Introduction:

LEA: Adelanto Elementary School District Contact: Dr. Edwin Gomez, Superintendent, Edwin_Gomez@aesd.net, 760-246-8691 ext. 10269

LCAP Year: July 1, 2016 – June 30, 2019

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**
To ensure all stakeholders were given an opportunity to be involved in giving input for the writing of the 2016-2019 LCAP, multiple meetings and settings were used. There were 4 general meetings which were advertised to all AESD staff, parents, and community members. These meetings were posted on the website, students took home flyers to let their parents know, and we did a District "all call" to remind everyone of the meeting dates. We also held 4 LCAP Engagement Meetings with targeted groups (Foster Youth including low income, English Learners including low income, Teacher's Union, and Classified Union). To increase the ability for participation for people who were unable to attend the meetings in person, we also created an on-line feedback/suggestions form which everyone could use to submit their ideas.	During the LCAP Engagement meetings, a Powerpoint was shared which reviewed the different funding sources and the 8 state priorities. Then participants were provided the evaluation and status update for each item listed in the current 2014-15 LCAP plan. Those who attended had an opportunity to talk to the whole group regarding things they felt were going well and areas which they felt needed to improve. The meeting ended with the participants completing a feedback survey. Some participants chose to complete it as a group, while others completed it on their own. Throughout the month of May, we also publicized using our on-line feedback/suggestions form. In total,

The following are the dates, time, and audience for the 2016 LCAP Meetings: April 26 @ 11:00 am – Foster Youth Task Force May 11 @ 9:00 am – All May 11 @ 3:30 pm – ADTA Liaison Meeting May 11 @ 5:00 pm – All May 12 @ 9:00 am – All May 13 @ 9:30 am – DELAC May 13 @ 5:00 pm – All May 23 @ 4:00 pm –ADTA May 24 @ 4:00 pm –CSEA As evidenced by sign-in sheets, these meetings were attended by stakeholders representing Certificated (Management and Teachers), Classified (Management and staff), Parents (representing each of the schools), and Community members. Stakeholder LCAP Feedback sheets were collected at the end of each meeting and printed from the on-line submissions weekly from May 1 – June 1, 2016. Drafts of the LCAP were written throughout the month of May and June.	there were 167 feedback surveys submitted. The overall feedback regarding our LCAP plan was very positive. The majority of respondents stated that we should make no changes to the things we put in place this year and/or continue with our actions as written in this year's LCAP. Both in oral discussion and on the surveys participants stated that the actions we did this year made a difference with their child/ our students. The top 10 things listed to <u>continue or start</u> were: *Keep/have even more Music and Art classes *Add more classes to the Family Engagement Center *Do more professional development for Staff on curriculum and instruction – specifically with EL and Science *Have more attendance incentives/form an attendance task force *Have more training for all staff and parents on discipline and cultural awareness/sensitivity *Have more counselors *Buy a districtwide Math intervention, like we have for Reading with Lexia *Continue the after school tutoring/have even more after school tutoring *Have more college visit field trips *Keep letting parents go to the CABE conference Very few of the feedback surveys had anything written as items to stop. The few that did have something were on one survey, not on multiple surveys as with the things to continue or start.

Annual Update: Updates were given to the Board and to various groups throughout the 2015-2016 school year. Student achievement data was presented along with progress on implementing some of the LCAP action items. From June 20 – June 22, 2016, all stake holders were given a 3 day inspection period to give feedback regarding the annual update and draft 2016-2019 LCAP plan. On June 23, 2016, the public hearing for the proposed 2016-2017 LCAP was held during the Board meeting. On June 28, 2016, the Board took action to adopt the 2016-2017 LCAP as presented with small adjustments from feedback given during the public hearing.	**Annual Update:** The impact described above is reflected throughout the Annual Update section.

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:	Conditions of Learning: All students are provided appropriately assigned and credentialed teachers, teachers/students will have access to standards aligned materials in all content areas leading to High School Readiness by grade 8, students will have access to instructional technology, and school facilities will be in good repair.	Related State and/or Local Priorities: 1_X_ 2_X_ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Identified Need :	1. All teachers will meet the Highly Qualified Teacher status 2. Student have standards aligned curriculum 3. Students will have access to instructional technology 4. Facilities in good repair	
Goal Applies to:	Schools: All	
	Applicable Pupil Subgroups: All	

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	1. 100% of teachers are appropriately assigned and credentialed *State Metric: Rate of teacher misassignments and Williams Report* 2. 100% of students have access to standards aligned curriculum including English Language Development standards *State Metric: Williams Report* *Local Metric: Walk through observations* 3. 100% of schools will have increasing access to instructional technology via infrastructure and hardware *Local Metric: Tech Department inventory* 4. 100% of schools will have good rating with minimal deficiencies *State Metric: Williams Report* *Local Metric: Facilities Inspection Tool (FIT) report*

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Hire and retain highly qualified staff a. Additional certificated FTEs to lower TK-3rd grade class size to 26:1 ratio b. Saturday School & additional electives teachers c. Maintain Induction Program Reflective Coach (IPRC) providers	LEA-wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	1a. $1,715,285 LCFF Base 1100 $1,451,786 3000 $263,499 1b. $1,061,339 LCFF Supp/Co/Base1100 $771,001 3000 $290,338 1c. $50,024 LCFF Supp/Con 1900

			$43,363 3000 $6,661
2. Provide CCSS aligned instructional materials a. NGSS Science materials b. Dual Immersion curriculum	2a. LEA-wide 2b. VM	_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	2a. $200,000 LCFF Supp/Con 4200 2b. $30,000 LCFF Supp/Con 4200
3. Provide technology infrastructure and equipment a. Purchase computers/chromebooks to have a District average of 2:1 student to technology ratio and maintain Operating Systems b. Add an additional IT member and maintain current Information Technology (IT) staff to maintain technology and databases	LEA-wide	_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	3a. $300,000 LCFF Supp/Con/Base 4400 $104,375 5800 $195,625 3b. $316,390 LCFF Supp/Con/Base 2200 $246,461 3000 $69,929
4. Maintain facilities in good repair a. Continue projects for safety and maintain professional/consulting services	LEA-wide	_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	4a. $297,500 RDA Revenue 5800

LCAP Year 2: 2017-2018	
Expected Annual Measurable Outcomes:	1. 100% of teachers are appropriately assigned and credentialed *State Metric: Rate of teacher misassignments and Williams Report* 2. 100% of students have access to standards aligned curriculum including English Language Development standards *State Metric: Williams Report* *Local Metric: Walk through observations* 3. 100% of schools will have increasing access to instructional technology via infrastructure and hardware *Local Metric: Tech Department inventory* 4. 100% of schools will have good rating with minimal deficiencies

	State Metric: Williams Report *Local Metric: Facilities Inspection Tool (FIT) report*			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Hire and retain highly qualified staff a. Additional certificated FTEs to lower TK-3rd grade class size to 25:1 ratio b. Saturday School & electives teachers c. Maintain Induction Program Reflective Coach (IPRC) providers		LEA-wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	1a. $1,715,285 LCFF Base 1100 $1,451,786 3000 $263,499 1b. $1,068,000 LCFF Supp/Con/Base 1100 $771,001 3000 $290,338 1c. $43,000 LCFF Supp/Con 1900 $35,195 3000 $7,805
2. Provide CCSS aligned instructional materials a. NGSS Science adoption b. Dual Immersion curriculum		2a. LEA-wide 2b. VM	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	2a. $2,000,000 LCFF Supp/Con 4100 2b. $50,000 LCFF Supp/Con 4300
3. Provide technology infrastructure and equipment a. Purchase computers/chromebooks to have a District average of 1:1 student to technology ratio and maintain Operating Systems b. Maintain current Information Technology (IT) staff to maintain technology and databases		LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	3a. $500,000 LCFF Supp/Con/Base 4400 $400,000 5800 $100,000 3b. $316,390 LCFF Supp/Con/Base 2200 $246,461 3000 $69,929

4. Maintain facilities in good repair a. Continue projects for safety and maintain professional/consulting services	LEA-wide	_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	4a. $397,500 RDA Revenue 5800

LCAP Year 3: 2018-2019

Expected Annual Measurable Outcomes:	1. 100% of teachers are appropriately assigned and credentialed *State Metric: Rate of teacher misassignments and Williams Report* 2. 100% of students have access to standards aligned curriculum including English Language Development standards *State Metric: Williams Report* *Local Metric: Walk through observations* 3. 100% of schools will have increasing access to instructional technology via infrastructure and hardware *Local Metric: Tech Department inventory* 4. 100% of schools will have good rating with minimal deficiencies *State Metric: Williams Report* *Local Metric: Facilities Inspection Tool (FIT) report*

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Hire and retain highly qualified staff a. Additional certificated FTEs to lower TK-3rd grade class size to 24:1 ratio b. Saturday School & electives teachers c. Maintain Induction Program Reflective Coach (IPRC) providers	LEA-wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	1a. $1,715,285 LCFF Base 1100 $1,451,786 3000 $263,499 1b. $ $1,061,339 LCFF Supp/Con/Base 1100 $771,001 3000 $290,338 1c. $43,000 Supp/Con 1900 $35,195 3000 $7,805

2. Provide CCSS aligned instructional materials a. Social Science/History materials b. Dual Immersion curriculum	2a. LEA-wide 2b. VM	_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	2a. $1,500,000 LCFF Supp/Con 4300 2b. $30,000 LCFF Supp/Con 4300
3. Provide technology infrastructure and equipment a. Purchase computers/chromebooks to maintain a District average of 1:1 student to technology ratio and maintain Operating Systems b. Maintain current Information Technology (IT) staff to maintain technology and databases	LEA-wide	_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	3a. $200,000 LCFF Supp/Con/Base 4400 $150,000 5800 $50,000 3b. $ $361,390 LCFF Supp/Con/Base 2200 $246,461 3000 $114,929
4. Maintain facilities in good repair a. Continue projects for safety and maintain professional/consulting services	LEA-wide	_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	4a. $397,500 RDA Revenue 5800

GOAL 2:	Pupil Outcomes: Student achievement will increase in ELA, Math, Science, and Social Studies/History, with a focus on closing the achievement gap for struggling students.	Related State and/or Local Priorities: 1__ 2_X_ 3__ 4_X_ 5__ 6__ 7__ 8_X_ COE only: 9__ 10__

	Local : Specify _____
Identified Need :	1. Identification of learning needs of all students and implement appropriate interventions and/or enrichment (MTSS) 2. Professional development for staff to utilize instructional practices and curriculum aligned with CCSS 3. Academic monitoring of student progress and achievement
Goal Applies to:	Schools: All
	Applicable Pupil Subgroups: All

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	1. Increased number of students meeting or exceeding grade level standards with at least 50% of students entering Kindergarten in 2014 meeting or exceeding standards in all subjects by the end of Grade 2 and at least 50% of all students will meet or exceed standards in all subjects by the end of Grade 8. *State Metric: CAASPP assessments* *Local Metric: STAR Renaissance Early Literacy, Reading, and Math; District Benchmarks* 2. Decreased number of students performing at the lowest band by at least 25% *State Metric: CAASPP assessments* *Local Metric: STAR Renaissance Reading and Math, Progress Monitoring assessments* 3. 100% of English Learners will have high quality and integrated ELD in order to be reclassified within 3-5 years *State Metric: EL Reclassification Rate, Number of ELs scoring Proficient on CELDT* 4. 100% Foster Youth and families will be given additional support *Local Metric: Documentation of actions/services*

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. MTSS intervention support a. Academics – intervention curriculum and/or programs (Lexia, Compass, Phonics for Reading, Rewards, etc.) b. Academics – data analysis and monitoring programs (EADMS and Ren Learn) c. Behavior – PBIS support and professional development d. Follet-Destiny System for Library Inventory to identify reading levels of books e. Continue Counselor at Jr. High schools with an additional 1 Counselor for opening of Melva Davis Academy of Excellence f. Continue with RSP paraprofessionals g. Continue with Coordinators of Curriculum h. Continue with Assistant Administrators of Instructional Improvement and Academic	1a. LEA-wide 1b. LEA-wide 1c. LEA-wide 1d. LEA-wide 1e. MLMS Columbia MDAE 1f. LEA-wide 1h. LEA-wide	__ALL OR: _x_Low Income pupils _x_English Learners _x_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	1a. $400,000 LCFF Supp/Con/Base 5800 $250,000 4300 $150,000 1b. $170,000 LCFF Supp/Con 5800 1c. $30,000 LCFF Supp/Con 5200 1d. $69,000 LCFF Supp/Con 5800 $30,000 1100 $28,009 3000 $10,991

Coaching (AAIIAC)s at each elementary site and add one AAIIAC at each Middle School			1e. $270,000 Spec Ed 1200 $228,523 3000 $41,477 1f. $656,898 Spec Ed 2100 $522,767 3000 $134,131 1g. $365,000 LCFF Base 1300 $169,276 3000 $30,724 Title I $82,500 1900 $72,104 3000 $10,396 Title II $82,500 1900 $72,104 3000 $10,396 1h. $ 1,321,751 LCFF Base 1300 $314,061 3000 $57,002 Title I $950,688 1300 $804,645 3000 $146,043
2. Enrichment opportunities a. Continue STEM Academy with addition of STEAM at Melva Davis Academy of Excellence b. Continue VAPA Magnet c. Continue AVID for 6 schools d. Maintain 2 Itinerant Music and 2 Itinerant Art teachers e. Provide enrichment through GATE programs at	2a. Gus MDAE 2b. George 2c. Columbia MLMS Bradach MK TV	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	2a. $50,000 LCFF Supp/Con 1100 $16,928 3000 $3,072 4300 $30,000 2b. $280,000 LCFF Supp/Con

sites f. Increase fieldtrip opportunities for each school to visit colleges as part of our District's goal of College and Career readiness	WSP 2d. LEA-wide 2e. LEA-wide 2f. LEA-wide		1100 $186,987 3000 $93,013 2c. $28,000 LCFF Supp/Con 5800 2d. $500,000 LCFF Supp/Con 1100 $263,553 3000 $136,447 4300 $100,000 2e. $60,000 LCFF Supp/Con 1100 $42,319 3000 $7,681 4300 $10,000 2f. $20,000 LCFF Supp/Con 5700
3. Professional Development for Staff a. Common Core State Standards b. Academic and Behavior Intervention c. Data analysis and Data-driven instruction	LEA-wide	__ALL OR: _x_Low Income pupils _x_English Learners _x_Foster Youth _x_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	3a. $300,000 LCFF Supp/Con/Base 1100 $211,595 3000 $38,405 4300 $50,000 3b. $190,000 LCFF Supp/Con 1100 $123,885 3000 $46,115 4300 $20,000 3c. $50,000 LCFF Base 1100 $42,319 3000 $7,681

4. EL Progression toward proficiency a. Supplemental instructional materials for ELD b. Program to monitor EL students c. Continue with EL Coordinator at each site d. Continue with Clerk for EL programs and compliance e. Provide Professional Development for Staff f. CABE conference for Staff and Parents	LEA-wide	__ALL OR: __Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	4a. $160,000 Title III 4300 4b. $9,875 Title III 5800 4c. $55,000 Title III 1100 $47,381 3000 $7,619 4d. $53,000 LCFF Supp/Con 2400 $33,855 3000 $6,145 4300 $13,000 4e. $45,000 LCFF Supp/Con/Base 1100 $25,391 3000 $4,609 4300 $15,000 4f. $50,000 LCFF Supp/Con/Base 1100 $21,160 3000 $3,840 2100 $10,345 3000 $2,655 5200 $5,000 5800 $2,000 Title III 5200 $5,000
5. Support for Foster Youth a. Continue with Counselor to work with all foster youth and their families b. Professional Development for Staff and Parents	LEA-wide	__ALL OR: __Low Income pupils __English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	5a. $160,820 LCFF Supp/Con 1200 $110,724 3000 $20,096 4300 $30,000 5b. $30,000

			LCFF Base 1100 $24,555 3000 $5,445

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	1. Increased number of students meeting or exceeding grade level standards with at least 60% of students entering Kindergarten in 2014 meeting or exceeding standards in all subjects by the end of Grade 2 and at least 60% of all students will meet or exceed standards in all subjects by the end of Grade 8. *State Metric: CAASPP assessments* *Local Metric: STAR Renaissance Early Literacy, Reading, and Math; District Benchmarks* 2. Decreased number of students performing at the lowest band by at least 30% *State Metric: CAASPP assessments* *Local Metric: STAR Renaissance Reading and Math, Benchmarks* 3. 100% of English Learners will have high quality and integrated ELD in order to be reclassified within 3-5 years *State Metric: EL Reclassification Rate, Number of ELs scoring Proficient on CELDT* 4. 100% Foster Youth and families will be given additional support *Local Metric: Documentation of actions/services*

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. MTSS intervention support a. Academics – intervention curriculum and/or programs (Lexia, Compass, Phonics for Reading, Rewards, etc.) b. Academics – data analysis and monitoring programs (EADMS and Ren Learn) c. Behavior – PBIS support and professional development d. Follet-Destiny System for Library Inventory to identify reading levels of books e. Continue Counselor at Jr. High schools f. Continue with RSP paraprofessionals g. Continue with Coordinators of Curriculum h. Continue with Assistant Administrators of Instructional Improvement and Academic Coaching (AAIIAC)s at each school site.	1a. LEA-wide 1b. LEA-wide 1c. LEA-wide 1d. LEA-wide 1e. MLMS Columbia MDAE 1f. LEA-wide 1g. LEA-wide 1h. LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	1a. $400,000 LCFF Supp/Con/Base 5800 $250,000 4300 $150,000 1b. $170,000 LCFF Supp/Con 5800 1c. $30,000 LCFF Supp/Con 5200 1d. $69,000 LCFF Supp/Con 5800 $30k 1100 $58,009 3000 $10,991 1e. $270,000 Spec Ed 1200 $228,523

			3000 $41,477 1f. $656,898 Spec Ed 2100 $522,767 3000 $134,131 1g. $365,000 LCFF Base 1300 $169,276 3000 $30,724 Title I $82,500 Title II $82,500 1300 $135,053 3000 $29,947 1h. $ 1,607,934 LCFF Base 1300 $314,061 3000 $ $57,002 Title I 1300 $1,012,379 3000 $224,492
2. Enrichment opportunities a. Continue STEM and STEAM Academy b. Continue VAPA Magnet c. Continue AVID for 6 schools d. Maintain 2 Itinerant Music and 2 Itinerant Art teachers e. Provide enrichment through GATE programs at sites f. Increase fieldtrip opportunities for each school to visit colleges as part of our District's goal of College and Career readiness	2a. Gus MDAE 2b. George 2c. Columbia MLMS Bradach MK TV WSP 2d. LEA-wide 2e. LEA-wide 2f. LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	2a. $50,000 LCFF Supp/Con 1100 $3,630 3000 $ $16,370 4300 $30,000 2b. $280,000 LCFF Supp/Con 1100 $186,987 3000 $93,013 2c. $28,000 LCFF Supp/Con 5800 2d. $500,000 LCFF Supp/Con

			1100 $263,553 3000 $136,447 4300 $100,000 2e. $60,000 LCFF Supp/Con 1100 $42,319 3000 $7,681 4300 $10,000 2f. $50,000 LCFF Supp/Con 5800
3. Professional Development for Staff a. Common Core State Standards b. Academic and Behavior Intervention c. Data analysis and Data-driven instruction	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	3a. $300,000 LCFF Supp/Con/Base 1100 $204,625 3000 $45,375 4300 $50,000 3b. $190,000 LCFF Supp/Con 1100 $139,145 3000 $30,855 4300 $20,000 3c. $50,000 LCFF Base 1100 $40,925 3000 $9,075
4. EL Progression toward proficiency a. Supplemental instructional materials for ELD b. Continue with program to monitor EL students c. Continue with EL Coordinator at each site d. Continue with Clerk for EL programs and compliance e. Provide Professional Development for Staff f. CABE conference for Staff and Parents	LEA-wide	__ALL OR: __Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	4a. $160,000 Title III 4300 4b. $9,875 Title III 5800 4c. $55,000 Title III 1100 $45,017 3000 $9,983

			4d. $53,000 LCFF Supp/Con 2400 $33,855 3000 $6,145 4300 $13,000 4e. $45,000 LCFF Base 1100 $25,391 3000 $4,609 4300 $15,000 4f. $50,000 LCFF Supp/Con/Base 1100 $21,160 3000 $3,840 2100 $10,345 3000 $2,655 5200 $5,000 5800 $2,000 Title III 5200 $5,000
5. Support for Foster Youth a. Continue with Counselor to work with all foster youth and their families and add an additional Foster Youth Counselor b. Professional Development for Staff and Parents	LEA-wide	__ALL OR: __Low Income pupils __English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	5a. $150,000 LCFF Supp/Con 1200 $98,220 3000 $21,780 4300 $30,000 5b. $30,000 LCFF Base 1100 $24,555 3000 $5,445

LCAP Year 3: 2018-19	
Expected Annual Measurable Outcomes:	1. Increased number of students meeting or exceeding grade level standards with at least 75% of students entering Kindergarten in 2014 meeting or exceeding standards in all subjects by the end of Grade 2 and at least 75% of all students will meet or exceed standards in all subjects by the end of Grade 8. *State Metric: CAASPP assessments* *Local Metric: STAR Renaissance Early Literacy, Reading, and Math; District Benchmarks* 2. Decreased number of students performing at the lowest band by at least 50%

State Metric: CAASPP assessments
Local Metric: STAR Renaissance Reading and Math, Benchmarks

3. 100% of English Learners will have high quality and integrated ELD in order to be reclassified within 3-5 years
State Metric: EL Reclassification Rate, Number of ELs scoring Proficient on CELDT
4. 100% Foster Youth and families will be given additional support
Local Metric: Documentation of actions/services

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. MTSS intervention support a. Academics – intervention curriculum and/or programs (Lexia, Compass, Phonics for Reading, Rewards, etc.) b. Academics – data analysis and monitoring programs (EADMS and Ren Learn) c. Behavior – PBIS support and professional development d. Follet-Destiny System for Library Inventory to identify reading levels of books e. Continue Counselor at Jr. High schools f. Continue with RSP paraprofessionals g. Continue with Coordinators of Curriculum h. Continue with Assistant Administrators of Instructional Improvement and Academic Coaching (AAIIAC)s at each school site	1a. LEA-wide 1b. LEA-wide 1c. LEA-wide 1d. LEA-wide 1e. MLMS Columbia MDAE 1f. LEA-wide 1g. LEA-wide 1h. LEA-wide	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	1a. $400,000 LCFF Supp/Con/Base 5800 $250,000 4300 $150,000 1b. $170,000 LCFF Supp/Con 5800 1c. $30,000 LCFF Supp/Con 5200 1d. $69,000 LCFF Supp/Con 5800 $30,000 1100 $31,922 3000 $7,078 1e. $270,000 Spec Ed 1200 $228,523 /3000 $41;477 1f. $656,898 Spec Ed 2100 $522,767 3000 $134,131 1g. $365,000 LCFF Base 1300 $169,276 3000 $30,724 Title I/II

			1300 $135,053 3000 $29,947 1h. $ 1,607,934 LCFF Base 1300 $314,061 3000 $57,002 Title I 1300 $1,012,379 3000 $224,492
2. Enrichment opportunities a. Continue STEM and STEAM Academy b. Continue VAPA Magnet c. Continue AVID for 6 schools d. Maintain 2 Itinerant Music and 2 Itinerant Art teachers e. Provide enrichment through GATE programs at sites f. Increase fieldtrip opportunities for each school to visit colleges as part of our District's goal of College and Career readiness	2a. Gus MDAE 2b. George 2c. Columbia MLMS Bradach MK TV WSP 2d. LEA-wide 2e. LEA-wide 2f. LEA-wide	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	2a. $50,000 LCFF Supp/Con 1100 $16,370 3000 $3,630 4300 $30,000 2b. $280,000 LCFF Supp/Con 1100 $186,987 3000 $93,013 2c. $28,000 LCFF Supp/Con 5800 2d. $500,000 LCFF Supp/Con 1100 $263,553 3000 $136,447 4300 $100,000 2e. $60,000 LCFF Supp/Con 1100 $40,925 3000 $9,075 4300 $10,000 2f. $50,000 LCFF Supp/Con

			5700
3. Professional Development for Staff a. Common Core State Standards b. Academic and Behavior Intervention c. Data analysis and Data-driven instruction	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	3a. $300,000 LCFF Supp/Con/Base 1100 $211,595 3000 $38,405 4300 $50,000 3b. $190,000 LCFF Supp/Con 1100 $123,885 3000 $46,115 4300 $20,000 3c. $50,000 LCFF Base 1100 $9,075 3000 $40,925
4. EL Progression toward proficiency a. Supplemental instructional materials for ELD b. Program to monitor EL students c. Continue with EL Coordinator at each site d. Continue with Clerk for EL programs and compliance e. Provide Professional Development for Staff f. CABE conference for Staff and Parents	LEA-wide	_X_ALL OR: __Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	4a. $160,000 Title III 4300 4b. $9,875 Title III 5800 4c. $55,000 Title III 1100 $45,017 3000 $9,983 4d. $53,000 LCFF Supp/Con 2400 $32,740 3000 $7,260 4300 $13,000 4e. $45,000 LCFF Supp/Con/Base 1100 $24,555 3000 $6,445 4300 $15,000

			4f. $50,000 LCFF Supp/Con/Base 1100 $21,160 3000 $3,840 2100 $10,345 3000 $2,655 5200 $5,000 5800 $2,000 Title III 5200 $5,000
5. Support for Foster Youth a. Continue with 2 Counselors to work with all foster youth and their families b. Professional Development for Staff and Parents	LEA-wide	__ALL OR: __Low Income pupils __English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	5a. $150,000 LCFF Supp/Con 1100 $98,220 3000 $21,780 4300 $30,000 5b. $30,000 LCFF Base 1100 $24,555 3000 $5,445

GOAL 3:	Engagement: Increase student engagement by providing a safe school environment which fosters increased communication between home and school, encourages parent and community involvement, and focuses on improving the school climate for all students.	Related State and/or Local Priorities: 1__ 2__ 3_X_ 4__ 5_X_ 6_X_ 7__ 8_ COE only: 9__ 10__ Local : Specify _____
Identified Need :	1. Increase student attendance. 2. Increase sense of safety and school connectedness. 3. Decrease suspension rates. 4. Increase family input into student learning related processes and attendance at parent meetings/programs.	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All	
LCAP Year 1: 2016-17		
Expected Annual Measurable	1. District will strive to reach 96% student attendance rate. *State Metric: Attendance Rate*	

Outcomes:	*Local Metric: P2 Report* 2. Increase the total number of parents who indicate that they believe the school is a safe place by 10% *State Metric: Efforts to seek parent input* *Local Metric: Title I Parent Survey* 3. Reduce the number of suspensions from a rate of 13.5% to 10%. *State Metric: Suspension rate* *Local Metric: Aeries report* 4. Increase the total number of parents participating in parent trainings/programs and District approved Parent Volunteers by 10% *State Metric: Promotion of parental participation* *Local Metric: Board agenda, sign-in sheets, and surveys*		
Actions/Services	**Scope of Service**	**Pupils to be served within identified scope of service**	**Budgeted Expenditures**
1. Promote Attendance a. Continue monitoring contract for Saturday School b. Continue with School Attendance Officer c. Continue with current Probation Officer and add an additional Probation Officer d. Continue with Busing Transportation e. Continue with Reliable Nursing services and Health Clerks for school sites f. Continue District attendance recognition	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	1a. $12,500 LCFF Supp/Con 5800 1b. $63,629 LCFF Supp/Con 2900 $50,637 3000 $12,992 1c. $60,000 LCFF Supp/Con 5800 1d. $1,264,583 LCFF Supp/Con 2200 $625,613 3000 $217,881 4300 $313,100 5800 $40,400 5600 $67,589 1e. $309,000 LCFF Base 2200 $94,701 3000 $24,299 5800 $190,000

			1f. $25,000 LCFF Supp/Con 4300
2. Promote school safety a. Continue with Campus Security b. Continue with Crossing Guards c. Continue with Proctor to Student ratio of 100:1 d. Gate duty for 20% of FTE per school e. Update phone systems and install additional security cameras at school sites	2a. CMS MDAE MLMS 2b. LEA-wide 2c. Adelanto Bradach Eagle El Mirage George Gus MK TV VM WC WSP 2d. Same as 2b. 2e. LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	2a.$700,000 LCFF Supp/Con 2200 $557,068 3000 $142,932 2b. $200,000 LCFF Base 5800 2c. $531,712 LCFF Supp/Con 2900 $423,142 3000 $108,570 2d. $86,538 LCFF Supp/Con 1100 $55,244 3000 $31,294 2e. $180,000 LCFF Supp/Con 4300
3. Promote School and District connectedness a. Continue with Library Media Personnel and hire an additional Library Media Personnel for opening of Melva Davis Academy of Excellence b. Continue with Computer Media Personnel and hire an additional Computer Media Personnel for opening of Melva Davis Academy of Excellence c. Professional development for Management, Certificated, and Classified regarding organizational wellness and building a positive school culture d. Each school will receive money to use towards continuing with their school focus e. Create a new Industrial Tech Lab for additional	3a. LEA-wide 3b. Columbia MDAE MLMS 3c. LEA-wide 3d. LEA-wide 3e. Columbia	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	3a. $946,000 LCFF Supp/Con/Base 2200 $752,837 3000 $193,163 3b. $90,000 LCFF Supp/Con 2200 $71,623 3000 $18,377 3c. $30,000 LCFF Supp/Con/Base

electives options for one Middle School			5200 $10,000 1100 $16,928 3000 $3,072 3d. $270,000 LCFF Supp/Con 1100 $40,711 3000 $19,204 2100 $4,309 3000 $1,106 2400 $2,867 3000 $736 4200 $17,000 4300 $82,456 4400 $4,375 5200 $29,723 5300 $600 5600 $7008 5700 $21,497 5800 $38,408 3e. $150,000 LCFF Supp/Con 5800
4. Decrease suspension district-wide a. Professional Development to Staff on "Alternative Means of Correction" b. Ensure all students have access to Tier 1, 2, or 3 positive behavior interventions and supports by providing PBIS support and professional development as described in Goal 2, Action 1c on page 16.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	4a. $100,000 LCFF Supp/Con/Base 1100 $42,319 3000 $7,681 2900 $19,895 3000 $5,105 4300 $25,000 4b. See Goal 2, Action 1b.
5. Promote and expand parent and family participation in parent programs a. Continue Fingerprinting for approval as Board approved District Parent Volunteers	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners	5a. $5,000 Title I 5800

b. Continue Family Engagement Center and increase class offerings c. Continue with Community Resource Liaison d. Continue with 2 District Translators and continue with Bilingual translation/interpretation at sites		__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	5b. $295,000 Spec Ed 2100 $63,665 3000 $16,335 LCFF Supp/Con 4300 $5,000 Title I 5800 $210k 5c. $100,000 LCFF Supp/Con 2900 $63,665 3000 $16,335 4300 $20,000 5d. $132,507 LCFF Supp/Con 2400 $105,451 3000 $27,056

LCAP Year 2: 2017-18			
Expected Annual Measurable Outcomes:	1. District will strive to reach 96.5% student attendance rate. *State Metric: Attendance Rate* *Local Metric: P2 Report* 2. Increase the total number of parents who indicate that they believe the school is a safe place by 10% *State Metric: Efforts to seek parent input* *Local Metric: Title I Parent Survey* 3. Reduce the number of suspensions by 10% *State Metric: Suspension rate* *Local Metric: Aeries report* 4. Increase the total number of parents participating in parent trainings/programs and District approved Parent Volunteers by 10% *State Metric: Promotion of parental participation* *Local Metric: Board agenda, sign-in sheets, and surveys*		
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

1. Promote Attendance a. Continue monitoring contract for Saturday School b. Continue with School Attendance Officer c. Continue with current Probation Officer and add an additional Probation Officer d. Continue with Busing Transportation e. Continue with Reliable Nursing services and Health Clerks for school sites f. Continue District attendance recognition	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	1a. $12,500 LCFF Supp/Con 5800 1b. $63,629 LCFF Supp/Con 2900 $52,080 3000 $11,549 1c. $60,000 LCFF Supp/Con 5800 1d. $1,485,223 LCFF Supp/Con 2200 $814,201 3000 $249,933 5800 $421,089 1e. $309,000 LCFF Base 2200 $91,050 3000 $27,950 5800 $190,000 1f. $25,000 LCFF Supp/Con 4300
2. Promote school safety a. Continue with Campus Security b. Continue with Crossing Guards c. Continue with Proctor to Student ratio of 100:1 d. Gate duty for 20% of FTE per school	2a. Bradach Columbia MDAE MLMS TV 2b. LEA-wide 2c. Adelanto Bradach	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	2a.$700,000 LCFF Supp/Con 2200 $535,591 3000 $164,409 2b. $200,000 LCFF Base 5800

	Eagle El Mirage George Gus MK TV VM WC WSP 2d. Same as 2b.		2c. $500,000 LCFF Base, Supp/Con 2900 $382,565 3000 $117,435 2d. $112,000 LCFF Supp/Con 1100 $91,672 3000 20,328
3. Promote School and District connectedness a. Continue with Library Media Personnel b. Continue with Computer Media Personnel c. Professional development for Management, Certificated, and Classified regarding organizational wellness and building a positive school culture d. Each school will receive money to use towards continuing with their school focus	3a. LEA-wide 3b. Columbia MDAE MLMS 3c. LEA-wide 3d. LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	3a. $756,000 LCFF Base/Supp/Con 2200 $578,438 3000 $177,562 3b. $90,000 LCFF Supp/Con 2200 $68,862 3000 $21,138 3c. $30,000 LCFF Base/Supp/Con 5200 3d. $280,000 LCFF Supp/Con 1100 $49,110 3000 $10,890 2100 $30,605 3000 $9,395 4300 $140,000 5800 $40,000
4. Decrease suspension district-wide	LEA-wide	_X_ALL	4a. $100,000

a. Professional Development to Staff on "Alternative Means of Correction" b. Ensure all students have access to Tier 1, 2, or 3 positive behavior interventions and supports by providing PBIS support and professional development as described in Goal 2, Action 1c on page 16.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF Base/Supp/Con 1100 $40,925 3000 $9,075 2900 $19,128 3000 $5,872 4300 $25,000 4b. See Goal 2, Action 1b.
5. Promote and expand parent and family participation in parent programs a. Continue Fingerprinting for approval as Board approved District Parent Volunteers b. Continue Family Engagement Center and increase class offerings c. Continue with Community Resource Liaison d. Continue with 2 District Translators and continue with Bilingual translation/interpretation at sites	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	5a. $5,000 Title I 5800 5b. $295,000 Spec Ed 1100 $40,925 3000 $9075 2100 $22,954 3000 $7,046 LCFF Supp/Con 4300 $5,000 Title I 5800 $210,000 5c. $100,000 LCFF Supp/Con 2900 $61,210 3000 $18,790 4300 $20,000 5d. $109,300 LCFF Supp/Con 2900 $83,629 3000 $25,671
LCAP Year 3: 2018-19			
Expected Annual Measurable	1. District will strive to reach 96.5% student attendance rate. *State Metric: Attendance Rate*		

Outcomes:	*Local Metric: P2 Report* 2. Increase the total number of parents who indicate that they believe the school is a safe place by 10% *State Metric: Efforts to seek parent input* *Local Metric: Title I Parent Survey* 3. Reduce the number of suspensions by 10% *State Metric: Suspension rate* *Local Metric: Aeries report* 4. Increase the total number of parents participating in parent trainings/programs and District approved Parent Volunteers by 10% *State Metric: Promotion of parental participation* *Local Metric: Board agenda, sign-in sheets, and surveys*		
Actions/Services		**Scope of Service**	**Pupils to be served within identified scope of service**	**Budgeted Expenditures**
1. Promote Attendance a. Continue monitoring contract for Saturday School b. Continue with School Attendance Officer c. Continue with current Probation Officer and add an additional Probation Officer d. Continue with Busing Transportation e. Continue with Reliable Nursing services and Health Clerks for school sites f. Continue District attendance recognition		LEA-wide	_X_ALL ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	1a. $12,500 LCFF Supp/Con 5800 1b. $63,629 LCFF Supp/Con 2900 $52,080 3000 $11,549 1c. $60,000 LCFF Supp/Con 5800 1d. $1,485,223 LCFF Supp/Con 2200 $814,201 3000 $249,933 5800 $421,089 1e. $309,000 LCFF Base 2200 $91,050 3000 $27,950 5800 $190,000 1f. $25,000 LCFF Supp/Con

			4300
2. Promote school safety a. Continue with Campus Security b. Continue with Crossing Guards c. Continue with Proctor to Student ratio of 100:1 d. Gate duty for 20% of FTE per school	2a. Bradach Columbia MDAE MLMS TV 2b. LEA-wide 2c. Adelanto Bradach Eagle El Mirage George Gus MK TV VM WC WSP 2d. Same as 2b.	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	2a.$700,000 LCFF Supp/Con 2200 $535,591 3000 $164,409 2b. $200,000 LCFF Base 5800 2c. $500,000 LCFF Supp/Con 2900 $382,565 3000 $117,435 2d. $112,000 LCFF Supp/Con 1100 $91,672 3000 $20,328
3. Promote School and District connectedness a. Continue with Library Media Personnel b. Continue with Computer Media Personnel c. Professional development for Management, Certificated, and Classified regarding organizational wellness and building a positive school culture d. Each school will receive money to use towards continuing with their school focus	3a. LEA-wide 3b. Columbia MDAE MLMS 3c. LEA-wide 3d. LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	3a. $756,000 LCFF Supp/Con/Base 2200 $578,438 3000 $177,562 3b. $90,000 LCFF Supp/Con 2200 $68,862 3000 $21,138 3c. $30,000 LCFFSupp/Con/Base 5200 3d. $280,000

			LCFF Supp/Con 1100 $49,110 3000 $10,890 2100 $30,605 3000 $9,395 4300 $140,000 5800 $40,000
4. Decrease suspension district-wide a. Professional Development to Staff on "Alternative Means of Correction" b. Ensure all students have access to Tier 1, 2, or 3 positive behavior interventions and supports by providing PBIS support and professional development as described in Goal 2, Action 1c on page 16.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	4a. $100,000 LCFF Base/Supp/Con 1100 $40,925 3000 $9,075 2900 $19,128 3000 $5,872 4300 $25,000 4b. See Goal 2, Action 1b.
5. Promote and expand parent and family participation in parent programs a. Continue Fingerprinting for approval as Board approved District Parent Volunteers b. Continue Family Engagement Center and increase class offerings c. Continue with Community Resource Liaison d. Continue with 2 District Translators and continue with Bilingual translation/interpretation at sites	LEA-wide	_X_ALL ---- __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	5a. $5,000 Title I 5800 5b. $295,000 Spec Ed 1100 $40,925 3000 $9,075 2100 $22,954 3000 $7,046 LCFF Supp/Con 4300 $5,000 Title I 5800 $210,000 5c. $100,000 LCFF Supp/Con 2900 $61,210 3000 $18,790 4300 $20,000

			5d. $109,300 LCFF Supp/Con 2900 $83,629 3000 $25,671

Annual Update

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

Guiding Questions:

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

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

<table>
<tr><td>Original GOAL from prior year LCAP:</td><td colspan="2">1. Conditions of Learning:
All students are provided appropriately assigned and credentialed teachers, teachers/students will have access to standards aligned materials in all content areas leading to High School Readiness by grade 8, students will have access to instructional technology, and school facilities will be in good repair.</td><td>Related State and/or Local Priorities:
1_X_ 2_X_ 3__ 4__ 5__ 6__ 7__ 8__
COE only: 9__ 10__
Local : Specify _____</td></tr>
<tr><td>Goal Applies to:</td><td colspan="3">Schools: All
Applicable Pupil Subgroups: All</td></tr>
<tr><td>Expected Annual Measurable Outcomes:</td><td>1. 100% of teachers are appropriately assigned and credentialed
State Metric: Rate of teacher misassignments and Williams Report

2. 100% of students have access to standards aligned curriculum including English Language Development standards
State Metric: Williams Report
Local Metric: Walk through observations

3. 100% of schools will have increasing access to instructional technology via infrastructure and hardware
Local Metric: Tech Department inventory

4. 100% of schools will have good rating with minimal deficiencies
State Metric: Williams Report
Local Metric: Facilities Inspection Tool (FIT) report</td><td>Actual Annual Measurable Outcomes:</td><td>1. 100% of teachers appropriately assigned and credentialed per Williams Report agendized: Dec 8, 2015; Feb 16, 2016; and May 3, 2016.

2. 100% of students have access to standards aligned curriculum per Williams Report agendized: Dec 8, 2015; Feb 16, 2016; and May 3, 2016. Walk through observations monthly.

3. 100% of schools have at least 1:3 technology ratio as evidenced by IT asset log.

4. 100% of schools have good rating with minimal deficiencies per Williams Report agendized: Dec 8, 2015; Feb 16, 2016; and May 3, 2016. FIT report as included in SARC reports.</td></tr>
</table>

LCAP Year: 2015-16					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
1. Hire and retain highly qualified staff a. Additional certificated FTEs to lower TK-3rd grade class size to 27:1 ratio.		1a. $1,500,000 LCFF Base, Supp/Con 1100/3000	Additional 7 teachers were hired to lower the TK-3rd grade class size to 27:1 ratio.		$891,670 LCFF base 1100 $767,358 3000 $124,312
Scope of service:	LEA _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service:	LEA _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
2. Provide CCSS aligned instructional materials a. Language Arts textbook adoption b. Math textbook adoption c. Dual immersion curriculum		2a. $785,000 for year 2 of 2 year payment LCFF Base, Supp/Con 4300 2b. $1,550,000 for year 2 & 3 of 3 year payment LCFF Base, Supp/Con 4300 2c. $30,000 LCFF Base, Supp/Con 4300	Language Arts and Math textbook adoptions payments were submitted. Dual immersion curriculum was purchased for additional DI class that was added. DI classes also received small group classroom book sets.		2a. $555,000 LCFF S/C 4200 2b. $738,730 LCFF Base 4200 2c. $31,627 LCFF S/C 4300
Scope of	2a. LEA-wide		Scope of	2a. LEA-wide	

service:	2b. LEA-wide 2c. VM		service:	2b. LEA-wide 2c. VM	
_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
3. Provide technology infrastructure and equipment a. Maintain infrastructure and purchase computers/chromebooks to have a 3:1 student to technology ratio at 100% of the schools		3a. $400,000 LCFF Supp/Con 4300 $350,000 5800 $50,000	Purchased chromebooks for all schools. Upgraded LAN wiring.		$487,295 LCFF S/C 5800 $96,729 LCFF Base 4300 $390,566
Scope of service:	LEA		Scope of service:	LEA	
_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
4. Maintain facilities in good repair a. Director of Maintenance, Operations, & Transportation b. Maintenance Projects for Safety		4a. $100,000 LCFF Base 2300/3000 4b. $400,000 LCFF Base, Supp/Con 2200/3000 $100k 4300 $50k 5600 $250k	Hired Director of MOT- started March 2016. Completed safety projects including: ramps, restroom, and carpet at Eagle Ranch; sprinkler main line certification at West Creek, Morgan Kincaid, Mesa Linda, and Gus Franklin; window glass repairs at Eagle Ranch and Westside Park; and plumbing at Bradach.		4a. $71,892 LCFF Base 2300 $58,204 3000 $13,688 4b. $174,848 LCFF Base 4300 $50,000 5600 $124,848

Scope of service:	LEA		Scope of service:	LEA	
_X_ALL			_X_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Final payment for the CCSS Math textbook adoption will be made. Money will be set aside for future adoption of NGSS Science textbooks and CCSS Social Science/History textbooks. Money will continue to be set aside for Dual Immersion curriculum as that program is expanding. Money will continue to be budgeted for class-size reduction until we reach the mandated 24:1 ratio in grades K-3.				

Original GOAL from prior year LCAP:	2. Pupil Outcomes: Student achievement will increase in ELA, Math, Science, and Social Studies/History, with a focus on closing the achievement gap for struggling students.		Related State and/or Local Priorities: 1__ 2_X 3__ 4_X_ 5__ 6__ 7__ 8_X COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	1. Increased number of students meeting or exceeding grade level standards with at least 50% of students entering Kindergarten in 2014 meeting or exceeding standards in all subjects by the end of Grade 2 and at least 50% of all students will meet or exceed standards in all subjects by the end of Grade 8. *State Metric: CAASPP assessments* *Local Metric: STAR Renaissance Early Literacy, Reading, and Math; District Benchmarks* 2. Decreased number of students performing at the lowest band by at least 25% *State Metric: CAASPP assessments* *Local Metric: STAR Renaissance Reading and Math,*	Actual Annual Measurable Outcomes:	1. Baseline CAASPP 2015 data indicated 20% of students in Grades 3-8 met or exceeded state standards in ELA and 10% of students in Grades 3-8 met or exceeded state standards for Math. CAASPP 2016 scores will be released in Aug/Sept 2016. District STAR data shows the percentage of students meeting or exceeding grade level standards on the End of the Year test as: Grade 1 ELA – 44% (last year 32%) Grade 2 ELA – 35% (last year 23%) Grade 1 Math – 45% (last year 40%) Grade 2 Math – 34% (last year (32%) 2. Baseline CAASPP 2015 data indicated 53% of

	Progress Monitoring assessments 3. 100% of English Learners will have high quality and integrated ELD in order to be reclassified within 3-5 years *State Metric: EL Reclassification Rate, Number of ELs scoring Proficient on CELDT* 4. 100% Foster Youth and families will be given additional support *Local Metric: Documentation of actions/services*		students in Grades 3-8 scored in the lowest band of Not Met standards in ELA and 64% of all students scored in Not Met in Math. CAASPP 2016 scores will be released in Aug/Sept 2016. District STAR data shows the percentage of students scoring in the lowest level standards on the End of the Year test as: ELA – 52% (last year 57%) Math – 43% (last year 42%) 3. All EL students were given integrated ELD and designated ELD. 359 (21%) of designated EL students were reclassified this year and 59% of EL students increased at least one band on the CELDT assessment. 4. In April we hired a Foster Youth counselor who reached out to each Principal to work with Foster Youth at their school. She also reached out to the Foster Families and gave referrals for services.

LCAP Year: 2015-16

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
1. MTSS intervention support a. Academics – intervention curriculum and/or programs b. Behavior – PBIS support and professional development c. Follett-Destiny System for Library Inventory to identify reading levels of books d. Continue Counselor at Jr. High schools e. Continue with Coordinators of Curriculum f. Hire Teachers on Assignment (TOA) to help implement and give guidance for CCSS and intervention implementation g. Hire 2 Itinerant Health Teachers	1a. $800,000 LCFF Supp/Con 1100/3000 $100k 4300 $300k 5800 $400k 1b. $100,000 LCFF Supp/Con 1100/3000 1c. $25,000 LCFF Base, Supp/Con 5800	A Districtwide ELA Intervention program was purchased to be used with all TK-8th grade students. Professional Development was given in PBIS and a District PBIS team met bi-monthly to discuss implementation of PBIS for the District. Follett-Destiny was purchased for all sites. Each Jr. High continued to have a Counselor. We continued with the Coordinators of Curriculum. No TOAs were hired, instead the Coordinators of Curriculum were used for implementation of CCSS and early literacy programs for the District. No Itinerant Health Teachers were hired due to all sections of electives already scheduled.	1a. $394,765 LCFF S/C 1100 $209,586 3000 $33,953 5800 $151,226 1b. $42,931 LCFF Base 1100 $36,946 3000 $5,985 1c. $24,128 LCFF Base 5800

h. Hire Teacher on Assignment to write proposal, gain CDE approval, and create and monitor District Preschools and early literacy programs		1d. $190,000 LCFF Base, Supp/Con 1100/3000 1e. $220,000 LCFF Base, Supp/Con,$110k Title I, $55k Title II $55k 1100/3000 1f. $180,000 LCFF Base, $90k Title I, $45k Title II, $45k 1100/3000 1g. $150,000 LCFF Supp/Con 1100/3000 $140k 4300 $10k 1h. $90,000 LCFF Supp/Con 1100/3000 $80k 5800 $10			1d. $150,882 LCFF S/C 1200 $108,328 3000 $17,549 3400 $25,005 1e. $145,252 LCFF Base 1300 $125,002 3000 $20,250 1f. $0 1g. $0 1h. $0
Scope of service:	1a. LEA-wide 1b. LEA-wide 1c. LEA-wide 1d. MLMS Columbia 1e. LEA-wide		Scope of service:	1a. LEA-wide 1b. LEA-wide 1c. LEA-wide 1d. MLMS Columbia 1e. LEA-wide	

	1f. LEA-wide 1g. Bradach, Columbia, MLMS, TV 1h. LEA-wide			1f. LEA-wide 1g. Bradach, Columbia, MLMS, TV 1h. LEA-wide	
_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
2. Enrichment opportunities a. Continue STEM Academy b. Continue VAPA Magnet c. Continue AVID for 5 schools d. Maintain 1 Itinerant Music and hire additional 2 Itinerant Music and 2 Itinerant Art Teachers to service all other K-6, K-8, and middle schools e. Purchase replacement assessments for GATE identification and provide enrichment through GATE programs at site f. Increase fieldtrip opportunities for each school to visit colleges as part of our District's goal of College and Career readiness		2a. $4,000 LCFF Base, Supp/Con 1100/3300 $2k 4300 $2k 2b. $149,000 LCFF Base, Supp/Con 1100/3000 $120k 4300 $29k 2c. $10,500 LCFF Supp/Con 5800 2d. $400,000 LCFF Supp/Con 1100/3000 $350k 4300 $50k 2e. $30,000 LCFF Supp/Con 1100/3000 $5k 4300 $20k 5800 $5k 2f. $260,000	STEM was continued at Gus Franklin, VAPA was continued at George, and AVID was continued at Columbia, Mesa Linda, Bradach, Morgan Kincaid, and Ted Vick. We hired 2 new Itinerant Music teachers, but our Itinerant Music teacher was from 2015-16 did not return. We hired 1 Itinerant Art teacher. Multiple interviews were held for a second Itinerant Art teacher, but no candidate was selected by the interview committees due to lack of quality candidates. A new on-line GATE identification assessment was purchased. Most of the schools went on college visits this year or held college/career fairs.	2a. $3,092 LCFF Base 1100 $2,661 3000 $431 2b. $273,101 LCFF Base 1100 $210,070 3000 $34,031 4300 $29,000 2c. $10,500 LCFF S/C 5800 2d. $252,156 LCFF Base 1100 $217,002 3000 $35,154 2e. $11,000 LCFF Base 4300 2f. $5,600 LCFF S/C 5800

		LCFF Supp/Con 2100/3000 $20k 5800 $240k			
Scope of service:	2a. Gus 2b. George 2c. Columbia, MLMS, Bradach, MK, TV 2d. Adelanto, Bradach, Columbia, El Mirage, Eagle, MK, MLMS, TV, VM, WC, WSP 2e. LEA-wide 2f. LEA-wide		Scope of service:	2a. Gus 2b. George 2c. Columbia, MLMS, Bradach, MK, TV 2d. Adelanto, Bradach, Columbia, El Mirage, Eagle, MK, MLMS, TV, VM, WC, WSP 2e. LEA-wide 2f. LEA-wide	
_X_ALL			_X_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
3. Measure student growth and monitor progress a. Renaissance Learning STAR Math and STAR Early Literacy and Reading b. STAR Champions to lead the progress monitoring at each site		3a. $160,000 LCFF Supp/Con 5800 3b. $15,000 LCFF Supp/Con 1100/3000	Renaissance Learning STAR Math, Early Literacy, and Reading were purchased. STAR Champions were not used this year due to the fact that we had specialized professional development training twice a week from October to March which allowed more teachers to be trained than just 1 representative from each school.		3a. $173,072 LCFF Base 5800 $37,898 LCFF S/C 5800 $135,174 3b. $0
Scope of service:	LEA		Scope of service:	LEA	
X_ALL			_X_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
4. Professional Development for Teachers a. CCSS and Intervention b. Specialized research-based PD to address achievement gap of African American males		4a. $400,000 LCFF Supp/Con 1100/3000 4b. $25,000	Professional Development for teachers was offered twice a week from October to March. The topics for the professional development were: Writing with the Core, Math Journals, Math 2.0, Math Facts in a Flash, ELD in the Core, Leixia		4a. $219,527 LCFF Base 1100 $188,922 3000 $30,605

		LCFF Supp/Con 1100/3000 $5k 4300 $5k 5800 $15k	Core 5, and AR 360. 25 Teachers and Administrators were also attended the NGSS Rollout Conference. 27 Teachers and Administrators attended the MTSS Symposium with keynote speaker, Ruby Payne, leading expert on addressing the achievement gap for African American students and students from poverty.		4b. $19,362 LCFF S/C 5800 $10,983 LCFF Base 5800 $8,379
Scope of service:	LEA		Scope of service:	LEA	
_X_ALL			_X_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
1. EL Progression toward proficiency a. Designated ELD will occur daily 30/45 min b. Supplemental instructional materials for ELD c. Continue with EL Coordinator at each site d. Continue with Clerk for EL programs and compliance e. Provide Professional Development for Staff f. CABE conference for Staff and Parents g. Provide English classes for Parents		5a. $0 5b. $300,000 LCFF Supp/Con $250k Title III $50k 4300 5c. $51,000 Title III 1100/3000 5d. $53,000 LCFF Supp/Con 2400/3000 $40k 4300 $13k 5e. $100,000 LCFF Supp/Con	Principals monitored their teacher's instructional minutes to ensure designated along with integrated ELD was given to EL students. Limited supplemental materials for ELD were purchased this year as we waited for the CDE to approve ELD materials for purchase. A purchase order is in for ELD curriculum for the upcoming school year. Each school had one or two EL Coordinators to help monitor EL programs at their site. A district EL Clerk was used to monitor, enter data, and complete compliance paperwork for the EL programs. Principals were given ELD/ELA framework training during the December Site Admin meeting. EL Coordinators were given ELD/ELA framework training during the April EL Coordinator meeting. Teachers from various grade levels and schools were trained when they attended the January after school 1 hour professional training series on ELD in the Core. Over 80 EL parents attended at least two session of the 12 week English as a Second Language class offered at our Family Engagement Center.		5a. $0 5b. $27,819 Title I 4300 5c. $35,466 Title I 1100 $30,522 3000 $4,944 5d. $58,196 LCFF Base 2400 $50,083 3000 $8,113 5e. $16,207 Title I 1100 $13,948 3000 $2,259 5f. $18,592

		$75k Title III $25k 1100/3000 5f. $50,000 LCFF Supp/Con 1100 $25k 2100 $13k 5200 $5k 5800 $2k Title III 5200 $5k 5g. $30,000 LCFF Supp/Con 1100 $ 19k 2100 $5k 4300 $1k 5800 $5k			LCFF S/C 5200 $10,603 Title I 5800 $7,989 5g. $172 LCFF S/C 4300
Scope of service:	LEA		Scope of service:	LEA	
__ALL			__ALL		
OR: __Low Income pupils _X_English Learners			OR: __Low Income pupils _X_English Learners		

__Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____		__Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
5. Support for Foster Youth a. Addition of a Counselor to work with all foster youth and their families b. Professional Development for Staff and Parents	6a. $180,000 LCFF Supp/Con 1100/3000 $120k 4300 $30k 5800 $30k 6b. $30,000 LCFF Supp/Con 1100/3000	Because the position of Foster Youth Counselor was new, there was a need to negotiate with the Teacher's Union for the job creation and description. The Board approved the position in March. The Foster Youth Counselor was hired at the end of April. When hired, the Foster Youth Counselor went to each school site and met with the Principals, started giving services to some of the identified foster youth and conducted the 2nd Foster Youth Task Force meeting. She is creating professional development trainings to do with the staff in the upcoming school year.	5a. $13,298 LCFF Base 1200 $11,444 3000 $1,854 5b. $0
Scope of service: LEA __ALL OR: __Low Income pupils __English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: LEA __ALL OR: __Low Income pupils __English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Student achievement scores continue to be below District goals. Additional Districtwide intervention materials will be purchased for students. Additional professional development will be given to Staff to ensure understanding of the standards, instructional strategies, and intervention materials. Additional AAIIACs will be hired to proactively address behavior and academic concerns.		

Original GOAL from prior year LCAP:	3. Engagement: Increase student engagement by providing a safe school environment, which fosters increased communication between home and school, encourages parent and community involvement, and focuses on improving the school climate for all students.	Related State and/or Local Priorities: 1__ 2__ 3_X 4__ 5_X 6_X_ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All	

Expected Annual Measurable Outcomes:	1. District will strive to reach 96% student attendance rate. *State Metric: Attendance Rate* *Local Metric: P2 Report* 2. Increase the total number of parents who indicate that they believe the school is a safe place by 10% *State Metric: Efforts to seek parent input* *Local Metric: Title I Parent Survey* 3. Reduce the number of suspensions by 10% *State Metric: Suspension rate* *Local Metric: Aeries report* 4. Increase the total number of parents participating in parent trainings/programs and District approved Parent Volunteers by 10% *State Metric: Promotion of parental participation* *Local Metric: Board agenda, sign-in sheets, and surveys*	Actual Annual Measurable Outcomes:	1. District had a 95.3% student attendance rate at the P2 reporting period. 2. The total number of parents who indicated they believed the school is a safe place was 479. This is a marked increase from last year's survey of 298 parents who marked "Agree or Strongly Agree" to that statement. This is a 60% increase. 3. The total number of suspension this year was 1138. Last year there were 1139 suspensions. The percentage of suspensions to enrollment decreased from 13.8% to 13.6%. 4. The number of parents approved as District volunteers last year was 426. This year we had 387 Board approved District volunteers and over 130 parents who attended at least one of the parent classes at the Family Engagement Center.

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Promote Attendance a. Continue holding Saturday School b. Continue with School Attendance Officer c. Increase School recognition and student incentives d. Hire a Probation Officer to work with School Attendance Officer and School and Foster Youth Counselors for attendance and school safety	1a. $70,000 LCFF Base 1100/3000 $60k 5800 $10k 1b. $64,000 LCFF Base, Supp/Con 2100/3000 c. $25,000 LCFF Supp/Con 4300	Each of our school sites held Saturday School once a month from October to May. We continued to have our School Attendance Officer and held additional SARB hearings this year. Our schools had more recognitions and incentives. We hired the Probation Officer in January. We hired the Foster Youth Counselor in April.	1a. $112,000 LCFF S/C 5800 1b. $67,473 LCFF S/C 2900 $58,066 3000 $9,407 1c. $17,900 LCFF S/C 4300 1d. $28,000

		1d. $120,000 LCFF Supp/Con 2200/3000 $110k 5800 $10k			LCFF S/C 2200 $22,669 3000 $5,331
Scope of service:	LEA		Scope of service:	LEA	
_X_ALL			_X_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
2. Promote school safety a. Continue with Campus Security b. Continue with current number of Proctors and hire additional Proctors to reduce Proctor to Student ratio from 150:1 to 100:1 c. Continue Gate duty for 20% of FTE per school site		2a.$459,000 LCFF Base, Supp/Con 2200/3000 2b. $620,000 LCFF Base, Supp/Con 2200/3000 2c. $102,000 LCFF Base, Supp/Con 1100/3000	We had a total of 11 campus security for our Middle Schools and 2 of our K-8 schools. We hired an additional 20 proctors to reduce the proctor ratio from 150:1 to 100:1. We continued paying 20% of the staff to do 15 minutes of Gate duty at the beginning or end of the day at each elementary school site.		2a. 569,691 LCFF S/C 2200 $461,225 3000 $108,466 2b. $540,171 LCFF Base 2200 $437,325 3000 $102,846 2c. $101,952 LCFF S/C 1100 $87,738 3000 $14,214
Scope of service:	2a. Bradach, Columbia, MLMS, TV 2b. Adelanto, Eagle, El Mirage, George, Gus, MK, VM, WC, WSP 2c. Same as 2b.		Scope of service:	2a. Bradach, Columbia, MLMS, TV 2b. Adelanto, Eagle, El Mirage, George, Gus, MK, VM, WC, WSP 2c. Same as 2b.	
_X_ALL			_X_ALL		
OR: __Low Income pupils __English Learners			OR: __Low Income pupils __English Learners		

__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
3. Promote School and District connectedness a. Continue with Library Media Personnel b. Continue with Computer Media Personnel c. Professional development for Management, Certificated, and Classified regarding organizational wellness and building positive school culture d. Each school site will receive an additional supplemental money to use towards creating/implementing a school focus (ie. Reading, Writing, Athletic Scholars, Leaders, AVID/College and Career, STEM, etc.)		3a. $698,000 LCFF Base, Supp/Con 2200/3000 3b. $60,000 LCFF Base, Supp/Con 2200/3000 3c. $20,000 LCFF Base, Supp/Con 5800 3d. $520,000 LCFF Supp/Con 1100/3000 $50k 2100/3000 $30k 4300 $300k 5800 $140k	We had 12 Library Media Personnel and 2 Computer Media Personnel. 8 staff members attended the Wellness conference (4 Certificated management, 2 Certificated, and 2 Classified). Each school received and additional $40,000 to create/implement their school focus. The money was spent by the sites on varying activities such as AVID, publishing books, increasing the afterschool/before school tutoring for their students, and field trips.		3a. $470,650 LCFF S/C 2200 $312,571 3000 $158,079 3b. $62,387 LCFF Base 2200 $50,509 3000 $11,878 3c. $15,798 LCFF S/C 58000 415,798 3d. $352,572 LCFF Base 5800 $142,080 LCFF S/C 4300 $210,492
Scope of	3a. LEA-wide 3b. Columbia MLMS		Scope of	3a. LEA-wide 3b. Columbia MLMS	

service:	3c. LEA-wide 3d. LEA-wide		service:	3c. LEA-wide 3d. LEA-wide	
_X_ALL			_X_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
4. Decrease suspension district-wide a. Provide Professional Development to school site Staff on "Alternative Means of Correction" b. Ensure all students have access to Tier 1, 2, or 3 positive behavior interventions and supports by providing PBIS support and professional development as described in Goal 2, Action 1b on page 18.		4a. $100,000 LCFF Base, Supp/Con 1100/3000 $50k 2100/3000 $25k 4300 $25k 4b. See Goal 2, Action 1b.	School Administrators were given several trainings on alternative means of corrections during Site Admin meetings in October, January, and March. District created a District PBIS committee with representatives where additional strategies were discussed. 9 Site Administrators also attended a conference on Techniques for Emotional and Behavior Problems. Site Admin worked with their individual staffs implementing Tier 1, 2, and 3 supports at their schools.		4a. $3,470 LCFF Base 4300 4b. $1,709 LCFF Base 5800
Scope of service:	LEA		Scope of service:	LEA	
_X_ALL			_X_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
5. Promote and expand parent and family participation In parent programs a. Continue Fingerprinting for approval as Board approved District Parent Volunteers b. Provide Parent Academies (such as PIQE, School Smarts, etc.) c. Increase Parent trainings d. Hire 2 Community Resource Liaisons e. Continue with District Translator and increase		5a. $5,000 Title I 5800 5b. $150,000 LCFF Supp/Con, 1100/3000 $93,951 2100/3000 $30k 4300 $5k Title I 5800	We continued to pay for the fingerprinting fees to allow parent volunteers to be Board approved. The District created a Family Engagement Center and offered 5 classes from January to April. The classes were: English as a Second Language, 12 Powers of Family Business, Basic Computer Skills, Common Core Overview, and Nutrition Class. Because the position of Community Resource Liaison was new, there was a need to negotiate with the Classified Union for the job creation and description. The Board approved the position in March. The Foster Youth Counselor was hired in		5a. $8,691 Title I 5800 5b. $0 5c. $187,935 LCFF S/C 4300

Bilingual translation/interpretation at sites		$21,049 5c. $5,000 LCFF Supp/Con 4300 5d. $120,000 LCFF Base, Supp/Con 2900/3000 $110k 4300 $10k 5e. $88,000 LCFF Base, Supp/Con 2900/3000	May. We continued with the two District translators and paid an additional 18 people in stipends for bilingual translation/interpretation at school sites.		5d. $4,961 LCFF S/C 4300 5e. $223,743 LCFF S/C 2400 $152,808 3000 $70,935
Scope of service:	LEA		Scope of service:	LEA	
_X_ALL			_X_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Attendance rates are not quite meeting the District goals. Suspension rates continue to be higher than State averages for elementary school districts. Efforts to increase attendance will include additional Saturday School sessions and increasing attendance awards. An additional probation officer will be hired and additional training for staff on alternative means of correction will be used to help lower the suspension rates. Additional parent trainings/classes will be offered to continue to increase parent participation and connectedness with the schools.				

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

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	$ 13,285,788

Based on the Fall 1 Certification (CBEDS) numbers submitted to the State, Adelanto Elementary School District's LCAP allocation was funded on having **89%** of students who are identified as an Unduplicated Pupil. The following are the numbers used to calculate the percentage of Unduplicated Pupils:

- Total District Enrollment: 8,354
- Total Number of EL: 1,695
- Total Number of Foster Youth: 242
- Total Number of SES: 7,214
- Total Number of Unduplicated SES, EL, and Foster Youth: 7,452

In the LCAP year of 2016/17, the specific actions and services to address the needs of all of our underachieving students include:

1. Ensure all students are receiving Standards-aligned Common Core lessons in Math and Language Arts
2. Improve technology to student ratio
3. Enhance Multi-Tiered System of Support (MTSS) model to provide intervention services for both academic and behavior needs
4. Provide increased enrichment instruction in Music and Art
5. Provide additional professional development and State-adopted curriculum for in instruction of EL students
6. Improve services to our Foster Youth and their families
7. Promote and expand parent outreach

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.

21.10	%

With **89%** of Adelanto Elementary School District's student population classified as an Unduplicated Pupil, most services increased in the LCAP year is for all pupils. The actions and services provided in the LCAP year which demonstrates an increase and improved services for our Unduplicated Pupils are:

1. Ensure all students are receiving Standards-aligned Common Core lessons in Math and Language Arts
   - In the 2015/16 school year, the district provided additional training for teachers on how to use the curriculum and technology instruction from the Core adopted curriculum.
   - In the LCAP year, the district plans to ensure all students continue using the new textbooks. In addition, teachers will be given more professional development on instructional strategies to use the curriculum more effectively to address the needs of the students.
2. Improve technology to student ratio
   - In the 2015/16 school year, the district had a 3:1 student to technology ratio at each school.
   - In the LCAP year, all students in grades 3-8 will have a 1:1 student to technology ratio with an overall average of 2:1 student to technology ratio at each school.
3. Enhance Multi-Tiered System of Support (MTSS) model to provide intervention services for both academic and behavior needs
   - In the 2015/16 school year, all schools received a Districtwide Reading intervention program and training in PBIS.
   - In the LCAP year, all schools will receive a Districtwide Math intervention program in addition to the Districtwide Reading Intervention program. These programs may be used during the Multi-tiered System of Support (MTSS) time and outside of the school day intervention time. All sites will be given additional training on behavior interventions such as de-escalation techniques and Tier II and Tier III behavior supports.
4. Provide increased enrichment instruction in Music and Art

- In the 2015/16 school year, most schools received either a half year of Music instruction or a half year of Art instruction given by the District's Itinerant Art and Music teachers.
- In the LCAP year, all elementary schools (with the exception of Gus Franklin, Jr.) will receive a half year of Music and a half year of Art instruction given by the two Itinerant Music teachers and two Itinerant Art teachers.

5. Provide additional professional development in instruction for EL students
   - In the 2015/16 school year, all teachers were given a chance to participate in 2 professional development trainings on instruction for EL students.
   - In the LCAP year, newly State-adopted ELD curriculum will be given to each school to address long-term English Learners and additional professional development trainings will be offered for teachers and administrators.
6. Improve services to our Foster Youth and their families
   - In the 2015/16 school year, the District hired a Foster Youth Counselor.
   - In the LCAP year, the Foster Youth Counselor will expand services by offering trainings for Staff and parents regarding the needs of Foster Youth.
7. Promote and expand parent and community outreach to help improve student attendance, behavior, and achievement
   - In the 2015/16 school year, provided translation services as needed, hired 1 Probation Officer, 1 Community Resource Liaison, and created the Family Engagement Center.
   - In the LCAP year, the district plans to continue with the services and personnel from 2015/16 and add additional classes offered at the Family Engagement Center.

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)

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