**Introduction:**

**LEA:** Cucamonga School District **Contact (Name, Title, Email, Phone Number):** Janet Temkin, Superintendent, jtemkin@cuca.k12.ca.us, **LCAP Year:** 2016-2017

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

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

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

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

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

*The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.*

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

## *State Priorities*

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

***A. Conditions of Learning:***

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

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

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

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

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

***B. Pupil Outcomes:***

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

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

***C. Engagement:***

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

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

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

**Section 1: Stakeholder Engagement**

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

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

**Guiding Questions:**

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

| Involvement Process | Impact on LCAP |
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| LCAP Committee – Stakeholders include parents of unduplicated populations, parents from the base population, school board member, classified, certificated, and administration staff members. A total of 40 people were included in the committee. | The steering committee created the draft of the LCAP goals and services from evaluating the data and input of the community. |
| LCAP Committee Meeting (LCAP Review of Data/Evaluation of Goals and Services) – September 29, 2015 | The steering committee reviewed the LCAP process, plan, and budget. The LCAP committee engaged in large group activites to review specific sections on the plan. The LCAP committee then reviewed its purpose and yearly cycle of improvement. The LCAP committee began the annual review process, discussed condensing and then approving the reduction of the existing 9 goals to 6 goals in the 2016-2019 LCAP plan. |
| LCAP Committee Meeting (Continued Evaluation of Goals and Services/ Refine Goals/ Add New Goals and Services) - December 1, 2015 | The LCAP committee evaluated the goals and services through the use of data. The LCAP committee reviewed the consolidation of 9 goals to 6 total goals. Local and state data was used to determine progress towards LCAP goals and services up to that date. The LCAP committee developed new 18/19 goals and services. |
| LCAP Community Input and Stakeholder Feedback – Jan - Feb. 2016 | The community was invited to review, rate, and comment on the draft goals and services via a web based survey utilizing Google Forms. A phone message was made to all the parents inviting them to participate in the survey via a one click web link in both English and Spanish. Consultation was made with the teachers and classified unions which generated specific feedback on the goals and services. Additional consultation was made with ASB students at Rancho Middle School, District Budget Advisory Committee, Administrative Council, District Advisory Committee(Parent Advisory Committee), DELAC, and the Cucamonga School Board. |
| LCAP Parent Stakeholder Meeting - January 20, 2016 | The district conducted a parent meeting at Rancho Middle School. The district provided dinner and child care to families that attended the event. All schools were represented and translation was provided for Spanish speaking parents. A review of the LCAP process was shared. Parents were then invited to participate in a carousel activity to provide specific feedback on all the draft goals and services for the 2016-2019 draft LCAP. The input was recorded and prepared for the next LCAP meeting to provide feedback for plan modification. |
| LCAP Committee Meeting (Goal and Service Refinement) – February 18, 2016 | The LCAP committee reviewed current feedback from local stakeholders and modified the 2016-2019 draft LCAP. The feedback was evaluated for major themes that spanned multiple groups to determine priorities from the feedback. The feedback was then used to modify the draft goals and services |

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| | based off of the most important common themes. The services were then prioritized in the order of importance and greatest impact for the base and unduplicated populations. The meeting concluded with reviewing the next steps in the process, which included the budgeting of the goals and services for the next meeting |
| LCAP Committee Meeting (Reviewing, Evaluating, Re-Prioritizing Services) – May 11, 2016 | The LCAP Committee reviewed and evaluated all of the final feedback from the stakeholder groups. A draft budget to address the prioritized goals and services was presented for input. The final lag data was also reviewed for the annual update. |
| Parent Advisory and DELAC Committee Meeting – May 16, 2016 | The draft LCAP was be shared with the DAC/DELAC, by statute, to get their input and comments. The committee shared very positive feedback on the draft LCAP. |
| Public Board Hearing – June 16, 2016 | The Board was presented the draft LCAP plan for public comment. |
| Final Board Approval – June 23, 2016 | The Cucamonga School Board had a second reading of the LCAP plan and approved the LCAP plan.<br><br>All stakeholder input from the community meetings was recorded, organized under each of the state priorities and district goals, and discussed by the district leadership team. All aspects of the LCAP process have been transparent. While the plan intends to reflect the hours of discussion and capture the ways in which all stakeholders wish to promote academic success for our students, it must be noted that resource restraints; time, financial and personnel, led the prioritization of the actions steps to be taken. The suggestions and actions still remain under consideration as part of the future LCAP review and planning cycle. |
| **Annual Update:** | **Annual Update:** |
| LCAP Committee Meetings (Evaluation of Goals and Services) - September 29, 2015 and December 1, 2015 | The LCAP committee reviewed the lag data for goals and services. Data included the following - Professional development schedule/sign in sheets, SARCs, End of year benchmark data, attendance data, and discipline data (Including suspension, discipline referral and expulsions). |
| LCAP Committee Meeting (Reviewing, Evaluating, Re-Prioritizing Services) – December 1, 2015 | The LCAP committee reviewed additional lag data. Data included state interim assessment data, district assessment data, and current discipline data. |

**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).

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

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

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

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

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

**Guiding Questions:**

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

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| GOAL 1: | Students will increase their informational and literature reading skills as evidenced by an increase in their 3rd grade reading level and 6th grade ELA achievement scores. | Related State and/or Local Priorities:<br>1 _ 2 X 3 _ 4 _ 5 _ 6 _ 7 _ 8 X<br>COE only: 9 _ 10 _<br>Local : Specify |

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| Identified Need : | Students need to increase their reading achievement based off of CST data. In 2012 - 2013 only 36% of 3rd grade students were proficient or above on the CST test in ELA. | |
| Goal Applies to: | Schools: | All |
| | Applicable Pupil Subgroups: | Unduplicated |

**LCAP Year 1:** 2016-2017

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| Expected Annual Measurable Outcomes: | Increase 2015-2016 data for 3rd grade students Informational and literature reading by 10%. (Professional Development Logs and Benchmark Assessments)<br>In 2015-2016 CSD reclassified 25% of students. Our annual goal is 15%<br>In 2014 - 2015 CSD had 16.8% of students less than 5 years in EL attain English Proficiency and 56.7% of students students 5 years or more in EL attain English Proficiency. Our goal is to meet the annual target as set by the state and federal government. |

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
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| 1.1 Continued Implementation of model lessons to students. | | X All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | 1100 Supplemental and Concentration $7,000<br>5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $6,500<br>3100 Supplemental and Concentration $560 |
| 1.2 Continued technology training for all instructional staff and parents to enhance student learning. | | X All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: | 1100 Supplemental and Concentration $4,800<br>5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $86,000<br>4200 Supplemental and Concentration $8,400<br>3100 Supplemental and Concentration $384 |

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| | | (Specify) | |
| 1.3 Collaboration to create a balanced reading program with incentives, technology, and diverse texts to promote self-motivated reading program.<br>1.4 Collaboration/PLC<br>1.5 Continue utilization of professional development to improve reading skills and strategies in diverse texts and multimedia. | | X All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | 1100 Supplemental and Concentration $210,000<br>3100 Supplemental and Concentration $63,400<br>4200 Supplemental and Concentration $500<br>5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $10,000 |
| 1.6 Refine and continue Full Day Kindergarten Program | | X All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | 1100 Supplemental and Concentration $305,300<br>3100 Supplemental and Concentration $79,200 |
| 1.7 Maintain and assess resources for school libraries | | X All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | 4200 Supplemental and Concentration $40,000 |
| 1.8 Assessment of 3rd graders in reading | | X All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $7,000 |

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| 1.9 Continued Professional Development for all Instructional Staff in reading instruction. | | X All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | 1100 Supplemental and Concentration $318,000<br>3100 Supplemental and Concentration $53,500<br>2100 Supplemental and Concentration $10,400<br>3200 Supplemental and Concentration $3,600<br>5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $85,000 |
| 1.10 Maintain 30 minutes of extra instruction | | X All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | 1100 Supplemental and Concentration $587,000<br>3100 Supplemental and Concentration $73,600 |
| 1.11 Assessment of 6th graders in ELA | | X All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $500 |
| 1.12 Continued training in Common Core | | X All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $10,000 |
| 1.13 Continued workshops for parents. | | X All<br>OR:<br>_ Low Income pupils | 1100 Title I $7,500<br>1100 Supplemental and Concentration $2,500 |

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| | | _ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | 3100 Title I $944<br>3100 Supplemental and Concentration $315 |
| 1.14 Language arts Common Core Materials in place and training on going. | | X All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | 4200 Supplemental and Concentration $400,000<br>1100 Supplemental and Concentration $32,000<br>2100 Supplemental and Concentration $5,000<br>3100 Supplemental and Concentration $4026<br>3200 Supplemental and Concentration $695 |
| 1.15 Implement strategies learned in professional development regarding cultural literacy, poverty, homeless and foster youth. | | _ All<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | 1100 Supplemental and Concentration $1,200<br>3100 Supplemental and Concentration $151 |
| 1.16 Training in the implementation of the ELD standards in all subject areas through model lessons for all instructional staff. | | _ All<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | 1100 Supplemental and Concentration $363,600<br>3100 Supplemental and Concentration $98,000<br>2100 Supplemental and Concentration $83,500<br>3200 Supplemental and Concentration $7,000<br>4200 Supplemental and Concentration $1,500<br>5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $9,700 |
| 1.17 Professional development focused on increasing student social capital and equity for all students. | | _ All<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent | 1100 Supplemental and Concentration $2,000<br>3100 Supplemental and Concentration $252 |

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| | | English proficient<br>_ Other Subgroups:<br>(Specify) | |
| 1.18 Technology Device Increase and Refresh for Digital Literacy | | _ All<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>_ Other Subgroups:<br>(Specify) | 4400 Supplemental and Concentration $200,000 |
| 1.19 Continued technology training for teachers to facilitate student use of technology when understanding the organization and structure of various texts and multimedia to create student-centered environments. | | _ All<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>_ Other Subgroups:<br>(Specify) | 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $8,000 |
| 1.20 Maintain TOA position for Technology Integration<br>1.21 Maintain and add tech support positions to support the network and added devices | | _ All<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>_ Other Subgroups:<br>(Specify) | 1100 Supplemental and Concentration $80,000<br>2100 Supplemental and Concentration $130,000<br>3100 Supplemental and Concentration $10,100<br>3200 Supplemental and Concentration $18,055 |
| 1.22 Maintain early intervention/extension classes delivered through push in and pull out models | | _ All<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>_ Other Subgroups:<br>(Specify) | 1100 Supplemental and Concentration $500<br>3100 Supplemental and Concentration $63 |

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| 1.23 Kindergarten Intensive Intervention | | _ All<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | 1100 Title I $1,000 |
| 1.24 Specific skill intervention. | | _ All<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | 1100 Title I $500<br>3100 Supplemental and Concentration $63 |
| 1.25 Literacy coach continues professional development in reading for teachers as needed | | _ All<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | 1100 Supplemental and Concentration $1,000<br>3100 Supplemental and Concentration $126 |
| 1.26 Maintain literacy coaches at each site (ELA and Tech) | | _ All<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | 1100 Supplemental and Concentration $5,000<br>3100 Supplemental and Concentration $3,400 |

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| 1.27 Maintain hours of Instructional Assistants, for reading intervention | | _ All<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | 4400 Supplemental and Concentration $500 |
| 1.28 ELA tutoring Program. | | _ All<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | 1100 Supplemental and Concentration $500<br>3100 Supplemental and Concentration $63 |

**LCAP Year 2:** 2017-18

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| Expected Annual Measurable Outcomes: | Increase 2016-2017 data for 3rd grade students Informational and literature reading by 10%. (Professional Development Logs and Benchmark Assessments) |

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
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| 1.1 Continued Implementation of model lessons in all subjects embedding technology, literacy, and DOK levels 3 and 4 for all students. | | X All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | 1100 Supplemental and Concentration $14,000<br>5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $13,000<br>3100 Supplemental and Concentration $1762 |
| 1.2 Continue technology training for all instructional staff and parents to enhance student learning. | | X All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth | 1100 Supplemental and Concentration $5000<br>4200 Supplemental and Concentration $8,400<br>5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $91,000 |

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| | | _ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | 3100 Supplemental and Concentration $629 |
| 1.3 Collaboration to create a balanced reading program with incentives, technology, and diverse texts to promote self-motivated reading.<br>1.4 Collaboration/PLC<br>1.5 Continue utilization of professional development to improve reading skills and strategies in diverse texts and multimedia. | | X All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | 1100 Supplemental and Concentration $216,000<br>3200 Supplemental and Concentration $74,000<br>4200 Supplemental and Concentration $500<br>5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $10,000 |
| 1.6 Refine and continue Full Day Kindergarten Program | | X All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | 1100 Supplemental and Concentration $306,000<br>3100 Supplemental and Concentration $80,000 |
| 1.7 Maintain and assess resources for school libraries | | X All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | 4200 Supplemental and Concentration $40,000 |
| 1.8 Assessment of 3rd graders in reading. | | X All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: | 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $7,500 |

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| | | (Specify) | |
| 1.9 Continued Professional Development for all Instructional Staff in reading instruction. | | X All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | 1100 Supplemental and Concentration $321,000<br>2100 Supplemental and Concentration $10,750<br>3100 Supplemental and Concentration $56,500<br>5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $85,000<br>3200 Supplemental and Concentration $1493 |
| 1.10 Maintain 30 minutes of extra instruction | | X All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | 1100 Supplemental and Concentration $590,000<br>3100 Supplemental and Concentration $101,650 |
| 1.11 Assessment of 6th graders in ELA | | X All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | 1100 Supplemental and Concentration $500<br>3100 Supplemental and Concentration $63 |
| 1.12 Continued training in Common Core. | | X All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $10,000 |

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| 1.13 Continued workshops for parents. | | X All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | 1100 Title I $7,500<br>1100 Supplemental and Concentration $2,500<br>3100 Supplemental and Concentration $944<br>3100 Supplemental and Concentration $347 |
| 1.14 Language arts Common Core Materials in place and training on going. | | X All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | 4200 Supplemental and Concentration $100,000<br>1100 Supplemental and Concentration $16,000<br>2100 Supplemental and Concentration $5,000<br>3100 Supplemental and Concentration $2012<br>3200 Supplemental and Concentration $695 |
| 1.15 Implement strategies learned in professional development regarding cultural literacy, poverty, homeless and foster youth. | | _ All<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | 1100 Supplemental and Concentration $1,200<br>3100 Supplemental and Concentration $151 |
| 1.16 Training in the implementation of the ELD standards in all subject areas through model lessons for all instructional staff. Maintain intervention delivered through push in and pull out models | | _ All<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | 1100 Supplemental and Concentration $368,000<br>2100 Supplemental and Concentration $85,000<br>3100 Supplemental and Concentration $98,702<br>4200 Supplemental and Concentration $1,500<br>5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $10,000<br>3200 Supplemental and Concentration $11,798 |
| 1.17 Professional development focused on increasing student social capital and equity for all students. | | _ All<br>OR:<br>X Low Income pupils | 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $2,000 |

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| | | X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |
| 1.18 Technology Device Increase and Refresh for Digital Literacy. | | _ All<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | 4200 Supplemental and Concentration $547,770 |
| 1.19 Continued technology training for teachers to facilitate student use of technology when understanding the organization and structure of various texts and multimedia to create student-centered environments.<br>Use technology-based-programs to differentiate language and literacy lessons based on individual skill levels.<br>1.20 Maintain TOA position for Technology Integration.<br>1.21 Maintain tech support positions to support the network and added devices. | | _ All<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | 1100 Supplemental and Concentration $81,000<br>2100 Supplemental and Concentration $132,000<br>3100 Supplemental and Concentration $10,190<br>5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $8,000<br>3200 Supplemental and Concentration $18,332 |
| 1.22 Maintain early intervention/extension classes delivered through push in and pull out models | | _ All<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | 2100 Supplemental and Concentration $500<br>3200 Supplemental and Concentration $70 |
| 1.23 Kindergarten Intensive Intervention | | _ All<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth | 1100 Supplemental and Concentration $1,000<br>3100 Supplemental and Concentration $126 |

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| | | X Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |
| 1.24 Specific skill intervention. | | _ All<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | 1100 Title I $500<br>3100 Supplemental and Concentration $70 |
| 1.25 Literacy coach continues professional development in reading for teachers as needed<br>1.26 Maintain literacy coaches at each site. | | _ All<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | 1100 Supplemental and Concentration $6,000<br>3100 Supplemental and Concentration $3,600 |
| 1.27 Maintain hours of Instructional Assistants, for reading intervention. | | _ All<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | 1100 Supplemental and Concentration $500<br>3100 Supplemental and Concentration $63 |
| 1.28 ELA tutoring Program. | | _ All<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient | 1100 Supplemental and Concentration $500<br>3100 Supplemental and Concentration $63 |

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| | | _ Other Subgroups: (Specify) | |
| 1.29 Provide student access to wifi and technology by collaborating with community services (public libraries, public learning centers, shelters, group homes, North town Community Center, etc.). | | _ All<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | 1100 Supplemental and Concentration $1,000<br>3100 Supplemental and Concentration $126 |
| 1.30 Promote individualized, independent reading at home and at school through activities or events such as AR, school/district literature-based programs, incentives/celebrations, summer reading challenges, parent programs, therapy animal reading, reading buddies, book clubs, etc. | | _ All<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | 1100 Supplemental and Concentration $4,000<br>3100 Supplemental and Concentration $503 |
| 1.31 All students actively participating in STEAM lessons through thinking, creating, analyzing, and DOK 3/4 | | _ All<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | 1100 Supplemental and Concentration $4,000<br>3100 Supplemental and Concentration $503 |

**LCAP Year 3:** 2018-19

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|---|---|
| Expected Annual Measurable Outcomes: | Increase 2017-2018 data for 3rd grade students Informational and literature reading by 10%. (Professional Development Logs and Benchmark Assessments) |

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| 1.1 Continued Implementation of model lessons in all subjects embedding technology, literacy, and DOK levels | | X All<br>OR: | 1100 Supplemental and Concentration $14,100<br>5800: Professional/Consulting Services And Operating |

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| 3 and 4 for all students. | | _ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | Expenditures Supplemental and Concentration $13,000<br>3100 Supplemental and Concentration $1774 |
| 1.2 Continue technology training for all instructional staff and parents to enhance student learning. | | X All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | 1100 Base $5,000<br>4200 Supplemental and Concentration $8,400<br>5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $96,000<br>3100 Supplemental and Concentration $630 |
| 1.3 Collaboration to create a balanced reading program with incentives, technology, and diverse texts to promote self-motivated reading.<br>1.4 Collaboration/PLC<br>1.5 Continue utilization of professional development to improve reading skills and strategies in diverse texts and multimedia. | | X All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | 1100 Supplemental and Concentration $227,000<br>3100 Supplemental and Concentration $70,000<br>4200 Supplemental and Concentration $500<br>5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $10,000 |
| 1.6 Refine and continue Full Day Kindergarten Program | | X All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | 1100 Supplemental and Concentration $313,000<br>3100 Supplemental and Concentration $92,000 |
| 1.7 Maintain and assess resources for school libraries | | _ All<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth | 1100 Supplemental and Concentration $40,000<br>3200 Supplemental and Concentration $5032 |

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| | | X Redesignated fluent English proficient<br>_ Other Subgroups:<br>(Specify) | |
| 1.8 Assessment of 3rd graders in reading. | | _ All<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>_ Other Subgroups:<br>(Specify) | 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $8,000 |
| 1.9 Continued Professional Development for all Instructional Staff in reading instruction. | | _ All<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>X Other Subgroups:<br>(Specify) | 1100 Supplemental and Concentration $325,000<br>2100 Supplemental and Concentration $11,000<br>3100 Supplemental and Concentration $58,000<br>5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $86,000<br>3200 Supplemental and Concentration $1,528 |
| 1.10 Maintain 30 minutes of extra instruction | | X All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups:<br>(Specify) | 1100 Supplemental and Concentration $600,000<br>3100 Supplemental and Concentration $117,000 |
| 1.11 Assessment of 6th graders in ELA | | X All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: | 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $500 |

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| | | (Specify) | |
| 1.12 Continued training in Common Core. | | X All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | 1100 Supplemental and Concentration $10,000<br>3200 Supplemental and Concentration $1259 |
| 1.13 Continued workshops for parents. | | X All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | 1000-1999: Certificated Personnel Salaries Title I $7,500<br>1000-1999: Certificated Personnel Salaries Supplemental and Concentration $2,500<br>3100 Supplemental and Concentration $944<br>3200 Supplemental and Concentration $347 |
| 1.14 Implement strategies learned in professional development regarding cultural literacy, poverty, homeless and foster youth. | | _ All<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | 1100 Supplemental and Concentration $1,200<br>3100 Supplemental and Concentration $151 |
| 1.15 Training in the implementation of the ELD standards in all subject areas through model lessons for all instructional staff.<br>Maintain intervention delivered through push in and pull out models. | | _ All<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | 1100 Supplemental and Concentration $376,000<br>2100 Supplemental and Concentration $87,000<br>3100 Supplemental and Concentration $105,924<br>4200 Supplemental and Concentration $1,500<br>5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $10,000<br>3200 Supplemental and Concentration $12,076 |

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| 1.16 Professional development focused on increasing student social capital and equity for all students. | | _ All<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $2,000 |
| 1.17 Technology Device Increase and Refresh for Digital Literacy. | | _ All<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | 4400 Supplemental and Concentration $835,843 |
| 1.18 Continued technology training for teachers to facilitate student use of technology when understanding the organization and structure of various texts and multimedia to create student-centered environments. Use technology-based programs to differentiate language and literacy lessons based on individual skill levels.<br>1.19 Add a new TOA position for Technology Integration.<br>1.20 Maintain tech support positions to support the network and added devices. | | _ All<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | 1100 Supplemental and Concentration $85,500<br>2100 Supplemental and Concentration $135,000<br>3100 Supplemental and Concentration $24,975<br>5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $8,000<br>3200 Supplemental and Concentration $4,025 |
| 1.21 Maintain early intervention/extension classes delivered through push in and pull out models | | _ All<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | 2100 Supplemental and Concentration $500<br>3200 Supplemental and Concentration $70 |
| 1.23 Kindergarten Intensive Intervention | | _ All<br>OR: | 1100 Title I $1,000 |

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|---|---|---|---|
| | | X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | 3100 Title I $126 |
| 1.24 Specific skill intervention. | | _ All<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | 1100 Supplemental and Concentration $500<br>3100 Supplementary Programs - Specialized Secondary $70 |
| 1.25 Literacy coach continues professional development in reading for teachers as needed<br>1.26 Maintain literacy coaches at each site. | | _ All<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | 1100 Supplemental and Concentration $6,000<br>3100 Supplemental and Concentration $4,100 |
| 1.27 Maintain hours of Instructional Assistants, for reading intervention. | | _ All<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | 2100 Supplemental and Concentration $500<br>3200 Supplemental and Concentration $70 |
| 1.28 ELA tutoring Program. | | _ All<br>OR:<br>X Low Income pupils<br>X English Learners | 1100 Title I $500<br>3100 Title I $63 |

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|---|---|---|---|
| | | X Foster Youth<br>X Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |
| 1.29 Provide student access to wifi and technology by collaborating with community services (public libraries, public learning centers, shelters, group homes, North town Community Center, etc.). | | _ All<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | 1100 Supplemental and Concentration $1,000<br>3100 Supplemental and Concentration $126 |
| 1.30 Promote individualized, independent reading at home and at school through activities or events such as AR, school/district literature-based programs, incentives/celebrations, summer reading challenges, parent programs, therapy animal reading, reading buddies, book clubs, etc. | | _ All<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | 4200 Supplemental and Concentration $4,000 |
| 1.31 All students actively participating in STEAM lessons through thinking, creating, analyzing, and DOK 3/4 | | _ All<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | 1100 Supplemental and Concentration $4,000<br>3100 Supplemental and Concentration $504 |

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

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| GOAL 2: | Cucamonga School District will have teachers appropriately assigned, student access to standards aligned materials and technology, and all facilities in good repair. | Related State and/or Local Priorities:<br>1 X 2 3 _ 4 _ 5 _ 6 _ 7 _ 8<br>COE only: 9 _ 10 _<br>Local : Specify |

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| Identified Need : | Schools need to maintain the high scores on the three facets of Basic Services. In 2014-2015 100% of teachers appropriately assigned and credentialed, 100% of students have access to standards aligned curriculum and materials, and 96.65% of facilities have a good or higher rating with minimal deficiencies. | |
| Goal Applies to: | Schools: | All |
| | Applicable Pupil Subgroups: | Unduplicated |

**LCAP Year 1:** 2016-2017

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|---|---|
| Expected Annual Measurable Outcomes: | Maintain 100% of teachers appropriately assigned and credentialed. (District Credential Report)<br>Maintain 100% of students having access to standards aligned curriculum and materials. (Williams Report and FIT Reports)<br>Maintain 100% of facilities have a good or higher rating with minimal deficiencies. (Williams Report and FIT Reports) |

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| 2.1 Maintain 100% of teachers appropriately assigned and credentialed. | | X All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | 1100 Base $9,050,000<br>3100 Supplemental and Concentration $1,503,205 |
| 2.2 Maintain 100% of students having access to standards aligned curriculum and materials. | | X All<br>OR:<br>Low Income pupils<br>English Learners<br>Foster Youth<br>Redesignated fluent English proficient<br>_ Other Subgroups: | 4200 Base $100 |

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| | | (Specify) | |
| 2.3 Continuance of Deferred Maintenance Program. | | X All<br>OR:<br>Low Income pupils<br>English Learners<br>Foster Youth<br>Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | 5600 Base $560,000 |

**LCAP Year 2:** 2017-18

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|---|---|
| Expected Annual Measurable Outcomes: | Maintain 100% of teachers appropriately assigned and credentialed. (District Credential Report) Maintain 100% of students having access to standards aligned curriculum and materials. (Williams Report and FIT Reports)<br><br>Maintain 100% of facilities have a good or higher rating with minimal deficiencies. (Williams Report and FIT Reports) |

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| 2.1 Maintain 100% of teachers appropriately assigned and credentialed. | | X All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | 1100 Base $9,050,000<br>3100 Supplemental and Concentration $1,503,205 |
| 2.2 Maintain 100% of students having access to standards aligned curriculum and materials. | | X All<br>OR:<br>Low Income pupils<br>English Learners<br>Foster Youth<br>Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | 4200 Base $100 |
| 2.3 Continuance of Deferred Maintenance Program. | | X All | 5600 Base $560,000 |

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| | | OR:<br>Low Income pupils<br>English Learners<br>Foster Youth<br>Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |

**LCAP Year 3:** 2018-19

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|---|---|
| Expected Annual Measurable Outcomes: | Maintain 100% of teachers appropriately assigned and credentialed. (District Credential Report) Maintain 100% of students having access to standards aligned curriculum and materials. (Williams Report and FIT Reports)<br><br>Maintain 100% of facilities have a good or higher rating with minimal deficiencies. (Williams Report and FIT Reports) |

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| 2.1 Maintain 100% of teachers appropriately assigned and credentialed. | | X All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | 1100 Base $9,050,000<br>3100 Base $1,503,205 |
| 2.2 Maintain 100% of students having access to standards aligned curriculum and materials. | | X All<br>OR:<br>Low Income pupils<br>English Learners<br>Foster Youth<br>Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | 4200 Base $100 |

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| 2.3 Continuance of Deferred Maintenance Program. | | X All<br>OR:<br>Low Income pupils<br>English Learners<br>Foster Youth<br>Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | 5600 Base $560,000 |

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

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| GOAL 3: | Students will increase their math achievement as evidenced by an increase the number of 6th grade students competent in Math. | Related State and/or Local Priorities:<br>1 2 _ 3 _ 4 X 5 _ 6 _ 7 _ 8 X<br><br>COE only: 9 _ 10 _<br><br>Local : Specify |

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| Identified Need : | Increase the number of 6th grade students competent in ELA and Math. In 2012-2013 CSD students 62% of 6th grade students scored at or above the proficient level in CST ELA and 48% of 6th grade students scored at or above the proficient level in CST Math. | |
| Goal Applies to: | Schools: | All |
| | Applicable Pupil Subgroups: | Unduplicated |

**LCAP Year 1:** 2016-2017

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| Expected Annual Measurable Outcomes: | Increase of 10% achievement for all students over 2015-2016 (CAASPP Scores and District Benchmark Assessments)<br><br>Increase of 15% achievement for all UP students over 2015-16 to reduce the achievement gap. (CAASPP Scores and District Benchmark Assessments) |

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| 3.1 Assessment of 6th graders in Math | | X All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | 4200 Supplemental and Concentration $500 |
| 3.2 Continued training in Common Core Math | | X All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $500 |

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| 3.3 Continued workshops for parents. | | X All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | 1100 Title I $1,000<br>1100 Supplemental and Concentration $1,000<br>3100 Title I $126<br>3100 Supplemental and Concentration $126 |
| 3.4 Math Common Core Materials in place and training on going. | | X All<br>OR:<br>Low Income pupils<br>English Learners<br>Foster Youth<br>Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | 4200 Other $1,000 |
| 3.5 Literacy coach continues professional development for teachers as needed | | _ All<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | 1100 Supplemental and Concentration $2,500<br>3100 Supplemental and Concentration $315 |
| 3.6 Maintain literacy coaches at each site. (Math and Science) | | _ All<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | 1100 Supplemental and Concentration $5,000<br>3100 Supplemental and Concentration $3,400 |
| 3.7 Maintain hours of Instructional Assistants for math intervention | | _ All<br>OR:<br>X Low Income pupils | 2100 Supplemental and Concentration $1,000<br>3200 Supplemental and Concentration $139 |

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| | | X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |
| 3.8 Math tutoring Program | | _ All<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | 1100 Supplemental and Concentration $300<br>3100 Supplemental and Concentration $38 |
| 3.9 Add math TOA | | _ All<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | 1100 Supplemental and Concentration $80,000<br>3100 Supplemental and Concentration $24,028 |

**LCAP Year 2:** 2017-18

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| Expected Annual Measurable Outcomes: | Increase of 10% achievement for all students over baseline (CAASPP scores and District Benchmark Assessments).<br><br>Increase of 15% achievement for all UP students over baseline to reduce the achievement gap. |

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| 3.1 Assessment of 6th graders in Math | | X All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: | 1100 Supplemental and Concentration $500<br>3100 Supplemental and Concentration $63 |

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|---|---|---|---|
| | | (Specify) | |
| 3.2 Continued training in Common Core Math | | X All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $5,000 |
| 3.3 Continued workshops for parents. | | X All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | 1100 Title I $1,000<br>1100 Supplemental and Concentration $1,000<br>3100 Title I $126<br>3100 Supplemental and Concentration $126 |
| 3.4 Math Common Core Materials in place and training on going. | | X All<br>OR:<br>Low Income pupils<br>English Learners<br>Foster Youth<br>Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | 4200 Supplemental and Concentration $1,000 |
| 3.5 Literacy coach continues professional development for teachers as needed | | _ All<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | 1100 Supplemental and Concentration $2,500<br>3100 Supplemental and Concentration $315 |

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| 3.6 Maintain literacy coaches at each site. (Math and Science) | | _ All<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | 1100 Supplemental and Concentration $5,000<br>3100 Supplemental and Concentration $3,400 |
| 3.7 Maintain hours of Instructional Assistants for intervention. | | _ All<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | 2100 Supplemental and Concentration $1,000<br>3200 Supplemental and Concentration $139 |
| 3.8 Math Tutoring Program. | | _ All<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | 2100 Supplemental and Concentration $300<br>3200 Supplemental and Concentration $42 |
| 3.9 Maintain Math TOA | | _ All<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | 1100 Supplemental and Concentration $81,000<br>3100 Supplemental and Concentration $25,300 |
| 3.10 Ensure all students actively participate in STEAM lessons through thinking, creating, analyzing, and DOK 3/4 | | _ All<br>OR:<br>X Low Income pupils | 1100 Supplemental and Concentration $4,000<br>3100 Supplemental and Concentration $504 |

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| | | X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |

**LCAP Year 3:** 2018-19

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|---|---|
| Expected Annual Measurable Outcomes: | Increase of 10% achievement for all students over baseline (CAASPP scores and District Benchmark Assessments).<br><br>Increase of 15% achievement for all UP students over baseline to reduce the achievement gap. |

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| 3.1 Continue to refine and administer math assessments to 6th grade students | | X All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | 1100 Supplemental and Concentration $500<br>3100 Supplemental and Concentration $63 |
| 3.2 Use student assessment data to determine the focus of on-going professional development in Common Core Mathematical Standards. | | X All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | 1100 Supplemental and Concentration $5,000<br>3100 Supplemental and Concentration $630 |
| 3.3 Continue workshops for parents. | | X All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: | 1000-1999: Certificated Personnel Salaries Title I $1,000<br>1000-1999: Certificated Personnel Salaries Supplemental and Concentration $1,000<br>3100 Title I $126<br>3100 Supplemental and Concentration $126 |

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| | | (Specify) | |
| 3.4 Continue to use current common core math materials and provide support training. | | X All<br>OR:<br>Low Income pupils<br>English Learners<br>Foster Youth<br>Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | 4200 Supplemental and Concentration $1,000 |
| 3.5 Literacy coach continues professional development for teachers as needed<br>3.6 Maintain literacy coaches at each site. (Math and Science) | | _ All<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | 1100 Supplemental and Concentration $8,000<br>3100 Supplemental and Concentration $3,400 |
| 3.7 Provide year-long math intervention support at each site through appropriate staffing. | | _ All<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | 1100 Supplemental and Concentration $1,000<br>3100 Supplemental and Concentration $500 |
| 3.8 Continue implementation of math tutoring program. | | _ All<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | 1100 Supplemental and Concentration $8,000 |

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| 3.9 Maintain Math TOA | | _ All<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | 1100 Supplemental and Concentration $85,000<br>3100 Supplemental and Concentration $29,000 |
| 3.10 Ensure all students actively participate in STEAM lessons through thinking, creating, analyzing, and DOK 3/4 | | _ All<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | 1100 Supplemental and Concentration $4,000<br>3100 Supplemental and Concentration $504 |
| 3.11 Continue technology training for teachers to facilitate student use of technology when understanding mathematical concepts to create student-centered environments. | | _ All<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | 1100 Supplemental and Concentration $4,000<br>3100 Supplemental and Concentration $504 |

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

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| GOAL 4: | Increase opportunities for intervention/enrichment services, maintain or increase student access and participation in electives, clubs and/or sports. | Related State and/or Local Priorities:<br>1 _ 2 _ 3 _ 4 5 X 6 _ 7 X 8<br>COE only: 9 _ 10 _<br>Local : Specify |

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| Identified Need : | Student need more support in intervention and enrichment. The middle school increased the number of student in enrichment by 27% to a total of 602 in 2014-2015 for a baseline of 80%. The middle school's baseline for students in intervention is 11.3% of students to a total of 85 in 2014-2015. A total of 750 of our students at the elementary school participated in intervention programs, which represents about 43% of our students at the elementary schools for 2014-2015. A total of 352 of our students at the elementary school participated in our after school enrichment programs, which represents about 20% of our students at the elementary schools for 2014-2015. | |
| Goal Applies to: | Schools: | All |
| | Applicable Pupil Subgroups: | Unduplicated |

**LCAP Year 1:** 2016-2017

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| Expected Annual Measurable Outcomes: | Increase opportunities for intervention/enrichment services, maintain or increase student access and participation in electives, clubs and/or sports. (AERIES Attendance Report and Master Schedule)<br><br>Cucamonga School District wants to see a decrease in the following:<br>Chronic absentee count in Cucamonga was 185 Cucamonga which is a total of 7.3 % of the total district population.<br>Middle School Dropout Rate is .2% for the 2014-2015 school year. |

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| 4.1 Continued implementation of intervention/enrichment programs | | X All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | 1100 Supplemental and Concentration $104,800<br>3100 Supplemental and Concentration $27,700<br>2100 Supplemental and Concentration $2,000<br>3200 Supplemental and Concentration $153<br>4200 Supplemental and Concentration $28,000<br>5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $30,000 |
| 4.2 Maintain personnel, time and increased course offerings for students | | X All<br>OR: | 1100 Supplemental and Concentration $100<br>3000-3999: Employee Benefits Supplemental and |

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| | | _ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | Concentration $13 |
| 4.3 Maintain and continue to increase sports, electives, and clubs both during and outside of the school day in order to address the needs of the whole child | | _ All<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | 1100 Supplemental and Concentration $75,000<br>3100 Supplemental and Concentration $10,000 |
| 4.4 Homework Support. | | _ All<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | 5100 Supplemental and Concentration $20,000 |
| 4.5 Continue use of flexible scheduling to allow students to access electives, sports, and clubs | | _ All<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | 1100 Supplemental and Concentration $100<br>3100 Supplemental and Concentration $13 |

| **LCAP Year 2:** 2017-18 | | | |
|---|---|---|---|
| Expected Annual Measurable Outcomes: | Increase opportunities for intervention/enrichment services, maintain or increase student access and participation in electives, clubs and/or sports. (AERIES Attendance Report and Master Schedule) | | |
| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
| 4.1 Continued implementation of intervention/enrichment programs | | X All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | 1100 Supplemental and Concentration $105,500<br>2900 Supplemental and Concentration $2,000<br>3100 Supplemental and Concentration $28,200<br>4200 Supplemental and Concentration $28,000<br>5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $30,000 |
| 4.2 Maintain personnel, time and increased course offerings for students | | _ All<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | 1100 Supplemental and Concentration $100<br>1200 Supplemental and Concentration $13 |
| 4.3 Maintain and continue to increase sports, electives, and clubs both during and outside of the school day in order to address the needs of the whole child | | _ All<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | 1100 Other $76,000<br>3100 Supplemental and Concentration $10,000 |
| 4.4 Homework Support. | | _ All<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent | 1100 Supplemental and Concentration $20,000<br>3100 Supplemental and Concentration $2,517 |

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| | | English proficient<br>_ Other Subgroups:<br>(Specify) | |
| 4.5 Continue use of flexible scheduling to allow students to access electives, sports, and clubs | | _ All<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>_ Other Subgroups:<br>(Specify) | 1100 Supplemental and Concentration $100<br>3100 Supplemental and Concentration $13 |

**LCAP Year 3:** 2018-19

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| Expected Annual Measurable Outcomes: | Opportunities for intervention/enrichment services will be increased by 25%. (AERIES Attendance Report and Master Schedule) |

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| 4.1 Continued implementation of intervention/enrichment programs | | X All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups:<br>(Specify) | 1100 Supplemental and Concentration $106,000<br>2100 Supplemental and Concentration $2,100<br>3100 Supplemental and Concentration $29,000<br>4200 Supplemental and Concentration $28,000<br>5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $30,000<br>3200 Supplemental and Concentration $291 |
| 4.2 Maintain personnel, time and increased course offerings for students | | X All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups:<br>(Specify) | 1100 Supplemental and Concentration $100<br>3100 Supplemental and Concentration $13 |
| 4.3 Maintain and continue to increase sports, electives, and clubs both during and outside of the school day in | | _ All | 1100 Supplemental and Concentration $75,000 |

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| order to address the needs of the whole child | | OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | 3100 Supplemental and Concentration $12,000 |
| 4.4 Homework Support. | | _ All<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | 1100 Supplemental and Concentration $21,000<br>3100 Supplemental and Concentration $2,642 |
| 4.5 Continue use of flexible scheduling to allow students to access electives, sports, and clubs | | _ All<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | 1100 Supplemental and Concentration $100<br>3100 Supplemental and Concentration $13 |

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

| GOAL 5: | Decrease the number of student referrals, suspension, and expulsions. | Related State and/or Local Priorities:<br>1 _ 2 _ 3 _ 4 5 _ 6 X 7 _ 8<br>COE only: 9 _ 10 _<br>Local : Specify |
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| Identified Need : | There is a need to decrease the number of discipline incidents on all school campus. In 2012/2013 there were 134 suspensions and 0 expulsions. In 2013/2014 there were 95 suspensions for a total of 161 days and 7 expulsions. | |
| Goal Applies to: | Schools: All | |
| | Applicable Pupil Subgroups: | Unduplicated |

**LCAP Year 1:** 2016-2017

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|---|---|
| Expected Annual Measurable Outcomes: | Reduce number of student referrals, suspensions, and expulsions by 5% over 2015-2016 (AERIES – Suspension and Expulsion Reports)<br>Reduce number of UP student referrals, suspensions, and expulsions by 5% over 2015-2016 (AERIES – Suspension and Expulsion Reports) |

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| 5.1 Continue access to health care providers, counselors, social service liaisons, community resources. All staff should be made aware of community services available | | X All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | 1100 Base $92,000<br>3100 Base $25,000 |
| 5.2 Maintain continuing access to health care providers, counselors, social service liaisons, community resources with sufficient follow-up to ensure services have been accessed. Add Middle School Counselor. | | _ All<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | 1100 Supplemental and Concentration $92,000<br>3100 Supplemental and Concentration $24,500 |

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| 5.3 Continue implementation of a district and school-wide behavior support system including staff development costs for the system and safety. | | _ All<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $13,000<br>1200 Supplemental and Concentration $80,000<br>3100 Supplemental and Concentration $24,000 |
| 5.4 Continue to provide recognition for student success | | All<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | 4300 Supplemental and Concentration $8,000 |
| 5.5 Add a school psychologist | | All<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | 1100 Supplemental and Concentration $88,600<br>3100 Supplemental and Concentration $24,000 |
| 5.6 Provide Professional Development focused on increasing social capital and equity for all students. | | All<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $2,000 |

| **LCAP Year 2:** 2017-18 | |
|---|---|
| Expected Annual Measurable Outcomes: | Reduce number of student referrals, suspensions and expulsions by 5% over 2016-2017 (AERIES – Suspension and Expulsion Reports)<br>Reduce number of UP student referrals, suspensions, and expulsions by 5% over 2016-2017 (AERIES – Suspension and Expulsion Reports) |

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| 5.1 Continue access to health care providers, counselors, social service liaisons, community resources. All staff should be made aware of community services available | | X All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | 1100 Base $92,000<br>3100 Base $25,000 |
| 5.2 Maintain continuing access to health care providers, counselors, social service liaisons, community resources with sufficient follow-up to ensure services have been accessed. | | _ All<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | 1100 Supplemental and Concentration $93,000<br>3100 Supplemental and Concentration $25,500 |
| 5.3 Continue implementation of a district and school-wide behavior support system including staff development costs for the system and safety. | | _ All<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | 1100 Supplemental and Concentration $81,000<br>3100 Supplemental and Concentration $25,000<br>5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $13,000 |
| 5.4 Continue to provide recognition for student success | | All<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth | 4300 Supplemental and Concentration $8,000 |

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|---|---|---|---|
| | | X Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |
| 5.5 Maintain school psychologist | | All<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | 1100 Supplemental and Concentration $89,500<br>3100 Supplemental and Concentration $24,500 |
| 5.6 Provide professional development focused on increasing student social capital and equity for all students. | | All<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $2,000 |

**LCAP Year 3:** 2018-19

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|---|---|
| Expected Annual Measurable Outcomes: | Reduce number of student referrals, suspensions and expulsions by 5% over 2017-2018 (AERIES – Suspension and Expulsion Reports)<br><br>Reduce number of UP student referrals, suspensions, and expulsions by 5% over 2017-2018 (AERIES – Suspension and Expulsion Reports) |

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| 5.1 Continue access to health care providers, counselors, social service liaisons, community resources. All staff should be made aware of community services available. | | X All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | 1100 Base $92,000<br>3100 Base $26,000 |

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|---|---|---|---|
| 5.2 Maintain continuing access to health care providers, counselors, social service liaisons, community resources with sufficient follow-up to ensure services have been accessed. | | _ All<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | 1100 Supplemental and Concentration $94,000<br>3100 Supplemental and Concentration 26,500 |
| 5.3 Continue implementation of a district and school-wide behavior support system that includes ongoing digital citizenship for the twenty-first century including staff development costs for the system and safety. | | _ All<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | 1100 Supplemental and Concentration $82,000<br>3100 Supplemental and Concentration $27,000<br>5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $13,000 |
| 5.4 Continue to provide recognition for student success | | All<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | 4300 Supplemental and Concentration $8,000 |
| 5.5 Maintain school psychologist position | | All<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | 1100 Supplemental and Concentration $90,000<br>3100 Supplemental and Concentration $25,000 |

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|---|---|---|---|
| 5.6 Provide professional development focused on increasing student social capital and equity for all students | | All<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $2,000 |

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

| GOAL 6: | Increase Parent Participation. | Related State and/or Local Priorities:<br>1 _ 2 _ 3 X 4 _ 5 6 _ 7 8 _<br>COE only: 9 _ 10 _<br>Local : Specify |
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|---|---|---|
| Identified Need : | Improve parent participation in decision making and actual participation in student learning. A total of 39 people responded to the LCAP feedback survey in 2013-2014. | |
| Goal Applies to: | Schools: | All |
| | Applicable Pupil Subgroups: | Unduplicated |

**LCAP Year 1:** 2016-2017

| | |
|---|---|
| Expected Annual Measurable Outcomes: | Increase parent participation by 10% over baseline(Sign-In Sheets, Surveys, and Online Communication) |

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| 6.1 Through Site Parent liaison: Continue to increase two way communication | | X All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | 2100 Supplemental and Concentration $40,000<br>3200 Supplemental and Concentration $3,040<br>4200 Supplemental and Concentration $4,800 |
| 6.2 Increase parent classes and community resources based on parent needs, including child care for the classes. | | X All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | 1100 Base $16,000<br>3100 Supplemental and Concentration $2,650<br>2100 Supplemental and Concentration $2,200<br>3200 Supplemental and Concentration $170<br>4200 Supplemental and Concentration $1,600 |
| 6.3 Maintain parent centers at sites | | X All<br>OR: | 4200 Supplemental and Concentration $4,800 |

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|---|---|---|---|
| | | _ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |
| 6.4 Continue to increase communication with the unduplicated populations | | All<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $1,350 |
| 6.5 Specific Site parent classes continue through the parent center | | All<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | 1100 Supplemental and Concentration $10,800<br>2100 Supplemental and Concentration $3,200<br>3100 Supplemental and Concentration $2,200<br>4200 Supplemental and Concentration $270<br>3200 Supplemental and Concentration $445 |

**LCAP Year 2:** 2017-18

| | |
|---|---|
| Expected Annual Measurable Outcomes: | Increase parent participation by 10% over baseline(Sign-In Sheets) |

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| 6.1 Through Site Parent liaison: Continue to increase two way communication | | X All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: | 2100 Supplemental and Concentration $41,000<br>3200 Supplemental and Concentration $3,500<br>4200 Supplemental and Concentration $4,800 |

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|---|---|---|---|
| | | (Specify) | |
| 6.2 Increase parent classes and community resources based on parent needs, including child care for the classes. | | X All<br>OR:<br>Low Income pupils<br>English Learners<br>Foster Youth<br>Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | 1100 Supplemental and Concentration $16,000<br>2100 Supplemental and Concentration $2,300<br>3100 Supplemental and Concentration $3,100<br>4200 Supplemental and Concentration $1,600<br>3200 Supplemental and Concentration $430 |
| 6.3 Maintain parent centers at sites | | X All<br>OR:<br>Low Income pupils<br>English Learners<br>Foster Youth<br>Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | 1100 Supplemental and Concentration $4,800<br>3100 Supplemental and Concentration $604 |
| 6.4 Maintain parent centers at sites and continue to increase two way communication by researching effective methods/ systems to allow parents to respond back to an incoming message (i.e. texts, phone calls, emails and/ or flyers).<br>6.5 Providing increased opportunities for face to face interaction, participation, and/or communication.<br>6.6 Maintain updated school and District website information and communication to parents.<br>6.7 Continue to increase communication with the unduplicated populations | | All<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | 1100 Supplemental and Concentration $1,000<br>5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $6,350<br>3100 Supplemental and Concentration $126 |
| 6.8 Specific Site parent classes continue through the parent center | | All<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>_ Other Subgroups: | 1100 Supplemental and Concentration $10,800<br>2100 Supplemental and Concentration $3,200<br>3100 Supplemental and Concentration $2,200<br>4200 Supplemental and Concentration $300<br>3200 Supplemental and Concentration $445 |

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| | | (Specify) | |

**LCAP Year 3:** 2018-19

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|---|---|
| Expected Annual Measurable Outcomes: | Increase parent participation by 10% over baseline(Sign-In Sheets) |

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| 6.1 Through Site Parent liaisons:Continue to increase two way communication | | X All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | 2100 Supplemental and Concentration $43,000<br>3200 Supplemental and Concentration $4,000<br>4200 Supplemental and Concentration $4,800 |
| 6.2 Increase parent classes and community resources based on parent needs, including child care for the classes. | | X All<br>OR:<br>Low Income pupils<br>English Learners<br>Foster Youth<br>Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | 1100 Supplemental and Concentration $16,000<br>2100 Supplemental and Concentration $2,300<br>3100 Supplemental and Concentration $3,100<br>4200 Supplemental and Concentration $1,600<br>3200 Supplemental and Concentration $320 |
| 6.3 Maintain parent centers at sites | | X All<br>OR:<br>Low Income pupils<br>English Learners<br>Foster Youth<br>Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | 1100 Supplemental and Concentration $4,800<br>3100 Supplemental and Concentration $604 |
| 6.4 Maintain parent centers at sites to increase two way communication by researching effective methods/ systems to allow parents to respond back to an incoming message (i.e. texts, phone calls, emails and/ or flyers). | | All<br>OR:<br>X Low Income pupils | 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $6,500<br>1100 Supplemental and Concentration $1,000 |

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| 6.5 Maintain updated school and District website information and communication to parents.<br>6.6 Contribute information and communication to parents for school and District website.<br>6.7 Continue to increase communication with the unduplicated populations | | X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | 3000-3999: Employee Benefits Supplemental and Concentration $126 |
| 6.8 Specific Site parent classes continue through the parent center | | All<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | 1100 Supplemental and Concentration $10,800<br>2100 Supplemental and Concentration $3,200<br>3100 Supplemental and Concentration $2,200<br>4200 Supplemental and Concentration $300<br>3200 Supplemental and Concentration $445 |

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

## Annual Update

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

**Guiding Questions:**

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

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

| | | | |
|---|---|---|---|
| Original GOAL 1 from prior year LCAP: | Students will increase their informational and literature reading percentage. | | Related State and/or Local Priorities: 1 _ 2 X 3 _ 4 X 5 _ 6 _ 7 _ 8 X<br>COE only: 9 _ 10 _<br>Local : Specify |
| Goal Applies to: | Schools: All | | |
| | Applicable Pupil Subgroups: | Unduplicated | |

| | | | |
|---|---|---|---|
| Expected Annual Measurable Outcomes: | Increase baseline data for 3rd grade students in Informational and literature reading by 10%. (Professional Development Logs and Benchmark Assessments)<br><br>Overall in 2014-2015, 29% percent of our students met or exceeded standard. On the claim of reading students scored 47% near/at/above grade level.<br><br>As of May 29, 2015 preliminary SBAC data, 65% reported, shows that 32% percentage of students at or above grade level in ELA. On the claim of reading students scored 49% near/at/above grade level.<br><br>The percentage of EL learners will increase their English Proficiency Rate to meet the expected Title III growth target. In 2014-2015, 57.5% of students met AMAO 1.<br><br>The percentage of EL students will increase their English Reclassification rate to meet the expected Title III growth target. In 2014-2015, 16.8% of students in EL for less than 5 years attained the English Proficient level and 56.7% of students EL attained the English Proficient level.<br><br>The 2014-2015 professional development logs showed 15 different training opportunities for a variety of grade levels. Out of those opportunities 88% of teachers and 55% of classified instructional aides attended the training offered. | Actual Annual Measurable Outcomes: | Increase baseline data for 3rd grade students in Informational and literature reading by 10%. The benchmarks were given for the first time in the 2015-2016 school year. The professional development growth exceeds the target. The SBAC scores show growth, but did not meet the 10% target. (Professional Development Logs and Benchmark Assessments)<br><br>Overall in 2015-2016 on the SBAC assessment, 34% percent of our students met or exceeded standard. That is an increase of 5% of our students met or exceeded standard. On the claim of reading students scored 55% near/at/above grade level. That is an increase of 8% of our students scored near/at/above grade level.<br><br>Overall on the 2015-2016 Illuminate Blue Benchmark 13.4% percent of our students met or exceeded standard. On the claim of reading students scored 16% near/at/above grade level. This will be baseline information for 2016 - 2017<br><br>The 2015-2016 professional development logs showed 45 different training opportunities for a variety of grade levels. That is an increase of 30 additional training opportunities, which is a 300% increase. Out of those opportunities 82% of teachers and 57% of classified instructional aides attended the training offered. That is a decrease in attendance percentage by 7% for teachers and an increase in attendance by 2% for classified instructional aides.<br><br>The most current AMAO information includes the following. A total percentage of 57.5% met AMAO 1. 16.8% of ELs less than 5 |

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|---|---|---|---|
| | | | years in the cohort met AMAO 2 and 56.7% of ELs 5 years or more met AMAO 2.<br><br>In the 2015-2016 CSD reclassified 25% of students, which exceeds the the CSD annual goal for EL reclassification by 10%. |

**LCAP Year:** 2015-2016

| Planned Actions/Services | | Actual Actions/Services | |
|---|---|---|---|
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| 1.1 Model lessons containing common core content and strategy implementation. | 1100 Base $119,000 | Model lessons were provided through professional development. | Costs included in first service of Goal 2<br>1100 Base $0 |
| Scope of Service: District-wide<br><br>X All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | | Scope of Service: District-wide<br><br>X All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |
| 2.1 Continued technology training on student devices and teacher instructional tools. | 1100 Base $10,500<br>1100 Supplemental $100,000<br>5800: Professional/Consulting Services And Operating Expenditures Supplemental $7,000 | Technology training continued on software. | 1100 Base $0<br>1100 Supplemental and Concentration $0<br>5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $4,000<br>4200 Supplemental and Concentration $92 |
| Scope of Service: District-wide<br><br>X All<br>OR:<br>_ Low Income pupils<br>_ English Learners | | Scope of Service: District-wide<br><br>X All<br>OR:<br>_ Low Income pupils<br>_ English Learners | |

| | | | |
|---|---|---|---|
| _ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | | _ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |
| 3.1 Collaboration/PLC. | 1100 Supplemental $220,000 | Collaboration time was provided to the staff at all sites. | 1100 Supplemental and Concentration $175,000<br>3100 Supplemental and Concentration $18,600<br>3300 Supplemental and Concentration $2,600<br>3400 Supplemental and Concentration $29,000<br>3500 Supplemental and Concentration $90<br>3600 Supplemental and Concentration $4,200 |
| Scope of Service: District-wide<br>X All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | | Scope of Service: District-wide<br>X All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |
| 1.2 Professional Development in Cultural literacy, poverty, homeless and foster youth. | 5800: Professional/Consulting Services And Operating Expenditures Supplemental $100,000 | Professional Development in Cultural literacy, poverty, homeless and foster youth was provided to all staff through a consultant. | Costs included in first service of Goal 2<br>5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $0 |
| Scope of Service: District-wide<br>_ All<br>OR:<br>X Low Income pupils<br>X English Learners | | Scope of Service: District-wide<br>_ All<br>OR:<br>X Low Income pupils<br>X English Learners | |

| | | | |
|---|---|---|---|
| X Foster Youth<br>X Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | | X Foster Youth<br>X Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |
| 2.2 Training in new ELD standards for all instructional staff. | 1100 Supplemental $42,000<br>5800: Professional/Consulting Services And Operating Expenditures Supplemental $40,000 | County training and support services on ELD to ELRT teachers. ELRT's shared training with all staff at training times. | 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $720 |
| Scope of Service: District-wide<br>_ All<br>OR:<br>_ Low Income pupils<br>X English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | | Scope of Service: District-wide<br>_ All<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |
| 3.2 Technology Device Increase and Refresh for Digital Literacy | 4400 Supplemental $50,000 | Cost of iPads, tablets, and chromebooks. | 4400 Supplemental and Concentration $111,000 |
| Scope of Service: District-wide<br>_ All<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>X Other Subgroups: (Specify) | | Scope of Service: District-wide<br>_ All<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>X Other Subgroups: (Specify) | |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | The technology survey data continued to indicate a strong need/emphasis in technology. The district will increase the number of iPads in the classrooms to a 1:1 student to device ratio for all students in the LCAP year. The district is in the process of choosing ELA/ELD Framework Materials for use in the 2017-2018 school year. In the LCAP year, the district will purchase materials well before implementation to provide training and advanced planning for the staff. | | |

**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.**

**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.**

| | | |
|---|---|---|
| Original GOAL 2 from prior year LCAP: | Students will increase their Reading Proficiency in Craft and Structure, Range of Reading and Level of Text Complexity through specific professional development for instructional staff in academic vocabulary, depth of knowledge, and critical thinking. | Related State and/or Local Priorities: 1 _ 2 X 3 _ 4 _ 5 _ 6 _ 7 _ 8 X<br>COE only: 9 _ 10 _<br>Local : Specify |

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

| | | | |
|---|---|---|---|
| Expected Annual Measurable Outcomes: | Increase baseline data for 3rd grade students in Reading Proficiency in Craft and Structure and Range of Reading and Level of Text Complexity by 10% (Professional Development Logs and Benchmark Assessments)<br><br>Overall in 2014-2015, 29% percent of our students met or exceeded standard. On the claim of reading students scored 47% near/at/above grade level.<br><br>As of May 29, 2015 preliminary SBAC data, 65% reported, shows that 32% percentage of students at or above grade level in ELA. On the claim of reading students scored 49% near/at/above grade level.<br><br>The 2014-2015 professional development logs showed 15 different training opportunities for a variety of grade levels. Out of those opportunities 88% of teachers and 55% of classified instructional aides attended the training offered. | Actual Annual Measurable Outcomes: | Increase baseline data for 3rd grade students in Reading Proficiency in Craft and Structure and Range of Reading and Level of Text Complexity by 10% (Professional Development Logs and Benchmark Assessments)<br><br>Overall in 2015-2016, 34% percent of our students met or exceeded standard. That is an increase of 5% percent of our students met or exceeded standard from the actual state score. On the claim of reading students scored 55% near/at/above grade level. That is an increase of 8% of students at near/at/above grade level from the actual state score.<br><br>Overall on the 2015-2016 Illuminate Blue Benchmark 13.4% percent of our students met or exceeded standard. On the claim of reading students scored 16% near/at/above grade level.<br><br>The 2015-2016 professional development logs showed 45 different training opportunities for a variety of grade levels. That is an increase of 30 additional training opportunities, which is a 200% increase. Out of those opportunities 82% of teachers and 57% of classified instructional aides attended the training offered. That is a decrease in attendance percentage by 7% for teachers and an increase in attendance by 2% for classified instructional aides. |

| **LCAP Year:** 2015-2016 | | | |
|---|---|---|---|
| Planned Actions/Services | | Actual Actions/Services | |
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| 1.1 Implementation of professional development to improve skills and strategies in the classroom. | 1100 Base $108,000 | Professional consultants in content areas, staff compensation for training in the summer, and sub costs. | 1100 Supplemental and Concentration $207,000<br>3100 Supplemental and Concentration $32,000<br>2100 Supplemental and Concentration $13,750<br>3200 Supplemental and Concentration $1,300 |
| Scope of Service: District-wide<br><br>X All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | | Scope of Service: District-wide<br><br>X All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |
| 1.2 Continued training on the use of classroom technology and provide additional resources for teachers.<br><br>2.2 Add a new TOA position for Technology Integration.<br><br>3.2 Add a tech support position to support the network and added devices.<br><br>4.2 Purchase a technology program to support professional development | 1100 Supplemental $82,000<br>2100 Supplemental $65,000<br>4200 Supplemental $6,000 | Continued training on the use of classroom technology and provide additional resources for teachers.<br><br>Added a new TOA position for Technology Integration.<br><br>Added a tech support position to support the network and added devices.<br><br>Purchased a technology program to support professional development | 1100 Supplemental and Concentration $89,200<br>3100 Supplemental and Concentration $25,100<br>2100 Supplemental and Concentration $33,200<br>3200 Supplemental and Concentration $14,400<br>5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $9,100 |
| Scope of Service: District-wide | | Scope of Service: District-wide | |

| | | | |
|---|---|---|---|
| _ All<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | | _ All<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |
| 5.2 Continued refinement of interventions. | 5800: Professional/Consulting Services And Operating Expenditures Supplemental $18000 | Continued refinement of interventions. | 5800: Professional/Consulting Services And Operating Expenditures Title I $348,777 |
| Scope of Service: District-wide<br>_ All<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | | Scope of Service: District-wide<br>_ All<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |
| 6.2 Provide additional resources. | 4200 Supplemental $20,000 | Additional supplies were provided to the sites in the libraries. | Provided in second service of Goal 4<br>5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $0 |
| Scope of Service: District-wide<br>_ All<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | | Scope of Service: District-wide<br>X All<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |

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|---|---|
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | The technology survey data indicated a strong need/emphasis in technology support. To support the use and repair of the technology<br>devices a new technology support will be hired. In the LCAP year, the district will add new tech support position to support the technology and learning in the classrooms. More materials are need to improve reading in the district. In the LCAP year, extra materials including reading materials will be provided to each staff. This goal and accompanying services will move to goal #1 in the 2016-2019 LCAP. |

**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.**

**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.**

| | | |
|---|---|---|
| Original GOAL 3 from prior year LCAP: | Cucamonga School District will have teachers appropriately assigned, student access to standards aligned materials and technology, and all facilities in good repair. | Related State and/or Local Priorities:<br>1 X 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _<br>COE only: 9 _ 10 _<br>Local : Specify |

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

| | | | |
|---|---|---|---|
| Expected Annual Measurable Outcomes: | Maintain 100% of teachers appropriately assigned and credentialed. (District Credential Report)<br>Maintain 100% of students having access to standards aligned curriculum and materials. (Williams Report and FIT Reports)<br>Maintain 100% of facilities have a good or higher rating with minimal deficiencies. (Williams Report and FIT Reports)<br><br>Baseline Data<br>In 2014-2015, 100% of teachers appropriately assigned and credentialed. (Credential Report)<br>In 2014-2015, 100% of students have access to standards aligned curriculum and materials.(Williams Report)<br>In 2014-2015, 96.65% of facilities have a good or higher rating with minimal deficiencies. (FIT Report) | Actual Annual Measurable Outcomes: | In 2015-2016, 100% of teachers appropriately assigned and credentialed. (Credential Report)<br>In 2015-2016, 100% of students have access to standards aligned curriculum and materials.(Williams Report)<br>In 2015-2016, 98.79% of facilities have a good or higher rating with minimal deficiencies. (FIT Report) That is an increase of 2.14% of facilities have a good or higher rating with minimal deficiencies. |

**LCAP Year:** 2015-2016

| Planned Actions/Services | | Actual Actions/Services | |
|---|---|---|---|
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| 1.1 Maintain 100% of teachers appropriately assigned and credentialed. | 1100 Base $9,050,000 | Maintain 100% of teachers appropriately assigned and credentialed. | 1100 Base $9,050,000<br>3100 Base $1,000,000.00 |
| Scope of Service: District-wide<br>X All<br>OR:<br>_ Low Income pupils<br>_ English Learners | | Scope of Service: District-wide<br>X All<br>OR:<br>_ Low Income pupils<br>_ English Learners | |

| | | | |
|---|---|---|---|
| _ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | | _ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |
| 2.1 Maintain 100% of students having access to standards aligned curriculum and materials. | 4200 Base $100,000 | Maintain 100% of students having access to standards aligned curriculum and materials. | 4200 Base $0 |
| Scope of Service: District-wide<br><br>X All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | | Scope of Service: District-wide<br><br>X All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |
| 3.1 Continuance of Deferred Maintenance Program. | 5600 Base $560,000 | Continuance of Deferred Maintenance Program. | 5600 Base $560,000 |
| Scope of Service: District-wide<br><br>X All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | | Scope of Service: District-wide<br><br>X All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | No materials were necessary to ensure that students had 100% access to standards aligned curriculum and materials. This goal will become goal #2 in the 2016-2019 LCAP. | | |

**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.**

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

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| Original GOAL 4 from prior year LCAP: | The number of 3rd grade students reading at grade level will increase. | Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 X 5 _ 6 _ 7 _ 8 X<br>COE only: 9 _ 10 _<br>Local : Specify |
| Goal Applies to: | Schools: All | |
| | Applicable Pupil Subgroups: | Unduplicated |

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| Expected Annual Measurable Outcomes: | Increase of 10% achievement for all students over baseline (CAASPP Scores and District Benchmark Assessments)<br><br>Overall in 2014-2015, 29% percent of our students met or exceeded standard. On the claim of reading students scored 47% near/at/above grade level.<br><br>As of June 2, 2015 preliminary SBAC data, 80% reported, shows that 31% percentage of students at or above grade level in ELA. On the SBAC claim of reading students scored 49% near/at/above grade level. | Actual Annual Measurable Outcomes: | Increase of 10% achievement for all students over baseline (CAASPP Scores and District Benchmark Assessments)<br><br>Overall in 2015-2016, 34% percent of our students met or exceeded standard. That is an increase of 5% percent of our students met or exceeded standard from the actual state score. On the claim of reading students scored 55% near/at/above grade level. That is an increase of 8% near/at/above grade level over the actual state score. This does not meet the 10% growth target, but does show growth.<br><br>Overall on the 2015-2016 Illuminate Blue Benchmark 13.4% percent of our students met or exceeded standard. On the claim of reading students scored 16% near/at/above grade level. This will be the baseline information for comparison for the 2016-2017 school year. |

**LCAP Year:** 2015-2016

| Planned Actions/Services | Budgeted Expenditures | Actual Actions/Services | Estimated Actual Annual Expenditures |
|---|---|---|---|
| 1.1 Refine and continue Full Day Kindergarten Program | 1100 Supplemental $325,000 | Continued to refine and continued Full Day Kindergarten Program. | 1100 Supplemental and Concentration $290,000<br>3100 Supplemental and Concentration $32,550<br>3200 Supplemental and Concentration $3<br>3300 Supplemental and Concentration |

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| | | | $4,457<br>3400 Supplemental and Concentration $29,000<br>3500 Supplemental and Concentration $152<br>3600 Supplemental and Concentration $7,270<br>2100 Supplemental and Concentration $930 |
| Scope of Service: District-wide<br><br>X All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | | Scope of Service: District-wide<br><br>X All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |
| 1.2 Maintain and assess resources for school libraries | 4200 Supplemental and Concentration $150,000<br>2100 Supplemental $4,800 | Maintained and assessed resources for school libraries. Cost of online library and books. | 4200 Supplemental and Concentration $171,000<br>2100 Supplemental and Concentration $4,800<br>3200 Supplemental and Concentration $1,500 |
| Scope of Service: District-wide<br><br>_ All<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | | Scope of Service: District-wide<br><br>_ All<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |
| 2.1 Assessment of 3rd graders in | 5800: Professional/Consulting | Assessment of 3rd graders in reading in | 5800: Professional/Consulting |

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| reading in ELA. | Services And Operating Expenditures Supplemental and Concentration $8,000 | ELA. | Services And Operating Expenditures Supplemental and Concentration $6,642 |
| Scope of Service: District-wide<br><br>X All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | | Scope of Service: District-wide<br><br>X All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |
| 3.1 Continued Professional Development for all Instructional Staff in reading instruction | 1100 Supplemental and Concentration $120,000 | Continued Professional Development for all Instructional Staff in reading instruction | Included in the first Service of Goal 2<br>1100 Supplemental and Concentration $0 |
| Scope of Service: District-wide<br><br>X All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | | Scope of Service: District-wide<br><br>X All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |
| 2.2 Maintain early intervention/extension classes delivered through push in and pull out models | 2100 Supplemental $550,000 | Maintained intervention/extension classes delivered through push in and pull out models | 1100 Supplemental and Concentration $365,400<br>3100 Supplemental and Concentration $93,750<br>2100 Supplemental and Concentration $72,500<br>3200 Supplemental and Concentration $7,000 |
| Scope of Service: District-wide | | Scope of Service: District-wide | |

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| _ All<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | | _ All<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |
| 3.2 Kindergarten Intensive Intervention | 1100 Other $50,000 | Kindergarten Intensive Intervention continued. | This is included in the third service of goal 2 1100 Title I $0 |
| Scope of Service: District-wide<br>_ All<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | | Scope of Service: District-wide<br>_ All<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |
| 4.2 Specific skill intervention | 1100 Supplemental $70,000 | Specific skill intervention continued. | This is included in the third service of goal 2 1100 Title I $0 |
| Scope of Service: District-wide<br>_ All<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | | Scope of Service: District-wide<br>_ All<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |

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| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | We began a district-wide digital library for students to use. In the LCAP year, the district will maintain and supplement a student and staff digital library. This goal and accompanying services will move to goal #1 in the 2016-2019 LCAP. |

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

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| Original GOAL 5 from prior year LCAP: | Increase the number of 6th grade students competent in ELA and Math. | Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 X 5 _ 6 _ 7 _ 8 X<br>COE only: 9 _ 10 _<br>Local : Specify |
| Goal Applies to: | Schools: All | |
| | Applicable Pupil Subgroups: Unduplicated | |

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| Expected Annual Measurable Outcomes: | Increase of 10% achievement for all students over baseline (CAASPP Scores and District Benchmark Assessments)<br><br>As of June 2, 2015, 90% of the 6th grade ELA scores were in the SBAC test. A total of 28% of students were at or above grade level. As of June 2, 2015, 63% of Math scores were reported in the SBAC test. A total of 9% were at or above grade level.<br><br>A math benchmark was created for the 2015-2016 school year. | Actual Annual Measurable Outcomes: | Increase of 10% achievement for all students over baseline (CAASPP Scores and District Benchmark Assessments). This goal was met for the over all ELA SBAC and exceeded it by 3%. This goal was not met for math SBAC, but there was significant growth, a 7% increase.<br><br>Overall in 2014-2015 ELA SBAC Assessment, 27% percent of our students met or exceeded standard. On the claim of reading students scored 52% near/at/above grade level.<br><br>Overall in 2015-2016 ELA SBAC Assessment, 40% percent of our students met or exceeded standard. That is an increase in percentage by 13% overall. On the claim of reading students scored 60% near/at/above grade level. On the claim of reading that is an increase by 8% for students near/at/above grade level.<br><br>Overall in 2014-2015 Math SBAC Assessment, 12% percent of our students met or exceeded standard. On the claim of concepts and procedures students scored 30% near/at/above grade level.<br><br>Overall in 2015-2016 Math SBAC Assessment, 19% percent of our students met or exceeded standard. That is an increase in 7% of our students met or exceeded standard overall. On the claim of concepts and procedures students scored 33% near/at/above grade level. On the claim of concepts and procedures that is an increase by 3% near/at/above grade level.<br><br>Overall on the 2015-2016 Illuminate ELA Blue Benchmark 4.6% percent of our students met or exceeded standard. On the claim of reading students scored 12% near/at/above grade level. |

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| | | | Overall on the 2015-2016 Illuminate Math Blue Benchmark 9.1% percent of our students met or exceeded standard. On the claim of concepts and procedures students scored 15.6% near/at/above grade level. |

**LCAP Year:** 2015-2016

| Planned Actions/Services | | Actual Actions/Services | |
|---|---|---|---|
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| 1.1 Maintain 30 minutes of extra instruction | 1100 Supplemental $610,000 | Maintained 30 minutes of extra instruction. | 1100 Supplemental and Concentration $592,100<br>3100 Supplemental and Concentration $63,440<br>3300 Supplemental and Concentration $8,600<br>3500 Supplemental and Concentration $300<br>3600 Supplemental and Concentration $14,150 |
| Scope of Service: District-wide<br>X All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | | Scope of Service: District-wide<br>X All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |
| 2.1 Assessment of 6th graders in ELA and Math | Conducted through existing data and analysis contract. 1100 Base $500 | Assessed all 6th graders in ELA and Math | 1100 Base $0 |
| Scope of Service: District-wide<br>X All<br>OR:<br>_ Low Income pupils | | Scope of Service: District-wide<br>X All<br>OR:<br>_ Low Income pupils | |

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| _ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | | _ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |
| 3.1 Continued training in Common Core ELA and Math. | 5800: Professional/Consulting Services And Operating Expenditures Supplemental $238,000 | Continued training in Common Core ELA and Math. | See Goal 2 Service 1.1 |
| Scope of Service: District-wide<br>X All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | | Scope of Service: District-wide<br>X All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |
| 4.1 Continued workshops for parents | 1100 Other $10,000 | Continued workshops for parents | 1100 Other $1,200 |
| Scope of Service: District-wide<br>X All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | | Scope of Service: District-wide<br>X All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |
| 1.2 Literacy coach continues professional development in reading for teachers as needed | 1100 Supplemental and Concentration $30,000 | Literacy coach continued professional development in reading for teachers as needed. Cost of sub days for teacher contact. | 1100 Supplemental and Concentration $1,500<br>3100 Supplemental and Concentration $800 |

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| Scope of Service: District-wide<br>_ All<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | | Scope of Service: District-wide<br>_ All<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |
| 2.2 Maintain literacy coaches at each site | 1100 Supplemental and Concentration $8,000 | Maintained literacy coaches at each site | 1100 Supplemental and Concentration $8,000<br>3100 Supplemental and Concentration $2,500 |
| Scope of Service: District-wide<br>_ All<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | | Scope of Service: District-wide<br>_ All<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |
| 3.2 Increase hours of instructional assistants at all sites to support math and reading intervention | 2000-2999: Classified Personnel Salaries Supplemental $60,000 | Increased hours of instructional assistants at all sites to support math and reading intervention. Cost of extra hourly rate. | 2100 Supplemental and Concentration $100<br>3200 Supplemental and Concentration $25 |
| Scope of Service: District-wide<br>_ All<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English | | Scope of Service: District-wide<br>_ All<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient | |

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| proficient<br>_ Other Subgroups: (Specify) | | _ Other Subgroups: (Specify) | |
| 4.2 Math and ELA tutoring Program | 1100 Supplemental $8,000 | Math and ELA tutoring Program continued. | 1100 Title I $16,530<br>3100 Title I $4,000 |
| Scope of Service: District-wide<br>_ All<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | | Scope of Service: District-wide<br>_ All<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |
| 5.2 Language arts and math Common Core Materials in place and training on going. | 1100 Supplemental $200,000 | Costs of staff compensation for additional training on non-student day. | 1100 Supplemental and Concentration $225,500<br>3100 Supplemental and Concentration $35,840<br>2100 Supplemental and Concentration $20,250<br>3200 Supplemental and Concentration $3,850 |
| Scope of Service: District-wide<br>X All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | | Scope of Service: District-wide<br>X All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |

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| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | Survey feedback from stakeholders indicate the need for more coaches and support of coaches. In the LCAP year, the district will hire site science coaches to assist with the implementation of STEM and the NGSS standards/framework. In the LCAP year, the district will increase the stipend cost for all coaches to $2,500 a year. This is due to the increased work load and time they are spending with students and staff on the implementation of common core standards. The low SBAC scores in math indicate the need for additional math support. After the great success of our technology integration Teacher on Assignment (TOA) we will be adding a Math TOA for the district. In the LCAP year, the district will add a Math TOA to support staff in the implementation of common core math standards. Math assessment for 6th grade is conducted through existing data and analysis contract. This goal and accompanying services will move to goal #1 in the 2016-2019 LCAP for ELA related services. This goal and accompanying services will move to goal #3 in the 2016-2019 LCAP for math related services, such as the math portion of service 2.1, 3.1 and 2.2. |

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

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| Original GOAL 6 from prior year LCAP: | Increase opportunities for intervention/enrichment services. | Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 X 6 _ 7 X 8 _<br>COE only: 9 _ 10 _<br>Local : Specify |
| Goal Applies to: | Schools: All | |
| | Applicable Pupil Subgroups: | Unduplicated |

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| Expected Annual Measurable Outcomes: | Opportunities for intervention/enrichment services will be increased by 25%. (AERIES Attendance Report and Master Schedule)<br><br>The middle school increased the number of student in enrichment by 27% to a total of 602 in 2014-2015 for a baseline of 80%.<br><br>The middle school's baseline for students in intervention is 11.3% of students to a total of 85 in 2014-2015.<br><br>A total of 750 of our students at the elementary school participated in intervention programs, which represents about 43% of our students at the elementary schools for 2014-2015.<br><br>A total of 352 of our students at the elementary school participated in our after school enrichment programs, which represents about 20% of our students at the elementary schools for 2014-2015. | Actual Annual Measurable Outcomes: | Opportunities for intervention/enrichment services will be increased by 25%. (AERIES Attendance Report and Master Schedule). This goal was not met, but did show growth.<br><br>The middle school increased the number of student in enrichment to 87% for a total of 678 students in 2015-2016. That is in an increase in number by 76 and by 7% overall.<br><br>The middle school's baseline for students in intervention is 11.3% of students to a total of 85 in 2014-2015.<br><br>The middle school's decreased the number of students in intervention which was 82 total students to a total of percentage of students in intervention is 10.6% in 2015-2016. That is a decrease in number by 3 and percentage by .7%.<br><br>A total of 649 of our students at the elementary school participated in intervention programs, which represents about 37% of our students at the elementary schools for 2015-2016. That is a decrease in number by 101 students and percentage by 6%.<br><br>A total of 620 of our students at the elementary school participated in our after school enrichment programs, which represents about 35% of our students at the elementary schools for 2015-2016. That is an increase in number by 268 and percentage by 15%.<br><br>A total of 183 students or 7.2% of the total student population were chronically absent in 2014-2015. |

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| | | | A total of 185 students or 7.3% of the total student population were chronically absent in 2015-2016. That is an increase of 2 students and .1% increase overall. |

**LCAP Year:** 2015-2016

| Planned Actions/Services | | Actual Actions/Services | |
|---|---|---|---|
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| 1.1 Continued implementation of intervention/enrichment programs. Provide additional enrichment classes. | 1100 Supplemental $34,000<br>2100 Supplemental $10,061 | Staff costs for services to students. | 1100 Supplemental and Concentration $29,000<br>3100 Supplemental and Concentration $4,240<br>2100 Supplemental and Concentration $1,320<br>3200 Supplemental and Concentration $110<br>4200 Supplemental and Concentration $3,800<br>5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $7,700 |
| Scope of Service: District-wide<br><br>X All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | | Scope of Service: District-wide<br><br>X All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |
| 2.1 Augment After-School Sports, Electives, and Clubs | 1100 Supplemental $160,000 | Compensation for staff for after school programs, electives and clubs. | 1100 Other $160,000 |
| Scope of Service: District-wide | | Scope of Service: District-wide | |

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| X All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | | X All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |
| 1.2 Homework support | 1100 Supplemental $25,200 | Software programs. | 1100 Other $2,000 |
| Scope of Service: District-wide<br>_ All<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | | Scope of Service: District-wide<br>_ All<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | Enrichment in art, music and technology was provided after school to students at each elementary school. However, this still left many kids out. Next year we will offer all students the opportunity during the school year. In the LCAP year, the district will change how it provides collaboration for teachers and enrichment for the the students, the collaboration time will be provided through STEM, music and art rather than additional PE time for students. This goal and accompanying services will move to goal #4 in the 2016-2019 LCAP. | | |

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

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| Original GOAL 7 from prior year LCAP: | Decrease the number of student referrals, suspension, and expulsions. | Related State and/or Local Priorities:<br>1 _ 2 _ 3 _ 4 _ 5 _ 6 X 7 _ 8 _<br><br>COE only: 9 _ 10 _<br><br>Local : Specify |

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

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| Expected Annual Measurable Outcomes: | Reduce number of student referrals, suspensions, and expulsions by 5% over baseline (AERIES – Suspension and Expulsion Reports)<br><br>As of 5/15/15 in the 2014-2015 school year CSD had 107 suspensions for a total of 170 days. As of 5/15/15 CSD had 7 expulsions in 2014-2015. We are establishing a system to track school referrals through the PBIS program. | Actual Annual Measurable Outcomes: | Reduce number of student referrals, suspensions, and expulsions by 5% over baseline (AERIES – Suspension and Expulsion Reports) This goal was met for student referrals and expulsions, but not suspensions.<br><br>There were 2182 student referrals in 2014-2015 and 1720 student discipline reports in 2015-2016. That is a reduction of 462 or 21% for the 2015-2016 school year.<br><br>In the 2015-2016 school year CSD had 109 suspensions for a total of 224 days. The total number of suspensions increased 2 days and overall by 1%. The number of suspension days increased by 31% or 54 days.<br><br>CSD had 1 expulsions in 2015-2016. That is a decrease of 6 expulsions and an overall reduction of 86%. |

**LCAP Year:** 2015-2016

| Planned Actions/Services | | Actual Actions/Services | |
|---|---|---|---|
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| 1.1 Continue access to health care providers, counselors, social service liaisons, community resources | 1100 Base $92,000 | Staff costs for health staff on site and in district. | 1100 Supplemental and Concentration $51,100<br>3100 Supplemental and Concentration $12,200 |

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| Scope of Service: District-wide<br><br>X All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | | Scope of Service: District-wide<br><br>X All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |
| 2.1 Continue implementation of a district and school-wide behavior support system | 5800: Professional/Consulting Services And Operating Expenditures Base $40,000<br>Discipline Monitoring System 5800: Professional/Consulting Services And Operating Expenditures Supplemental $2,000 | Contract for services from the COE. | 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $13,000 |
| Scope of Service: District-wide<br><br>X All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | | Scope of Service: District-wide<br><br>X All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |
| 3.1 Continue to provide recognition for student success | 4300 Base $8000 | Incentives and awards for students. | 4300 Other $8000 |
| Scope of Service: District-wide<br><br>X All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth | | Scope of Service: District-wide<br><br>X All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth | |

| | | | |
|---|---|---|---|
| _ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | | _ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |
| 1.2 Maintain sufficient access to health care providers, counselors, social service liaisons, community resources | 2100 Supplemental $3,240 | Staff costs for health services rendered to students. | 2100 Supplemental and Concentration $3,240 |
| Scope of Service: District-wide<br>_ All<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | | Scope of Service: District-wide<br>_ All<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |
| 2.2 Continue implementation of a district and school-wide behavior support system | 5800: Professional/Consulting Services And Operating Expenditures Supplemental $30,000 | Paid in Previous Line Item | See Goal Above 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $0 |
| Scope of Service: District-wide<br>_ All<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | | Scope of Service: District-wide<br>_ All<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |
| 3.2 Continue to provide recognition for student success | 4300 Supplemental $8,000 | Paid in Previous Line Item | 4300 Other $8,000 |

| | | | | | |
|---|---|---|---|---|---|
| Scope of Service | District-wide<br><br>_ All<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | | Scope of Service | District-wide<br><br>_ All<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | The 2015-2016 district FCMAT report indicated that our school district should add full time counselor at the middle school and an additional full time psychologist. In the LCAP year, the district will add a full time counselor for the middle school and a full time psychologist to the district to help student support. Additional staff development will be provided in 2015-2016 to support the PBIS initiative and student safety. In the LCAP year, the district will focus on safety training for staff that will be paid at the teacher daily rate. The training will include PBIS and safe schools protocols. This goal and accompanying services will move to goal #5 in the 2016-2019 LCAP. | | | | |

**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.**

**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.**

| | | |
|---|---|---|
| Original GOAL 8 from prior year LCAP: | Maintain student access to electives, clubs and/or sports and increase student participation in electives, clubs and/or sports. | Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 X 6 _ 7 X 8 _<br>COE only: 9 _ 10 _<br>Local : Specify |

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

| | | | |
|---|---|---|---|
| Expected Annual Measurable Outcomes: | Number of students receiving an elective, club or sport, will be increased by 10%. (AERIES Attendance Report and Middle School Dropout Data)<br><br>In 2014-2015 the total number of students in sports and clubs in the district 890 students, which is 35% of the students in the school.<br><br>The middle school increased the number of student in electives/enrichment by 27%(203 students) in 2014-2015 to a baseline of 80% (602 students).<br><br>A total of 1492 students participated in an elective, club or sport, which is 58.5% of students in 2014-2015.<br><br>The total number of chronically absent students, students that miss more than 10% of the school year, will be reduced. In 2014 - 2015, a total of 165 students were absent 18 days (10% of the school year) or more. The chronically truant account for 6.5% of the entire school population for CSD. | Actual Annual Measurable Outcomes: | Number of students receiving an elective, club or sport, will be increased by 10%. (AERIES Attendance Report and Middle School Dropout Data). This goal was not met, but showed growth.<br><br>The total number of students in 2015-2016 in sports and clubs in the district 986 students, which is 38.8% of the students in the school. That is an increase of 3.8% over the previous year.<br><br>The middle school increased the number of student in electives/enrichment by 87%(678 students) in 2015-2016. That is an increase of 7% over the previous year.<br><br>A total of 1592 students participated in an elective, club or sport, which is 62.7% of students in 2015-2016. That is an increase of 4.2% over the previous year.<br><br>The total number of chronically absent students, students that miss more than 10% of the school year, will be reduced. In 2014 - 2015, a total of 165 students were absent 18 days (10% of the school year) or more. The chronically truant account for 6.5% of the entire school population for CSD.<br><br>A total of 185 students or 7.3% of the total student population were chronically absent in 2015-2016. That is an increase. |

**LCAP Year:** 2015-2016

| Planned Actions/Services | | Actual Actions/Services | |
|---|---|---|---|
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| 1.2 Maintain personnel, time and increased course offerings for students | Principal's created schedules at no additional cost 1100 Supplemental $40,000<br>1100 Supplemental $35,500 | Maintain personnel, time and increased course offerings for students. | 1100 Supplemental and Concentration $0<br>1100 Supplemental and Concentration $0 |
| Scope of Service: District-wide<br>_ All<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | | Scope of Service: District-wide<br>_ All<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |
| 2.2 Continue use of flexible scheduling to allow students to access electives, sports, and/or clubs | Principal's created schedules at no additional cost 1100 Supplemental $4,000 | Continue use of flexible scheduling to allow students to access electives, sports, and/or clubs. | 1100 Supplemental and Concentration $0 |
| Scope of Service: District-wide<br>_ All<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | | Scope of Service: District-wide<br>_ All<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |
| 3.2 Increase time for Spanish Teacher for electives and support | 1100 Supplemental and Concentration $30,000 | Staff position for service. | 1100 Supplemental and Concentration $60,400<br>2100 Supplemental and Concentration $125<br>3100 Supplemental and Concentration $6500 |

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| | | | 3300 Supplemental and Concentration $883<br>3400 Supplemental and Concentration $9,640<br>3500 Supplemental and Concentration $31<br>3600 Supplemental and Concentration $1423 |
| Scope of Service: District-wide<br><br>_ All<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | | Scope of Service: District-wide<br><br>_ All<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | The increase in the percentage for students in electives shows good growth, but we would like to accelerate the elective offerings for students to have an elective in 2015-2016. This school year we tried to offer after school electives to students, but it did not meet our expectations. In the LCAP year, the district and the middle school will transition to a 7 period day to ensure that all students will receive an elective during the school day. Materials need to be allocated to staff to assist in the implementation of the new schedule and additional classes. The middle school principal creates the master schedule with flexible scheduling at no additional cost. This goal and accompanying services will move to goal #4 in the 2016-2019 LCAP. | | |

**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.**

**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.**

| | | |
|---|---|---|
| Original GOAL 9 from prior year LCAP: | Increase Parent Participation. | Related State and/or Local Priorities:<br>1 _ 2 _ 3 X 4 _ 5 _ 6 _ 7 _ 8 _<br><br>COE only: 9 _ 10 _<br><br>Local : Specify |
| Goal Applies to: | Schools: All | |
| | Applicable Pupil Subgroups: | Unduplicated |

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|---|---|---|---|
| Expected Annual Measurable Outcomes: | Increase parent participation by 10% over baseline(Sign-In Sheets)<br><br>Over 300 parents attended the Chromebook training in October 2014.<br><br>26 parents attended the LCAP parent input session on January 21, 2015.<br><br>34 parents responded to the online survey about the LCAP. | Actual Annual Measurable Outcomes: | Increase parent participation by 10% over baseline(Sign-In Sheets). This goal was met and exceeded.<br><br>2,958 parents attended the parent events/activities, such as Back to School Night and Open House, in district in 2015-2016.<br><br>40 parents attended the LCAP parent input session on January 2016, which is a 54% increase.<br><br>49 parents responded to the online survey about the LCAP, which is 44% increase. |

**LCAP Year:** 2015-2016

| Planned Actions/Services | | Actual Actions/Services | |
|---|---|---|---|
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| 1.1 Continue to increase two way communication | 5800: Professional/Consulting Services And Operating Expenditures Base $25,000<br>2100 Supplemental $64,000 | Parent engagement workshop for parent liaisons. | 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $1,180 |
| Scope of Service: District-wide<br><br>X All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth | | Scope of Service: District-wide<br><br>X All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth | |

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| _ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | | _ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |
| 2.1 Increase parent classes and resources, including child care for the classes | 1100 Supplemental $4,000 | Increase parent classes and resources, including child care for the classes | 1100 Title I $10,800<br>3100 Title I $1,160 |
| Scope of Service: District-wide<br>X All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | | Scope of Service: District-wide<br>X All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |
| 3.1 Maintain parent centers at sites | Principal's created space for the center from existing rooms. Parent liaison's were hired to maintain the parent centers. 1100 Base $10,000 | Maintain parent centers at sites | See the service below. 4300 Other $0 |
| Scope of Service: District-wide<br>X All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | | Scope of Service: District-wide<br>X All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |
| 1.2 Parent community liaison for each site. | 1100 Supplemental $10,000<br>2100 Supplemental $64,000 | Parent community liaison for each site. | 2100 Supplemental and Concentration $17,633<br>3300 Supplemental and Concentration $920<br>3400 Supplemental and Concentration $14 |

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| | | | 3500 Supplemental and Concentration $9<br>3600 Supplemental and Concentration $425 |
| Scope of Service: District-wide<br>_ All<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | | Scope of Service: District-wide<br>_ All<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |
| 2.2 Continue to increase communication with the unduplicated populations | 5800: Professional/Consulting Services And Operating Expenditures Supplemental $20,000 | Continue to increase communication with the unduplicated populations | 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $1,180 |
| Scope of Service: District-wide<br>_ All<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | | Scope of Service: District-wide<br>_ All<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |
| 3.2 English Classes continue through the parent center | 1100 Supplemental $30,000 | English Classes continue through the parent center | 1100 Supplemental and Concentration $10,800<br>3100 Supplemental and Concentration $1,160<br>3300 Supplemental and Concentration $147<br>3600 Supplemental and Concentration $265 |

| | | | |
|---|---|---|---|
| | | | 2000-2999: Classified Personnel Salaries Supplemental and Concentration $3,100<br>3200 Supplemental and Concentration $220<br>3300 Supplemental and Concentration $200<br>3600 Supplemental and Concentration $74<br>4000-4999: Books And Supplies Supplemental and Concentration $230 |
| Scope of Service: District-wide<br>_ All<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | | Scope of Service: District-wide<br>_ All<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | Expanding two way communication continues to be an area of concern for the community. In the LCAP year, the district the site parent community liaison will receive a specific operating budget for outreach and supplies. In the LCAP year, the district will increase parent communication opportunities for families through technology, including the website and parent communication tools. Low parent attendance at Parent English classes prompted a change in the content of the parent trainings offered. In the LCAP year, the district will allow sites to tailor this after-school program to specific parent needs, which could include a parent English Class. This goal and accompanying services will move to goal #6 in the 2016-2019 LCAP. | | |

**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: | $4,206,191 |
|---|---|

Cucamonga School District's LCFF supplemental grant target at full implementation is estimated at $ 5,053,757 million. 2015/16 expenditures to support unduplicated pupils were $3,057,478. The gap between full implementation and the 2015/2016 expenditures is $2,137,673. Using the estimated gap funding percentage for 2016/2017 of 54.84% the increase in the estimated supplemental grant funding is $ 1,172,300 Million.

Consistent with the requirements of 5 CCR 15496, the actions and services provided in the LCAP year demonstrate increased and improved services for the unduplicated pupils in the following list. This includes, but is not limited to:

- CSD will increase the number of iPads in K-2 to create a 1:1 environment, which will bring CSD to a full 1:1 student device district. Technology is a key driver towards instruction that impacts student learning outcomes, both on standardized assessments and for 21st Century Learning skills. In their recent investigation of 21st Century Learning, National Academies Press found that rote learning does not support the educational transfer necessary to tackle the complex problems demanded by intensified academic standards. Students must be exposed to unfamiliar problems and encouraged to design meaningful solutions. Technology is a tool for such problem solving. A national Walden University study reports that teachers who use technology frequently place the highest emphasis on problem solving. Grunwald Associates LLC based on research by Eduventures, Inc. (June, 2010). Educators, Technology and 21st Century Skills: Dispelling Five Myths A Study on the Connection Between K–12 Technology Use and 21st Century Skills. https://www.waldenu.edu/~/media/Files/WAL/full-report-dispelling-five-myths.pdf

- CSD will add a new technology support position to support the increased numbers of devices.The number of devices in the district has expanded to the point that additional support is necessary. It is critical that the technology works consistently and reliably for it to be used by staff with students. High quality, speedy, educative technology support is the catalyst for teachers trying new instructional techniques that employ technology. These environmental factors can overcome the lack of confidence that teachers have with technology, as expressed in a 2012 LEAD Commission National survey, in which 82 percent of teachers feel they have not received the necessary training to use technology to its fullest potential in the classroom. Lead Commission (September, 2013). Paving a Path Forward for Digital Learning in the United States. http://leadcommission.org/sites/default/files/FINAL%20LEADComm_PavingPath_Report_091713a.pdf

- CSD will add a Math Teacher on Assignment to assist staff in understanding curriculum, delivering innovative math techniques, and assist in the planning of math intervention programs. University of Maryland researchers who conducted a 3-year study on the effects of math coaching on the state math assessment scores of 24,759 Grade 3-5 students in 36 Virginia schools.

"Over a 3-year period, the students in this study who were enrolled in schools with an elementary mathematics coach had significantly higher scores on their state's high-stakes standardized mathematics achievement tests (grades 3-5) than did students in the control schools." Campbell, P. and Malkus, N. (2011) "The Impact of Elementary Mathematics Coaches on Student Achievement," The Elementary School Journal, Volume 111, Number 3, pp. 430-454.

- CSD will add Science coaches at each site to help staff with the instructional shifts and curriculum changes in NGSS standards. When coaching was added to the staff development, approximately 95% of the teachers implemented the new skills in their classrooms." Knight, J. (2009). Coaching Approaches and Perspectives. Lawrence, KS: Corwin.

- CSD will parent liaison material budget to advertise and support parents engagement at all sites. The parent liaisons are need of materials to support parents in the engagement process. This will help us to draw more parents in and feel welcome on our sites.

- CSD will add an additional counselor at the middle school to support students in their academic, social, and attendance areas. Students who have greater access to school counselors and comprehensive school counseling programs are more likely to succeed academically and behaviorally in school; this is particular true for students in high-poverty schools. Missouri Professional School Counselors: Ratios Matter, Especially in High-Poverty Schools Lapan, R. T., Gysbers, N. C., Bragg, S., & Pierce, M. E. (2012). Missouri professional school counselors: Ratios matter, especially in high-poverty schools. Professional School Counseling,16 (2), 108-116.

- CSD will add a district psychologist to support students and families in academics, social needs, and attendance concerns. "Psychological science has much to contribute to enhancing teaching and learning in the classroom," said Joan Lucariello, PhD, chair of the Coalition for Psychology in Schools and Education and a contributing author of the report. "Teaching and learning are intricately linked to social and behavioral factors of human development, including cognition, motivation, social interaction and communication." The most important psychological concepts for teachers to apply in classrooms, American Psychological Association (APA). American Psychological Association (APA). (2015, May 6). The most important psychological concepts for teachers to apply in classrooms. ScienceDaily. Retrieved June 7, 2016 from www.sciencedaily.com/releases/2015/05/150506094917.htm

- CSD will allocate materials and training costs to adopt new ELA/ELD materials for support the learning of unduplicated pupils.
  All ELs must have full access to the types of high
  quality curriculum and instruction called for by the CA CCSS for ELA/Literacy and other SBEadopted content standards in all disciplines (including mathematics, science, histo ry/social studies, and other subjects) as they concurrently progress through the continuum of English language development. English Language Arts/English Language Development Framework, July 2014.

- CSD will allocate materials costs for the new 7th period schedule at the middle school that will allow all students including the EL and SPED subgroups to have an elective during the school day. David O'Brien from the University of Minnesota, has compelling research on the achievement abilities of adolescents who have disengaged from developing literacy in print, yet excel when given the opportunity to engage in digital media with a project focusing on an area of their own interest, such as a topic in popular culture. The ability to capitalize on choice and interest prove to be a powerful motivator in engaging the students. O'Brien, D. (2003, March). Juxtaposing traditional and intermedial literacies to redefine the competence of struggling adolescents. Reading Online, 6(7).

- CSD will allocate additional reading materials for the libraries to increase student engagement and reading achievement. More popular than any motivational support is affording choices, which is widely supported in the professional literature. O'Brien, D.G. and Dillon, D.R. (2008). The role of motivation in engaged reading of adolescents. In K.A. Hinchman H.K. Sheridan-Thomas (Eds.), Best practices in adolescent literacy instruction (pp. 78-98). New York: Guilford Press

Additional services may be addressed in the Single School Plans for Student Achievement to address the unique needs of these students.

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.

| | |
|---|---|
| 22.80 | % |

The total estimated LCFF supplemental minimum proportionality percentage is 22.80% and corresponding expenditures for 2016/2017 is $ 4,206,191 million.

For the 2016/2017 school year, Cucamonga District is expecting to allocate approximately $4,206,191 million to actions and services that directly support low income, foster youth, and English learner pupils. The following will be done to increase services to the Cucamonga School District low income, foster youth, and English learners:

Consistent with the requirements of 5 CCR 15496, the actions and services provided in the LCAP year demonstrate increased and improved services for the unduplicated pupils in the following list. This includes, but is not limited to:

- CSD will increase the number of iPads in K-2 to create a 1:1 environment, which will bring CSD to a full 1:1 student device district.
- CSD will add a new technology support position to support the increased numbers of devices.
- CSD will add a Math Teacher on Assignment to assist staff in understanding curriculum, delivering innovative math techniques, and assist in the planning of math intervention programs.
- CSD will add Science coaches at each site to help staff with the instructional shifts and curriculum changes in NGSS standards.
- CSD will parent liaison material budget to advertise and support parents engagement at all sites.
- CSD will add an additional counselor at the middle school to support students in their academic, social, and attendance areas.
- CSD will add a district psychologist to support students and families in academics, social needs, and attendance concerns.
- CSD will allocate materials and training costs to adopt new ELA/ELD materials for support the learning of unduplicated pupils.
- CSD will allocate materials costs for the new 7th period schedule at the middle school that will allow all students including the EL and SPED subgroups to have an elective during the school day.
- CSD will allocate additional reading materials for the libraries to increase student engagement and reading achievement.

Additional services may be addressed in the Single School Plans for Student Achievement to address the unique needs of these students.

## 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).

01-13-15 [California Department of Education]