Introduction:

LEA: Cucamonga School District **Contact (Name, Title, Email, Phone Number):** Janet Temkin, Superintendent, jtemkin@cuca.k12.ca.us, **LCAP Year:** 2015-2016

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
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 Purpose, Plan, Budget and Executive Summary Creation) – September 8, 2014	The steering committee reviewed the LCAP process, plan, and budget. The LCAP committee engaged in large group activities to review specific sections on the plan. The LCAP committee then reviewed its purpose and yearly cycle of

	improvement. The committee developed an executive summary from the LCAP plan.
LCAP Committee Meeting (Evaluation of Goals and Services) - December 2, 2014	The LCAP committee evaluated the goals and services through the use of data. Local and state data was used to determine progress towards LCAP goals and services up to that date. The LCAP committee developed new 17/18 goals and services.
LCAP Community Input and Stakeholder Feedback – Jan - April 2015	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 21, 2015	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 2015-2018 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 19, 2015	The LCAP committee reviewed current feedback from local stakeholders and modified the 2015-2018 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 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 LCAP committee then took that information and entered it into the new LCAP template. 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, 2015	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 18, 2015	The draft complete LCAP will be shared with the DAC/DELAC, by statute, to get

	their input and comments.
Public Board Hearing – June 11, 2015	The Board will hear the comments from the public and make their first read of the LCAP plan. The LCAP plan will be modified at the discretion of the board based off the public input.
Final Board Approval – June 18, 2014	The Cucamonga School Board will have a second reading of the LCAP plan and will be considered for approval. 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 Meeting (Evaluation of Goals and Services) - December 2, 2014	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 CHKS, suspension, and expulsions).
LCAP Committee Meeting (Reviewing, Evaluating, Re-Prioritizing Services) – May 11, 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?

GOAL 1:	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 COE only: 9 _ 10 _ Local : Specify

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: 2015-2016

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

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Model lessons containing common core content and strategy implementation.	District-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1100: Certificated Personnel Salaries Base $119,000

Continued technology training on student devices and teacher instructional tools.	District-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1100: Certificated Personnel Salaries Base $10,500 1100: Certificated Personnel Salaries Supplemental $100,000 5800: Professional/Consulting Services And Operating Expenditures Supplemental $7,000
Collaboration/PLC.	District-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1100: Certificated Personnel Salaries Supplemental $220,000
Professional Development in Cultural literacy, poverty, homeless and foster youth.	District-wide	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	5800: Professional/Consulting Services And Operating Expenditures Supplemental $100,000
Training in new ELD standards for all instructional staff.	District-wide	_ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1100: Certificated Personnel Salaries Supplemental $42,000 5800: Professional/Consulting Services And Operating Expenditures Supplemental $40,000
Technology Device Increase and Refresh for Digital Literacy	District-wide	_ All OR: X Low Income pupils	4400: Books and Supplies Supplemental $50,000

		X English Learners X Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify)	

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	Increase 2015-2016 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
Continued Implementation of model lessons to students.		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	5800: Professional/Consulting Services And Operating Expenditures Base $119,000
Continued technology training on student devices and teacher instructional tools.		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1100: Certificated Personnel Salaries Base $10,500 1100: Certificated Personnel Salaries Supplemental $100,000 5800: Services And Other Operating Expenditures Supplemental $7,000
Collaboration/PLC.		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1100: Certificated Personnel Salaries Supplemental $230,000

Professional Development in Cultural literacy, poverty, homeless and foster youth.		_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	5800: Professional/Consulting Services And Operating Expenditures Supplemental $100,000
Training in new ELD standards for all instructional staff.		_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	1100: Certificated Personnel Salaries Supplemental $42,000
Technology Device Increase and Refresh for Digital Literacy		_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify)	4400: Books And Supplies Supplemental $100,000

LCAP Year 3: 2017-18			
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
Continued Implementation of model lessons in all subjects embedding technology, literacy, and DOK levels 3 and 4 for all students.		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Continued Implementation of model lessons to students. 1100: Certificated Personnel Salaries Base $119,000
Continue technology training for all instructional staff and parents to enhance student learning.		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1100: Certificated Personnel Salaries Base $10,500 1100: Certificated Personnel Salaries Supplemental $100,000 5800: Services And Other Operating Expenditures Supplemental $7,000
Collaboration to create a balanced reading program with incentives, technology, and diverse texts to promote self-motivated reading.		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1100: Certificated Personnel Salaries Supplemental $240,000
Implement strategies learned in professional development regarding cultural literacy, poverty, homeless and foster youth.		_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent	1100: Certificated Personnel Salaries Supplemental $100,000

		English proficient _ Other Subgroups: (Specify)	
Training in the implementation of the ELD standards in all subject areas through model lessons for all instructional staff.		_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	1100: Certificated Personnel Salaries Supplemental $42,000
Professional development focused on increasing student social capital and equity for all students.		_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	5800: Professional/Consulting Services And Operating Expenditures Supplemental $500
Technology Device Increase and Refresh for Digital Literacy		_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify)	4400: Books And Supplies Supplemental $50,000

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

GOAL 2:	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 COE only: 9 _ 10 _ Local : Specify
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: 2015-2016

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) 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. 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.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Implementation of professional development to improve skills and strategies in the classroom.	District-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1100: Certificated Personnel Salaries Base $108,000
Continued training on the use of classroom technology and provide additional resources for teachers. Add a new TOA position for Technology Integration. Add a tech support position to support the network and	District-wide	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent	1100: Certificated Personnel Salaries Supplemental $82,000 2100: Classified Personnel Salaries Supplemental $65,000 5800: Services and Operating Expenses Supplemental $6,000

added devices. Purchase a technology program to support professional development		English proficient _ Other Subgroups: (Specify)	
Continued refinement of interventions.	District-wide	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	5800: Professional/Consulting Services And Operating Expenditures Supplemental $18000
Provide additional resources.	District-wide	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	Provide additional resources. 4200: Books And Supplies Supplemental $20,000

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	Increase 2015-2016 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)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue utilization of professional development to improve skills and strategies.		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	5800: Professional/Consulting Services And Operating Expenditures Base $108,000
Continued training on the use of classroom technology and provide additional resources for teachers.		_ All	1100: Certificated Personnel Salaries Supplemental $82,000

Add a new TOA position for Technology Integration. Maintain tech support position to support the network and added devices.		OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	2100: Classified Personnel Salaries Supplemental $65,000
Continued refinement of interventions.		_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	5800: Professional/Consulting Services And Operating Expenditures Supplemental $18,000
Provide additional resources.		_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	Provide additional resources. 4300: Books And Supplies Supplemental $20,000

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	Increase 2016-2017 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)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue utilization of professional development to improve reading skills and strategies in diverse texts and multimedia.		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient	1100: Certificated Personnel Salaries Supplemental $108,000

		_ Other Subgroups: (Specify)	
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. Add a new TOA position for Technology Integration. Maintain tech support position to support the network and added devices.		_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	1100: Certificated Personnel Salaries Supplemental $82,000 2100: Classified Personnel Salaries Supplemental $65,000
Use technology-based-programs to differentiate language and literacy lessons based on individual skill levels.		_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	5800: Professional/Consulting Services And Operating Expenditures Supplemental $18,000
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 OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	5800: Services And Other Operating Expenditures Supplemental $20,000

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

GOAL 3:	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: 1 X 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify

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: 2015-2016

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) Maintain 100% of facilities have a good or higher rating with minimal deficiencies. (Williams Report and FIT Reports) Baseline Data 100% of teachers appropriately assigned and credentialed. (Credential Report) 100% of students have access to standards aligned curriculum and materials.(Williams Report) 96.65% of facilities have a good or higher rating with minimal deficiencies. (Williams Report)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain 100% of teachers appropriately assigned and credentialed.	District-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1100: Certificated Personnel Salaries Base $9,050,000
Maintain 100% of students having access to standards aligned curriculum and materials.	District-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth	4300: Books And Supplies Base $100,000

		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Continuance of Deferred Maintenance Program.	District-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures Base $560,000

LCAP Year 2: 2016-17

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) 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
Maintain 100% of teachers appropriately assigned and credentialed.		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1100: Certificated Personnel Salaries Base $9,050,000
Maintain 100% of students having access to standards aligned curriculum and materials.		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4300: Books And Supplies Base $100,000

Continuance of Deferred Maintenance Program.		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures Base $560,000

LCAP Year 3: 2017-18

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) 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
Maintain 100% of teachers appropriately assigned and credentialed.		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1100: Certificated Personnel Salaries Base $9,050,000
Maintain 100% of students having access to standards aligned curriculum and materials.		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4300: Books And Supplies Base $100,000
Continuance of Deferred Maintenance Program.		X All OR:	5000-5999: Services And Other Operating Expenditures Base $560,000

		_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

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

GOAL 4:	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 COE only: 9 _ 10 _ Local : Specify

Identified Need :	The number of 3rd grade students reading at grade level will increase. 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: 2015-2016

Expected Annual Measurable Outcomes:	Increase of 10% achievement for all students over baseline (CAASPP Scores and District Benchmark Assessments) 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.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Refine and continue Full Day Kindergarten Program	District-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1100: Certificated Personnel Salaries Supplemental $325,000
Maintain and assess resources for school libraries	District-wide	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	4300: Books And Supplies Supplemental $150,000 2100: Classified Personnel Salaries Supplemental $4,800
Assessment of 3rd graders in reading in ELA.	District-	X All	1100: Certificated Personnel Salaries Supplemental $8,000

	wide	OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Continued Professional Development for all Instructional Staff in reading instruction	District-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1100: Certificated Personnel Salaries Supplemental $120,000
Maintain early intervention/extension classes delivered through push in and pull out models	District-wide	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	2100: Classified Personnel Salaries Supplemental $550,000
Kindergarten Intensive Intervention	District-wide	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	1100: Certificated Personnel Salaries Title I $50,000
Specific skill intervention	District-wide	_ All OR: X Low Income pupils X English Learners	1100: Certificated Personnel Salaries Supplemental $70,000

		X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	Increase of 10% achievement for all students over 2015-2016 (CAASPP Scores and District Benchmark Assessments) 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
Refine and continue Full Day Kindergarten Program		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1100: Certificated Personnel Salaries Supplemental $342,000
Maintain and assess resources for school libraries		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4300: Books And Supplies Supplemental $20,000 2100: Classified Personnel Salaries Supplemental $4,800
Assessment of 3rd graders in ELA		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups:	1100: Certificated Personnel Salaries Supplemental $8,000

		(Specify)	
Continued Professional Development for all Instructional Staff in reading instruction		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	5800: Professional/Consulting Services And Operating Expenditures Base $120,000
Maintain early intervention delivered through push in and pull out models		_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	2100: Classified Personnel Salaries Supplemental $550,000
Kindergarten Intensive Intervention		_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	1100: Certificated Personnel Salaries Title I $50,000
Specific skill intervention		_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	1100: Certificated Personnel Salaries Supplemental $70,000

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	Increase of 10% achievement for all students over baseline. 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
Refine and continue Full Day Kindergarten Program		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1100: Certificated Personnel Salaries Supplemental $366,000
Maintain and assess resources for school libraries		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4300: Books And Supplies Supplemental $20,000 2100: Classified Personnel Salaries Supplemental $4,800
Assessment of 3rd graders in ELA		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1100: Certificated Personnel Salaries Supplemental $8,000
Continued Professional Development for all Instructional Staff in reading instruction		X All OR: _ Low Income pupils _ English Learners _ Foster Youth	5800: Professional/Consulting Services And Operating Expenditures Supplemental $120,000

		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Maintain early intervention delivered through push in and pull out models		_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	2100: Classified Personnel Salaries Supplemental $550,000
Kindergarten Intensive Intervention		_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	1100: Certificated Personnel Salaries Other $50,000
Specific skill intervention		_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	1100: Certificated Personnel Salaries Supplemental $70,000
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 OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups:	4300: Books And Supplies Supplemental $4000

		(Specify)	

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

GOAL 5:	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 COE only: 9 _ 10 _ Local : Specify

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: 2015-2016

Expected Annual Measurable Outcomes:	Increase of 10% achievement for all students over baseline (CAASPP Scores and District Benchmark Assessments) 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. A math benchmark was created for the 2015-2016 school year.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain 30 minutes of extra instruction	District-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1100: Certificated Personnel Salaries Supplemental $610,000
Assessment of 6th graders in ELA and Math	District-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups:	1100: Certificated Personnel Salaries Base $500

		(Specify)	
Continued training in Common Core ELA and Math.	District-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	5800: Professional/Consulting Services And Operating Expenditures Supplemental $238,000
Continued workshops for parents	District-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1100: Certificated Personnel Salaries Title I $10,000
Literacy coach continues professional development in reading for teachers as needed	District-wide	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	1100: Certificated Personnel Salaries Supplemental $30,000
Maintain literacy coaches at each site	District-wide	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	1100: Certificated Personnel Salaries Supplemental $8,000

Increase hours of instructional assistants at all sites to support math and reading intervention	District-wide	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	2100: Classified Personnel Salaries Supplemental $60,000
Math and ELA tutoring Program	District-wide	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	1100: Certificated Personnel Salaries Supplemental $8,000
Language arts and math Common Core Materials in place and training on going.	District-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4300: Books And Supplies Supplemental $200,000

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	Increase of 10% achievement for all students over 2015-2016 (CAASPP Scores and District Benchmark Assessments) 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
Maintain 30 minutes of extra instruction		X All OR: _ Low Income pupils _ English Learners	1100: Certificated Personnel Salaries Supplemental $615,000

		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Assessment of 6th graders in ELA and Math		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1100: Certificated Personnel Salaries Supplemental $500
Continued training in Common Core ELA and Math.		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	5800: Professional/Consulting Services And Operating Expenditures Supplemental $238,000
Continued workshops for parents		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1100: Certificated Personnel Salaries Title I $10,000
Language arts and math Common Core Materials in place and training on going.		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent	4300: Books And Supplies Base $200,000

		English proficient _ Other Subgroups: (Specify)	
Literacy coach continues professional development in reading for teachers as needed		_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	1100: Certificated Personnel Salaries Other $30,000
Maintain literacy coaches at each site		_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	1100: Certificated Personnel Salaries Supplemental $8000
Maintain Hire Instructional Assistants, one per elementary site, for reading and math intervention		_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	2100: Classified Personnel Salaries Supplemental $60,000
Math and ELA tutoring Program		_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	1100: Certificated Personnel Salaries Supplemental $8,000

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	Increase of 10% achievement for all students over baseline (CAASPP scores and District Benchmark Assessments). 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
Maintain 30 minutes of extra instruction		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1100: Certificated Personnel Salaries Supplemental $620,000
Assessment of 6th graders in ELA and Math		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1100: Certificated Personnel Salaries Supplemental $500
Continued training in Common Core ELA and Math.		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	5800: Professional/Consulting Services And Operating Expenditures Supplemental $238,000
Continued workshops for parents		X All OR: _ Low Income pupils	1100: Certificated Personnel Salaries Title I $10,000

		_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Language arts and math Common Core Materials in place and training on going.		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4300: Books And Supplies Base $200,000
Literacy coach continues professional development in reading for teachers as needed		_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	1100: Certificated Personnel Salaries Other $30,000
Maintain literacy coaches at each site		_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	1100: Certificated Personnel Salaries Supplemental $8,000
Maintain/Hire Instructional Assistants, one per elementary site, for reading and math intervention		_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent	2100: Classified Personnel Salaries Supplemental $60,000

		English proficient _ Other Subgroups: (Specify)	
Math and ELA tutoring Program		_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	1100: Certificated Personnel Salaries Supplemental $8,000
All students actively participating in STEAM lessons through thinking, creating, analyzing, and DOK 3/4		_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	1100: Certificated Personnel Salaries Supplemental $4,000

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

GOAL 6:	Increase opportunities for intervention/enrichment services.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 X 6 _ 7 X 8 _ COE only: 9 _ 10 _ Local : Specify

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: 2015-2016

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

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continued implementation of intervention/enrichment programs. Provide additional enrichment classes.	District-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1100: Certificated Personnel Salaries Supplemental $34,000 2100: Classified Personnel Salaries Supplemental $10,061
Augment After-School Sports, Electives, and Clubs	District-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1100: Certificated Personnel Salaries Supplemental $160,000
Homework support	District-wide	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	1100: Certificated Personnel Salaries Supplemental $25,200

LCAP Year 2: 2016-17

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
Continued implementation of intervention/enrichment programs After-School Sports, Electives, and Clubs		X All OR: _ Low Income pupils	1100: Certificated Personnel Salaries Supplemental $34,000 2100: Classified Personnel Salaries Supplemental $10,061

		_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Augment After-School Sports, Electives, and Clubs		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1100: Certificated Personnel Salaries Supplemental $120,000
Homework Support		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1100: Certificated Personnel Salaries Supplemental $25,200

LCAP Year 3: 2017-18

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
Continue and increase implementation of intervention/enrichment programs		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1100: Certificated Personnel Salaries Supplemental $34,000 2100: Classified Personnel Salaries Supplemental $10,061

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 OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	1100: Certificated Personnel Salaries Supplemental $180,000
Homework support		_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	1100: Certificated Personnel Salaries Supplemental $25,200

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

GOAL 7:	Decrease the number of student referrals, suspension, and expulsions. 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.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 X 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify

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: 2015-2016

Expected Annual Measurable Outcomes:	Reduce number of student referrals, suspensions, and expulsions by 5% over baseline (AERIES – Suspension and Expulsion Reports) 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.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue access to health care providers, counselors, social service liaisons, community resources	District-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1100: Certificated Personnel Salaries Base $92,000
Continue implementation of a district and school-wide behavior support system	District-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	5800: Professional/Consulting Services And Operating Expenditures Base $40,000 Discipline Monitoring System 5800: Services And Other Operating Expenditures Supplemental $2,000
Continue to provide recognition for student success	District-	X All	5800:Incentives - Other Base $8000

	wide	OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Maintain sufficient access to health care providers, counselors, social service liaisons, community resources	District-wide	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	2100: Classified Personnel Salaries Supplemental $3,240
Continue implementation of a district and school-wide behavior support system	District-wide	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	5800: Professional/Consulting Services And Operating Expenditures Supplemental $30,000
Continue to provide recognition for student success	District-wide	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	5800: Professional/Consulting Services And Operating Expenditures Supplemental $8,000

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	Reduce number of student referrals, suspensions, and expulsions by 5% over 2015-2016 (AERIES – Suspension and Expulsion Reports) 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
Continue access to health care providers, counselors, social service liaisons, community resources		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1100: Certificated Personnel Salaries Base $92,000
Continue implementation of a district and school-wide behavior support system		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	5800: Professional/Consulting Services And Operating Expenditures Base $40,000 Discipline Monitoring System 5800: Services And Other Operating Expenditures Supplemental $2,000
Continue to provide recognition for student success		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	5800:Incentives - Other Base $8000
Maintain sufficient access to health care providers, counselors, social service liaisons, community resources		_ All OR: X Low Income pupils X English Learners X Foster Youth	2100: Classified Personnel Salaries Supplemental $3240

		X Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Continue implementation of a district and school-wide behavior support system		_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	5800: Professional/Consulting Services And Operating Expenditures Base $30,000
Continue to provide recognition for student success		_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	5800: Professional/Consulting Services And Operating Expenditures Base $8,000

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	Reduce number of student referrals, suspensions and expulsions by 5% over 2016-2017 (AERIES – Suspension and Expulsion Reports) 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
Continue access to health care providers, counselors, social service liaisons, community resources. All staff should be made aware of community services available		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	2100: Classified Personnel Salaries Base $92,000

Continue implementation of a district and school-wide behavior support system		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1100: Certificated Personnel Salaries Supplemental $30,000
Continue to provide recognition for student success		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	5800:Incentives - Other Base $8000
Maintain continuing access to health care providers, counselors, social service liaisons, community resources with sufficient follow-up to ensure services have been accessed		_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	2100: Classified Personnel Salaries Supplemental $3,240
Continue implementation of a district and school-wide behavior support system		_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	5800: Professional/Consulting Services And Operating Expenditures Supplemental $30,000 5800: Services And Other Operating Expenditures Supplemental $2,000
Continue to provide recognition for student success		_ All OR:	5800: Professional/Consulting Services And Operating Expenditures Supplemental $8,000

		X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	

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

GOAL 8:	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 _ COE only: 9 _ 10 _ Local : Specify

Identified Need :	Students need more access to electives clubs and sports. A total of 1492 students participated in an elective, club or sport, which is 58.5% of students in 2014-2015.	
Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	Unduplicated

LCAP Year 1: 2015-2016

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) The total number of students in sports and clubs in the district 890 students, which is 35% of the students in the school. 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). A total of 1492 students participated in an elective, club or sport, which is 58.5% of students in 2014-2015. 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.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain personnel, time and increased course offerings for students	District-wide	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	1100: Certificated Personnel Salaries Supplemental $40,000 1100: Certificated Personnel Salaries Supplemental $35,500
Continue use of flexible scheduling to allow students to access electives, sports, and/or clubs	District-wide	_ All OR: X Low Income pupils	1100: Certificated Personnel Salaries Supplemental $4,000

		X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Increase time for Spanish Teacher for electives and support	District-wide	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	1100: Certificated Personnel Salaries Supplemental and Concentration $30,000

LCAP Year 2: 2016-17

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)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain personnel, time and increased course offerings for students		_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	1100: Certificated Personnel Salaries Supplemental $40,000 2100: Classified Personnel Salaries Supplemental $35,500
Continue use of flexible scheduling to allow students to access electives, sports, and/or clubs		_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient	1100: Certificated Personnel Salaries Supplemental $4,000

		_ Other Subgroups: (Specify)	

	LCAP Year 3: 2017-18
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)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain personnel, time and increased course offerings for students		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1100: Certificated Personnel Salaries Supplemental $40,000 2100: Classified Personnel Salaries Supplemental $35,500
Continue use of flexible scheduling to allow students to access electives, sports, and/or clubs		_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	1100: Certificated Personnel Salaries Supplemental $4,000

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

GOAL 9:	Increase Parent Participation.	Related State and/or Local Priorities: 1 _ 2 _ 3 X 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify

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: 2015-2016

Expected Annual Measurable Outcomes:	Increase parent participation by 10% over baseline(Sign-In Sheets) Over 300 parents attended the Chromebook training in October 2014. 26 parents attended the LCAP parent input session on January 21, 2015. 34 parents responded to the online survey about the LCAP.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to increase two way communication	District-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	5800: Professional/Consulting Services And Operating Expenditures Base $25,000 2100: Classified Personnel Salaries Supplemental $64,000
Increase parent classes and resources, including child care for the classes	District-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1100: Certificated Personnel Salaries Supplemental $4,000
Maintain parent centers at sites	District-	X All	1100: Certificated Personnel Salaries Base $10,000

	wide	OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Parent community liaison for each site.	District-wide	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	1100: Certificated Personnel Salaries Supplemental $10,000 2100: Classified Personnel Salaries Supplemental $64,000
Continue to increase communication with the unduplicated populations	District-wide	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	5800: Professional/Consulting Services And Operating Expenditures Supplemental $20,000
English Classes continue through the parent center	District-wide	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	1100: Certificated Personnel Salaries Supplemental $30,000

LCAP Year 2: 2016-17	
Expected Annual Measurable Outcomes:	Increase parent participation by 10% over baseline(Sign-In Sheets) 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
Continue to increase two way communication		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	5800: Professional/Consulting Services And Operating Expenditures Base $25,000 2100: Classified Personnel Salaries Supplemental $64,000
Increase parent classes and resources, including child care for the classes		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1100: Certificated Personnel Salaries Base $4,000
Maintain parent centers at sites		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1100: Certificated Personnel Salaries Base $10,000
Continue to increase communication with the unduplicated populations		_ All OR: X Low Income pupils X English Learners X Foster Youth	5800: Professional/Consulting Services And Operating Expenditures Supplemental $15,000

		X Redesignated fluent English proficient _ Other Subgroups: (Specify)	
English Classes continue through the parent center		_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	1100: Certificated Personnel Salaries Supplemental $30,000

LCAP Year 3: 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
Continue to increase two way communication 1.2 By researching effective methods/ systems to allow parents to respond back to an incoming message (i.e. texts, phone calls, emails and/ or flyers). 1.3 Providing increased opportunities for face to face interaction, participation, and/or communication. 1.4 Maintain updated school and District website information and communication to parents.		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1100: Certificated Personnel Salaries Supplemental $20,000 2100: Classified Personnel Salaries Supplemental $64,000
Increase parent classes and community resources based on parent needs, including child care for the classes.		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1100: Certificated Personnel Salaries Supplemental $4,000
Maintain parent centers at sites.		X All	1100: Certificated Personnel Salaries Supplemental $10,000

		OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
1.1 Maintain parent centers at sites Continue to increase two way communication 1.2 By researching effective methods/ systems to allow parents to respond back to an incoming message (i.e. texts, phone calls, emails and/ or flyers). 1.3 Providing increased opportunities for face to face interaction, participation, and/or communication. 1.4 Maintain updated school and District website information and communication to parents.		_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	5800: Professional/Consulting Services And Operating Expenditures Supplemental $20,000
Continue to increase communication with the unduplicated populations		_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	1100: Certificated Personnel Salaries Supplemental $20,000
English Classes continue through the parent center		_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	2100: Classified Personnel Salaries Supplemental $30,000

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

Annual Update

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

Guiding Questions:

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
3) How have the actions/services addressed the identified needs and goals of specific 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. In 2012 - 2013 only 36% of 3rd grade students were proficient or above on the CST test.	Related State and/or Local Priorities: 1 _ 2 X 3 _ 4 _ 5 _ 6 _ 7 _ 8 X COE only: 9 _ 10 _ Local : Specify

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

Expected Annual Measurable Outcomes:	Establish baseline data for Informational and literature reading(Professional Development Logs and Benchmark Assessments)	Actual Annual Measurable Outcomes:	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. 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.

LCAP Year: 2014-2015

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
1.1 Provide in depth study of CCSS.	5800: Professional/Consulting Services And Operating Expenditures Other $238,000	• Purchased and implementation of bridge common core materials, CKLA, grades TK-5, and Expeditionary Learning, grades 6-8. • Trainers from Amplify, Expeditionary Learning and the University of La Verne provided training for the staff. The work was supported by our literacy coaches at each site.	Consultants 5800: Professional/Consulting Services And Operating Expenditures Common Core Standards Implementation Funds $34,572 Consultants 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $81,178 Professional Development 5200 Supplemental and Concentration $7,945 Professional Development 5700: Transfers Of Direct Costs

			Supplemental and Concentration $1,019 Instructional Materials-Bridge-CKLA-Expeditionary Learning 4000-4999: Books And Supplies Common Core Standards Implementation Funds $137,639 Instructional Materials-Bridge-CKLA-Expeditionary Learning 4300: Books And Supplies Supplemental and Concentration $436,059 Professional Development Substitutes/Hourly 1100: Supplemental and Concentration $36,603 Professional Development Substitutes/Hourly 3000-3999: Employee Benefits Supplemental and Concentration $4,667
Scope of Service: Districtwide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: Districtwide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
2.1 Provide technology training.	1000-1999: Certificated Personnel Salaries Other 10,500	• Students have one-to-one access to technological devices in grades 3-8. • Dell tablets, grades 3-5; Chrome Books, grades 6-8; and iPads in K-2 • Teachers and classified staff trained on use of technology devices • Expert consultants from CUE affiliates, Microsoft, and district teachers provided training on hardware and software for the staff. Initial training on devices included iPads, Dell Tablets, and	Devices, purchased Fund 40 and Base 4400: Books And Supplies Other $1,330,244 Teacher Substitutes and Hourly 1100: Supplemental and Concentration $36,603 Classified Hourly and Substitutes 2100: Classified Personnel Salaries Supplemental and Concentration $4,791 Certificated & Classified Hourly and

		Chromebooks. • District technology personnel is researching applications/software for student use.	Subs 3000-3999: Employee Benefits Supplemental and Concentration $9,458 Consultants Training 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $13,351 Workshop Attendance-CUE 5200: Supplemental and Concentration $5,095
Scope of Service: Districtwide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: Districtwide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
3.1 Provide research and training for Intervention	1000-1999: Certificated Personnel Salaries Other 10,000	Much time was spent implementing new materials in ELA and Math. Work was spent looking at the assessment and remediation guides in the CKLA ELA program, which is extensive. Interventions continued with Read 180 and other skill based programs. Use of DIBELS continued to assess student progress. Time was spend by administration exploring online options for intervention. Online DIBELS presentation was made to the admin team in 2014-2015 and sites will begin with it in 2015-2016 in differing scopes of implementation, which will include training. Cost of the program was a major discussion point.	Consultants Illuminate 5800: Professional/Consulting Services And Operating Expenditures Title I $10,000

		Exploring online Aimsweb options for 2015-2016 for the middle school.	
Scope of Service: Districtwide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: Districtwide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
4.1 Provide collaboration/PLC time	1000-1999: Certificated Personnel Salaries Supplemental $210,000	PE teachers to provided release time for the staff.	Teacher Salary 1100: Supplemental and Concentration $140,315 Teacher Benefits 3000-3999: Employee Benefits Base $31,714
Scope of Service: Districtwide _ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: Districtwide _ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	
1.1 Professional Development in Cultural literacy, poverty, homeless and foster youth.	1000-1999: Certificated Personnel Salaries Concentration $21,000	Professional development for the staff was offered on January 26, 2015 by Jim Little John from Aha Process. The training covered the assumptions and needs of all classes, from poverty to riches. It also included practical things a teacher can do in their classroom to support students in poverty. The training received excellent reviews from the staff.	Teacher Hourly 1100: Title II $49,997 Teacher Hourly 3000-3999: Employee Benefits Title II $6,375 Classified Hourly 2100: Classified Personnel Salaries Title I $2,750 Classified Hourly 3000-3999: Employee Benefits Title I $258 Consultant 5800: Professional/Consulting Services And

			Operating Expenditures Supplemental and Concentration $4,728
Scope of Service: Districtwide _ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: DIstrictwide _ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	
2.1 Training in new ELD standards for all instructional staff.	1000-1999: Certificated Personnel Salaries Supplemental $42,000	Professional Development for EL staff was conducted. The new ELA/ELD framework document is 1300 pages long and needs extensive planning and training of the leaders on how to understand and implement the new standards. The English Language Teachers went to 3 days of scaffolding training from Dr. Aida Walqui, Director of Teacher Development Program at WestEd, October 14, 2014 and February 18-19, 2015.	Workshop 5200: Supplemental and Concentration $2,850 Teacher Substitutes 1100: Supplemental and Concentration $5,700 Teacher Substitutes 3000-3999: Employee Benefits Supplemental and Concentration $727 Teacher Salaries 1100: Supplemental and Concentration $305,326 Classified Salaries 2100: Supplemental and Concentration $39,083 Certificated and Classified Salaries 3000-3999: Employee Benefits Supplemental and Concentration $81,457
Scope of Service: Districtwide _ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English		Scope of Service: Districtwide _ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient	

proficient _ Other Subgroups: (Specify)		_ 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 survey data indicated a strong emphasis in technology professional integration. To meet the needs of the survey data we need to include the refreshing of technology devices to ensure technology usage over time and additional training time. In the LCAP year, the district will increase the number of iPads for grades K-2 and refresh for other devices to ensure digital learning at the sites. The cost for district wide collaboration needs to be increased to cover salary increases in 2015-2016. The EL program has gaps in the instructional process for students new to the United States. In the LCAP year, the district will determine, purchase and implement new materials for students who are new to the United States.

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 COE only: 9 _ 10 _ Local : Specify

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

Expected Annual Measurable Outcomes:	Establish baseline data for Reading Proficiency in Craft and Structure and Range of Reading and Level of Text Complexity (Professional Development Logs and Benchmark Assessments)	Actual Annual Measurable Outcomes:	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. On the claim of research/inquiry students scored 61% near/at/above grade level. Professional development logs showed 6 different training opportunities for a variety of grade levels. Out of those opportunities 90% of teachers attended the training offered.

LCAP Year: 2014-2015

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
1.1 Training and development of instructional strategies and questioning techniques to support critical thinking skills.	1000-1999: Certificated Personnel Salaries Other 108,000	Training was provided by a reading professor from the University of La Verne on instructional strategies that are focused on Common Core skills. More training will be provided in 2015-2016 on critical thinking skills. We were not able to find a qualified consultant until the middle of the school year. The training by Dr. Jan Pilgreen was very highly rated by the instructional staff.	Substitutes 1100: Supplemental and Concentration $15,863 Substitutes 3000-3999: Employee Benefits Supplemental and Concentration $2,022 Consultant 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $12,000
Scope of Service: Districtwide X All OR:		Scope of Service: Districtwide X All OR:	

_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
2.1 Training for all instructional staff on DOK with focus on higher levels and develop academic language and critical thinking.	1000-1999: Certificated Personnel Salaries Other 108,000	Training and development of instructional strategies were provided that were well rated by the staff. Foundation techniques, DOK 1-2, were needed this year to build on for next year, such as scanning, identifying types of questions, and determining main idea. We will focus more on the DOK 3-4 strategies in 2015-2016, but it was necessary to build foundational strategies first in 2014-2015.	Substitutes - T-II 1100: Title II $23,685 Substitutes - T-I PI 1100: Title I $33,061 Substitutes 1100: Supplemental and Concentration $15,863 Substitutes - T-II 3000-3999: Employee Benefits Title II $3,020 Substitutes - T-I PI 3000-3999: Employee Benefits Title I $4,215 Substitutes 3000-3999: Employee Benefits Supplemental and Concentration $2,022
Scope of Service: Districtwide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: Districtwide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
3.1 Training on the use of classroom technology and provide additional resources for teachers	1000-1999: Certificated Personnel Salaries Other $8,000	Specific training was provided by the district and site staff, and consultants. Training was provided on technology device use, the function of Google Drive and the SAMR model.	Substitutes 1100: Supplemental and Concentration $15,863 Substitutes 3000-3999: Employee Benefits Supplemental and Concentration $2,022 Consultant 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $2,000

Scope of Service: Districtwide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: Districtwide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
1.1 Use of assessments and data systems to identify specific needs of UP students and provide flexible interventions	5000-5999: Services And Other Operating Expenditures Supplemental $18,000	Sites utilized programs that existed on site such as DIBELS, STAR assessments and Lexile tests from Read 180. We contracted with Illuminate to design new benchmarks and standards schedules that will be operational for 2015-2016 school year.	Contracted Services with Illuminate-ELD 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $4,560 Contracted Services with Illuminate-T-I PI 5800: Professional/Consulting Services And Operating Expenditures Title I $4,560 Contracted Services with Illuminate 5800: Professional/Consulting Services And Operating Expenditures Base $4,560
Scope of Service: Districtwide _ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: Districtwide _ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	
2.1 Provide additional resources	4000-4999: Books And Supplies Supplemental $10,000	Provided additional resources for reading such as supplemental books and online programs to enhance the ELA program.	Special Library Site Allocation 4200: Supplemental and Concentration $15,646

Scope of Service	Districtwide _ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service	Districtwide _ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The community survey data indicated a strong need/emphasis in technology professional integration and training. To support the need for technology training and integration a teacher on assignment position/technology integration teacher will be created to support and train all the staff and community. In the LCAP year, the district will add Teacher on Assignment – Technology/Curriculum Integration Teacher to further our technology training. To support the use and repair of the technology 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. To monitor the needs of the professional development of technology we will purchase a system to determine strengths and challenges of our technology professional development. In the LCAP year, the district will add a program to measure progress in tech learning through a flexible researched program that helps target best tech priorities.				

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: 1 X 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify

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

Expected Annual Measurable Outcomes:	Maintain 100% of teachers appropriately assigned and credentialed. (Credential Report) Maintain 100% of students having access to standards aligned curriculum and materials.(Williams Report) Maintain 100% of facilities have a good or higher rating with minimal deficiencies. (Williams Report)	Actual Annual Measurable Outcomes:	100% of teachers appropriately assigned and credentialed. (Credential Report) 100% of students have access to standards aligned curriculum and materials.(Williams Report) 96.65% of facilities have a good or higher rating with minimal deficiencies. (Williams Report)

LCAP Year: 2014-2015

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
1.1 Maintain 100% of teachers appropriately assigned and credentialed. (Credential Report)	1000-1999: Certificated Personnel Salaries Base $9,050,000	Maintain 100% of teachers appropriately assigned and credentialed.	All Teacher Salaries 1100: Base $7,207,936 All Teacher Salaries 1100: Lottery $199,755 All Teacher Salaries 1100: Title I $221,237 All Teacher Salaries 1100: Special Education $1,235,794 All Teacher Salaries 1100: Supplemental and Concentration $898,648 All Teacher Salaries 3000-3999: Employee Benefits Base $919,012

			All Teacher Salaries 3000-3999: Employee Benefits Lottery $25,469 All Teacher Salaries 3000-3999: Employee Benefits Title I $28,208 All Teacher Salaries 3000-3999: Employee Benefits Special Education $157,564 All Teacher Salaries 3000-3999: Employee Benefits Supplemental and Concentration $114,578
Scope of Service: Districtwide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: Districtwide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
2.1 Maintain 100% of students having access to standards aligned curriculum and materials.(Williams Report)	4300 Base $100,000	Maintain 100% of students having access to standards aligned curriculum and materials.(Williams Report)	Textbooks-Instructional Materials School Site Allocations 4300: Books And Supplies Base $67,370 Textbooks-Instructional Materials School Site Allocations 4300: Books And Supplies Lottery $39,296
Scope of Service: Districtwide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: Districtwide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

3.1 Increase to 100% of facilities have a good or higher rating with minimal deficiencies. (Williams Report)	Continuance of Deferred Maintenance 4300 Base 560,000	96.65% of facilities have a good or higher rating with minimal deficiencies.	Routine Repair Maintenance Account 2xxx-6xxx 0000: Unrestricted Base $471,296 Other Funds Fund 40-9868 0000: Unrestricted Other $30,755
Scope of Service: Districtwide _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: Districtwide _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	No changes will be made.		

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 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 X 4 _ 5 _ 6 _ 7 _ 8 X COE only: 9 _ 10 _ Local : Specify

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

Expected Annual Measurable Outcomes:	Establish baseline data for Informational and literature reading(CAASPP Scores and District Benchmark Assessments)	Actual Annual Measurable Outcomes:	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. The baseline assessment score from the local benchmark is 44% at or above benchmark score.

LCAP Year: 2014-2015

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1.1 Provide full Day Kindergarten Program	1000-1999: Certificated Personnel Salaries Supplemental $310,000	Implemented Full Day Kindergarten in 2014-2015.	Teachers Salaries 3 Class-Size @ 20:1 1100: Supplemental and Concentration $265,937 Teachers Salaries 3 Class-Size @ 20:1 3000-3999: Employee Benefits Supplemental and Concentration $59,734 Teacher Substitutes - Release/Support Time 1100: Supplemental and Concentration $40,825 Teacher Substitutes - Release/Support Time 3000-3999: Employee Benefits Supplemental and Concentration $5,205
Scope of Service: Districtwide		Scope of Service: Districtwide	

X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
4.1 Allocate resources for school libraries and services including technology, books and ebooks	4000-4999: Books And Supplies Supplemental $20,000	School libraries used their allocation for purchase of additional books and one site began a pilot of e-books in their library.	School Site Library Books 4200: Supplemental $15,646
Scope of Service: Districtwide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: Districtwide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
5.1 Establish baseline measure for 3rd grade reading	1000-1999: Certificated Personnel Salaries Other $500	The third grade team chose the DAZE assessment from the DIBELS program as the assessment for measurement. They will administer the test in May to establish a baseline for 2014-2015.	Substitutes 1100: Title II $23,685 Substitutes 3000-3999: Employee Benefits Title II $2,996
Scope of Service: Districtwide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: Districtwide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

8.1 Professional Development for all Instructional Staff in reading instruction and intervention	1000-1999: Certificated Personnel Salaries Base $120,000 5800: Professional/Consulting Services And Operating Expenditures Supplemental	Professional Development for all Instructional Staff in reading instruction. All grade levels received training in reading from a professor from the University of LaVerne for one day. They also received training from Core Knowledge and Expeditionary Learning teams, authors of EngageNY materials.	Hourly and Substitutes 1100: Supplemental and Concentration $36,391 Hourly and Substitutes 1100: Title I $33,061 Hourly and Substitutes 1100: Title II $72,944 Hourly and Substitutes 3000-3999: Employee Benefits Supplemental and Concentration $4,640 Hourly and Substitutes 3000-3999: Employee Benefits Title I $4,215 Hourly and Substitutes 3000-3999: Employee Benefits Title II $9,300 Consultant 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $46,000 Consultant 5800: Professional/Consulting Services And Operating Expenditures Title I $14,500 Consultant 5800: Professional/Consulting Services And Operating Expenditures Title II $14,500
Scope of Service: Districtwide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: Districtwide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
1.1 Early intervention delivered through push in and pull out models	1000-1999: Certificated Personnel Salaries Other $550,000	Early intervention was delivered through push in and pull out models through the	T-1 Teachers 1100: Certificated Personnel Salaries Title I $221,237

		multiple sources, Title I, EL, Special Education, and Intensive Intervention for Kindergarten.	ELD Teachers 1100: Certificated Personnel Salaries Supplemental and Concentration $305,326 Special Ed Teachers - RSP 1100: Certificated Personnel Salaries Special Education $423,472 T-1 Teachers 3000-3999: Employee Benefits Title I $59,352 ELD Teachers 3000-3999: Employee Benefits Supplemental and Concentration $76,569 Special Ed Teachers - RSP 3000-3999: Employee Benefits Special Education $116,300
Scope of Service: Districtwide _ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify)		Scope of Service: Districtwide _ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	
4.1 Kindergarten Intensive Intervention	1000-1999: Certificated Personnel Salaries Other $50,000	Kindergarten Intensive Intervention delivered through kindergarten "bootcamp" and remediation programs in the Core Knowledge Program.	T-1 Teachers 1100: Certificated Personnel Salaries Title I $221,237 T-1 Teachers 3000-3999: Employee Benefits Title I $59,352
Scope of Service: Districtwide _ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient		Scope of Service: Districtwide _ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	

_ 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?	Information from data and surveys indicate a need to move to more digital access. We will begin a district-wide digital library for students to use. In the LCAP year, the district will start a student digital library and obtain digital copies of novels in the ELA materials in grades 6-8 to further digital learning. The increased duties for librarians will cause a need for more librarian time which will begin in 2015-2016. In the LCAP year, the district will increase librarians time to support more learning opportunities and extra resources for students in the library. To support teachers in the 3rd grade assessment we are going to use an online assessment process that will increase accuracy, target intervention needs, and provide additional resources for student that need support. In the LCAP year, the district will purchase and implement an online assessment for 3rd grade reading assessment for LCAP. The 3rd grade and 6th grade services have been separated into two different goals to provide more specific information for each goal.

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 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 COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools: All	
	Applicable Pupil Subgroups:	Unduplicated

Expected Annual Measurable Outcomes:	Determine assessment and establish baseline measurements (CAASPP Scores and District Benchmark Assessments)	Actual Annual Measurable Outcomes:	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. A math benchmark was created for the 2015-2016 school year.

LCAP Year: 2014-2015

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
2.1 Increase instructional minutes—30 minutes across all grades(Instructional Minute Survey)	1000-1999: Certificated Personnel Salaries Supplemental $600,000	CSD negotiated an increase instructional minutes—30 minutes across all grades.	Teacher Salaries 1100: Supplemental and Concentration $593,322 Teacher Salaries 3000-3999: Employee Benefits Supplemental and Concentration $75,648 Instructional Assistants 2100: Special Education $25,544 Instructional Assistants 3000-3999: Employee Benefits Special Education $5,579 Health Clerks 2200: Base $9,429 Health Clerks 3000-3999: Employee Benefits Base $1,286

Scope of Service: Districtwide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: Districtwide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
6.1 Teachers trained in Common Core	1000-1999: Certificated Personnel Salaries Other 5800: Professional/Consulting Services And Operating Expenditures Other	Teachers trained in common core standards through trainers from Core Knowledge, Expeditionary Learning, Eureka Math/Great Minds, and local consultants. This will continue in 2015-2016.	Teachers Hourly and Substitutes 1100: Supplemental and Concentration $36,392 Teachers Hourly and Substitutes 1100: Title I $34,477 Teachers Hourly and Substitutes 1100: Title II $73,683 Teachers Hourly and Substitutes 3000-3999: Employee Benefits Supplemental and Concentration $4,640 Teachers Hourly and Substitutes 3000-3999: Employee Benefits Title I $4,396 Teachers Hourly and Substitutes 3000-3999: Employee Benefits Title II $9,395 Consultants and Refreshments 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $72,578 Consultants and Refreshments 5800: Professional/Consulting Services And Operating Expenditures Common Core Standards Implementation Funds $12,675 Consultants and Refreshments 5800: Professional/Consulting Services And Operating Expenditures Title I $38,564 Consultants and Refreshments 5800:

			Professional/Consulting Services And Operating Expenditures Title II $16,300
Scope of Service: Districtwide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: Districtwide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
7.1 Parent workshops	1000-1999: Certificated Personnel Salaries Other $1000	Parent workshops were conducted through the Title I programs and EL programs at the elementary sites and RCMS.	Refreshments 4300: Title I $500 Refreshments 5800: Professional/Consulting Services And Operating Expenditures Title I $500
Scope of Service: Districtwide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: Districtwide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
9.1 Language Arts and Math Common Core Materials	4000-4999: Books And Supplies Other $400,000	Language arts and math common core materials were purchased for Core Knowledge, Expeditionary Learning and Eureka Math/Great Minds.	Instructional Materials Other Books 4200: Common Core Standards Implementation Funds $137,639 Instructional Materials Other Books 4200: Supplemental and Concentration $436,872 Outside Printing 5800: Professional/Consulting Services And Operating Expenditures Common Core Standards Implementation Funds

			$1,217 Outside Printing 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $1,796
Scope of Service: Districtwide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: Districtwide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
2.1 Professional Development for all Instructional Staff in reading instruction and intervention	1000-1999: Certificated Personnel Salaries Other $120,000 5800: Professional/Consulting Services And Operating Expenditures Other	Professional Development for all Instructional Staff in reading instruction and intervention through Core Knowledge, Expeditionary Learning and local consultants.	Teachers Hourly and Substitutes 1100: Supplemental and Concentration $36,392 Teachers Hourly and Substitutes 1100: Title I $34,477 Teachers Hourly and Substitutes 1100: Title II $73,683 Teachers Hourly and Substitutes 3000-3999: Employee Benefits Supplemental and Concentration $4,640 Teachers Hourly and Substitutes 3000-3999: Employee Benefits Title I $4,396 Teachers Hourly and Substitutes 3000-3999: Employee Benefits Title II $9,395 Consultants and Refreshments 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $72,578. Consultants and Refreshments 5800: Professional/Consulting Services And Operating Expenditures Common Core

			Standards Implementation Funds $12,675 Consultants and Refreshments 5800: Professional/Consulting Services And Operating Expenditures Title I $38,564 Consultants and Refreshments 5800: Professional/Consulting Services And Operating Expenditures Title II $16,300
Scope of Service: Districtwide _ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: Districtwide _ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	
3.1 Literacy Coaches at each site (could be internal person)—need expertise of knowledge/research based practice	1000-1999: Certificated Personnel Salaries Other $8000	Literacy coaches for ELA, Math, and technology were established in the 2014-2015 and received training and coaching from local consultants.	ELA, Math and Tech Coaches 1100: Common Core Standards Implementation Funds $24,000 ELA, Math and Tech Coaches 3000-3999: Employee Benefits Common Core Standards Implementation Funds $3,052
Scope of Service: Districtwide _ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: Districtwide _ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Information from data and surveys indicate a need to move to more digital access. We will begin moving the ELA materials in middle school to digital format in 2015-2016 to take advantage of the 1:1 chromebook program at the middle school.In the LCAP year, the district will start and obtain digital copies of novels in the ELA materials in grades 6-8 to further digital learning. Literacy coaches began in 2014-2015 and the data we received from the community indicates the need for more professional development. In the LCAP year, the district will add 5 substitute days for each coach to work with staff to improve instructional quality. We will allocate sub days for the coaches to model, co-teach, and collaborate with the staff in 2015-2016. The low SBAC scores in ELA and math necessitate the earlier implementation of the math and reading tutoring program from a projected 2016-2017 start to a 2015-2016 start date.

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 6 from prior year LCAP:	Increase student participation in intervention/enrichment services.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 X 6 _ 7 X 8 _ COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools: All	
	Applicable Pupil Subgroups:	Unduplicated

Expected Annual Measurable Outcomes:	Establish baseline of students in intervention and enrichment classes. (AERIES Attendance Report and Master Schedule)	Actual Annual Measurable Outcomes:	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.

LCAP Year: 2014-2015

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
3.1 Enrichment in art and music	1000-1999: Certificated Personnel Salaries Supplemental $15,000	Enrichment in art, music and technology was provided after school to students at each elementary school.	After School Art, Music and Computer Enrichment Stipends 1100: Supplemental and Concentration $14,000 After School Art, Music and Computer Enrichment Stipends 3000-3999: Employee Benefits Supplemental and Concentration $1,781 After School Art, Music and Computer Enrichment 4300: Supplemental and

			Concentration $3,022 After School Art, Music and Computer Enrichment 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $250 Meet the Masters Elementary Schools 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $5,825 After -School Sports Coach Stipends Elementary 1100: Base $1,543 After -School Sports Coach Stipends Elementary 3000-3999: Employee Benefits Base $196
Scope of Service: Districtwide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: Districtwide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
10.1 Augment After-School Sports, Electives, and Clubs	1000-1999: Certificated Personnel Salaries Base $120,000	Augmented the After-School Sports program at RCMS. Increased the number of electives offered to students through the addition of Spanish, Technology and Chorus electives at RCMS.	Spanish Teacher 1100: Supplemental and Concentration $24,819 Spanish Teacher 3000-3999: Employee Benefits Supplemental and Concentration $7,979 Extra Period for Chorus-Teacher Salary 1100: Base $12,025 Extra Period for Chorus-Teacher Salary 3000-3999: Employee Benefits Base $1,533 After -School Sports & Dance Coach Stipends 1100: Base $25,742

			After -School Sports & Dance Coach Stipends 3000-3999: Employee Benefits Base $3,271
Scope of Service: Districtwide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: Districtwide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Enrichment in art, music and technology was provided after school to students at each elementary school. However, we were only able to have four classes do to the lack of teachers. The programs were well received and there is a desire in the community for more offerings in 2015-2016. In the LCAP year, the district will offer extra after-school enrichment classes for students over what was offered in 2014-2015. The low percentage in intervention indicates a need for more support to increase service level, which will be accomplished through additional classified support at the sites. In the LCAP year, the district will increase instructional aide time and librarians time to support more learning opportunities and extra resources for students in the library to support reading.

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 7 from prior year LCAP:	Decrease the number of student referrals, suspension, and expulsions.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 X 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools: All	
	Applicable Pupil Subgroups:	Unduplicated
Expected Annual Measurable Outcomes:	Establish a baseline of student referrals, suspensions, and expulsion (AERIES – Suspension and Expulsion Reports)	
Actual Annual Measurable Outcomes:	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.	

LCAP Year: 2014-2015

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
1.1 Provide access to health care providers, counselors, social service liaisons, community resources (Referrals) 1.1 **For EL, R-FEP, and Foster Youth - Provide sufficient access to health care providers, counselors, social service liaisons, community resources**	1000-1999: Certificated Personnel Salaries Base 92,000 2230: Certificated Personnel Salaries Base 3240	CSD provided sufficient access to health care providers, counselors, social service liaisons, community resources. Added an additional counselor at the middle school and held community meetings about local health access.	Counselor for Middle School - 0.50 FTE 1200: Supplemental and Concentration $46,524 Counselor for Middle School - 0.50 FTE 3000-3999: Employee Benefits Supplemental and Concentration $9,104
Scope of Service: Districtwide X All OR: X Low Income pupils		Scope of Service: Districtwide X All OR: _ Low Income pupils	

X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
2.1 Begin implementation of a district and school-wide behavior support system, Tier 1(PBIS Program) 2.1 **For EL, R-FEP, and Foster Youth - Begin implementation of a district and school-wide behavior support system, Tier 1(PBIS Program)**	5800: Professional/Consulting Services And Operating Expenditures Base 80,000 5850: Professional/Consulting Services And Operating Expenditures Base 45,000	Through a partnership with the San Bernardino County Office of Schools CSD started the implementation of a district and school-wide behavior support system through both team and coaching training. We did an additional district-wide overview training of PBIS for staff.	Substitutes Teachers-PBIS Training 1100: Certificated Personnel Salaries Supplemental and Concentration $20,741 Substitutes Teachers-PBIS Training 1100: Title I $33,061 Substitutes Teachers-PBIS Training 3000-3999: Employee Benefits Supplemental and Concentration $2,644 Substitutes Teachers-PBIS Training 3000-3999: Employee Benefits Title I $4,215 PBIS Training - SBCSS 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $39,000
Scope of Service: Districtwide X All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: Districtwide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
3.1 Provide recognition for student success **3.1 For EL, R-FEP, and Foster Youth - Provide recognition for student success**	5000-5999: Services And Other Operating Expenditures Base $8000 5881: Services And Other Operating Expenditures Base $8000	Each site provided recognition for student success through incentives and reward programs. This will be further developed through the PBIS process in 2015-2016 school year.	School Site Budgets 5800: Books And Supplies Base $4,000

Scope of Service	Districtwide		Scope of Service	Districtwide	
X All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)			X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	No changes will be made.

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:	Increase Student Access to electives, clubs and sports	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 X 6 _ 7 X 8 _ COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools: All	
	Applicable Pupil Subgroups:	Unduplicated
Expected Annual Measurable Outcomes:	Establish a baseline electives, clubs and sports (AERIES Attendance Report and Middle School Dropout Data)	
Actual Annual Measurable Outcomes:	The total number of students in sports and clubs in the district 890 students, which is 35% of the students in the school. 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). A total of 1492 students participated in an elective, club or sport, which is 58.5% of students in 2014-2015.	

LCAP Year: 2014-2015

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
1.1 Provide personnel, time and increased course offerings for students	1000-1999: Certificated Personnel Salaries Base $20,000	Provide personnel, time and increased course offerings for students. Increased courses were offered at the middle school. The additional courses included Spanish, Chorus, and Technology. The students were given an interest survey for elective offerings in 2015-2016.	Spanish Teacher 1100: Supplemental and Concentration $24,819 Spanish Teacher 3000-3999: Employee Benefits Supplemental and Concentration $7,979 Extra Period for Chorus Teacher Salary 1100: Base $12,025 Extra Period for Chorus Teacher Salary 3000-3999: Employee Benefits Base $1,533 After School Sports & Dance Coach Stipends 1100: Base $25,742 After School Sports & Dance Coach Stipends 3000-3999: Employee

			Benefits Base $3,271
Scope of Service: Schoolwide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: Districtwide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
1.1 Increase use of flexible scheduling to allow students to access electives, sports, and clubs.	1000-1999: Certificated Personnel Salaries Supplemental $4000	Flexible scheduling was used to allow students increased access to electives, sports, and clubs. The 6th grade showed the most growth in this area in 2014-2015.	1100: Certificated Personnel Salaries Base $6452
Scope of Service: Districtwide _ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: Districtwide _ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The 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. In the LCAP year, the district will increase electives opportunities, time for Spanish Teacher at the middle school, and skill interventions to support the learning of students.		

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: 1 _ 2 _ 3 X 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools: All	
	Applicable Pupil Subgroups:	Unduplicated

Expected Annual Measurable Outcomes:	Establish a baseline of parent participation. (Sign-In Sheets)	Actual Annual Measurable Outcomes:	Over 300 parents attended the Chromebook training in October 2014. 26 parents attended the LCAP parent input session on January 21, 2015. 34 parents responded to the online survey about the LCAP.

LCAP Year: 2014-2015

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1.1 Increase two way communication	5000-5999: Services And Other Operating Expenditures Base $25,000	Upgrading Student Information System to provide more ability to text parents through a phone/messaging system. In addition we conducted a parent outreach event for our LCAP plan that was held at RCMS on January 22, 2015. The event included representation for all sites and groups, including a Spanish translator and child care. The auto dial system has been enhanced with emails which is now being sent to parents.	Aries Upgrade 5800: Professional/Consulting Services And Operating Expenditures Base $6,000
Scope of Service: Districtwide X All OR:		Scope of Service: Districtwide X All OR:	

_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
2.1 Offer parent classes and resources, including child care for the classes	1000-1999: Certificated Personnel Salaries Base 4,000	Parent classes at Los Amigos school included family literacy, nutrition classes, crochet club, exercise club and additional parent access to library and the computer lab. All sites started parent English classes that included child care. Materials were provided to parents through the parent centers. Two parent classes were offered, two times this year, by the West End Special Education Local Plan Area (SELPA). They were the Clinical Parent Training Program and the Parent Project. Resources were offered to parents at the annual Health Fair on April 11, 2015	English Classes for Parents 1100: Supplemental and Concentration $7,600 Babysitters for Parent English Classes 2900: Supplemental and Concentration $1,730 Certificated & Classified Statutory Benefits 3000-3999: Employee Benefits Supplemental and Concentration $1,333 Instructional Materials - Books 4200: Supplemental and Concentration $1,187
Scope of Service: Districtwide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: Districtwide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
3.1 and 1.1 Establish parent centers at sites	1000-1999: Certificated Personnel Salaries Base $10,000	Parent centers were started at all sites, which included some sites with dedicated books, supplies and meeting room for parents.	Supplies for Parent Centers 4300: Books And Supplies Title I $5,454
Scope of Service: Districtwide		Scope of Service: Districtwide	

X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
2.1 Increase communication with the unduplicated populations	5000-5999: Services And Other Operating Expenditures Supplemental $20,000	Spanish translation was provided at the district level for the parent input session for LCAP at RCMS on January 21, 2015 and the Chromebook parent training at RCMS in October 2014. At the sites translation was provided for Title I meetings, ELAC meetings, parent conferences, and RTI meetings. School-wide and district-wide communication continues to be in English and Spanish. For all UP students' parents at some sites– Training was provided in LCAP, SBAC testing, positive discipline, art of communication, what is a parent volunteer, and how to prepare for parent conferences. Parents of English Learners were provided information about parenting classes offered through the West End SELPA.	Babysitting and Translation Services Classified 2900: Supplemental and Concentration $237 Babysitting and Translation Services Classified 3000-3999: Employee Benefits Supplemental and Concentration $18 Printing 5700: Transfers Of Direct Costs Supplemental and Concentration $1,014 Refreshments 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $228
Scope of Service: Districtwide _ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient		Scope of Service: Districtwide _ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	

_ Other Subgroups: (Specify)			
3.1 Offer English Classes for parents.	1000-1999: Certificated Personnel Salaries Supplemental $15,000	All sites started parent English classes that included child care. Materials were provided to parents through the parent centers.	English Classes for Parents 1100:Supplemental and Concentration $7,600 Babysitters for Parent English Classes 2100: Classified Personnel Salaries Supplemental and Concentration $1,730 Certificated & Classified Statutory Benefits 3000-3999: Employee Benefits Supplemental and Concentration $1,333 Instructional Materials - Books 4200: Supplemental and Concentration $1,187
Scope of Service: Districtwide _ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: Districtwide _ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient 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?	Expanding two communication was a highly rated survey item. In the LCAP year, the district will parent community liaison at each site to help connect and communicate with the community. In addition the community desires more English Parent training and the program will run the entire school year on 2015-2016. In the LCAP year, the district will increase more events and offer English classes for parents at all sites for the entire school year.		

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:	$3,176,949

Cucamonga School District's LCFF supplemental grant target at full implementation is estimated at $ 23,230,189 million. 2014/15 expenditures to support unduplicated pupils were $ 2,121,244. The gap between full implementation and the 2014/2015 expenditures is $2,392,289. Using the estimated gap funding percentage for 2015/2016 of 53.08% the increase in the estimated supplemental grant funding is $ 1,685,674 Million.

1. In the LCAP year, Cucamonga School District plans to provide additional professional development on cultural literacy to the instructional staff.
2. In the LCAP year, Cucamonga School District plans to begin the implementation and staff development of the new ELD standards.
3. In the LCAP year, Cucamonga School District plans to offer specific interventions to close the achievement gap.
4. In the LCAP year, Cucamonga School District plans to maintain 100% of our teachers having the proper EL credential.
5. In the LCAP year, students will continue full day kindergarten.
6. In the LCAP year, students will receive the same 30 additional minutes.
7. In the LCAP year, students will receive early intensive intervention for kindergarten.
8. In the LCAP year, the district will maintain literacy coaches.
9. In the LCAP year, the district will maintain sufficient access to health care providers, counselors, social service liaisons, community resources
10. In the LCAP year, the district will continue implementation of a district and school-wide behavior support system
11. In the LCAP year, the district will continue use of flexible scheduling to allow students to access electives, sports, and/or clubs
12. In the LCAP year, the district will increase parent English classes continue through the parent center
13. In the LCAP year, the district will offer PD in cultural literacy, poverty, and technology.
14. In the LCAP year, the district will add a new TOA position for Technology Integration
15. In the LCAP year, the district will maintain literacy coaches at each site, which will include more time to work with staff
16. In the LCAP year, the district will purchase a technology program to support professional development
17. In the LCAP year, the district will add a tech support position to support the network and added devices.
18. In the LCAP year, the district will continue the technology device increase and refresh for digital literacy
19. In the LCAP year, the district will maintain and assess resources for school libraries which will include the start a student digital library.
20. In the LCAP year, the district will hire a parent community liaison at each site
21. In the LCAP year, the district will offer English classes for the whole year.
22. In the LCAP year, the district will continue implementation of intervention/enrichment programs and provide additional enrichment classes.
23. In the LCAP year, the district will start homework support
24. In the LCAP year, the district will increase time for Spanish Teacher at the middle school and skill interventions to support the learning of students.

25. In the LCAP year, the district will increase the hours of instructional assistants, including librarians, at all sites to support math and reading intervention
26. In the LCAP year, the district will increase training in the implementation of the ELD standards in all subject areas through model lessons for all instructional staff, which will include new comers to the US
27. In the LCAP year, the district assessment of 3rd graders in ELA will include online options

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.

18.38	%

The total estimated LCFF supplemental minimum proportionality percentage is 18.38% and corresponding expenditures for 2015/2016 is $ 3,176,949 million.

For the 2015/2016 school year, Cucamonga District is expecting to allocate approximately $ 3,176,949.00 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:

1. In the LCAP year, Cucamonga School District plans to provide additional professional development on cultural literacy to the instructional staff.
    a. In 2014-2015 Initial training was conducted in January of 2015 on the culture of poverty.
    b. In the LCAP year, Additional training will be provided to staff on behavioral assets and new research on student resiliency.
2. In the LCAP year, Cucamonga School District plans to begin the implementation of staff development for the new ELD standards.
    a. In 2014-2015 Initial training from the SBCOE was given to ELRTs on differentiating instruction
    b. In the LCAP year, Additional training will be provided to ELRTs and staff on the new ELD framework
3. In the LCAP year, Cucamonga School District plans to offer specific interventions to close the achievement gap.
    a. In 2014-2015 Title I interventions continued and the PLC assessment process was refined
    b. In the LCAP year, A new benchmark system will allow us to use the RTI process to refine interventions for students
4. In the LCAP year, students will receive the same 30 additional minutes.
    a. In the 2014/2015 all students, including the unduplicated population, received 30 additional minutes of instruction.
    b. In the LCAP year all students, including the unduplicated population, will continue to receive 30 additional minutes
5. In the LCAP year, Cucamonga School District will receive early intensive intervention for kindergarten
    a. In the 2014/2015 year, many students received intensive intervention
    b. In the LCAP year, all students, including the unduplicated population, will continue to receive early intensive intervention for kindergarteners.
6. In the LCAP year, the district will maintain a stipend paid to literacy coaches
    a. In the 2014/2015 year, training was provided to literacy coaches and some site collaboration occurred.
    b. In the LCAP year, literacy coaches will be maintained and given 5 additional days of sub time to help teachers with instructional support.

7. In the LCAP year, the district will maintain sufficient access to health care providers, counselors, social service liaisons, community resources
    a. In the 2014/2015 year, the district increased access to health care providers, counselors, social service liaisons, community resources
    b. In the LCAP year, the district will increase access to health care providers, counselors, social service liaisons, community resources. Parent liaisons at the sites will help with the identification and articulation of support services to families.
8. In the LCAP year, the district will continue implementation of a district and school-wide behavior support system
    a. In the 2014/2015 year, training began for implementation of a district and school-wide behavior support system
    b. In the LCAP year, the district will implement a district and site positive behavior system, SW-PBIS with Tier I instruction and begin training in Tier II instruction
9. In the LCAP year, the district will increase the percentage of students in electives, clubs and sports through modification of the master schedule and adding stipends for the teachers to increase the number of clubs and sports offered.
    a. In the 2014/2015 year Rancho Cucamonga Middle School increased the number of students in electives to 80%.
    b. In the LCAP year, the district will increase the percentage of students in electives, clubs and sports through modification of the master schedule and adding stipends for the teachers to increase the number of clubs and sports offered.
10. In the LCAP year, the district will increase parent English classes continue through the parent center
    a. In the 2014/2015 year, all sites provided parent classes after January 2015.
    b. In the LCAP year, all sites will provide parent classes at the beginning of the school year. Parent liaisons at the sites will help with offering more parental input and articulation at district events.
11. In the LCAP year, the district offer PD in cultural literacy, poverty, and technology
    a. In the 2014/2015 year, all staff development was paid at an hourly rate.
    b. In the LCAP year, the above PD will be done through two non-student staff development days paid at the per diem rate was added through a negotiated MOU.
12. In the LCAP year, the district will add a new TOA position for Technology Integration.
    a. In the 2014/2015 year, only site ELA, Tech and Math coaches were available to support teachers through a stipend for service.
    b. In the LCAP year, a new TOA position for Technology Integration Teacher will be added to further our technology integration with content and pedagogy.
13. In the LCAP year, the district will maintain literacy coaches at each site, which will include more time to work with staff
    a. In the 2014/2015 year, only site ELA, Tech and Math literacy coaches started, received training and did some instructional support.
    b. In the LCAP year, Literacy coaches (ELA, Tech, and Math) will add five days of sub release time to work with teachers in their classrooms to improve instructional practice.
14. In the LCAP year, the district will purchase a technology program to support professional development.
    a. In the 2014/2015 year, introduced the SAMR model to staff and conducted staff development.
    b. In the LCAP year, the district will utilize a software survey system to analyze gaps in technology and instruction with technology to increase technology usage. The information will be used by the district, sites, and LCAP team to track needs and improvement.
15. In the LCAP year, the district will add new tech position to support technology and learning in the classrooms.
    a. In the 2014/2015 year, CSD imaged and delivered 2000 new staff and student devices for use in the classrooms.
    b. In the LCAP year, the district will add a tech support position to maintain these devices and additional tech that is implemented.
16. In the LCAP year, the district will maintain the over 2,000 student/teacher devices added in 2014-2015.
    a. In the 2014/2015 year, CSD imaged and delivered 2000 new staff and student devices for use in the classrooms.
    b. In the LCAP year, the district will refresh devices and add more devices and add a tech support position (see above) to maintain these devices and additional tech that is implemented.
17. In the LCAP year, the district will increase the number of iPads for grades K-2 and refresh for other devices to ensure digital learning at the sites.

a. In the 2014/2015 year, CSD increased the number of iPads in grades K-2 in accordance with the district tech plan.
b. In the LCAP year, the district will increase the number of iPads in the classrooms in grades K-2 in accordance with the district tech plan.

18. In the LCAP year, the district will maintain and assess resources for school libraries which will include the start a student digital library.
    a. In the 2014/2015 year, CSD implemented the district technology plan and increased the number of technology devices by 2,000.
    b. In the LCAP year, the district will implement a new electronic district library and increase the number of digital novels in ELA for the middle school.
19. In the LCAP year, the district will parent community liaison at each site to help connect and communicate with the community.
    a. In the 2014/2015 year, CSD used site personnel to connect and communicate with the community.
    b. In the LCAP year, the district will hire parent community liaison at each site to connect and increase communication with the community.
20. In the LCAP year, the district will offer parent English classes for the whole year.
    a. In the 2014/2015 year, CSD started parent English classes in January of 2015.
    b. In the LCAP year, the district will start the parent English classes at the beginning of the school year.
21. In the LCAP year, the district will offer additional after-school enrichment classes for students over what was offered in 2014-2015.
    a. In the 2014/2015 year, CSD started extra after-school enrichment classes for students.
    b. In the LCAP year, the district plans on doubling the size of the after-school enrichment classes for students compared to what was offered in 2014-2015.
22. In the LCAP year, the district will start after-school homework/tutoring program at each site to support the learning of students.
    a. In the 2014/2015 year, CSD did not have an afterschool/tutoring homework program for students.
    b. In the LCAP year, the district will start after-school homework/tutoring support at each site to support the learning of students.
23. In the LCAP year, the district will increase electives opportunities, time for Spanish Teacher at the middle school, and skill interventions to support the learning of students.
    a. In the 2014/2015 year, CSD started to increase electives, including a Spanish class for middle school, and skill interventions to support the learning of students.
    b. In the LCAP year, the district will increase electives, time for Spanish Teacher at the middle school, and skill interventions to support the learning of students.
24. In the LCAP year, the district will increase instructional aide time and librarian's time to support more learning opportunities and extra resources for students in the library to support reading.
    a. In the 2014/2015 year, CSD utilized instructional aides and librarians during their normal hours.
    b. In the LCAP year, the district will increase time for instructional aides and librarians to increase opportunities for students.
25. In the LCAP year, the district will increase training in the implementation of the ELD standards in all subject areas through model lessons for all instructional staff, which will include new comers to the US
    a. In the 2014/2015 year, CSD utilized our normal instructional programs for ELL students that are new to the country.
    b. In the LCAP year, the district will research and purchase a new program to help new students to the US.
26. In the LCAP year, the district assessment of 3rd graders in ELA will include online options.
    a. In the 2014/2015 year, CSD did not have a uniform assessment for reading at the local level
    b. In the LCAP year, the district will purchase and implement a new program to help monitor reading achievement

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]