input from parent surveys and stakeholder groups yielded several emerging themes:

Conditions of Learning

(Basic Services, Implementation of CCSS, Course Access)

- Continue to attract and hire highly qualified staff
- Maintain and upgrade facilities
- Build teacher capacity through ongoing professional development, collaboration and support
- Provide resources for the implementation of CCSS
- Increase teacher and student access/use of technology both during and after school
- Provide educational opportunities for parents so they can support CCSS instruction at home
- Increase educational opportunities for students in the areas of visual and performing arts, health, technology, and foreign language at the middle school.

Engagement:

(School Climate, Student Engagement, Parent Involvement)

- Continue to improve school security practices and systems
- Implement strategies, programs and activities that promote "school connectedness" including after school clubs and sports

community members. (February, 2016) Community Survey posted on website. (February, 2016) Community representatives that currently serve on the Central School District Board of Trustees reviewed and provided recommendations for the development of the LCAP. (March 17) LCAP Updates presented to School Board. (April 7, April 21, May 19) Public Hearing at regularly scheduled Board meeting. (June 2) LCAP recommendation for Board approval. (June 16)

Administrators:

All instructional administrators met with District Cabinet to provide input for the update and revision of the LCAP. (February 2) All classified managers met with District Cabinet to provide input for the update and revision of the LCAP. (February 9) Principal representatives participate on the LCAP Advisory Committee that reviewed and made recommendations for the update and revision of the LCAP. (February 2, April 12, May 10) All principals participate on the District Advisory Committee that reviewed input and made recommendations for the update and revision of the LCAP. (January 19, April 5)

Certificated Staff:

The Central Teachers Organization Executive Board met with District Cabinet to provide input for the update and revision of the LCAP. (February 1) Certificated bargaining unit members met with District Cabinet to provide input for the update and revision of the LCAP. (February 16) Certificated staff participate on the district GATE Advisory Committee that met with Assistant Superintendent of Instruction to provide input for the update and revision of the LCAP. (January 19) Certificated staff participate on the District Wellness Committee that met with Asst. Superintendents Human Resources and Instruction to provide input for the update and revision of the LCAP. (March 7) Certificated staff participate on the District English Learner Advisory Committee (DELAC) that met with district administration to provide input for the update and revision of the LCAP. (January 19, April 5) Certificated staff participate on the District Advisory Committee (DAC) that reviewed and provided recommendations for the update and revision of the LCAP. (January 19, April 5) Certificated staff participate on the District LCAP Advisory Committee that reviewed and provided recommendations for the update and revision of the LCAP. (February 2, April 12, May 10) Two district input sessions were held for certificated staff to allow for additional conversation and feedback. (February 9, February 11)

Classified Stakeholders:

programs
- Continue to implement positive behavior interventions
- Promote a “college mentality” at all schools
- Continue and improve programs and activities that encourage student attendance
- Continue and increase the work of Parent Community Involvement Coordinators at all sites
- Implement the newly developed Central School District Family Engagement Plan
- Increase parent educational opportunities
- Increase parent communication systems including the use of online grading and reporting

Student Outcomes:

(Pupil Achievement, Other Student Outcomes, Targeted Students)

- Ensure the continuous improvement of each and every student
- Ensure the continuous improvement of every school including all significant subgroups
- Continue and improve Professional Learning Communities as a way to monitor student progress
- Develop district assessment practices that effectively monitor student progress
- Implement interventions to ensure student success including before/during/after/extended year school programs
- District focus on wellness programs and activities that promote and support a healthy lifestyle
    - Appreciation for increased counseling services
    - Improve student access to computer labs and libraries

After reviewing survey results and completing the multiple input sessions with all district stakeholders the following priorities were established for the 2016-17 LCAP actions:

- Increase access to instructional technology within and beyond the school day.
- Provide additional intervention programs beyond the school day.
- Establish intervention programs at the middle schools.
- Provide STEM opportunities at all sites.
- Increase STEM offerings for middle school elective classes.

Classified Executive Board met with District Cabinet to provide input for the update and revision of the LCAP. (February 1) Classified bargaining unit members met with District Cabinet to provide input for the update and revision of the LCAP. (February 18) Classified employee representatives participate on the LCAP Advisory Committee that reviewed and made recommendations for the update and revision of the LCAP. (February 2, April 12, May 10) Classified employee representatives participate on the District Advisory Committee (DAC) that reviewed and made recommendations for the update and revision of the LCAP. (January 19, April 5) Two district input sessions were held for classified staff to allow for additional conversation and feedback. (February 9, February 11) **Student Stakeholders:** A district survey was developed and given to all 5th and 7th grade students. The survey focused on the priority areas of school climate, student engagement, CCSS, and student achievement. 395 fifth grade students and 385 seventh grade students, representing 80% of our fifth and seventh grade students participated in the survey. (February 2016)	
Annual Update: Stakeholders were involved in the review of 2015-16 LCAP goals and actions in a variety of ways including site meetings, school newsletters and district presentations as noted below: **Community:** District flyers with updates regarding 2015-16 LCAP goals and actions were mailed home to all community members. (February, 2016) LCAP Updates were presented to School Board and public focusing on newly established elementary counseling programs (March 8), newly implemented PE and music programs (April 7), Instructional Technology (April 21) and newly hired Intervention Teachers and PLCs (May 19). **Parents:** Site administrators share LCAP updates with School Site Councils during regularly scheduled meetings. (September, November, February, April) School newsletters featuring information about LCAP	**Annual Update:** Feedback from all stakeholder input was very positive and supportive of the 2015-16 LCAP actions. In addition to comments expressing appreciation for the current actions, constructive feedback helped prioritize new areas of need. As a result of this input many significant actions have been added to the 2016-17 LCAP: • Increase student access to instructional technology via student devices. • Implement intervention classes at the middle schools. • Develop afterschool intervention programs for the elementary sites. • Provide afterschool access to library/computer labs. • Pilot STEM electives at the middle school and provide STEM opportunities at the elementary sites.

actions including Elementary Counselors, PE teachers, access to Elementary Health Clerks with extended hours, intervention programs and instructional technology are sent home to all families. (3 - 4 times per year) Six parents representing English learner, low income, redesignated English learners, students with special needs and GATE continued on the LCAP Advisory Committee. The Committee met three times and was actively involved in the review of district data and in the update and revisions of LCAP goals and action plans. (February 2, April 12, May 10) Parents participated on the District Advisory Council (DAC) that reviewed and made recommendations for the update and revisions of the LCAP. DAC includes parent representatives from all seven schools. DAC discussed and reviewed LCAP goals and action plans at first meeting. (October 6). English learner parents participate on the District English Learner Advisory Committee (DELAC) that discussed and reviewed LCAP goals and action plans at first meeting. (October 6). School PTA/PTO presidents met with the Superintendent to discuss and review LCAP goals and action plans. (October 22) Parent representatives participate on the GATE Advisory Committee that met with the Assistant Superintendent of Instruction to discuss and review LCAP goals and action plans. (October 6) Parent representatives participate on the District Wellness Committee that met with the Assistant Superintendents of Human Resources and Instruction to review LCAP goals and action plans and provide input for the update and revision of the LCAP. (March 7) Special Education representatives met with Director of Special Education to review LCAP goals and action plans and provide input for the update and revision of the LCAP. (January 19)

Administrators:

LCAP updates are shared with certificated and classified managers during regularly scheduled meetings (second Tuesday of each month) Principal representatives participate on the LCAP Advisory Committee that reviewed LCAP goals and action plans. (February 2) All principals participate on the District Advisory Committee that reviewed LCAP goals and action plans. (October 6)

Certificated Staff:

Regular updates on LCAP goals and action plans are shared with Central Teachers Organization Executive Board during monthly meetings. Certificated staff participate on the district GATE Advisory Committee that met with Assistant Superintendent of Instruction to

receive updates on LCAP goals and action plans. (October 6) Certificated staff participate on the District Wellness Committee that met with Asst. Superintendents Human Resources and Instruction to receive updates on LCAP goals and action plans and to provide input for the update and revision of the LCAP. (October 19) Certificated staff participate on the District English Learner Advisory Committee (DELAC) that met with district administration to receive updates on LCAP goals and action plans. (October 6) Certificated staff participate on the District Advisory Committee (DAC) that received updates on LCAP goals and actions. (October 6) Certificated staff participate on the District LCAP Advisory Committee that received updates on the LCAP goals and actions and and provided recommendations for the update and revision of the LCAP. (February 2, April 12, May 10) Superintendent met with all staff to provide updates on LCAP goals and actions. (April 6, April 13, April 20, April 22, April 27, April 29, May 4) Superintendent met with all district office staff to provide updates on LCAP goals and action plans. (January 28, May 19)

Classified Stakeholders:

Classified staff participate on the district GATE Advisory Committee that met with Assistant Superintendent of Instruction to receive updates on LCAP goals and action plans. (October 6) Classified staff participate on the District Wellness Committee that met with Asst. Superintendents Human Resources and Instruction to receive updates on LCAP goals and action plans and to provide input for the update and revision of the LCAP. (October 19) Classified staff participate on the District English Learner Advisory Committee (DELAC) that met with district administration to receive updates on LCAP goals and action plans. (October 6) Classified staff participate on the District Advisory Committee (DAC) that received updates on LCAP goals and actions. (October 6) Classified staff participate on the District LCAP Advisory Committee that received updates on the LCAP goals and actions and and provided recommendations for the update and revision of the LCAP. (February 2, April 12, May 10) Superintendent met with all staff to provide updates on LCAP goals and actions. (April 6, April 13, April 20, April 22, April 27, April 29, May 4) Superintendent met with all district office staff to provide updates on LCAP goals and action plans. (January 28, May 19)

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable

unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

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

Guiding Questions:

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

GOAL:	1. All students receive standards-based instruction, utilizing standards-aligned instructional materials, including technology, from highly qualified, appropriately credentialed teachers, within safe and well maintained facilities.	Related State and/or Local Priorities: X 1 X 2 _3 _4 _5 _6 _7 _8 Local: N/A

Identified Need:	Every student needs teachers and support staff who are able to provide effective, standards-based instruction using CCSS aligned instructional materials, technology and other tools within safe and well maintained schools. Current State: 94% of parent respondents report that they Strongly Agree/Agree that, “I have confidence in the school staff to meet the needs of my child.” 95% Strongly Agree/Agree that, “My student has access to the instructional materials he/she needs, including textbooks, technology and other resources,” 95% Strongly Agree/Agree that, “The school campus is clean and well cared for.”	
Goal Applies to:	**Schools:**	All Grades: All
	Applicable Pupil Subgroups:	All

LCAP Year 1

Expected Annual Measurable Outcomes:	1. 100% of teachers will be highly qualified with appropriate credentials and will participate in the induction training when applicable. State Metric: Rate of teacher misassignment 2. All students will receive instruction in state academic standards through developed lessons, adopted materials, and additional resources. State Metric: Student access to standards-aligned instructional materials. 3. 96% of parent respondents will Strongly Agree/Agree that, “My child has access to the instructional materials he/she needs, including textbooks, technology, and other resources. State Metric: Student access to standards-aligned instructional materials. Local Metric: Parent Surveys 4. 96% of parent respondents will Strongly Agree/Agree that, “The school campus is clean and well-cared for.” State Metric: Facilities in good repair Local Metric: Parent surveys 5. 96% of parent respondents will Strongly Agree/Agree that, “I have confidence in the school staff to meet the needs of my child.” Local Metric: Parent Surveys

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

1.1 Maintain Induction Coordinator and Reflective Coaches for new teachers and provide professional development for Reflective Coaches.	LEA Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$26,400 11XX $ 4,261 3XXX (Educator Effectiveness)
1.2 Maintain 0.2 FTE PAR teacher to support experienced teachers referred to the Peer Assistance and Review program.	LEA Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$14,294 13XX $ 3,726 3XXX (Base Grant)
1.3 Purchase additional CCSS aligned instructional materials and technology to support CCSS instruction.	LEA Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Supplemental instructional materials $138,000 41XX (Restricted Lottery) $ 75,000 41XX $ 75,000 43XX (Base Grant)
1.4 Maintain 3 FTE technicians to support 21st Century classrooms and student devices.	LEA Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$129,600 24XX $ 59,718 3XXX (Base Grant)

1.5 Maintain 1.5 Teachers on Assignment to provide professional development and collaborative coaching.	LEA Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$ 78,134 19XX $ 22,723 3XXX (Base Grant) $ 40,447 19XX $ 16,436 3XXX (Title II)
1.6 Maintain 0.5 middle school Teacher on Assignment and 2 FTE primary Teachers on Assignment to provide explicit training and support for differentiated instruction.	LEA Grades: All	_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$222,209 19XX $ 60,089 3XXX (Supplemental/ Concentration Grant)
1.7 Maintain clean and safe facilities.	LEA Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$175,000 8091 (Base Grant) Transfer to Deferred Maintenance Fund
1.8 Maintain Sunesys system to support online access for technological devices.	LEA Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$ 42,750 58XX (Base Grant)

1.9 Convene elementary district textbook adoption committee to research and recommend ELA curriculum for 2017-18.	LEA Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$8,050 11XX $1,300 3XXX (Base Grant)

LCAP Year 2

Expected Annual Measurable Outcomes:	1. 100% of teachers will be highly qualified with appropriate credentials and will participate in the induction training when applicable. State Metric: Rate of teacher misassignment 2. All students will receive instruction in state academic standards through developed lessons, adopted materials, and additional resources. State Metric: Student access to standards-aligned instructional materials. 3. 96% of parent respondents will Strongly Agree/Agree that, “My child has access to the instructional materials he/she needs, including textbooks, technology, and other resources. State Metric: Student access to standards-aligned instructional materials. Local Metric: Parent Surveys 4. 96% of parent respondents will Strongly Agree/Agree that, “The school campus is clean and well-cared for.” tate Metric: Facilities in good repair Local Metric: Parent surveys 5. 96% of parent respondents will Strongly Agree/Agree that, “I have confidence in the school staff to meet the needs of my child.” Local Metric: Parent Surveys

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

1.1 Maintain Induction Coordinator and Reflective Coaches for new teachers and provide professional development for Reflective Coaches.	LEA Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$26,400 11XX $ 4,750 3XXX (Educator Effectiveness)
1.2 Maintain 0.2 FTE PAR teacher to support experienced teachers referred to the Peer Assistance and Review program.	LEA Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$14,749 13XX $ 6,622 3XXX (Base Grant)
1.3 Purchase additional CCSS aligned instructional materials and technology to support CCSS instruction.	LEA Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Supplemental instructional materials $ 50,000 41XX (Restricted Lottery) $ 25,000 41XX $ 25,000 43XX (Base Grant)
1.4 Maintain 3 FTE technicians to support 21st Century classrooms and student devices.	LEA Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$135,576 24XX $ 63,317 3XXX (Base Grant)

1.5 Maintain 1.5 Teachers on Assignment to provide professional development and collaborative coaching.	LEA Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$ 78,134 19XX $ 24,168 3XXX (Base Grant) $ 40,447 19XX $ 17,185 3XXX (Title II)
1.6 Maintain 0.5 middle school Teacher on Assignment and 2 FTE primary Teachers on Assignment to provide explicit training and support for differentiated instruction.	LEA Grades: All	_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$222,209 19XX $ 69,045 3XXX (Supplemental/ Concentration Grant)
1.7 Maintain clean and safe facilities.	LEA Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$175,000 8091 (Base Grant) Transfer to Deferred Maintenance Fund
1.8 Maintain Sunesys to support online access for technological devices.	LEA Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$ 44,888 58XX (Base Grant)

1.9 Purchase new curriculm and train elementary teachers on effective use of new curriculum.	LEA Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$500,000 41XX (One-time funds from prior year)

LCAP Year 3

Expected Annual Measurable Outcomes:	1. 100% of teachers will be highly qualified with appropriate credentials and will participate in the induction training when applicable. State Metric: Rate of teacher misassignment 2. All students will receive instruction in state academic standards through developed lessons, adopted materials, and additional resources. State Metric: Student access to standards-aligned instructional materials. 3. 96% of parent respondents will Strongly Agree/Agree that, “My child has access to the instructional materials he/she needs, including textbooks, technology, and other resources. State Metric: Student access to standards-aligned instructional materials. Local Metric: Parent Surveys 4. 96% of parent respondents will Strongly Agree/Agree that, “The school campus is clean and well-cared for.” State Metric: Facilities in good repair Local Metric: Parent surveys 5. 96% of parent respondents will Strongly Agree/Agree that, “I have confidence in the school staff to meet the needs of my child.” Local Metric: Parent Surveys

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 Maintain Induction Coordinator and Reflective Coaches for new teachers and provide professional development for Reflective Coaches.	LEA Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$26,400 11XX $ 5,238 3XXX (Base Grant)

1.2 Maintain 0.5 FTE PAR teacher to support experienced teachers referred to the Peer Assistance and Review program.	LEA Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$14,749 13XX $ 3,895 3XXX (Base Grant)
1.3 Purchase CCSS aligned instructional materials and technology to support CCSS instruction.	LEA Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$50,000 41XX (Restricted Lottery) $25,000 41XX $25,000 43XX (Base Grant)
1.4 Maintain 3 FTE technicians to support 21st Century classrooms and student devices.	LEA Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$141,624 24XX $ 67,110 3XXX (Base Grant)
1.5 Maintain 1.5 Teachers on Assignment to provide professional development and collaborative coaching.	LEA Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$78,134 19XX $25,614 3XXX (Base Grant) $40,447 19XX $17,933 3XXX (Title II)

1.6 Maintain 0.5 middle school Teacher on Assignment and 2 FTE primary Teachers on Assignment to provide explicit training and support for differentiated instruction.	LEA Grades: All	_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$222,209 19XX $ 73,156 3XXX (Supplemental/ Concentration Grant)
1.7 Maintain clean and safe facilities.	LEA Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$175,000 8091 (Base Grant) Transfer to Deferred Maintenance Fund
1.8 Maintain Sunesys to support online access for technological devices.	LEA Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$ 47,132 58XX (Base Grant)

GOAL:	2. Increase teacher capacity to implement CCSS and 21st Century Skills through ongoing professional development, instructional support, and collaborative planning time for all teachers.	Related State and/or Local Priorities: _1 X 2 _3 _4 _5 _6 _7 _8 Local: N/A

Identified Need:	Additional professional development, instructional support and collaborative planning time is needed for teachers to be prepared to effectively deliver instruction in technology skills and CCSS. Current State: 92% of teacher respondents Strongly Agree/Agree that, ”My understanding of the CCSS has increased as a result of attending staff development days.” 91% Strongly Agree/Agree that, “As a result of attending the Staff Development Day, I feel better prepared to create and teach common core lessons,” and 100% of teacher respondents Strongly Agree/Agree that, “The technical training has made a significant impact on my instructional practice.”	
Goal Applies to:	**Schools:**	All Grades: All
	Applicable Pupil Subgroups:	All

LCAP Year 1

Expected Annual Measurable Outcomes:	1. 95% of teachers will report they have participated in a minimum of three district sponsored professional development days. State Metric: Implementation of Common Core State Standards for all students, including EL. Local Metric: Teacher Surveys/Sign-in Sheets 2. 93% of teachers will Strongly Agree/Agree that, “As a result of attending the Staff Development Day, I feel better prepared to create and teach common core lessons.” State Metric: Implementation of Common Core State Standards for all students, including EL. Local Metric: Teacher Surveys/Sign-in Sheets 3. 100% of teachers will report they have received training and support on new technology they have received to support CCSS instruction. State Metric: Implementation of Common Core State Standards for all students, including EL. Local Metric: Teacher Surveys/Sign-in Sheets

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

2.1 Provide district 21st Century Classroom training to newly hired teachers.	LEA Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$ 2,300 11XX $ 371 3XXX (Base Grant)
2.2 Update and implement the district Professional LEA Development Plan to ensure teachers are adequately prepared to effectively utilize technology and teach the CCSS.	LEA Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$ 82,800 11XX $ 13,364 3XXX (Base Grant)
2.3 Provide strategies to support English learners and Redesignated fluent English learners within district professional development days.	LEA Grades: All	_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	District Professional Development days-no additional cost
2.4 Provide collaboration days for GATE teachers.	LEA Grades: All	_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless X Other (GATE)	$ 7,360 11XX $ 1,188 3XXX (Base Grant)

2.5 Maintain 3.4 FTE Physical Education teachers to provide instruction to students while teachers work in Professional Learning Communities to focus on the instructional needs of targeted students.	LEA Grades: All	_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$189,446 11XX $ 59,647 3XXX (Supplemental/ Concentration Grant)
2.6 Train Intervention Teachers, tutors, paraeducators, and child care employees in strategies to support students in CCSS.	LEA Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$ 3,600 11XX $ 2,000 24XX $ 930 3XXX (Base Grant)
2.7 Middle School writing committee will evaluate and select an effective writing program.	LEA Grades: 6th, 7th, 8th	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$ 2,760 11XX $ 446 3XXX (Base Grant)
2.8 Maintain District Technology Team.	LEA Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$ 3,500 11XX $ 565 3XXX (Base Grant)

2.9 Provide ongoing training to all certificated staff on John Hattie's Visible Learning research.	LEA Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$7,245 11XX $1,169 3XXX (Educator Effectiveness)
2.10 Provide Early Literacy training for TK - 4th grade teachers.	LEA Grades: TK, K, 1st, 2nd, 3rd, 4th	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$ 51,030 11XX $ 8,236 3XXX $41,000 58XX (Educator Effectiveness)
2.11 Hire 5 highly qualified extended instruction teachers to coordinate afterschool intervention programs at all elementary sites to support the needs of targeted students.	ALL Grades: 1st, 2nd, 3rd, 4th, 5th	_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities X Homeless _ Other	$83,711 11XX $13,511 3XXX (Supplemental/ Concentration Grant)
2.12 Hire 10 paraeducators to support afterschool intervention programs and provide additional access to computer labs for targeted students.	ALL Grades: 1st, 2nd, 3rd, 4th, 5th	_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities X Homeless _ Other	$108,419 21XX $ 18,917 3XXX (Supplemental/ Concentration Grant)
LCAP Year 2			

Expected Annual Measurable Outcomes:	1. 95% of teachers will report they have participated in a minimum of three district sponsored professional development days. State Metric: Implementation of Common Core State Standards for all students, including EL. Local Metric: Teacher Surveys/Sign-in Sheets 2. 93% of teachers will Strongly Agree/Agree that, "As a result of attending the Staff Development Day, I feel better prepared to create and teach common core lessons." State Metric: Implementation of Common Core State Standards for all students, including EL. Local Metric: Teacher Surveys/Sign-in Sheets 3. 100% of teachers will report they have received training and support on new technology they have received to support CCSS instruction. State Metric: Implementation of Common Core State Standards for all students, including EL. Local Metric: Teacher Surveys/Sign-in Sheets

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1 Provide district 21st Century Classroom training to newly hired teachers.	LEA Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$ 2,300 11XX $ 414 3XXX (Base Grant)
2.2 Update and implement the district Professional Development Plan to ensure teachers are adequately prepared to effectively utilize technology and teach the CCSS.	LEA Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$ 82,800 11XX $ 14,896 3XXX (Base Grant)

2.3 Provide strategies to support English learners and Redesignated fluent English learners within district professional development days.	LEA Grades: All	_ All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	District Professional Development days- no additional cost
2.4 Provide collaboration days for GATE teachers.	ALL Grades: All	_ All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless X Other (GATE)	$ 7,360 11XX $ 1,324 3XXX (Base Grant)
2.5 Maintain 3.4 FTE Physical Education teachers to provide instruction to students while teachers work in Professional Learning Communities to focus on the instructional needs of targeted students.	LEA Grades: All	_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$186,172 11XX $ 62,562 3XXX (Supplemental/ Concentration Grant)
2.6 Train Intervention Teachers, tutors, paraeducators, and LEA child care employees in strategies to support students in CCSS.	LEA Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$ 3,600 11XX $ 2,000 24XX $ 1,029 3XXX (Base Grant)

2.7 Training will be provided for new middle school writing program.	LEA Grades: 6th, 7th, 8th	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$ 6,900 11XX $ 1,241 3XXX (Base Grant)
2.8 Maintain District Technology Team.	LEA Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$ 3,500 11XX $ 630 3XXX (Base Grant)
2.9 Provide ongoing training to all certificated staff on John Hattie's Visible Learning research.	LEA Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$7,245 11XX $1,303 3XXX (Educator Effectiveness)
2.10 Provide Early Literacy training to TK - 4th grade teachers.	LEA Grades: TK, K, 1st, 2nd, 3rd, 4th	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$16,560 11XX $ 2,979 3XXX $45,000 58XX (Educator Effectiveness)

2.11 Maintain 5 highly qualified extended instruction teachers to coordinate afterschool intervention programs at all elementary sites to support the needs of targeted students.	ALL Grades: 1st, 2nd, 3rd, 4th, 5th	_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities X Homeless _ Other	$83,711 11XX $15,060 3XXX (Supplemental/ Concentration Grant)
2.12 Maintain 10 paraeducators to support afterschool intervention programs and provide additional access to computer labs for targeted students.	ALL Grades: 1st, 2nd, 3rd, 4th, 5th	_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities X Homeless _ Other	$108,419 21XX $ 20,665 3XXX (Supplemental/ Concentration Grant)

LCAP Year 3

Expected Annual Measurable Outcomes:	1. 95% of teachers will report they have participated in a minimum of three district sponsored professional development days. State Metric: Implementation of Common Core State Standards for all students, including EL. Local Metric: Teacher Surveys/Sign-in Sheets 2. 93% of teachers will Strongly Agree/Agree that, “As a result of attending the Staff Development Day, I feel better prepared to create and teach common core lessons.” State Metric: Implementation of Common Core State Standards for all students, including EL. Local Metric: Teacher Surveys/Sign-in Sheets 3. 100% of teachers will report they have received training and support on new technology they have received to support CCSS instruction. State Metric: Implementation of Common Core State Standards for all students, including EL. Local Metric: Teacher Surveys/Sign-in Sheets

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

2.1 Provide district 21st Century Classroom training to newly hired teachers.	LEA Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$2,300 11XX $ 456 3XXX (Base Grant)
2.2 Update and implement the district Professional Development Plan to ensure teachers are adequately prepared to effectively utilize technology and teach the CCSS.	LEA Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$82,800 11XX $16,428 3XXX (Base Grant)
2.3 Provide strategies to support English learners and Redesignated Fluent English learners within district professional development days.	LEA Grades: All	_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	District Professional Development days- no additional cost
2.4 Provide collaboration days for GATE teachers.	LEA Grades: All	_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless X Other (GATE)	$7,360 11XX $1,460 3XXX (Base Grant)

2.5 Maintain 3.4 FTE Physical Education teachers to provide instruction to students while teachers work in Professional Learning Communities to focus on the instructional needs of targeted students.	LEA Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th	_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities X Homeless _ Other	$190,619 11XX $ 66,889 3XXX (Supplemental/ Concentration Grant)
2.6 Train Intervention Teachers, tutors, paraeducators, and child care employees in strategies to support students in CCSS.	LEA Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$3,600 11XX $2,000 24XX $1,127 3XXX (Base Grant)
2.7 Maintain district technology team.	LEA Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$3,500 11XX $ 695 3XXX (Base Grant)
2.8 Provide ongoing training to all certificated staff on John Hattie's Visible Learning research.	ALL Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	District Professional Development days - no additional cost

2.9 Maintain 5 highly qualified extended instruction teachers to coordinate afterschool intervention programs at all elementary sites to support the needs of targeted students.	ALL Grades: 1st, 2nd, 3rd, 4th, 5th	_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities X Homeless _ Other	$83,711 11XX $16,608 3XXX (Supplemental/ Concentration Grant)
2.10 Maintain 10 paraeducators to support afterschool intervention programs and provide additional access to computer labs for targeted students.	ALL Grades: 1st, 2nd, 3rd, 4th, 5th	_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities X Homeless _ Other	$108,419 21XX $ 22,399 3XXX (Supplemental/ Concentration Grant)

GOAL:	3. Build parent capacity and participation regarding district budget, student performance of CCSS, and school/district programs and activities.	Related State and/or Local Priorities: _1 _2 X 3 _4 _5 _6 _7 _8 Local: N/A

Identified Need:	Parents need to be engaged in ways that allow them to learn more about their school, how they can promote students' chances of success in school and how to actively participate in school/district decision making. Current State: 93% of parent respondents report that they Strongly Agree/Agree that, "Parents and families are provided multiple opportunities to be involved in their child's educational experience and I feel respected at my child's school."	
Goal Applies to:	**Schools:**	All Grades: All
	Applicable Pupil Subgroups:	All

LCAP Year 1

Expected Annual Measurable Outcomes:	1. 95% of parent respondents will report that they are provided multiple opportunities to be involved in their child's educational experience. State Metric: Promotion of parental participation Local Metric: Parent surveys 2. 95% of parent respondents will report that they feel welcome and respected at their child's school. State Metric: Efforts to seek parent input Local Metric: Parent surveys

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1 Maintain Parent Community Involvement (PCI) Coordinators for every school to recruit, train, monitor and track parent involvement.	LEA Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$ 93,633 24XX $ 16,375 3XXX (Base Grant)

3.2 PCI Coordinators coordinate training for parents to successfully participate in their child's educational program including CCSS, finances, and budgetary decisions.	LEA Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$ 720 22XX $ 57 3XXX $ 2,000 57XX $ 6,800 58XX School Smarts Program (Supplemental/ Concentration Grant)
3.3 PCIs will provide training to parents on CCSS and strategies they can use at home to support their students.	LEA Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$ 1,000 24XX $ 175 3XXX Childcare (Base Grant)
3.4 Maintain English classes (Rosetta Stone) before and after school for students and parents.	LEA Grades: All	_ All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$ 13,001 21XX $ 950 3XXX $ 15,000 58XX (Supplemental/ Concentration Grant)
3.5 Special Education Director will hold regular Special Education Advisory Committee meetings.	ALL Grades: All	_ All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	$5,000 58XX (Base Grant)

LCAP Year 2	
Expected Annual Measurable Outcomes:	1. 95% of parent respondents will report that they are provided multiple opportunities to be involved in their child's educational experience. State Metric: Promotion of parental participation Local Metric: Parent surveys 2. 95% of parent respondents will report that they feel welcome and respected at their child's school. State Metric: Efforts to seek parent input Local Metric: Parent surveys

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1 Maintain Parent Community Involvement (PCI) Coordinators for every school to recruit, train, monitor and track parent involvement.	LEA Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$ 94,703 24XX $ 18,050 3XXX (Base Grant)
3.2 PCI Coordinators coordinate training for parents to successfully participate in their child's educational program including CCSS, finances, and budgetary decisions.	LEA Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	To Be Determined

3.3 PCIs will provide training to parents on CCSS and strategies they can use at home to support their students.	LEA Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$ 1,000 24XX $ 191 3XXX Childcare (Base Grant)
3.4 Maintain English classes (Rosetta Stone) before and after school for students and parents.	LEA Grades: All	_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$ 13,001 21XX $ 950 3XXX $ 15,000 58XX (Supplemental/ Concentration Grant)
3.5 Special Education Director will hold regular Special Education Advisory Committee meetings.	LEA Grades: All	_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	$5,000 58XX (Base Grant)

LCAP Year 3

Expected Annual Measurable Outcomes:	1. 95% of parent respondents will report that they are provided multiple opportunities to be involved in their child's educational experience. State Metric: Promotion of parental participation Local Metric: Parent surveys 2. 95% of parent respondents will report that they feel welcome and respected at their child's school. State Metric: Efforts to seek parent input Local Metric: Parent surveys

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1 Maintain Parent Community Involvement (PCI) Coordinators for every school to recruit, train, monitor and track parent involvement.	LEA Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$95,703 24XX $19,566 3XXX (Base Grant)
3.2 PCI Coordinators coordinate training for parents to successfully participate in their child's educational program including CCSS, finances, and budgetary decisions.	LEA Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	To Be Determined
3.3 PCIs will provide training to parents on CCSS and strategies they can use at home to support their students.	LEA Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$1,000 24XX $ 207 3XXX (Base Grant)

3.4 Maintain English classes (Rosetta Stone) before and after school for students and parents.	LEA Grades: All	_ All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$13,001 24XX $ 950 3XXX $15,000 58XX (Supplemental/ Concentration Grant)
3.5 Special Education Director will hold regular Special Education Advisory Committee meetings.	LEA Grades: All	_ All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	$5,000 58XX (Base Grant)

GOAL:	4. All students, including English learners, will demonstrate continuous improvement in Common Core State Standards, ensuring readiness for high school, college and career.	Related State and/or Local Priorities: _1 _2 _3 X 4 _5 _6 _7 _8 Local: N/A
Identified Need:	All students must show continuous progress towards academic and English language achievement targets. Current State: ELs exceed AMAO targets and reclassification rate is over 10%.	
Goal Applies to:	**Schools:** ALL Grades: All	
	Applicable Pupil Subgroups: All	

LCAP Year 1

Expected Annual Measurable Outcomes:	1. Students will demonstrate progress toward proficiency on SBAC. 50% Will Meet or Exceed Standard in ELA 38% Will Meet or Exceed Standard in ELA 2. ELs will continue to exceed AMAO targets. State Metric: CELDT results 3. Maintain or exceed a reclassification rate of 10% for ELs. State Metric: Percent of ELs that are Reclassified

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4.1 Maintain programs/activities that support a “college mentality” at the elementary sites.	LEA Grades: All	_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$ 5,000 43XX (Supplemental/ Concentration Grant) Allocated to site (mgmt. 7395)

4.2 Maintain programs/activities that support a “college mentality” at our middle schools (including AVID).	ALL Grades: All	_ All ---------- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$ 1,380 11XX $ 471 3XXX $10,000 52XX $10,000 58XX (Supplemental/ Concentration Grant)
4.3 Maintain tutors for middle school AVID programs.	LEA Grades: All	_ All ---------- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$ 33,484 21XX $ 3,536 3XXX (Supplemental/ Concentration Grant)
4.4 Maintain 3 FTE highly qualified intervention teachers to provide supplemental instruction to identified students in targeted areas.	ALL Grades: All	_ All ---------- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$249,561 11XX $ 70,692 3XXX (Title I)
4.5 Explore zero period of instruction for identified students in targeted areas.	LEA Grades: All	_ All ---------- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	No additional cost

4.6 Maintain site extended day intervention programs.	LEA Grades: All	_ All ---------- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$ 50,226 11XX $ 8,378 3XXX (Supplemental/ Concentration Grant) $ 33,484 11XX $ 5,585 3XXX (Title I)
4.7 Maintain 3.2 FTE music teachers to provide instruction while K – 5 teachers receive release time to plan differentiated instruction for targeted students.	LEA Grades: All	_ All ---------- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$188,146 11XX $ 60,423 3XXX (Supplemental/ Concentration Grant)
4.8 Maintain highly qualified ELD teachers at the middle schools to work with English learners to ensure academic and social success.	LEA Grades: All	_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$45,663 11XX $ 12,462 3XXX (Supplemental/ Concentration Grant) $42,949 11XX $12,009 3XXX (Title III)

4.9 Maintain 4 FTE Intervention Teachers to coordinate intervention programs and monitor progress of targeted students.	LEA Grades: All	_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$287,438 11XX $ 85,152 3XXX (Supplemental/ Concentration Grant)
4.10 Continue to implement the district plan for intake and individual learning plan for foster youth.	LEA Grades: All	_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	No additional costs
4.11 Purchase effective, research based curriculum to support intervention programs.	LEA Grades: All	_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities X Homeless _ Other	$150,000 41XX (One-time funds received in 2015-16 obj 8590 – set aside in fund balance)
4.12 Hire up to 4 FTE additional middle school teachers to allow interventions within the regular day.	LEA Grades: 6th, 7th, 8th	_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities X Homeless _ Other	$314,676 11XX $ 89,549 3XXX (Supplemental/ Concentration Grant)

4.13 Provide training for positivie behavior interventions in the general education classroom.	LEA Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$4,500 52XX (Base Grant)
4.14 Maintain 13 three-hour highly qualified teachers to provide interventions within the school day for targeted students.	ALL Grades: All	_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities X Homeless _ Other	$117,192 11XX $ 19,548 3XXX (Supplemental/ Concentration Grant) $100,453 11XX $ 16,756 3XXX (Title I)

LCAP Year 2

Expected Annual Measurable Outcomes:	1. Students will demonstrate progress toward proficiency on SBAC. 52% Will Meet or Exceed Standard in ELA 40% Will Meet or Exceed Standard in ELA 2. ELs will continue to exceed AMAO targets. State Metric: CELDT results 3. Maintain or exceed a reclassification rate of 10% for ELs. State Metric: Percent of ELs that are Reclassified

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

4.1 Maintain programs/activities that support a “college mentality” at the elementary sites.	LEA Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th	_ All ---------- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$ 5,000 43XX (Supplemental/ Concentration Grant) Allocated to site (mgmt. 7395)
4.2 Maintain programs/activities that support a “college mentality” at our middle schools (including AVID).	LEA Grades: All	_ All ---------- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$ 1,380 11XX $ 497 3XXX $ 10,000 52XX $ 10,000 58XX (Supplemental/ Concentration Grant)
4.3 Maintain tutors for middle school AVID programs.	LEA Grades: 6th, 7th, 8th	_ All ---------- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$ 33,484 11XX $ 4,540 3XXX (Supplemental/ Concentration Grant)
4.4 Maintain 3 FTE highly qualified intervention teachers to provide supplemental instruction to identified students in targeted areas.	LEA Grades: All	_ All ---------- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$251,748 11XX $ 74,359 3XXX (Title I)

4.5 Implement zero period of instruction for identified students in targeted areas.	LEA Grades: All	_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$71,992 11XX $22,641 3XXX (Supplemental/ Concentration Grant)
4.6 Maintain site extended day intervention programs.	LEA Grades: K	_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$ 50,226 11XX $ 9,307 3XXX (Supplemental/ Concentration Grant) $33,484 11XX $ 6,205 3XXX (Title I)
4.7 Maintain 3.2 FTE music teachers to provide instruction to LEA students while K – 5 teachers receive release time to plan differentiated instruction for targeted students.	LEA Grades: All	_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$194,825 11XX $ 65,171 3XXX (Supplemental/ Concentration Grant)
4.8 Maintain highly qualified ELD teachers at the middle schools to work with English learners to ensure academic and social success.	LEA Grades: 6th, 7th, 8th	_ All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$45,663 11XX $13,306 3XXX (Supplemental/ Concentration Grant) $42,949 11XX $12,803 3XXX (Title III)

4.9 Maintain 4 FTE Intervention Teachers to coordinate intervention programs and monitor progress of targeted students.	LEA Grades: All	_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$291,189 11XX $ 91,271 3XXX (Supplemental/ Concentration Grant)
4.10 Continue to implement the district plan for intake and individual learning plan for foster youth.	LEA Grades: All	_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	No additional costs
4.11 Explore NGSS textbook adoption.	LEA Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	No additional cost
4.12 Maintain up to 4 FTE additional middle school teachers to allow interventions within the regular day.	LEA Grades: 6th, 7th, 8th	_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities X Homeless _ Other	$314,676 11XX $ 95,370 3XXX (Supplemental/ Concentration Grant)

4.13 Provide training for positivie behavior interventions in the general education classroom.	LEA Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$4,500 52XX (Base Grant)
4.14 Maintain 13 three-hour highly qualified teachers to provide interventions within the school day for targeted students.	ALL Grades: All	_ All ---------- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities X Homeless _ Other	$117,195 11XX $ 21,716 3XXX (Supplemental/ Concentration Grant) $100,453 11XX $ 18,614 3XXX (Title I)

LCAP Year 3

Expected Annual Measurable Outcomes:	1. Students will demonstrate progress toward proficiency on SBAC. 54% Will Meet or Exceed Standard in ELA 42% Will Meet or Exceed Standard in ELA 2. ELs will continue to exceed AMAO targets. State Metric: CELDT results 3. Maintain or exceed a reclassification rate of 10% for ELs. State Metric: Percent of ELs that are Reclassified

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

4.1 Maintain programs/activities that support a "college mentality" at the elementary sites.	ALL Grades: All	_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities X Homeless _ Other	$ 5,000 43XX (Supplemental/ Concentration Grant) Allocated to site (mgmt. 7395)
4.2 Maintain programs/activities that support a "college mentality" at our middle schools (including AVID).	LEA Grades: 6th, 7th, 8th	_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities X Homeless _ Other	$ 1,380 11XX $ 522 3XXX $ 10,000 52XX $ 10,000 58XX (Supplemental/ Concentration Grant)
4.3 Maintain tutors for middle school AVID programs.	LEA Grades: 6th, 7th, 8th	_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities X Homeless _ Other	$ 33,484 11XX $ 4,540 3XXX (Supplemental/ Concentration Grant)
4.4 Maintain 3 FTE highly qualified intervention teachers to provide supplemental instruction to identified students in targeted areas.	LEA Grades: All	_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities X Homeless _ Other	$253,971 11XX $ 79,458 3XXX (Title I)

4.5 Maintain zero period of instruction for identified students in targeted areas.	LEA Grades: 6th, 7th, 8th	_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities X Homeless _ Other	$71,992 11XX $23,973 3XXX (Supplemental/ Concentration Grant)
4.6 Maintain site extended day intervention programs.	LEA Grades: TK	_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities X Homeless _ Other	$ 50,226 11XX $ 10,236 3XXX (Supplemental/ Concentration Grant) $ 33,484 11XX $ 6,824 3XXX (Title I)
4.7 Maintain 3.2 FTE music teachers to provide instruction to students while teachers receive release time to plan differentiated instruction for targeted students.	LEA Grades: 1st, 2nd, 3rd, 4th, 5th	_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities X Homeless _ Other	$208,166 11XX $ 71,494 3XXX (Supplemental/ Concentration Grant)
4.8 Maintain highly qualified ELD teachers at the middle schools to work with English learners to ensure academic and social success.	LEA Grades: 6th, 7th, 8th	_ All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$45,663 11XX $14,151 3XXX (Supplemental/ Concentration Grant) $42,949 11XX $13,598 3XXX (Title III)

4.9 Maintain 4 Intervention Teachers to coordinate intervention programs and monitor progress of targeted students.	LEA Grades: All	_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities X Homeless _ Other	$296,335 11XX $ 97,553 3XXX (Supplemental/ Concentration Grant)
4.10 Continue to implement the district plan for intake and individual learning plan for foster youth.	LEA Grades: All	_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	No additional cost
4.11 Adopt NGSS textbook if available.	LEA Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$500,000 41XX (One-time funds received in 2015-16 and 2016-17 set aside for various potential textbo ok adoptions)
4.12 Maintain up to 4 FTE additional middle school teacher to allow interventions within the regular day.	LEA Grades: 6th, 7th, 8th	_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities X Homeless _ Other	$314,676 11XX $101,192 3XXX (Supplemental/ Concentration Grant)

4.13 Provide training for positivie behavior interventions in the general education classroom.	LEA Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$4,500 52XX (Base Grant)
4.14 Maintain 13 three-hour highly qualified teachers to provide interventions within the school day for targeted students.	ALL Grades: All	_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities X Homeless _ Other	$117,195 11XX $ 23,884 3XXX (Supplemental/ Concentration Grant) $100,453 11XX $ 20,472 3XXX (Title I)

GOAL:	5. Schools will implement strategies, programs and activities that encourage students to come to school on time every day and promote school connectedness in students, within a safe and healthy learning environment.	Related State and/or Local Priorities: _1 _2 _3 _4 X 5 X 6 _7 _8 Local: N/A

Identified Need:	Continue to improve current student attendance rates and focus on school connectedness. Current State: Central SD Attendance Rate Standard is 96%; 95% Parent Respondents Strongly Agree/Agree that, “Staff is attentive to the social and emotional needs and my child is happy”; Central SD suspension and expulsion rates are below both the state and county rate.	
Goal Applies to:	**Schools:**	All Grades: All
	Applicable Pupil Subgroups:	All

LCAP Year 1

Expected Annual Measurable Outcomes:	1. 96% attendance rate will be maintained at all sites. State Metric: School attendance rates 2. CSD will maintain a less than 5% chronic absenteeism rate. State Metric: Chronic absenteeism rate. 3. CSD will maintain a less than 10% suspension rate. State Metric: Student suspension rates 4. CSD will maintain a less than 2% expulsion rate. State Metric: Student expulsion rates 5. CSD will maintain a middle school drop out rate of fewer than 15 students. State Metric: Middle school drop out rate. 6. 95% of parent respondents will Strongly Agree/Agree that, “The staff at CSD is attentive to the social and emotional needs of students.” Local Metric: Parent surveys 7. 95% of parents will report that they believe students are safe at school. Local Metric: Parent surveys

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
5.1 Continue to utilize site attendance review teams to annually review and improve attendance support programs.	LEA Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$ 7,000 24XX $ 1,221 3XXX $ 9,279 43XX (Medi-Cal Grant)
5.2Maintain programs/activities that promote an anti-bullying environment at all sites.	LEA Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$7,000 58XX (Base Grant)
5.3 Maintain additional counseling at the elementary sites to support the social and emotional needs of targeted students.	LEA Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th	_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities X Homeless _ Other	$320,254 12XX $100,139 3XXX (Supplemental/ Concentration Grant)

5.4 Maintain additional hours for elementary health clerks to support the needs of targeted students.	LEA Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th	_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities X Homeless _ Other	$ 75,707 22XX $ 36,337 3XXX (Supplemental/ Concentration Grant)
5.5 Provide ongoing training for site safety committees.	LEA Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$7,000 43XX (Base Grant)
5.6 Hire one additional FTE district nurse to work with targeted students and their families to increase student wellness and attendance.	ALL Grades: All	_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless _ Other	$80,893 12XX $22,746 3XXX (Supplemental/ Concentration Grant)
LCAP Year 2			

Expected Annual Measurable Outcomes:	1. 96% attendance rate will be maintained at all sites. State Metric: School attendance rates 2. CSD will maintain a less than 5% chronic absenteeism rate. State Metric: Chronic absenteeism rate. 3. CSD will maintain a less than 10% suspension rate. State Metric: Student suspension rates 4. CSD will maintain a less than 2% expulsion rate. State Metric: Student expulsion rates 5. CSD will maintain a middle school drop out rate of fewer than 15 students. State Metric: Middle school drop out rate. 6. 95% of parent respondents will Strongly Agree/Agree that, “The staff at CSD is attentive to the social and emotional needs of students.” Local Metric: Parent surveys 7. 95% of parents will report that they believe students are safe at school. Local Metric: Parent surveys

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
5.1 Continue to utilize site attendance review teams to annually review and improve attendance support programs.	LEA Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$ 7,000 24XX $ 1,334 3XXX $ 9,166 43XX (Medi-Cal Grant)

5.2 Maintain programs/activities that promote an anti-bullying environment at all sites.	LEA Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$7,000 58XX (Base Grant)
5.3 Maintain additional counseling at the elementary sites to support the social and emotional needs of targeted students.	LEA Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th	_ All ---------- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities X Homeless _ Other	$329,158 12XX $107,666 3XXX (Supplemental/ Concentration Grant)
5.4 Maintain additional hours for elementary health clerks to support the needs of targeted students.	LEA Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th	_ All ---------- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities X Homeless _ Other	$ 77,221 22XX $ 37,824 3XXX (Supplemental/ Concentration Grant)
5.5 Provide ongoing training for site safety committees.	LEA Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$7,000 43XX (Base Grant)

5.6 Maintain one additional FTE district nurse to work with targeted students and their families to increase student wellness and attendance.	ALL Grades: All	_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless _ Other	$80,893 12XX $24,243 3XXX (Supplemental/ Concertation Grant)

LCAP Year 3

Expected Annual Measurable Outcomes:	1. 96% attendance rate will be maintained at all sites. State Metric: School attendance rates 2. CSD will maintain a less than 5% chronic absenteeism rate. State Metric: Chronic absenteeism rate. 3. CSD will maintain a less than 10% suspension rate. State Metric: Student suspension rates 4. CSD will maintain a less than 2% expulsion rate. State Metric: Student expulsion rates 5. CSD will maintain a middle school drop out rate of fewer than 15 students. State Metric: Middle school drop out rate. 6. 95% of parent respondents will Strongly Agree/Agree that, “The staff at CSD is attentive to the social and emotional needs of students.” Local Metric: Parent surveys 7. 95% of parents will report that they believe students are safe at school. Local Metric: Parent surveys

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

5.1 Continue to utilize site attendance review teams to annually review and improve attendance support programs.	LEA Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$ 7,000 24XX $ 1,446 3XXX $ 9,054 43XX (Medi-Cal Grant)
5.2 Maintain programs/activities that promote an anti-bullying environment at all sites.	LEA Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$7,000 58XX (Base Grant)
5.3 Maintain additional counseling at the elementary sites to support the social and emotional needs of targeted students.	LEA Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th	_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities X Homeless _ Other	$340,278 12XX $111,961 3XXX (Supplemental/ Concentration Grant)
5.4 Maintain additional hours for elementary health clerks to support the needs of targeted students.	LEA Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th	_ All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities X Homeless _ Other	$ 78,766 22XX $ 39,356 3XXX (Supplemental/ Concentration Grant)

5.5 Provide ongoing training for site safety committees.	LEA Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$7,000 43XX (Base Grant)
5.6 Maintain one additional FTE district nurse to work with targeted students and their families to increase student wellness and attendance.	ALL Grades: All	_ All ---------- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless _ Other	$80,893 12XX $25,739 3XXX (Supplemental/ Concertation Grant)

GOAL:	6. Provide all students access to a broad course of study while providing programs and activities that promote and support a healthy lifestyle.	Related State and/or Local Priorities: _1 _2 _3 _4 _5 _6 X 7 X 8 Local: N/A

Identified Need:	Students need access to a broad course of study including visual and performing arts, health, technology and foreign language and programs and activities that promote and support a healthy lifestyle. Current State: 86% of parent respondents report that, “School site provides programs, services and opportunities that promote student health and wellness and 65% of 5th graders and 72% of 7th graders score in the HFZ on five or more fitness tests as measured by state test; 87% Strongly Agree/Agree ”I am happy with the additional programs available for my student.”	
Goal Applies to:	**Schools:**	ALL Grades: All
	Applicable Pupil Subgroups:	All

LCAP Year 1

Expected Annual Measurable Outcomes:	1. 70% of 5th and 72% of 7th grade students will score in the HFZ on five or more physical fitness tests as measured by state physical fitness tests. State Metric: Other indicators of student performance. 2. 88% of parent respondents will Strongly Agree/Agree that, “School site provides programs, services and opportunities that promote student health and wellness.” Local Metric: Parent surveys 3. 89% of parent respondents will report that, “I am happy with the additional programs available for my student.” State Metric: Student access and enrollment in all required areas of study. Local Metric: Parent surveys

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

6.1 Maintain middle school after-school sports programs.	LEA Grades: 6th, 7th, 8th	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$ 15,000 11XX $ 7,000 21XX $ 3,642 3XXX $ 15,358 43XX $ 19,000 58XX (Base Grant)
6.2 Explore foreign language elective opportunity for middle schools.	LEA Grades: 6th, 7th, 8th	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	No Additional Cost
6.3 Add elementary after-school sports program.	LEA Grades: 3rd, 4th, 5th	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$8,500 11XX $8,500 24XX $2,855 3XXX $2,000 43XX $3,145 44XX (Medi-Cal)
6.4 Hire up to 2 FTE middle school teachers to pilot STEM elective classes for targeted students.	LEA Grades: 6th, 7th, 8th	_ All ---------- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities X Homeless _ Other	$157,338 11XX $ 44,774 3XXX (Supplemental/ Concentration Grant)

6.5 Explore after-school STEM opportunities for targeted students at the elementary level.	ALL Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th	_ All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities X Homeless _ Other	No Additional Cost

LCAP Year 2

Expected Annual Measurable Outcomes:	1. 70% of 5th and 72% of 7th grade students will score in the HFZ on five or more physical fitness tests as measured by state physical fitness tests. State Metric: Other indicators of student performance. 2. 90% of parent respondents will Strongly Agree/Agree that, "School site provides programs, services and opportunities that promote student health and wellness." Local Metric: Parent surveys 3. 90% of parent respondents will report that, "I am happy with the additional programs available for my student." State Metric: Student access and enrollment in all required areas of study. Local Metric: Parent surveys

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
6.1 Maintain middle school after-school sports programs.	LEA Grades: 6th, 7th, 8th	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$ 15,000 11XX $ 7,000 21XX $ 4,033 3XXX $ 14,967 43XX $ 19,000 58XX (Base Grant)

6.2 Pilot foreign language elective opportunity for middle schools.	LEA Grades: 6th, 7th, 8th	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	To Be Determined
6.3 Maintain elementary after-school sports program.	LEA Grades: 3rd, 4th, 5th	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$8,500 11XX $8,500 24XX $3,149 3XXX $2,000 43XX $2,851 44XX (Medi-Cal)
6.4 Maintain additional 2 FTE middle school teachers to provide STEM elective classes for targeted students.	LEA Grades: 6th, 7th, 8th	_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities X Homeless _ Other	$157,338 11XX $ 47,685 3XXX (Supplemental/ Concentration Grant)
6.5 Implement after-school STEM opportunities for targeted students at the elementary level.	LEA Grades: 1st, 2nd, 3rd, 4th, 5th	_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities X Homeless _ Other	To Be Determined
LCAP Year 3			

Expected Annual Measurable Outcomes:	1. 70% of 5th and 72% of 7th grade students will score in the HFZ on five or more physical fitness tests as measured by state physical fitness tests. State Metric: Other indicators of student performance. 2. 88% of parent respondents will Strongly Agree/Agree that, “School site provides programs, services and opportunities that promote student health and wellness.” Local Metric: Parent surveys 3. 89% of parent respondents will report that, “I am happy with the additional programs available for my student.” State Metric: Student access and enrollment in all required areas of study. Local Metric: Parent surveys

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
6.1 Maintain middle school after-school sports program.	LEA Grades: 6th, 7th, 8th	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$ 15,000 11XX $ 7,000 21XX $ 4,422 3XXX $ 14,578 43XX $ 19,000 58XX (Base Grant)
6.2 Implement foreign language electives at middle schools.	LEA Grades: 6th, 7th, 8th	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	To Be Determined

6.3 Maintain elementary after-school sports program.	LEA Grades: 3rd, 4th, 5th	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$8,500 11XX $8,500 24XX $3,149 3XXX $2,000 43XX $2,851 44XX (Medi-Cal)
6.4 Maintain STEM elective classes at the middle schools.	LEA Grades: 6th, 7th, 8th	_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities X Homeless _ Other	$157,338 11XX $ 50,596 3XXX (Supplemental/ Concentration Grant)
6.5 Maintain after-school STEM opportunitites for targeted students at the elementary level.	LEA Grades: 1st, 2nd, 3rd, 4th, 5th	_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities X Homeless _ Other	To Be Determined

Annual Update

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

Guiding Questions:

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

Original Goal from prior year LCAP:	1. All students receive standards-based instruction, utilizing standards-aligned instructional materials, including technology, from highly qualified, appropriately credentialed teachers, within safe and well maintained facilities.		Related State and/or Local Priorities: X 1 X 2 _3 _4 _5 _6 _7 _8 Local:
Goal Applies to:	Schools:	All Grades: All	
	Applicable Pupil Subgroups:	All	

Expected Annual Measurable Outcomes:	1. 100% of teachers will be highly qualified with appropriate credentials and will participate in the induction training when applicable. State Metric: Rate of teacher misassignment 2. All students will receive instruction in state academic standards through developed lessons, adopted materials, and additional resources. State Metric: Student access to standards-aligned instructional materials. 3. 96% of parent respondents will Strongly Agree/Agree that, “My child has access to the instructional materials he/she needs, including textbooks, technology, and other resources. State Metric: Student access to standards-aligned instructional materials. Local Metric: Parent Surveys 4. 96% of parent respondents will Strongly Agree/Agree that, “The school campus is clean and well-cared for.” State Metric: Facilities in good repair Local Metric: Parent surveys 5. 96% of parent respondents will Strongly Agree/Agree that, “I have confidence in the school staff to meet the needs of my child.” Local Metric: Parent Surveys	Actual Annual Measurable Outcomes:	1. 100% of teachers are highly qualified with appropriate credentials and participate in the induction training when applicable. State Metric: Rate of teacher misassignment 2. All students receive instruction in state academic standards through developed lessons, adopted materials, and additional resources. State Metric: Student access to standards-aligned instructional materials. 3. 92% of parent respondents Strongly Agree/Agree that, “My child has access to the instructional materials he/she needs, including textbooks, technology, and other resources. State Metric: Student access to standards-aligned instructional materials. Local Metric: Parent Surveys 4. 95% of parent respondents Strongly Agree/Agree that, “The school campus is clean and well-cared for.” State Metric: Facilities in good repair Local Metric: Parent surveys 5. 91% of parent respondents Strongly Agree/Agree that, “I have confidence in the school staff to meet the needs of my child.” Local Metric: Parent Surveys

LCAP Year: 2015-16					
Planned Actions/Services			**Actual Actions/Services**		
		Budgeted Expenditures			**Estimated Actual Annual Expenditures**
1.1 Maintain Induction Coordinator and Reflective Coaches for new teachers and provide professional development for Reflective Coaches.		$30,300 11XX $ 4,334 3XXX (Base Grant)	1.1 Two teachers served as Induction Coordinators (Agency Representatives) and 21 teachers were reflective coaches for our 23 teachers who are in the induction program. This program ensures we continue to provide highly qualified teachers to our students and offers support to teachers new to the classroom. The 23 teachers participating in the inducation program this year come from 7 sites and work with students in various grade levels, special education and PE.		$ 36,562.97 11XX $ 5,324.66 3XXX (Base Grant)
Scope of service:	All Grades: All		Scope of service:	ALL Grades: All	
X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
1.2 Maintain 0.5 FTE PAR teacher to support experienced teachers referred to the Peer Assistance and Review program.		$39,269 19XX $11,406 3XXX (Base Grant)	1.2 This year our 0.5 PAR teacher was reduced to a 20% position because of budget and need. Our PAR teacher provided ongoing support for one referred tenured teacher a three self-referred teachers.		$6,924.20 11XX $1,319.17 3XXX (Base Grant)

Scope of service:	All Grades: All		Scope of service:	ALL Grades: All	
X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
1.3 Purchase additional CCSS aligned instructional materials and technology to support CCSS instruction.		Supplemental instructional materials $150,000 41XX $150,000 43XX (Base Grant)	1.3 Additional math manipulatives were purchased to support the standards-based instruction taking place in classrooms as well as supplemental non-fiction texts needed for ELA. These materials allow teachers to fully utilize the CCSS lessons and curriculum in place. In addition 184 student laptops were purchased for a 1:1 pilot program. These 1:1 classrooms receive support for implementing instructional technology by a district Teacher on Assignment. Information gained will be used to plan professional development and support for the use of student devices in 2016-17.		$182,448.43 41XX (Base Grant) $238,180.68 41XX (Restricted Grant) $622,171.44 44XX (One-time funds)
Scope of service:	All Grades: All		Scope of service:	All Grades: All	
X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		

1.4 Hire 3 additional technicians to support 21st Century classrooms and student devices.		$161,748 24XX $63,378 3XXX (Base Grant)	1.4 With the addition of 184 student devices for the five new 1:1 pilot classrooms and the continuing ten 1:1 pilot classrooms this year the hiring of 3 technicians to support 21st Century classrooms and student devices was essential for success. All sites receive technical support for 2st Century classrooms and student devices as a result of our 3 district technicians.		$113,012.00 24XX $ 49,735.84 3XXX (Base Grant)
Scope of service:	All Grades: All		Scope of service:	ALL Grades: All	
X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
1.5 Maintain 1.5 Teachers on Assignment to provide professional development and collaborative coaching.		$ 75,858 19XX $22,413 3XXX (Base Grant) $ 37,106 19XX $14,159 3XXX (Title II)	1.5 We have maintained a 0.5 Teacher on Assignment who provides professional development for our TK - 8th grade math teachers and a full time Teacher on Assignment who provides professional development and coaching for our middle school teachers. This support has been well received by teachers and continues to support their implementation of CCSS and NGSS in the classroom.		$78,133.99 19XX $19,886.04 3XXX (Base Grant) $39,334.56 19XX $24,334.08 3XXX (Title II)

Scope of service:	All Grades: All		Scope of service:	ALL Grades: All	
X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
1.6 Maintain .5 middle school Teacher on Assignment and 2 FTE primary Teachers on Assignment to provide explicit training and support for differentiated instruction.		$211,621 19XX $59,292 3XXX (Supplemental/ Concentration Grant)	1.6 We were able to maintain our 2 primary Teachers on Assignment who provided explicit training and support for differentiated instruction. Within the district professional development days an emphasis was placed on the new ELA/ELD framework and strategies to support English Learners in the classroom. In addition, strategies for differentiating for targeted students using technology were shared and follow-up support was given in the classroom.		$177,223.97 19XX $ 55,979.07 3XXX (Supplemental/ Concentration Grant)
Scope of service:	All Grades: All		Scope of service:	All Grades: All	
_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		

1.7 Maintain clean and safe facilities.		$175,000 8091 (Base Grant) Transfer to Deferred Maintenance Fund	1.7 District maintenance department ensured safe and clean environments at all district facilities so teaching and learning can occure without interruption or distraction. Parent, student and staff surveys indicate confidence in our safe, clean facilities.		$175,000 8091 (Transfer from General Fund to Deferred Maintenance Fund)
Scope of service:	All Grades: All		Scope of service:	All Grades: All	
X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
1.8 Purchase PE equipment to support newly implemented PE program.		$ 40,000 43XX (One time funds received in object 8590)	1.8 PE equipment aligned with the standards-based instruction provided by our newly hired elementary PE teachers was purchased. In order to ensure access for all students sets of all requested equipment were purchased for each site along with storage and miscelaneous items including wagons for transporting equipment, speakers and microphones for planned activities and 2-way radios for communication with the office.		$30,335.64 43XX (Restricted Lottery) $ 1,695.04 43XX (One-time funds)
Scope of service:	All Grades: All		Scope of service:	All Grades: All	

X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
1.9 Upgrade Sunesys to provide additional bandwidth to support new technology devices.		$ 28,500 58XX (Base Grant)	1.9 Current Sunesys bandwidth was adequate to support the additional student devices purchsed in this year. This, in addition to the new district-wide wireless network installed last year allows access to the internet for teaching and learning.		No additional cost
Scope of service:	All Grades: All		Scope of service:	ALL Grades: All	
X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
What changes in actions, services, and expenditures	As a result of stakeholder input during the LCAP input process it is apparent that there is a need for additional access to student technology. Therefore, we have revised our plan for the the 1:1 pilot program and will instead provide computer carts for grade levels 4 - 8th in 2016-17 with additional support for teachers. The action (1.3) won't change since it does not delineate the original plan but the budget will reflect a significant difference in the 2016-17 annual update. As a result of the writing committee recommendation (Action 2.7) an elementary textbook adoption (Action 1.9) will be added to Goal #1.				

Original Goal from prior year LCAP:	2. Increase teacher capacity to implement CCSS and 21st Century skill through ongoing professional development, instructional support, and collaborative planning time for all teachers.		Related State and/or Local Priorities: _1 X 2 _3 _4 _5 _6 _7 _8 Local:
Goal Applies to:	Schools:	All Grades: All	
	Applicable Pupil Subgroups:	All	

Expected Annual Measurable Outcomes:	1. 95% of teachers will report they have participated in a minimum of three district sponsored professional development days. State Metric: Implementation of Common Core State Standards for all students, including EL. Local Metric: Teacher Surveys/Sign-in Sheets 2. 93% of teachers will Strongly Agree/Agree that, "As a result of attending the Staff Development Day, I feel better prepared to create and teach common core lessons." State Metric: Implementation of Common Core State Standards for all students, including EL. Local Metric: Teacher Surveys/Sign-in Sheets 3. 100% of teachers will report they have received training and support on new technology they have received to support CCSS instruction. State Metric: Implementation of Common Core State Standards for all students, including EL. Local Metric: Teacher Surveys/Sign-in Sheets	Actual Annual Measurable Outcomes:	1. 98% of teachers participated in a minimum of three district sponsored professional development days. State Metric: Implementation of Common Core State Standards for all students, including EL. Local Metric: Teacher Surveys/Sign-in Sheets 2. 86% of teachers Strongly Agree/Agree that, "As a result of attending the Staff Development Day, I feel better prepared to create and teach common core lessons." State Metric: Implementation of Common Core State Standards for all students, including EL. Local Metric: Teacher Surveys/Sign-in Sheets 3. 100% of teachers have received training and support on new technology they have received to support CCSS instruction. State Metric: Implementation of Common Core State Standards for all students, including EL. Local Metric: Teacher Surveys/Sign-in Sheets

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		**Estimated Actual Annual Expenditures**
2.1 Provide district 21st Century Classroom training to newly hired teachers.	$3,450 11XX $510 3XXX (Base Grant)	2.1 Newly hired teachers participate in one full day of training on the use of the technology in their 21st Century classroom including how to operate an interactive whiteboard (SMARTBoard) and monthly follow-up workshops focusing on how to use SMART Notebook software to create lessons. In addition, our Teachers on Assignment provide classroom coaching and support for the effective use of classroom technology and student devices throughout the year.	$1,035.00 11XX $ 151.00 3XXX (Base Grant)

Scope of service:	All Grades: All		Scope of service:	All Grades: All	
X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
2.2 Provide days for course planners to revise CCSS units.		$ 17,250 11XX $2,550 3XXX (Base Grant)	2.2 Twenty four total release days were provided for grade level course planners to revise the math and ELA units of instruction developed in 2015-16. ELA and math ourse planning teams, consisting of 3-4 teachers (depending on grade level) met for a total of 4 days each to make final revisions for ELA and math. These days were utilized by teacher representatives (course planners) and facilitated by district Teachers on Assignment who focused on aligning lessons/units to CCSS. In addition, curriculum gaps were identified and resources provided to ensure comprehensive instruction at appropriate levels of rigor.		$8,280.00 11XX $1,208.63 3XXX (Base Grant)
Scope of service:	All Grades: All		Scope of service:	All Grades: All	

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2.3 Update and implement the district Professional Development Plan to ensure teachers are adequately prepared to effectively utilize technology and teach the CCSS.		$ 82,800 11XX $12,240 3XXX (Base Grant)	2.3 The district Professional Development Plan was fully implemented to support teachers with the implementation of CCSS. Two release days were provided for TK - 8th grade ELA teachers and two or three (depending on grade level) release days were provided for TK - 8th grade math teachers. These days provided time for teachers to deepen their understanding of content and CCSS as well as focusing on strategies to support the needs of targeted students. A variety of activities including lesson study, in-class coaching, and grade level collaboration were embedded in the professional development days. Middle school science teachers and social studies teachers also participated in two professional development days to support the transition to NGSS and the literacy standards for their content areas.		$77,740.00 11XX $11,347.71 3XXX (Base Grant)
Scope of service:	All Grades: All		Scope of service:	All Grades: All	

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2.4 Provide strategies to support English learners and Redesignated fluent English learners within district professional development days.		District Professional Development days-no additional cost	2.4 The newly published ELA/ELD framework was a focal point for the ELA professional development days for all TK - 8th grade teachers of ELA. Using the framework teachers identified strategies to support English learners within the regular classroom. In addition the scenarios embedded in the framework were used to provide examples of what effective instruction for ELs looks like in the classroom. The work of Aida Walqui, Margaret Heritage and Robert Linquanti was also used to further deepen the understanding of instruction for ELs in the classroom.		Action included as part of the district Professional Development days - no additional cost incurred
Scope of service:	All Grades: All		Scope of service:	ALL Grades: All	
_ All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		

2.5 Provide collaboration days for GATE teachers.		$ 7,360 11XX $1,088 3XXX (Base Grant)	2.5 One release day was provided for GATE cluster teachers to plan instruction for identified gifted students. During this day training was given on the use of the icons of depth and complexity and content imperatives from the work of Dr. Sandra Kaplan. Teachers use these icons to differentiate instruction for GATE students within the cluster class.		$1,380.00 11XX $ 201.44 3XXX (Base Grant)
Scope of service:	All Grades: All		Scope of service:	All Grades: 3rd, 4th, 5th, 6th, 7th, 8th	
_ All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless X Other (GATE)			_ All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless X Other(GATE)		
2.6 Hire 3.4 FTE Physical Education teachers to provide instruction to students while teachers work in Professional Learning Communities to focus on the instructional needs of targeted students.		$154,333 11XX $51,958 3XXX (Supplemental/ Concentration Grant)	2.6 3.4 FTE elementary physical educations teachers were hired to provide standards-based instruction to students while grade level teams were released for Professional Learning Community (PLC) time. During the PLC time assessment data was analyzed and instructional plans were made to meet the needs of targeted students. Newly hired intervention teachers participate in all PLCs so they can provide additional support and monitor the progress of targeted students.		$171,587.95 11XX $ 31,301.94 3XXX (Supplemental/ Concentration Grant)
Scope of service:	All Grades: All		Scope of service:	All Grades: All	

_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
2.7 Train Intervention Teachers, tutors, paraeducators, and child care employees in strategies to support students in CCSS.		$ 3,600 11XX $ 2,000 24XX $ 2,400 3XXX (Base Grant)	2.7 Two days of training on CCSS math was provided through a summer math camp. This training was provided for teachers, tutors and paraeducators and was well received. One day of county training was provided for paraeducators and child care employees focusing on how to support CCSS in afterschool programs. Surveys indicate that the workshop was valuable and employees would like more. Strategies learned during all trainings can be seen in afterschool programs.		$3,750.00 11XX $ 535.88 3XXX $2,616 52XX (Base Grant)
Scope of service:	All Grades: All		Scope of service:	ALL Grades: All	
X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		

2.8 Convene district committee to evaluate current writing programs and to research effective programs to support CCSS.		$ 19,320 11XX $ 2,856 3XXX (Base Grant)	2.8 As a result of 2014-15 LCAP stakeholder input requesting a district writing program a district committee was convened to research and evaluate effective writing programs. This K-8th grade committee represented all sites, special needs and all grade levels. After investigating various programs teachers piloted Lucy Caulkins' "Units of Study" research based writing curriculum. The committee determined that while the curriculum meets the requirements for a comprehensive writing program it does not meet the needs of our teachers.		$5,635.00 11XX $ 822.54 3XXX (Base Grant)
Scope of service:	All Grades: All		Scope of service:	All Grades: All	
X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
2.9 Purchase District Filter to allow access to additional CCSS resources.		$ 60,000 58XX (One-Time Funds)	2.9 The new Lightspeed district filter was purchased and successfully installed and allows teachers access to internet sites for instructional purposes. Online learning, SMARTBoard lessons and student products benefit from this access. Instructional videos and global resources are now available for learning purposes. Most recently one of our classes was able to Skype with a class in New Zealand! While the filter is not visible to our community (like PE and music) it has had a significant impact on student learning.		Filter purchased in 2014-15

Scope of service:	All Grades: All		Scope of service:	ALL Grades: All	
X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
2.10 Maintain District Technology Team.		$ 14,525 11XX $ 2,152 3XXX (Base Grant)	2.10 Our district technology team consists of a site representative from every site, our 1:1 pilot teachers, district teachers on assignment and our district Technology Coordinator. This committee is responsible for making important decisions regarding the implementation of our newly developed Technology Scope and Sequence and next steps for implementing student devices in the classroom while serving as a liaison for the district to share information about new expectations for technology use at the sites. Four release days were given to this team this year.		$16,035.00 11XX $ 2,358.97 3XXX (Base Grant)
Scope of service:	All Grades: All		Scope of service:	ALL Grades: All	
X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		

What changes in actions, services, and expenditures	In order to increase teacher capacity to implement CCSS the professional development plan for 2016-17 will be revised to provide more on-site coaching for middle school math (utilizing our teacher on assignment) and NGSS training will be part of the planned release days for K - 5th grade teachers. In addition, the district technology team will meet afterschool instead of during release days and additional training for 1:1 teachers will be provided during three planned release days. The piloted writing program and training will be provided for teachers upon request. Action 2.7 will be revised to reflect the need to explore a writing program for 6th - 8th grade. (Goal #1 will reflect an ELA adoption for K - 5th ELA which will meet the need for a district writing program at the elementary.) Two major district initiatives will be added to Goal #2. Action 2.9 highlights the work of Professor John Hattie and Visible Learning and Action 2.10 describes the new literacy training being provided by Dr. Janice Pilgreen. LCAP stakeholder input indicates an ongoing need for CCSS training for tutors, paraeducators and child care employees so additional training will be added to the professional development plan in 2016-17. Finally, parent feedback shows a need to focus on instruction for GATE students so the GATE Parent Advisory will participate in reviewing student work samples next year to ensure differentiation is taking place.

Original Goal from prior year LCAP:	3. Build parent capacity and participation regarding district budget, student performance of CCSS, and school/district programs and activities.		Related State and/or Local Priorities: _1 _2 X 3 _4 _5 _6 _7 _8 Local:	
Goal Applies to:	Schools:	All Grades: All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	1. 95% of parent respondents will report that they are provided multiple opportunities to be involved in their child's educational experience. State Metric: Promotion of parental participation Local Metric: Parent surveys 2. 95% of parent respondents will report that they feel welcome and respected at their child's school. State Metric: Efforts to seek parent input Local Metric: Parent surveys		Actual Annual Measurable Outcomes:	1. 90% of parent respondents will report that they are provided multiple opportunities to be involved in their child's educational experience. State Metric: Promotion of parental participation Local Metric: Parent surveys 2. 93% of parent respondents will report that they feel welcome and respected at their child's school. State Metric: Efforts to seek parent input Local Metric: Parent surveys

LCAP Year: 2015-16

Planned Actions/Services		**Actual Actions/Services**	
	Budgeted Expenditures		**Estimated Actual Annual Expenditures**
3.1 Maintain Parent Community Involvement (PCI) Coordinators for every school to recruit, train, monitor and track parent involvement.	$ 94,753 24XX $ 7,795 3XXX (Base Grant)	3.1 Parent Community Involvement Coordinators at each school recruit, train and track parent involvement. Sign-in sheets for various activities including parent volunteer orientation and parent volunteer participation indicate continued parent involvement at all sites.	$92,200.79 24XX $ 9,308.41 3XXX (Base Grant)

Scope of service:	All Grades: All		Scope of service:	ALL Grades: All	
X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
3.2 PCI Coordinators coordinate training for parents to successfully participate in their child's educational program including CCSS, finances, and budgetary decisions.		$ 540 22XX $ 45 3XXX $ 2,000 57XX $ 6,800 58XX (Title I) $ 720 22XX $ 60 3XXX $ 2,000 57XX $ 6,800 58XX (Supplemental/ Concentration Grant)	3.2 Five sites offered the PTA "School Smarts Academy" to parents coordinated and facilitated by the Parent Community Involvement Coordinators (PCI). The seven sessions of the academy include topics on understanding the educational systen, how to navigate the the school system, and what learning and testing looks like in schools today. There is also limited information about how to plan and pay for college for their child. The post surveys indicate that parents increased their understanding of the school system and the sessions were seen as valuable.		$ 462.65 22XX $ 33.82 3XXX $ 3,210.00 57XX $13,600.00 58XX (Supplemental/ Concentration Grant)
Scope of service:	All Grades: All		Scope of service:	ALL Grades: All	

_ All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
3.3 PCIs will provide training to parents on CCSS and LEA strategies they can use at home to support their students.		$ 925 24XX $ 76 3XXX Childcare (Base Grant)	3.3 All sites offer parent education coordinated by PCIs with topics including homework help, nutrition for children and parenting tips based on a book study.		Costs enbedded in site budget costs for other trainings and meetings
Scope of service:	All Grades: All		Scope of service:	ALL Grades: All	
X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		

3.4 Maintain English classes (Rosetta Stone) before and after school for students and parents.		$ 13,001 21XX $ 1,070 3XXX (Supplemental/ Concentration Grant) $ 15,000 58XX (Supplemental/ Concentration Grant)	3.4 Rosetta Stone classes were held at three sites from August to May. All parents of English learners receive an invitation to participate before or after school and reminder invitations are sent mid-year. Attendance remains steady and parents express appreciation for the opportunity to learn English so they can support their students in school. In addition, Rosetta Stone is available for students before school and within the school day as needed for newcomers and beginning English speakers.		$5,429.00 $4,286.60 21XX $1,245.27 3XXX (Title III) $14,850 58XX (Supplemental/ Concentration Grant)
Scope of service:	All Grades: All		Scope of service:	ALL Grades: All	
_ All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
3.5 Special Education Director will hold regular Special Education Advisory Committee meetings.		$ 5,000 58XX (Base Grant)	3.5 A Special Education Advisory Committee was formed by the district Director of Special Education. This advisory committee met three times within the year and developed a list of topics for parent education. One parent education workshop was provided for parents of students with special needs to support them as they support their student in school.		No additional costs incurred

Scope of service:	All Grades: All		Scope of service:	ALL Grades: All	
_ All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other			_ All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _Other		
What changes in actions, services, and expenditures	There will be no change in actions in Goal #3. While the district is considering creating our own Parent Academy curriculum to respond to the request for more information regarding a path to college that option will be embeded in Action 3.2.				

Original Goal from prior year LCAP:	4. All students, including English learners, will demonstrate continuous improvement in Common Core State Standards, ensuring readiness for high school, college and career.			Related State and/or Local Priorities: _1 _2 _3 X 4 _5 _6 _7 _8 Local:
Goal Applies to:	Schools:	All Grades: All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	1. Baseline data from SBAC will be analyzed to develop school/grade level goals. State Metric: Performance on Standardized tests 2. ELs will continue to exceed AMAO targets. State Metric: CELDT results 3. 10% of ELs will meet reclassification criteria. State Metric: Percent of ELs that are Reclassified		Actual Annual Measurable Outcomes:	1. 50% Meet or Exceed Standard in ELA 38% Meet or Exceed Standard in Math State Metric: Performance on Standardized tests 2.ELS exceed AMAO #1 by 4.4% abd AMAO #2 by 12.8%, State Metric: CELDT results 3. 12% of ELs met reclassification criteria. State Metric: Percent of ELs that are Reclassified

LCAP Year: 2015-16

Planned Actions/Services		**Actual Actions/Services**	
	Budgeted Expenditures		**Estimated Actual Annual Expenditures**
4.1 Develop K – 8 ELA benchmark assessments to ensure CCSS alignment.	$ 14,490 11XX $ 2,142 3XXX (Base Grant)	4.1 District benchmarks were developed to determine the progress of students toward mastering CCSS. Analysis of assessment results took place during established Professional Learning Community time and instruction/intervention was planned as a result. Benchmark results vary by grade level and site.	$1,897.50 11XX $ 276.98 3XXX (Base Grant)

Scope of service:	All Grades: All		Scope of service:	ALL Grades: All	
X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
4.2 Increase programs/activities that support a “college mentality” at the elementary sites.		$ 5,000 43XX (Supplemental/ Concentration Grant) Allocated to site (mgmt 7395)	4.2 All sites developed college awareness programs to support a college mentality. Programs include visual reminders of colleges (college flags), bulletin boards featuring staff college photos, assemblies featuring speakers from colleges and study trips to colleges. One first grade class developed a pen pal relationship with Arizona State University students and was invited to take a study trip to visit the campus and meet the pen pals. Teachers report that students are able to identify the college they hope to attend and parent feedback shows an increased awareness of the opportunities to attend college for our low income students and English learners. As a result specific parent workshops will be developed to help parents of targeted students plan for college while their student is at the elementary school (Action 3.2).		$3,187 43XX $ 642.87 58XX (Supplemental/ Concentration Grant - Site Budgets)
Scope of service:	All Grades: All		Scope of service:	ALL Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th	

_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
4.3 Improve or increase programs/activities that support a “college mentality” at our middle schools (including AVID).		$ 1,380 11XX $ 204 3XXX $10,000 52XX (Supplemental/ Concentration Grant)	4.3 Middle schools continue to promote college mentality by including college spirit days, weekly college t-shirt days for all students and staff and promoting college awareness within the school-wide AVID programs. AVID students participate in two college visits per year as well as buddy trips to the local high school. 100% of the AVID students plan to attend college. AVID awareness electives promote both strategies for school success and provide information on how to get to college for students who are not in the AVID classes. Training is provided for all AVID elective teachers and AVID core content teachers so targeted students have ongoing support to ensure success in middle school and beyond.		$ 1,955.00 11XX $ 285.37 3XXX $ 19,852.00 52XX (Supplemental/ Concentration Grant)
Scope of service:	All Grades: All		Scope of service:	ALL Grades: 6th, 7th, 8th	
_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		

4.4 Provide tutors for middle school AVID programs.		$ 32,507 11XX $ 2,675 3XXX (Supplemental/ Concentration Grant)	4.4 As a result of the 2014-15 LCAP stakeholder input it was determined that relying on volunteer AVID tutors was not providing the effective support needed. Paid AVID tutors were hired to provide the needed support for targeted students. These tutors work with students two days a week and an afterschool tutoring program is available at one site. The tutoring program is an important component of support for our targeted students and contributes to over 88% of those students maintaining a GPA of "C" or above.		$32,907.59 21XX $ 2,503.72 3XXX (Supplemental/ Concentration Grant)
Scope of service:	All Grades: All		Scope of service:	ALL Grades: 6th, 7th, 8th	
_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		

Maintain highly qualified intervention teachers to provide supplemental instruction to identified students in targeted areas.		$195,044 11XX $ 28,925 3XXX (Supplemental/ Concentration Grant)	4.5 Three intervention teachers continued to provide intervention support for targeted students at two sites. Intervention groups use specific curriculum (Read 180, Voyager, SIPPS) and progress is monitored three times per year. Over 90% of participating intervention students have shown growth on the district universal assessment. (DIBELS).		$168,502.29 11XX $ 14,195.10 3XXX (Supplemental/ Concentration Grant) $ 329,865.46 11XX $100,353.10 3XXX (Title I)
Scope of service:	All Grades: All		Scope of service:	ALL Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th	
_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
4.6 Explore zero period of instruction for identified students in targeted areas.		No costs associated.	4.6 We continue to explore options for zero period at the middle school for identified students. No action was taken this year.		No additional cost

Scope of service:	All Grades: All		Scope of service:	ALL Grades: 6th, 7th, 8th	
_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
4.7 Provide site extended day intervention programs.		$ 81,268 11XX $ 12,052 3XXX (Supplemental/ Concentration Grant)	4.7 All elementary sites offer extended day intervention programs for targeted kindergarten students. Student assessments indicate progress for 90% of participating students. Afterschool interventions are provided at multiple school sites for targeted students. Pre and post assessments show growth for participating students.		$35,637.75 11XX $ 3,705.72 3XXX (Supplemental/ Concentration Grant) $32,999.04 11XX $ 3,064.81 3XXX (Title I)
Scope of service:	All Grades: All		Scope of service:	ALL Grades: TK, K	

_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities X Homeless _Other		
4.8 Maintain 3.4 FTE music teachers to provide instruction to students while K – 5 teachers receive release time to plan differentiated instruction for targeted students.		$222,581 11XX $ 62,079 3XXX (Supplemental/ Concentration Grant)	4.8 Three elementary music teachers were maintained to provide instruction to students while teachers were released to plan instruction for targeted students. This number decreased by 0.2 because of the change in schedules and assignment. Teachers utilize release time for instructional planning at all sites. Evidence of differentiated instruction is monitored by administrators during classroom visits.		$171,092.53 11XX $ 52,720.07 3XXX (Supplemental/ Concentration Grant)
Scope of service:	All Grades: All		Scope of service:	ALL Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th	
_ All --- X Foster Youth X American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		

4.9 Maintain highly qualified ELD teachers at the middle schools to work with English learners to ensure academic and social success.		$ 79,962 11XX $ 17,431 3XXX (Supplemental/ Concentration Grant)	4.9 ELD teachers at the middle schools provide designated ELD for newcomers and beginning English learners. These teachers also provide support for access to core content and monitor the progress of their students. Class sizes are low so individual attention is given to the needs of each student and progress toward acquiring English is measured by the CELDT.		$45,662.98 11XX $10,472.42 3XXX (Supplemental/ Concentration Grant) $42.949.08 11XX $13,874.63 3XXX (Title III)
Scope of service:	All Grades: All		Scope of service:	ALL Grades: 6th, 7th, 8th	
_ All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		

4.10 Hire 3 FTE Intervention Teachers to coordinate intervention programs and monitor progress of targeted students.		$167,739 11XX $ 53,946 3XXX (Supplemental/ Concentration Grant)	4.10 Four FTE Intervention Teachers were hired to coordinate intervention programs and monitor the progress of targeted students. These teachers are responsible for universal screening of all K - 5th grade students as an initial screener for students needing intervention. They identify students for intervention, research and purchase appropriate curriculum for interventions, work with small intervention groups and monitor the progress of students in the intervention program.		$226,569.00 11XX $ 62,456.68 3XXX (Supplemental/ Concentration Grant)
Scope of service:	All Grades: All		Scope of service:	LEA Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th	
_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities X Homeless _Other		
4.11 Purchase effective, research based curriculum to support intervention programs.		$75,000 43XX $75,000 58XX (Supplemental/ Concentration Grant)	4.11 Research based intervention curriculum was in place at two sites and monitoring indicates that students are making progress in those programs. Two sites were able to identify the areas of need for their targeted students and purchases of research-based curriculums, Reading Mastery and Soar to Success were made to support those targeted needs.		$80,960.54 43XX (Supplemental/ Concentration Grant)
Scope of service:	All Grades: All		Scope of service:	LEA Grades: All	

_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities X Homeless _Other		
4.12 Continue to implement district plan for intake and individual learning plan for foster youth.		No additional costs	4.12 The district plan for foster youth has been enhanced by the hiring of a full time counselor for each of our elementary sites. As a foster youth enrolls at the school the counselor is informed and contact is made. The counselor monitors the student progress academically and socially and follows up to make sure the student receives school specific items (school t-shirts, pencils, rulers, yearbook) to make the student feel connected to the site. Foster parents express appreciation for the support.		No Additional Cost
Scope of service:	All Grades: All		Scope of service:	LEA Grades: All	
_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		

What changes in actions, services, and expenditures	It is still a goal to offer a zero period (#4.6) to targeted students so they can participate in additional interventions as needed or appropriate electives within the day. While not currently included with an action in the plan 13 highly qualified three hour teachers are in place to provide interventions to targeted students within the day and are reflected in the budget (Action 4.5). A new action (4.14) will be added to the 2016-17 LCAP to delineate the support. Intervention curriculum still needs to be purchased for three of the sites and intervention classes will be offered at both middle schools in 2016-17. Action 4.12 will be added to reflect the 2016-17 middle school intervention plan while the purchase of specific curriculum will be embedded in Action 4.11. Stakeholder feedback indicates a need for training on behavioral issues in the classroom that interfere with student performance so Action 4.13 will be added to address this need.

Original Goal from prior year LCAP:	5. Schools will implement strategies, programs and activities that encourage students to come to school on time every day and promote school connectedness in students, within a safe and healthy learning environment.		Related State and/or Local Priorities: _1 _2 _3 _4 X 5 X 6 _7 _8 Local:
Goal Applies to:	Schools:	All Grades: All	
	Applicable Pupil Subgroups:	All	

Expected Annual Measurable Outcomes:	1. 96% attendance rate will be maintained at all sites. State Metric: School attendance rates 2. CSD will maintain a less than 10% suspension rate. State Metric: Student suspension rates 3. CSD will maintain a less than 2% expulsion rate. State Metric: Student expulsion rates 4. 95% of parent respondents will Strongly Agree/Agree that, “The staff at CSD is attentive to the social and emotional needs of students.” Local Metric: Parent surveys 5. 95% of parents will report that they believe students are safe at school. Local Metric: Parent surveys	Actual Annual Measurable Outcomes:	1. A 96% attendance rate was maintained at all sites. State Metric: School attendance rates 2. The chronic absenteeism rate was ------ State Metric: Chronic absenteeism rates 3.. CSD had a 1% suspension rate. State Metric: Student suspension rates 4. CSD had a 0% expulsion rate. State Metric: Student expulsion rates 5. CSD had a middle school dropout rate of .002%. State Metric: Middle school dropout rates 6. 87% of parent respondents Strongly Agree/Agree that, “The staff at CSD is attentive to the social and emotional needs of students.” Local Metric: Parent surveys 7. 91% of parents report that they believe students are safe at school. 95% of 5th & 7th grade students report that they feel safe at school. Local Metric: Parent and student surveys

LCAP Year: 2015-16					
Planned Actions/Services			**Actual Actions/Services**		
		Budgeted Expenditures			**Estimated Actual Annual Expenditures**
5.1 Continue to utilize site attendance review teams to annually review and improve attendance support programs		$ 7,000 24XX $ 1,540 3XXX $ 8,960 43XX (Medi-Cal Grant)	5.1 Each site has a site attendance review team that works to improve student attendance. These teams meet weekly to review attendance reports, contact families of students with excessive absences and when necessary provide Attendance Contracts (SART) for parents with strategies to improve attendance. All sites have a variety of attendance incentives including awards, "parties" and special activities. 90% of 5th grade student respondents report they enjoy coming to school.		$ 500.00 11XX $1,075.00 24XX $ 179.51 3XXX $1,061.50 43XX $ 816.02 58XX (Medi-Cal)
Scope of service:	LEA Grades: All		Scope of service:	LEA Grades: All	
X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		

5.2 Implement programs/activities that promote an anti-bullying environment at all sites		$7,000 58XX (Base Grant)	5.2 All sites have implemented programs/activities that promote an anti-bullying environment. Activities include assemblies, "mix-it-up day" and participation in the Great Kindness Challenge. Central School District is a certified Kindness Challenge district and the anti-bully theme has been carried on all year. Counselors are available for student needs at all sites and 95% of 5th and 7th grade students report that they feel safe at school.		$1,203.72 43XX $ 418.12 58XX (Base Grant)
Scope of service:	LEA Grades: All		Scope of service:	LEA Grades: All	
X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		

5.3 Hire 5 elementary counselors to support the social and emotional needs of targeted students.		$263,367 12XX $ 77,818 3XXX (Supplemental/ Concentration Grant) $ 65,842 12XX $ 19,455 3XXX (Title I)	5.3 Elementary counselors were hired to support the social and emotional needs of targeted students at the elementary sites. Stakeholder feedback includes, "The entire climate of the school has changed because of the counselor." Counselors monitor the social needs of targeted students and offer playgroups, counseling, and social intervention as needed. They are also available to provide support for parents of targeted students and parent and staff feedback shows maintaining counselors is a priority when making financial decisions.		$259,909.60 12XX $ 74,422.54 3XXX (Supplemental/ Concentration Grant) $ 51,444.00 12XX $ 7,616.39 3XXX (Title I)
Scope of service:	LEA Grades: All		Scope of service:	LEA Grades: All	
_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities X Homeless _Other		

5.4 Provide additional hours for elementary health clerks to LEA support the needs of targeted students.		$ 58,410 22XX $ 63,182 3XXX (Supplemental/ Concentration Grant)	5.4 Elementary health clerk hours were expanded from 18 hours/week to 40. These additional hours are devoted to monitoring health needs of targeted students, working with parents to develop health care plans as needed and to provide information regarding social services that can support their needs. Attendance issues are also addressed since often students are absent because of a lack of health care.		$73,968.92 22XX $33,158.37 3XXX (Supplemental/ Concentration Grant)
Scope of service:	LEA Grades: All		Scope of service:	LEA Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th	
_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities X Homeless _Other		
5.5 Provide ongoing training for site safety committees.		$7,000 43XX (Base Grant)	5.5 Ongoing training for site safety committess has been provided and monthly district safety meetings are held. In addition, "How To Survive An Active Shooter" training provided by the city of Rancho Cucamonga was available for all classified staff and administrators and has been scheduled for certificated personnel in August, 2016.		$2,756.52 57XX (Base Grant)
Scope of service:	LEA Grades: All		Scope of service:	LEA Grades: All	

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

What changes in actions, services, and expenditures	All actions will be maintained in 2016-17 with additional safety training (already scheduled) being provided. Data will be collected to compare attendance results for targeted students and discipline referrals for targeted students will be monitored.

Original Goal from prior year LCAP:	6. Provide all students access to a broad course of study while providing programs and activities that promote and support a healthy lifestyle.		Related State and/or Local Priorities: _1 _2 _3 _4 _5 _6 X 7 X 8 Local:
Goal Applies to:	Schools:	LEA Grades: All	
	Applicable Pupil Subgroups:	All	

Expected Annual Measurable Outcomes:	1. 68% of 5th and 72% of 7th grade students will score in the HFZ on five or more physical fitness tests as measured by state physical fitness tests. State Metric: Other indicators of student performance. 2. 87% of parent respondents will Strongly Agree/Agree that, “School site provides programs, services and opportunities that promote student health and wellness.” Local Metric: Parent surveys 3. 88% of parent respondents will report that, “I am happy with the additional programs available for my student.” State Metric: Student access and enrollment in all required areas of study. Local Metric: Parent surveys	Actual Annual Measurable Outcomes:	1. 63% of 5th and 75% of 7th grade students scored in the HFZ on five or more physical fitness tests as measured by state physical fitness tests. State Metric: Other indicators of student performance. 2. 83% of parent respondents Strongly Agree/Agree that, “School site provides programs, services and opportunities that promote student health and wellness.” Local Metric: Parent surveys 3. 86% of parent respondents report that, “I am happy with the additional programs available for my student.” State Metric: Student access and enrollment in all required areas of study. Local Metric: Parent surveys

LCAP Year: 2015-16					
Planned Actions/Services			**Actual Actions/Services**		
		Budgeted Expenditures			**Estimated Actual Annual Expenditures**
6.1 Maintain middle school after-school sports programs.		$ 15,000 11XX $ 7,000 21XX $ 3,000 3XXX $ 20,000 43XX $ 15,000 58XX (Base Grant)	6.1 The middle school after-school sports program has been very successful. Three sports are available and "tournaments" between our schools and two other districts are part of the program. Parent survey comments express appreciation for the opportunities provided.		$21,416.60 11XX $ 6,220.96 21XX $ 3,460.03 3XXX $13,725.28 43XX $12,506.40 44XX $ 1,080.00 56XX $ 7,349.80 58XX (Base Grant)
Scope of service:	LEA Grades: All		Scope of service:	LEA Grades: 6th, 7th, 8th	

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

6.2 Explore foreign language elective opportunity for middle schools.		No additional cost	6.2 It is still a goal of Central School District to provide a foreign language elective at the middle schools.		No Additional Cost
Scope of service:	LEA Grades: All		Scope of service:	LEA Grades: 8th	
X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
What changes in actions, services, and expenditures	LCAP survey results indicate appreciation for the after-school sports programs and a request for more. If coaching staff is available the middle school program will be expanded to include a fourth sport. In addition, one elementary after-school sport (track) was offered at each school and parent survey results were very positive, with a request for more. A new action (6.3) will be added to include elementary schools to the after-school sports program in 2016-17. Both staff and parent surveys indicate the need to review the electives available at the middle school and a new action (6.4) will be included in 2016-17 to allow a pilot STEM elective path at the middle schools. In addition new Action 6.5 will address STEM opportunities at the elementary sites.				

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:	3700481

Projected revenues for supplemental and concentration funds are based on the district's percentage of 59.98% eligible students. The funds are $3,700,481 and are utilized in the LCAP action plans to support the district goals for low income students, English learners, foster youth and homeless students. Maintaining 7 Intervention Teachers is specifically directed toward coordinating and providing interventions within the day and monitoring the progress of unduplicated students. Two research-based ELA intervention curriculums were purchased to support the targeted students who make up the majority of the students receiving these interventions and additional curriculum will be purchased in 2016-17. The maintenance of five elementary counselors and additional hours for elementary health clerks is principally directed toward connecting unduplicated students with the school and staff to improve attendance and performance. In addition, family services are procured for targeted families with the aide of the counselors. The 2016-17 LCAP includes the addition of one FTE district nurse. This action is principally directed to serve our unduplicated students by providing a district contact person for targeted students and families. Attendance will be monitored and support for gaining access to social programs to support student wellness will be a priority.

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

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

10.97	**%**

Up to four middle school teachers will be hired to allow for the implementation of STEM electives. This action is new and will increase services for our unduplicated students by providing an incentive to improve attendance, expand technology skills and develop leadership skills. Specific curriculum will be provided for these classes that includes a student mentoring component aimed at targeted students. Priority for these electives will be given to low income, foster youth, homeless youth and English learners. In addition, up to two additional middle school teachers will be hired so that effective intervention classes can be implemented within the day. This new action increases our services to our unduplicated students by doubling the number of intervention classes and students served while using a research-based diagnostic tool to identify students for small class, targeted instruction. It also includes the purchase of additional laptops and research-based curriculum to support identified needs. Priority for these intervention classes will be given to low income, foster youth, homeless youth and English learners. An afterschool tutoring program that allows for access to libraries and computer labs has been identified as a need by district stakeholders so the 2016-17 plan includes the hiring of 5 three hour teachers to coordinator and monitor an afterschool program for targeted students and 10 paraeducators to provide support for the program. This new action increases afterschool services for our unduplicated students by 100%. District data will be used to identify academic needs and tutoring support will be provided to improve student performance. In addition, this program will allow access to libraries and computer labs beyond the school day with support for student homework needs, another identified area of need for our unduplicated students. Priority for participation in the afterschool intervention programs will be given to low income, foster youth, homeless youth and English learners. These specific actions represent far more than an 11% increase in services to unduplicated students and reflect the priorities determined by all stakeholder input.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

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

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

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

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

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

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

(2) The total number of cohort members.

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

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

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

(2) The total number of cohort members.

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

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

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

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

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

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

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

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

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