Introduction:

LEA: ETIWANDA SCHOOL DISTRICT **Contact (Name, Title, Email, Phone Number): DR. SHAWN JUDSON, SUPERINTENDENT shawn_judson@etiwanda.org (909) 899-2451** **LCAP Year: 2015-16**

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**
Etiwanda School District's goal is to involve parents, community members, students, and school staffs in the development, review, and implementation of the LCAP goals. <u>Community Forums</u> In October 2014, Etiwanda School District hosted four Local Control Accountability Plan (LCAP) Community Forums to introduce stakeholders to the Local Control Accountability Plan and gain input on progress towards current goals and actions. Approximately 280 families attended the Community Forums representing all sixteen schools and demographic groups in the Etiwanda School District.	Stakeholder involvement and input was collected in a variety of formats and reviewed by the LCAP Advisory Committee. The October Community Forums provided the District with feedback on current goals and actions. Participants were asked to provide evidence of observations of progress towards goals and suggestions for actions not listed. The feedback indicated the District was making progress towards implementing the current goals and actions. The evidence was reviewed by the LCAP Advisory Committee and used to update and revise the goals and actions for 2015-16.

In April 2015, Etiwanda School District hosted additional four LCAP Community Forums to introduce stakeholders to the Local Control Accountability Plan and gain input on 2015-16 draft LCAP goals and actions. Approximately 125 families attended the Community Forums representing all sixteen schools and demographic groups in the Etiwanda School District. <u>Parent Survey</u> Parent Survey was distributed to all parents in November 2014 during Parent Conference Week to maximize engagement. 28% of parents responded to the survey. Demographics of parent respondents matched District demographics with English learner, low income, and foster youth represented proportionally. <u>Student Survey:</u> Student Survey was administered to students in grades 3 – 8 in November 2014. 50% of students in grades 3- 5 responded to the survey and 55% of students in grades 6-8 responded to the survey. Demographics of student respondents matched District demographics with English learner, low income, and foster youth represented proportionally. <u>Parent Advisory Groups:</u> LCAP goal progress monitoring activities were conducted in October 2014 and draft goal reviews for updates were conducted in April 2015 with parent advisory groups, including District Advisory Council (DAC), English Language Advisory Council (ELAC), School Site Councils (SSC), and PTA/PTO leadership. <u>District Stakeholders:</u> LCAP goal progress monitoring activities were conducted in October 2014 and draft goal reviews for updates were conducted in April 2015 with employee advisory groups, including cabinet level administrators, school site principals, management, and other employee groups. <u>School Staff Stakeholders:</u> Staff members who serve on District Advisory Council (DAC), English Learner Advisory Council (ELAC), and School Site Councils (SSC) participated in LCAP goal	The April Community Forums provide the District with feedback and input on the development of next year's goals and actions based on the review of current goals and actions. Participants were asked to review the updated and revised goals and actions and provide input. The input indicated that the participants support the District's proposed goals and actions, but would like to see the District consider further class size reduction, tutoring support, parent education, districtwide bully prevention program at elementary level, and access to STEM learning opportunities. The input was reviewed by the LCAP Advisory Committee and used to update and revise the goals and actions for 2015-16. Parent survey results indicate that parents are highly satisfied with communication, school climate, academic expectations, parent engagement, facilities, and school safety. Parents indicated their child felt safe at school and they felt welcome at school. Overall 94% agree they would recommend their child's school to others. Priority areas for change included: more after school programs, more science and engineering programs, and more advanced programs/activities. The survey input was reviewed by the LCAP Advisory Committee and used to update and revised the goals and actions for 2015-16. Student survey results indicate that teachers expectations are high, school rules are applied consistently, classroom instruction is shifting to new academic standards, and student. Students indicated they felt safe at school and they get extra help when they need it. Overall, 88% agree they would recommend their school to others. Priority areas for change included: more after school programs, more access to technology, more science and engineering programs, and

development activities, draft goal reviews for updates, and regularly received goal updates as a council member. The Etiwanda Teachers Association (ETA) Executive Council participated in LCAP goal progress monitoring activities conducted in October 2014 and LCAP goal reviews for updates in April 2015. Prior to adoption by the Board of Trustees, the LCAP goals and actions are provided to the ETA Executive Council for review and comment. School administrators provide opportunities for staff members to provide input during staff meetings twice during the school year. <u>Community Outreach:</u> The current District Local Control Accountability Plan is available on the Etiwanda School District webpage for parents, school staff and the community, along with the 2014-15 Parent and Student surveys, survey results, and links to LCAP information and resources. The 2015-16 draft LCAP is posted to the Etiwanda School District webpage for parents, school staff, and the community to view for 30 days prior to the Board of Trustees' final consideration for approval. An online response form is available for parents, school staff, and the community to provide feedback and suggestions. <u>Local Control Accountability Plan (LCAP) Advisory Committee:</u> A committee is responsible for collecting and analyzing stakeholder feedback and input for the annual review and development of the Local Control Accountability Plan. The LCAP Advisory Committee is composed of 20 members, representing all stakeholders including unduplicated student families, and met five times during the school year. <u>Public Hearing:</u> Two Public Hearings on the LCAP are scheduled during the Board Meeting for public comment, feedback and suggestions. • Thursday, May 28 at 6:30 pm • Thursday, June 11 at 6:30 pm	more music and school performances. The survey input was reviewed by the LCAP Advisory Committee and used to update and revised the goals and actions for 2015-16. Goal development activities in 2014-15 with Parent Advisory stakeholders indicated the following as priorities for ESD in goal development: • Class-size reduction ((BS); Preparing teachers to implement new academic standards (SS); Implementation of the state academic standards (Common Core) for all students (SS); Parent education on new state standards (SS); Course access to STEM learning opportunities (CA); and Using technology in all curriculum areas for both students and teachers (SS) Goal development activities in 2014-15 with District/Staff stakeholders indicated the following as priorities for ESD in goal development: • Preparing teachers to implement rigorous curriculum (BS); Implementing the state academic standards (Common Core) for all students (SS); Using technology in all curriculum areas for both students and teachers (SS); Ensuring every student has access to standards-aligned instructional materials (BS); Closing the achievement gap (PA); Supporting English learners towards English proficiency and increase reclassification rate (PA); and Providing access to grade content curriculum to English learners (SS) The input from goal development activities with all stakeholder groups in 2014-15 was reviewed by the LCAP Advisory Committee and used to update and revise the goals and actions for 2015-16.

Stakeholder feedback provided during the draft LCAP public hearing on May 28 and June 11 will be reviewed by the Board of Trustees.	The online portal for the review and comment on the LCAP through the District website gives members of the Etiwanda School District community an opportunity to review the draft Local Control Accountability Plan and provide feedback and input prior to the approval by the Board of Trustees. Stakeholder feedback provided through the District online portal and LCAP Public Hearing on May 28 and June 11 will be reviewed by the Board of Trustees. Updates to the LCAP may be implemented based on further additional community meetings, public hearings, and LCAP online feedback.
Annual Update: Parent and Employee Advisory Groups provide input on the progress towards current goals and actions through group activity in the spring and review the draft goals and actions through a group activity in the fall. Parent and Student Surveys indicate areas of strength and areas for growth related to student outcomes and LCAP goals and actions. Community Forums provide opportunity for community stakeholders to provide evidence on progress towards goals in the fall and input on the draft goals and actions in the spring. LCAP Advisory Committee collects input from stakeholder groups on progress towards goals and actions. Online Draft LCAP Feedback portal is opened on the District website on May 20, 2015 for community members to review progress towards goals and provide feedback on draft 2015-16 LCAP during the Public Hearing on May 28, 2015 and prior to Board approval on June 11, 2015.	**Annual Update:** The LCAP Advisory Committee collects and reviews input from all stakeholder groups and uses that information and evidence to monitor, evaluate, and update the annual Local Control Accountability Plan. Input from the October Community Forums provided evidence for progress towards current goals and actions. Information from stakeholders showed that Input from the April Community Forums provided evidence for progress towards current goals and actions. Information from stakeholders showed that Parent and Student Surveys indicate areas of strength and areas for growth. Information from stakeholders showed that Online Draft LCAP Feedback portal is opened on the District website for community members to review progress towards

Public Hearing on May 11, 2015 and June 11, 2015 provides the community with an opportunity to share feedback with the Board of trustees.	goals and provide feedback on draft 2015-16 LCAP prior to Board approval in June. Information from stakeholders showed that Stakeholder feedback provided during the draft LCAP Public Hearing on May 28 and June 11 will be reviewed by the Board of Trustees.

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

> When completing the goal tables, include goals for all pupils and specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or 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 school sites to which the goal applies. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

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

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

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

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

Scope of Service: Describe the scope of each action/service by identifying the school sites 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 school sites 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 school sites?
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 school sites, 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:	**All students receive instruction from a highly-qualified, appropriately assigned teacher and have access to standards-aligned instructional materials and adequate, updated, and safe facilities that support the instructional program and meet District's educational priorities and goals.**	Related State and/or Local Priorities: 1 X 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Identified Need :	1. Students need fully credentialed teaching staff at all schools. 2. Students need instruction from teachers with academic coaching/support to instructional needs of all students. 3. Students need sufficient access to textbooks and adequate facilities.
Goal Applies to:	Schools: All
	Applicable Pupil Subgroups: All

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	1. Students have access to 100% of highly qualified teachers. **Required State Metric:** Rate of teacher misassignment 2. Students have access to standards-aligned textbooks. **Required State Metric:** Textbook sufficiency rate 3. Students have access to facilities are in good repair. **Required State Metric:** Annual Williams Report

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Hire highly qualified, appropriately credentialed teachers *A California Highly Qualified Teacher (HQT) holds at least a bachelor's degree, be appropriately licensed by the state, and demonstrate subject matter competency.*	All Schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$47,707,809 for credentialed teachers Funding Source – LCFF Base Budget Object – 11XX
District provides Peer Assistance and Review (PAR) program to experienced teachers and two year New Teacher Induction (BTSA) program to probationary beginning teachers.	All Schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$5,000 for credentialed PAR teachers Funding Source – LCFF Base Budget Object – 11XX
District provides students with Math and English-Language Arts (ELA) state-approved textbooks and provide teachers with standards-aligned scope and sequence for instruction in Math and ELA	All Schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$1,196,962for textbooks Funding Source – LCFF Base Budget Object – 41XX

District meets state-mandated class size reduction requirements for grades Transitional Kindergarten(TK) – Grade 3	Elementary Schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$1,046,245 for credentialed teachers Funding Source – LCFF Base Budget Object – 11XX
District coordinates improvements and additional facilities as determined by District Facility Plan and annually update and implement Etiwanda School District Safety Plan at all schools	All Schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$60,000 for facilities master plan items Funding Source - Funds 40 Budget Object – 43XX, $840,000 for facilities master plan items Funding Source - Funds 40 Budget Object – 62XX
District assigns appropriately credentialed teachers, with language development certification, to schools with large populations of high-need students.	All Schools	__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$654,165 for credentialed teachers Funding Source – LCFF Supplemental Budget Object – 11XX
District Professional Development Providers provide training in New Teacher Induction (BTSA) program on early intervention, literacy, and English language development.	All Schools	__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$50,000 for credentialed Professional Development Center teachers Funding Source – LCFF Supplemental Budget Object – 11XX
School administrators provide all students with weekly	All Schools	__ALL	$3,256,746 for

Universal Access time to target the learning needs of GATE/advanced, proficient, under-performing, and English learner students.		OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	certificated administration Funding Source – LCFF Supplemental Budget Object – 11XX

LCAP Year 2: 2016-17	
Expected Annual Measurable Outcomes:	1. Students have access to 100% of highly qualified teachers. **Required State Metric:** Rate of teacher misassignment 2. Students have access to standards-aligned textbooks. **Required State Metric:** Textbook sufficiency rate 3. Students have access to facilities are in good repair. **Required State Metric:** Annual Williams Report

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Hire highly qualified, appropriately credentialed teachers *A California Highly Qualified Teacher (HQT) holds at least a bachelor's degree, be appropriately licensed by the state, and demonstrate subject matter competency.*	All Schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$48,900,504 for credentialed teachers Funding Source – LCFF Base Budget Object – 11XX
District provides Peer Assistance and Review (PAR) program to experienced teachers and two year New Teacher Induction (BTSA) program to probationary beginning teachers.	All Schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$5,000 for credentialed PAR teachers Funding Source – LCFF Base Budget Object – 11XX
District provides students with Math and English-Language Arts (ELA) state-approved textbooks and provide teachers with standards-aligned scope and sequence for instruction in Math and ELA	All Schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$1,232,871 for textbooks Funding Source – LCFF Base Budget Object – 41XX
District meets state-mandated class size reduction requirements for grades Transitional Kindergarten(TK) – Grade 3	Elementary Schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient	$1,091,757 for credentialed teachers Funding Source

		__Other Subgroups:(Specify)_____	– LCFF Base Budget Object – 11XX
District coordinates improvements and additional facilities as determined by District Facility Plan and annually update and implement Etiwanda School District Safety Plan at all schools	All Schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$160,000 for facilities master plan items Funding Source - Funds 40 Budget Object – 43XX, $840,000 for facilities master plan items Funding Source - Funds 40 Budget Object – 62XX
District assigns appropriately credentialed teachers, with language development certification, to schools with large populations of high-need students.	All Schools	__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$682,621 for credentialed teachers Funding Source – LCFF Supplemental Budget Object – 11XX
District Professional Development Providers provide training in New Teacher Induction (BTSA) program on early intervention, literacy, and English language development.	All Schools	__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$50,000 for credentialed Professional Development Center teachers Funding Source – LCFF Supplemental Budget Object – 11XX
School administrators provide all students with weekly Universal Access time to target the learning needs of GATE/advanced, proficient, under-performing, and English learner students.	All Schools	__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$3,305,597 for certificated administration Funding Source – LCFF Supplemental Budget Object – 11XX

LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	1. Students have access to 100% of highly qualified teachers. **Required State Metric:** Rate of teacher misassignment 2. Students have access to standards-aligned textbooks. **Required State Metric:** Textbook sufficiency rate 3. Students have access to facilities are in good repair. **Required State Metric:** Annual Williams Report		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Hire highly qualified, appropriately credentialed teachers *A California Highly Qualified Teacher (HQT) holds at least a bachelor's degree, be appropriately licensed by the state, and demonstrate subject matter competency.*	All Schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$50,123,017 for credentialed teachers Funding Source – LCFF Base Budget Object – 11XX
District provides Peer Assistance and Review (PAR) program to experienced teachers and two year New Teacher Induction (BTSA) program to probationary beginning teachers.	All Schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$5,000 for credentialed PAR teachers Funding Source – LCFF Base Budget Object – 11XX
District provides students with Math and English-Language Arts (ELA) state-approved textbooks and provide teachers with standards-aligned scope and sequence for instruction in Math and ELA	All Schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$1,269,857 for textbooks Funding Source – LCFF Base Budget Object – 41XX
District meets state-mandated class size reduction requirements for grades Transitional Kindergarten(TK) – Grade 3	Elementary Schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$1,139.248 for credentialed teachers Funding Source – LCFF Base Budget Object – 11XX
District coordinates improvements and additional facilities as determined by District Facility Plan and annually update and implement Etiwanda School District Safety Plan at all schools	All Schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient	$260,000 for facilities master plan items Funding Source

		__Other Subgroups:(Specify)_____	- Funds 40 Budget Object – 43XX, $840,000 for facilities master plan items Funding Source - Funds 40 Budget Object – 62XX
District assigns appropriately credentialed teachers, with language development certification, to schools with large populations of high-need students.	All Schools	__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$712,315 for credentialed teachers Funding Source – LCFF Supplemental Budget Object – 11XX
District Professional Development Providers provide training in New Teacher Induction (BTSA) program on early intervention, literacy, and English language development.	All Schools	__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$50,000 for credentialed Professional Development Center teachers Funding Source – LCFF Supplemental Budget Object – 11XX
School administrators provide all students with weekly Universal Access time to target the learning needs of GATE/advanced, proficient, under-performing, and English learner students.	All Schools	__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$3,355,181 for certificated administration Funding Source – LCFF Supplemental Budget Object – 11XX

GOAL:	**Teacher capacity to implement new academic content and performance standards is sustained through ongoing professional development, instructional support and collaborative planning time.**	Related State and/or Local Priorities: 1__ 2 X 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__

	Local : Specify _____
Identified Need :	1. Students need instruction from teachers with on-going teacher professional development and support to implement new state standards.
Goal Applies to:	Schools: All
	Applicable Pupil Subgroups: All

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	1. Students receive instruction from teachers with professional development in the implementation of the state standards. **Local Metric:** Annual District Professional Development Plan **Local Metric:** Professional Development attendance records

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
District administrators develop and implement annual Professional Development Plan using input from teachers and administrators, and student achievement data, if available.	All schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$1,177,005 for certificated Professional Development salaries Funding Source – LCFF Base Budget Object – 11XX
Professional Development Specialists (PDS) and Providers (PDP) provide training and instructional support on new academic standards (CCSS) to teachers, support staff, and administrators.	All schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Professional Development salaries included above
District provides collaborative planning time to teachers to plan the implementation of new academic standards and develop extended learning opportunities for advanced and proficient students, to be integrated into core instruction and provided during weekly Universal Access time.	All schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Planning time included in certificated salaries above.
Professional Development Specialists (PDS) and Providers (PDP) collaborate with Site Representatives on preparing additional resources to implement new academic standards.	All schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Professional Development salaries included above

District provides professional development in classroom learning structures that engage students in the learning process with positive interdependence, individual accountability, equal participation, and simultaneous interaction (Kagan Engagement Structures)	All schools	__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$60,000 for certificated Professional Development salaries Funding Source – LCFF Supplemental Budget Object – 11XX
District provides professional development and collaborative planning time for teachers to develop Universal Access resources and strategies for meeting the needs of students performing below grade level and building language acquisition.	All schools	__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Professional Development salaries included above
EL / Intervention Program Specialist provides professional development in implementation of the new English Language Development standards and integrated language development during core instruction and designated language development during weekly Universal Access time; coordinates school based language development programs; and supports the instructional programs at all schools for at-risk and English learner students.	All schools	__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Program specialist salary included above with Professional Development salaries.

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	1. Students receive instruction from teachers with professional development in the implementation of the state standards. **Local Metric:** Annual District Professional Development Plan **Local Metric:** Professional Development attendance records

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
District administrators develop and implement annual Professional Development Plan using input from teachers and administrators, and student achievement data, if available.	All schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$1,194,660 for certificated Professional Development salaries Funding Source – LCFF Base

			Budget Object – 11XX
Professional Development Specialists (PDS) and Providers (PDP) provide training and instructional support on new academic standards (CCSS) to teachers, support staff, and administrators.	All schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Professional Development salaries included above
District provides collaborative planning time to teachers to plan the implementation of new academic standards and develop extended learning opportunities for advanced and proficient students, to be integrated into core instruction and provided during weekly Universal Access time.	All schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Planning time included in certificated salaries above.
Professional Development Specialists (PDS) and Providers (PDP) collaborate with Site Representatives on preparing additional resources to implement new academic standards.	All schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Professional Development salaries included above
District provides professional development in classroom learning structures that engage students in the learning process with positive interdependence, individual accountability, equal participation, and simultaneous interaction (Kagan Engagement Structures)	All schools	__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$61,800 for certificated Professional Development salaries Funding Source – LCFF Supplemental Budget Object – 11XX
District provides professional development and collaborative planning time for teachers to develop Universal Access resources and strategies for meeting the needs of students performing below grade level and building language acquisition.	All schools	__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Professional Development salaries included above
EL / Intervention Program Specialist provides professional	All schools	__ALL	Program

development in implementation of the new English Language Development standards and integrated language development during core instruction and designated language development during weekly Universal Access time; coordinates school based language development programs; and supports the instructional programs at all schools for at-risk and English learner students.		OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	specialist salary included above with Professional Development salaries.

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	1. Students receive instruction from teachers with professional development in the implementation of the state standards. **Local Metric:** Annual District Professional Development Plan **Local Metric:** Professional Development attendance records

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
District administrators develop and implement annual Professional Development Plan using input from teachers and administrators, and student achievement data, if available.	All schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$1,212,580 for certificated Professional Development salaries Funding Source – LCFF Base Budget Object – 11XX
Professional Development Specialists (PDS) and Providers (PDP) provide training and instructional support on new academic standards (CCSS) to teachers, support staff, and administrators.	All schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Professional Development salaries included above
District provides collaborative planning time to teachers to plan the implementation of new academic standards and develop extended learning opportunities for advanced and proficient students, to be integrated into core instruction and provided during weekly Universal Access time.	All schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Planning time included in certificated salaries above.
Professional Development Specialists (PDS) and Providers (PDP) collaborate with Site Representatives on preparing additional resources to implement new academic standards.	All schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient	Professional Development salaries included above

		__Other Subgroups:(Specify)_____	
District provides professional development in classroom learning structures that engage students in the learning process with positive interdependence, individual accountability, equal participation, and simultaneous interaction (Kagan Engagement Structures)	All schools	__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$63,654 for certificated Professional Development salaries Funding Source – LCFF Supplemental Budget Object – 11XX
District provides professional development and collaborative planning time for teachers to develop Universal Access resources and strategies for meeting the needs of students performing below grade level and building language acquisition.	All schools	__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Professional Development salaries included above
EL / Intervention Program Specialist provides professional development in implementation of the new English Language Development standards and integrated language development during core instruction and designated language development during weekly Universal Access time; coordinates school based language development programs; and supports the instructional programs at all schools for at-risk and English learner students.	All schools	__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Program specialist salary included above with Professional Development salaries.

GOAL:	**Parents have opportunities to learn more about the new academic Common Core State Standards (CCSS), the components of California Assessment of Students Performance and Progress (CAASPP), and educational programs and services for their child.**	Related State and/or Local Priorities: 1__ 2 X 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Identified Need :	1. Parent stakeholder input indicates parents want to learn more about new state standards and ways to support student learning at home.
Goal Applies to:	Schools: All
	Applicable Pupil Subgroups: All

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	1. School will provide parents with learning opportunity related to new state standards and ways to support student learning at home. **Local Metric:** School Administrator report of progress

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
District administrators provide information, resources, and materials on the new academic standards and state assessment system to parents on the District website	All schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Website development and updating: $500, Funding Source – LCFF Base Budget Object – 12XX Website development and updating: $1,000, Funding Source – LCFF Base Budget Object –22XX
School administrators provide information, resources, and materials on the new academic standards, state assessment system, and educational programs and services to parents at the school site through parent education events, parent group meetings (PTA/PTO, School Site Council, Title I, English Learner Advisory Committee), and other information or communication pathways.	All schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Information development and production: $1,000 Funding Source – LCFF Base Budget Object – 12XX

			Information development and production: $1,000 Funding Source – LCFF Base Budget Object – 22XX Information development and production: $3,000 Funding Source – LCFF Base Budget Object – 44XX
School administrators and Academic Advisors/Assistants (Intermediate School) increase outreach to parents of English learners, foster youth and low income student group families for parent education events or parent group meetings and provide childcare for school age children during parent evening educational opportunities, if available.	All schools	__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Information development and production: $1,000 Funding Source – LCFF Base Budget Object – 12XX Information development and production: $1,000 Funding Source – LCFF Base Budget Object – 22XX Information development and production: $2,000 Funding Source

			– LCFF Base Budget Object – 44XX

LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	1. School will provide parents with learning opportunity related to new state standards and ways to support student learning at home. **Local Metric:** School Administrator report of progress		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
District administrators provide information, resources, and materials on the new academic standards and state assessment system to parents on the District website	All schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Website development and updating: $500, Funding Source – LCFF Base Budget Object – 12XX Website development and updating: $1,000, Funding Source – LCFF Base Budget Object –22XX
School administrators provide information, resources, and materials on the new academic standards, state assessment system, and educational programs and services to parents at the school site through parent education events, parent group meetings (PTA/PTO, School Site Council, Title I, English Learner Advisory Committee), and other information or communication pathways.	All schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Information development and production: $1,000 Funding Source – LCFF Base Budget Object – 12XX Information development and production: $1,000 Funding Source

			– LCFF Base Budget Object – 22XX Information development and production: $3,000 Funding Source – LCFF Base Budget Object – 44XX
School administrators and Academic Advisors/Assistants (Intermediate School) increase outreach to parents of English learners, foster youth and low income student group families for parent education events or parent group meetings and provide childcare for school age children during parent evening educational opportunities, if available.	All schools	__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Information development and production: $1,000 Funding Source – LCFF Base Budget Object – 12XX Information development and production: $1,000 Funding Source – LCFF Base Budget Object – 22XX Information development and production: $2,000 Funding Source – LCFF Base Budget Object – 44XX
LCAP Year 3: 2017-18			

Expected Annual Measurable Outcomes:	1. School will provide parents with learning opportunity related to new state standards and ways to support student learning at home. **Local Metric:** School Administrator report of progress		
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
District administrators provide information, resources, and materials on the new academic standards and state assessment system to parents on the District website		All schools	_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Website development and updating: $500, Funding Source – LCFF Base Budget Object – 12XX Website development and updating: $1,000, Funding Source – LCFF Base Budget Object –22XX
School administrators provide information, resources, and materials on the new academic standards, state assessment system, and educational programs and services to parents at the school site through parent education events, parent group meetings (PTA/PTO, School Site Council, Title I, English Learner Advisory Committee), and other information or communication pathways.		All schools	_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Information development and production: $1,000 Funding Source – LCFF Base Budget Object – 12XX Information development and production: $1,000 Funding Source – LCFF Base Budget Object – 22XX Information development

			and production: $3,000 Funding Source – LCFF Base Budget Object – 44XX
School administrators and Academic Advisors/Assistants (Intermediate School) increase outreach to parents of English learners, foster youth and low income student group families for parent education events or parent group meetings and provide childcare for school age children during parent evening educational opportunities, if available.	All schools	__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Information development and production: $1,000 Funding Source – LCFF Base Budget Object – 12XX Information development and production: $1,000 Funding Source – LCFF Base Budget Object – 22XX Information development and production: $2,000 Funding Source – LCFF Base Budget Object – 44XX

GOAL:	**Students in grades TK – 8 have access to a broad course of study (language arts, social studies, science and math), including visual and performing arts, health and nutrition, STEM (science, technology, engineering, and math) and physical education; in addition, students in grade 6-8 have access to foreign language and career exploratory classes.**	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7 X 8__ COE only: 9__ 10__ Local : Specify _____

Identified Need :	Parent and student stakeholder input indicates desire for broad course of study at all schools.
Goal Applies to:	Schools: All
	Applicable Pupil Subgroups: All

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	1. Students at the elementary level (TK-5) have access to broad course of study, including lessons and activities in visual and performing arts, health and nutrition, STEM, and physical education. **Local Metric:** School administrator report of progress 2. Students at the intermediate school (grades 6-8) have access to broad course of study, including exploratory classes in visual and performing arts, health and nutrition, foreign language, college and career options. **Local Metric:** School master schedule

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
School administrators provide an appropriately rigorous pathway in core subjects to support student success and at Intermediate level provide credit recovery and acceleration options.	All schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$64,000 for credentialed teachers Funding Source – LCFF Base Budget Object – 11XX
School administrators provide students with access to broad course of study, including visual and performing arts, health and nutrition, keyboarding and technology skills, and physical education.	All schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$64,000 for credentialed teachers Funding Source – LCFF Base Budget Object – 11XX
School administrators provide students at the intermediate school level with access to foreign language and career exploratory classes.	Intermediate Schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$16,000 for credentialed teachers Funding Source – LCFF Base Budget Object – 11XX
District develops STEM scope and sequence and resources	All schools	_X_ALL	$64,000 for

for grade level STEM learning opportunities. School administrators and teachers provide students at elementary school with opportunity to engage in at least one STEM lesson or activity. School administrators at intermediate school level provide students with access to STEM exploratory class.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	credentialed teachers Funding Source – LCFF Base Budget Object – 11XX
School administrators and teachers provide academic intervention and designated language development instruction during weekly Universal Access time to provide at-risk and English learner students with access to broad course of study.	All schools	__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$64,000 for credentialed teachers Funding Source – LCFF Supplemental Budget Object – 11XX

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	1. Students at the elementary level (TK-5) have access to broad course of study, including lessons and activities in visual and performing arts, health and nutrition, STEM, and physical education. **Local Metric:** School administrator report of progress 2. Students at the intermediate school (grades 6-8) have access to broad course of study, including exploratory classes in visual and performing arts, health and nutrition, foreign language, college and career options. **Local Metric:** School master schedule

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
School administrators provide an appropriately rigorous pathway in core subjects to support student success and at Intermediate level provide credit recovery and acceleration options.	All schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$64,000 for credentialed teachers Funding Source – LCFF Base Budget Object – 11XX
School administrators provide students with access to broad course of study, including visual and performing arts, health and nutrition, keyboarding and technology skills, and physical education.	All schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$64,000 for credentialed teachers Funding Source – LCFF Base Budget Object – 11XX
School administrators provide students at the intermediate school level with access to foreign language and career exploratory classes.	Intermediate Schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient	$16,000 for credentialed teachers Funding Source

		__Other Subgroups:(Specify)_____	– LCFF Base Budget Object – 11XX
District develops STEM scope and sequence and resources for grade level STEM learning opportunities. School administrators and teachers provide students at elementary school with opportunity to engage in at least one STEM lesson or activity. School administrators at intermediate school level provide students with access to STEM exploratory class.	All schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$64,000 for credentialed teachers Funding Source – LCFF Base Budget Object – 11XX
School administrators and teachers provide academic intervention and designated language development instruction during weekly Universal Access time to provide at-risk and English learner students with access to broad course of study.	All schools	__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$64,000 for credentialed teachers Funding Source – LCFF Supplemental Budget Object – 11XX

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	1. Students at the elementary level (TK-5) have access to broad course of study, including lessons and activities in visual and performing arts, health and nutrition, STEM, and physical education. **Local Metric:** School administrator report of progress 2. Students at the intermediate school (grades 6-8) have access to broad course of study, including exploratory classes in visual and performing arts, health and nutrition, foreign language, college and career options. **Local Metric:** School master schedule

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
School administrators provide an appropriately rigorous pathway in core subjects to support student success and at Intermediate level provide credit recovery and acceleration options.	All schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$64,000 for credentialed teachers Funding Source – LCFF Base Budget Object – 11XX
School administrators provide students with access to broad course of study, including visual and performing arts, health and nutrition, keyboarding and technology skills, and physical education.	All schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$64,000 for credentialed teachers Funding Source – LCFF Base Budget Object – 11XX

School administrators provide students at the intermediate school level with access to foreign language and career exploratory classes.	Intermediate Schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$16,000 for credentialed teachers Funding Source – LCFF Base Budget Object – 11XX
District develops STEM scope and sequence and resources for grade level STEM learning opportunities. School administrators and teachers provide students at elementary school with opportunity to engage in at least one STEM lesson or activity. School administrators at intermediate school level provide students with access to STEM exploratory class.	All schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$64,000 for credentialed teachers Funding Source – LCFF Base Budget Object – 11XX
School administrators and teachers provide academic intervention and designated language development instruction during weekly Universal Access time to provide at-risk and English learner students with access to broad course of study.	All schools	__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$64,000 for credentialed teachers Funding Source – LCFF Supplemental Budget Object – 11XX

GOAL:	**Students make continuous improvement in academic achievement towards all state and federal targets. Smarter Balanced Interim assessment(s), local assessments of new state standards (CCSS), and primary reading diagnostic assessments are used to inform instruction, and identify students in need of intervention or enrichment.**	Related State and/or Local Priorities: 1__ 2__ 3__ 4 X 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Identified Need :	1. Students need to meet all federal and state academic achievement and English language fluency targets.
Goal Applies to:	Schools: All
	Applicable Pupil Subgroups: All

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	1. Students meet federal and state academic achievement targets. **Required State Metric:** Federal and state targets for achievement (percent proficient); Academic Performance Index (API) 2. English learner students meet state target for percent of English learner students who make progress towards English proficiency on state language development test. **Required State Metric:** Federal and state target for progress towards English proficiency 3. English learner students meet state target for percent of students reclassifying as English proficient. **Required State Metric:** Federal and state target for English learner reclassification

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
District provides on-going and sustained professional development that addresses the new academic standards (CCSS), remedial instruction, engagement strategies, instructional technology, and intervention resources and materials.	All schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Professional Development salaries provided above.
School administrators and teachers administer interim benchmarks to monitor student progress towards academic targets and provide collaboration time for teachers to analyze and address interim assessment results.	All schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$30,000 for assessments Collaboration time provided in certificated salaries. Funding Source – LCFF Supplemental Budget Object – 58XX
School administrators and teachers provide all students with	All schools	_X_ALL	UA Time

weekly Universal Access time to target the learning needs of GATE/advanced, proficient, and under-performing, and English learner students.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	included in certificated salaries above
District provides an Academic Advisor to intermediate schools with higher than District average population of unduplicated students and an Academic Advisor Assistant to intermediate schools not eligible for Academic Advisors, to support students with cognitive, social, health, economic or other barriers to academic achievement.	Intermediate Schools	__ALL All schools OR: _X_Low Inco All schools me pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$160,000*.4= $64,000 for Academic Advisor certificated salary Funding Source – LCFF Supplemental Budget Object – 11XX
Professional Development Specialists (PDS) and Providers (PDP) provide professional development to teachers in the areas of remediation and intervention, literacy for under-performing students, new English Language Development standards, and instructional strategies, resources and materials that meet the needs of at-risk and English learner students.	All schools	__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Professional Development salaries included above
EL / Intervention Program Specialist provides professional development in implementation of the new English Language Development standards and integrated language development during core instruction and designated language development during weekly Universal Access time; coordinates school based language development programs; and supports the instructional programs at all schools for at-risk and English learner students.	All schools	__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Program specialist salary included above with Professional Development salaries.
School administrators provide students with extended day intervention, including access to online reading or math intervention and language development resources.	All schools	__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$32,000 for credentialed teachers Funding Source – LCFF Supplemental Budget Object – 11XX
School administrators provide classroom instruction that uses engagement strategies that promote positive interdependence, individual accountabilities, equal participation, and simultaneous interaction (Kagan	All schools	__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient	Kagan engagement Structures expenses

Engagement Structures)		__Other Subgroups:(Specify)_____	provided above
Teachers use multiple measures to identify Focus Students (English learner and non-proficient students in state-identified subgroups); develop a plan of action that incorporates weekly Universal Access support for literacy, language development, enrichment, or remediation; monitor student progress; and adjust instruction, programs, and services as needed. School Administrators monitor Focus Students' progress through goal meetings with Superintendent.	All schools	__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Certificated teacher and certificated admin salaries included above.

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	1. Students meet federal and state academic achievement targets. **Required State Metric:** Federal and state targets for achievement (percent proficient); Academic Performance Index (API) 2. English learner students meet state target for percent of English learner students who make progress towards English proficiency on state language development test. **Required State Metric:** Federal and state target for progress towards English proficiency 3. English learner students meet state target for percent of students reclassifying as English proficient. **Required State Metric:** Federal and state target for English learner reclassification

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
District provides on-going and sustained professional development that addresses the new academic standards (CCSS), remedial instruction, engagement strategies, instructional technology, and intervention resources and materials.	All schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Professional Development salaries provided above.
School administrators and teachers administer interim benchmarks to monitor student progress towards academic targets and provide collaboration time for teachers to analyze and address interim assessment results.	All schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$35,000 for assessments Collaboration time provided in certificated salaries. Funding Source – LCFF Supplemental Budget Object – 58XX

School administrators and teachers provide all students with weekly Universal Access time to target the learning needs of GATE/advanced, proficient, and under-performing, and English learner students.	All schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	UA Time included in certificated salaries above
District provides an Academic Advisor to intermediate schools with higher than District average population of unduplicated students and an Academic Advisor Assistant to intermediate schools not eligible for Academic Advisors, to support students with cognitive, social, health, economic or other barriers to academic achievement.	Intermediate Schools	__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$164,000*.4= $65,600 for Academic Advisor certificated salary Funding Source – LCFF Supplemental Budget Object – 11XX
Professional Development Specialists (PDS) and Providers (PDP) provide professional development to teachers in the areas of remediation and intervention, literacy for under-performing students, new English Language Development standards, and instructional strategies, resources and materials that meet the needs of at-risk and English learner students.	All schools	__ALL All schools OR: _X_Low Inco All schools me pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Professional Development salaries included above
EL / Intervention Program Specialist provides professional development in implementation of the new English Language Development standards and integrated language development during core instruction and designated language development during weekly Universal Access time; coordinates school based language development programs; and supports the instructional programs at all schools for at-risk and English learner students.	All schools	__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Program specialist salary included above with Professional Development salaries.
School administrators provide students with extended day intervention, including access to online reading or math intervention and language development resources.	All schools	__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$32,000 for credentialed teachers Funding Source – LCFF Supplemental Budget Object – 11XX
School administrators provide classroom instruction that	All schools	__ALL	Kagan

uses engagement strategies that promote positive interdependence, individual accountabilities, equal participation, and simultaneous interaction (Kagan Engagement Structures)		OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	engagement Structures expenses provided above
Teachers use multiple measures to identify Focus Students (English learner and non-proficient students in state-identified subgroups); develop a plan of action that incorporates weekly Universal Access support for literacy, language development, enrichment, or remediation; monitor student progress; and adjust instruction, programs, and services as needed. School Administrators monitor Focus Students' progress through goal meetings with Superintendent.	All schools	__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Certificated teacher and certificated admin salaries included above.

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	1. Students meet federal and state academic achievement targets. **Required State Metric:** Federal and state targets for achievement (percent proficient); Academic Performance Index (API) 2. English learner students meet state target for percent of English learner students who make progress towards English proficiency on state language development test. **Required State Metric:** Federal and state target for progress towards English proficiency 3. English learner students meet state target for percent of students reclassifying as English proficient. **Required State Metric:** Federal and state target for English learner reclassification

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
District provides on-going and sustained professional development that addresses the new academic standards (CCSS), remedial instruction, engagement strategies, instructional technology, and intervention resources and materials.	All schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Professional Development salaries provided above.
School administrators and teachers administer interim benchmarks to monitor student progress towards academic targets and provide collaboration time for teachers to analyze and address interim assessment results.	All schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$40,000 for assessments Collaboration time provided in certificated salaries. Funding Source – LCFF Supplemental Budget Object

			– 58XX
School administrators and teachers provide all students with weekly Universal Access time to target the learning needs of GATE/advanced, proficient, and under-performing, and English learner students.	All schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	UA Time included in certificated salaries above
District provides an Academic Advisor to intermediate schools with higher than District average population of unduplicated students and an Academic Advisor Assistant to intermediate schools not eligible for Academic Advisors, to support students with cognitive, social, health, economic or other barriers to academic achievement.	Intermediate Schools	__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$168,100*.4= $67,240 for Academic Advisor certificated salary Funding Source – LCFF Supplemental Budget Object – 11XX
Professional Development Specialists (PDS) and Providers (PDP) provide professional development to teachers in the areas of remediation and intervention, literacy for under-performing students, new English Language Development standards, and instructional strategies, resources and materials that meet the needs of at-risk and English learner students.	All schools	__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Professional Development salaries included above
EL / Intervention Program Specialist provides professional development in implementation of the new English Language Development standards and integrated language development during core instruction and designated language development during weekly Universal Access time; coordinates school based language development programs; and supports the instructional programs at all schools for at-risk and English learner students.	All schools	__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Program specialist salary included above with Professional Development salaries.
School administrators provide students with extended day intervention, including access to online reading or math intervention and language development resources.	All schools	__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$32,000 for credentialed teachers Funding Source – LCFF Supplemental Budget Object – 11XX

School administrators provide classroom instruction that uses engagement strategies that promote positive interdependence, individual accountabilities, equal participation, and simultaneous interaction (Kagan Engagement Structures)	All schools	__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Kagan engagement Structures expenses provided above
Teachers use multiple measures to identify Focus Students (English learner and non-proficient students in state-identified subgroups); develop a plan of action that incorporates weekly Universal Access support for literacy, language development, enrichment, or remediation; monitor student progress; and adjust instruction, programs, and services as needed. School Administrators monitor Focus Students' progress through goal meetings with Superintendent.	All schools	__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Certificated teacher and certificated admin salaries included above.

GOAL:	**The disparity in academic performance between state-identified groups of students is reduced.**	Related State and/or Local Priorities: 1__ 2__ 3__ 4 X 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Identified Need :	1. An achievement gap between state-identified subgroups of students exists.
Goal Applies to:	Schools: All
	Applicable Pupil Subgroups: All

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	1. The achievement gap between state-identified subgroups of students is reduced. **Local Metric:** Academic achievement results show achievement gap between state-identified student groups reduced. Baseline achievement determined by 2015-16.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
School administrators use positive behavior pre-referral interventions, counseling services, and response to intervention early identification and support system to address the needs of under-performing students	All schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$150,000 for counseling services Funding Source – LCFF Budget Object – 58XX
Professional Development Specialists (PDS) and Providers (PDP) provide professional development to teachers in the areas of remediation and intervention, literacy for under-performing students, new English Language Development standards, and instructional strategies, resources and materials that meet the needs of at-risk and English learner students.	All schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Professional Development Salaries included above
School administrators will provide all students with weekly Universal Access time to provide differentiated instruction and target learning needs of GATE or advanced, proficient, and under-performing students	Intermediate Schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	UA Time included in certificated salaries above
Teachers provide classroom instruction that uses engagement strategies that promote positive interdependence, individual accountabilities, equal participation, and simultaneous interaction (Kagan Structures)	All schools	__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Kagan engagement Structures expenses provided above

EL / Intervention Program Specialist provides professional development in implementation of the new English Language Development standards and integrated language development during core instruction and designated language development during weekly Universal Access time; coordinates school based language development programs; and supports the instructional programs at all schools for at-risk and English learner students.	All schools	__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Program specialist salary included above with Professional Development salaries.
School administrators provide students with extended day intervention, including access to online reading or math intervention and language development resources.	All schools	__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Extended day expenses included above.
For English learner pupils in U.S. schools for the first time for less than 12 months: District provides students with an electronic tablet to assist in instruction and translation during the school day.	All schools	__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$2,000 for device addition / replacement Funding Source – LCFF Supplemental Budget Object – 44XX
For English learner pupils in U.S. schools for the first time for less than 12 months: District provides Newcomer EL Instructional Aide to assist EL students in use of electronic device that supports language development and student engagement; and Instructional Technology Support Clerk (ITSC) to assist with the maintenance and support of electronic devices.	All schools	__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$30,000 for EL Aides Funding Source – LCFF Supplemental Budget Object – 21XX

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	1. The achievement gap between state-identified subgroups of students is reduced. **Local Metric:** Academic achievement results show achievement gap between state-identified student groups reduced. Baseline achievement determined by 2015-16.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
School administrators use positive behavior pre-referral	All schools	_X_ALL	$150,000 for

interventions, counseling services, and response to intervention early identification and support system to address the needs of under-performing students		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	counseling services Funding Source – LCFF Budget Object – 58XX
Professional Development Specialists (PDS) and Providers (PDP) provide professional development to teachers in the areas of remediation and intervention, literacy for under-performing students, new English Language Development standards, and instructional strategies, resources and materials that meet the needs of at-risk and English learner students.	All schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Professional Development Salaries included above
School administrators will provide all students with weekly Universal Access time to provide differentiated instruction and target learning needs of GATE or advanced, proficient, and under-performing students	Intermediate Schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	UA Time included in certificated salaries above
Teachers provide classroom instruction that uses engagement strategies that promote positive interdependence, individual accountabilities, equal participation, and simultaneous interaction (Kagan Structures)	All schools	__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Kagan engagement Structures expenses provided above
EL / Intervention Program Specialist provides professional development in implementation of the new English Language Development standards and integrated language development during core instruction and designated language development during weekly Universal Access time; coordinates school based language development programs; and supports the instructional programs at all schools for at-risk and English learner students.	All schools	__ALL OR: __X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Program specialist salary included above with Professional Development salaries.
School administrators provide students with extended day intervention, including access to online reading or math intervention and language development resources.	All schools	__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Extended day expenses included above.
For English learner pupils in U.S. schools for the first time for	All schools	__ALL	$2,000 for

less than 12 months: District provides students with an electronic tablet to assist in instruction and translation during the school day.		OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	device addition / replacement Funding Source – LCFF Supplemental Budget Object – 44XX
For English learner pupils in U.S. schools for the first time for less than 12 months: District provides Newcomer EL Instructional Aide to assist EL students in use of electronic device that supports language development and student engagement; and Instructional Technology Support Clerk (ITSC) to assist with the maintenance and support of electronic devices.	All schools	__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$30,000 for EL Aides Funding Source – LCFF Supplemental Budget Object – 21XX

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	1. The achievement gap between state-identified subgroups of students is reduced. **Local Metric:** Academic achievement results show achievement gap between state-identified student groups reduced. Baseline achievement determined by 2015-16.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
School administrators use positive behavior pre-referral interventions, counseling services, and response to intervention early identification and support system to address the needs of under-performing students	All schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$150,000 for counseling services Funding Source – LCFF Budget Object – 58XX
Professional Development Specialists (PDS) and Providers (PDP) provide professional development to teachers in the areas of remediation and intervention, literacy for under-performing students, new English Language Development standards, and instructional strategies, resources and materials that meet the needs of at-risk and English learner students.	All schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Professional Development Salaries included above
School administrators will provide all students with weekly Universal Access time to provide differentiated instruction and target learning needs of GATE or advanced, proficient, and under-performing students	Intermediate Schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	UA Time included in certificated salaries above

Teachers provide classroom instruction that uses engagement strategies that promote positive interdependence, individual accountabilities, equal participation, and simultaneous interaction (Kagan Structures)	All schools	__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Kagan engagement Structures expenses provided above
EL / Intervention Program Specialist provides professional development in implementation of the new English Language Development standards and integrated language development during core instruction and designated language development during weekly Universal Access time; coordinates school based language development programs; and supports the instructional programs at all schools for at-risk and English learner students.	All schools	__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Program specialist salary included above with Professional Development salaries.
School administrators provide students with extended day intervention, including access to online reading or math intervention and language development resources.	All schools	__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Extended day expenses included above.
For English learner pupils in U.S. schools for the first time for less than 12 months: District provides students with an electronic tablet to assist in instruction and translation during the school day.	All schools	__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$2,000 for device addition / replacement Funding Source – LCFF Supplemental Budget Object – 44XX
For English learner pupils in U.S. schools for the first time for less than 12 months: District provides Newcomer EL Instructional Aide to assist EL students in use of electronic device that supports language development and student engagement; and Instructional Technology Support Clerk (ITSC) to assist with the maintenance and support of electronic devices.	All schools	__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$30,000 for EL Aides Funding Source – LCFF Supplemental Budget Object – 21XX

GOAL:	**All students progress towards being college and career ready, including building technology literacy.**	Related State and/or Local Priorities: 1__ 2__ 3__ 4 X 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Identified Need :	1. Students need to promote to high school. 2. Students need to gain technology skills to be successful in 21 Century.
Goal Applies to:	Schools: All
	Applicable Pupil Subgroups: All

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	1. Students complete minimum course of study and promote to high school. **Local Metric:** Number of social promotions is reduced each year. Baseline determined in 2013-14. 2. Students develop keyboarding fluency and use Google applications for learning. **Local Metric:** School administrator report of progress

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
District provides 1:1 access to electronic devices for students in grades 2-8 and increases access to electronic devices for students in grades TK-1. School administrators and teachers provide students with instruction and support in developing college and career technology skills and competencies in grades TK – 8.	All schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$1,235,100 1:1 devices for TK-2 Funding Source – Fund 40 Budget Object – 44XX
School administrators provide students at intermediate school level with access to a college and career exploratory class.	Intermediate schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	College and careers classes included in certificated salary above.
Professional Development Specialists (PDS) and Providers (PDP) provide teachers and administrators with professional development in the use of instructional technology to support teaching and learning.	All schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Professional Development Salaries included above

District provides an Instructional Technology Support Clerk (ITSC) to assist with the maintenance and support of site instructional technology to all school sites.	All schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$160,000 for ITSC Funding Source – LCFF Supplemental Budget Object – 21XX
School administrators implement college/career exploratory class at the intermediate schools that addresses the needs of at-risk and English learner students	Intermediate Schools	__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	College and careers classes included in certificated salary above.
District administrators explore options for assigning electronic devices to a student for home use.	All schools	__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Certificated admin costs for exploration included above.

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	1. Students complete minimum course of study and promote to high school. **Local Metric:** Number of social promotions is reduced each year. Baseline determined in 2013-14. 2. Students develop keyboarding fluency and use Google applications for learning. **Local Metric:** School administrator report of progress

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
District provides 1:1 access to electronic devices for students in grades 2-8 and increases access to electronic devices for students in grades TK-1. School administrators and teachers provide students with instruction and support in developing college and career technology skills and competencies in grades TK – 8.	All schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$30,000 for replacement 1:1 devices for K-8 Funding Source – Fund 40 Budget Object – 44XX
School administrators provide students at intermediate school level with access to a college and career exploratory class.	Intermediate schools	_X_ALL OR: __Low Income pupils __English Learners	College and careers classes included in certificated

		__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	salary above.
Professional Development Specialists (PDS) and Providers (PDP) provide teachers and administrators with professional development in the use of instructional technology to support teaching and learning.	All schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Professional Development Salaries included above
District provides an Instructional Technology Support Clerk (ITSC) to assist with the maintenance and support of site instructional technology to all school sites.	All schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$160,000 for ITSC Funding Source – LCFF Supplemental Budget Object – 21XX
School administrators implement college/career exploratory class at the intermediate schools that addresses the needs of at-risk and English learner students	Intermediate Schools	__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	College and careers classes included in certificated salary above.
District administrators explore options for assigning electronic devices to a student for home use.	All schools	__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Certificated admin costs for exploration included above.

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	1. Students complete minimum course of study and promote to high school. **Local Metric:** Number of social promotions is reduced each year. Baseline determined in 2013-14. 2. Students develop keyboarding fluency and use Google applications for learning. **Local Metric:** School administrator report of progress

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
District provides 1:1 access to electronic devices for students in grades 2-8 and increases access to electronic devices for students in grades TK-1. School administrators and teachers provide students with instruction and support in developing college and career technology skills and	All schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient	$30,000 for replacement 1:1 devices for K-8 Funding Source

competencies in grades TK – 8.		__Other Subgroups:(Specify)_____	– Fund 40 Budget Object – 44XX
School administrators provide students at intermediate school level with access to a college and career exploratory class.	Intermediate schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	College and careers classes included in certificated salary above.
Professional Development Specialists (PDS) and Providers (PDP) provide teachers and administrators with professional development in the use of instructional technology to support teaching and learning.	All schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Professional Development Salaries included above
District provides an Instructional Technology Support Clerk (ITSC) to assist with the maintenance and support of site instructional technology to all school sites.	All schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$160,000 for ITSC Funding Source – LCFF Supplemental Budget Object – 21XX
School administrators implement college/career exploratory class at the intermediate schools that addresses the needs of at-risk and English learner students	Intermediate Schools	__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	College and careers classes included in certificated salary above.
District administrators explore options for assigning electronic devices to a student for home use.	All schools	__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Certificated admin costs for exploration included above.

GOAL:	**The percent of students attaining English language proficiency by the end of the year and the percent of students reclassified as English fluent as measured by the California English Language Development Test (CELDT) increases each year.**	Related State and/or Local Priorities: 1__ 2__ 3__ 4 X 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Identified Need :	1. English learner students need to make annual gains in English fluency.
Goal Applies to:	Schools: All
	Applicable Pupil Subgroups: All

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	1. English learner students meet state target for percent of English learner students who make progress towards English proficiency on state language development test. **Required State Metric:** Federal and state target for progress towards English proficiency 2. English learner students meet state target for percent of students attaining English proficient level on state language development test. **Required State Metric:** Federal and state target for attaining English language proficient level

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Professional Development Specialists (PDS) and Providers (PDP) provide on-going and sustained professional development for teachers in implementation of the new English Language Development standards, including integrated language development during core instruction and designated language development during weekly Universal Access time	All schools	__ALL OR: __Low Income pupils X English Learners __Foster Youth X Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Professional Development Salaries included above
School administrators and teachers provide all students with weekly Universal Access time for differentiated instruction, including the language and learning needs of English learners at all CELDT levels.	All schools	__ALL OR: __Low Income pupils X English Learners __Foster Youth X Redesignated fluent English proficient __Other Subgroups:(Specify)_____	UA Time included in certificated salaries above
Teachers provide academic instruction in all content areas in English using Specially Designed Academic Instruction in English (SDAIE) teaching approach and designated English Language Development (ELD) instruction during Universal Access time.	All schools	_X_ALL OR: __Low Income pupils X English Learners __Foster Youth X Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Certificated teacher salaries included above.
School administrators and Academic Advisors/Assistants (Intermediate School) monitor and support under-performing English learner pupils. English learner students not making progress towards English proficiency are referred to student study team.	Intermediate Schools	__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Certificated Admin and Academic Advisor salaries included above.
Teachers provide instruction using engagement strategies	All schools	__ALL	Certificated

that promote positive interdependence, individual accountability, equal participation, and simultaneous interaction (Kagan Engagement Structures) and CELDT instructional aides.		OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	teacher salaries included above.
For English learner pupils in U.S. schools for the first time for less than 12 months: District provides Newcomer students with instructional technology device to use for translation assistance and engaging in content area instruction.	All schools	__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Technology addition / replacement expenses included above.
For English learner pupils in U.S. schools for the first time for less than 12 months: District provides Newcomer EL Instructional Aide to assist EL students in use of electronic device that supports language development and student engagement; and Instructional Technology Support Clerk (ITSC) to assist with the maintenance and support of electronic devices.	All schools	__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	EL Aide salaries included above

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	1. English learner students meet state target for percent of English learner students who make progress towards English proficiency on state language development test. **Required State Metric:** Federal and state target for progress towards English proficiency 2. English learner students meet state target for percent of students reclassifying as English proficient. **Required State Metric:** Federal and state target for English learner reclassification

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Professional Development Specialists (PDS) and Providers (PDP) provide on-going and sustained professional development for teachers in implementation of the new English Language Development standards, including integrated language development during core instruction and designated language development during weekly Universal Access time	All schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Professional Development Salaries included above
School administrators and teachers provide all students with weekly Universal Access time for differentiated instruction, including the language and learning needs of English learners at all CELDT levels.	All schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	UA Time included in certificated salaries above
Teachers provide academic instruction in all content areas in	All schools	_X_ALL	Certificated

English using Specially Designed Academic Instruction in English (SDAIE) teaching approach and designated English Language Development (ELD) instruction during Universal Access time.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	teacher salaries included above.
School administrators and Academic Advisors/Assistants (Intermediate School) monitor and support under-performing English learner pupils. English learner students not making progress towards English proficiency are referred to student study team.	Intermediate Schools	__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Certificated Admin and Academic Advisor salaries included above.
Teachers provide instruction using engagement strategies that promote positive interdependence, individual accountability, equal participation, and simultaneous interaction (Kagan Engagement Structures) and CELDT instructional aides.	All schools	__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Certificated teacher salaries included above.
For English learner pupils in U.S. schools for the first time for less than 12 months: District provides Newcomer students with instructional technology device to use for translation assistance and engaging in content area instruction.	All schools	__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Technology addition / replacement expenses included above.
For English learner pupils in U.S. schools for the first time for less than 12 months: District provides Newcomer EL Instructional Aide to assist EL students in use of electronic device that supports language development and student engagement; and Instructional Technology Support Clerk (ITSC) to assist with the maintenance and support of electronic devices.	All schools	__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	EL Aide salaries included above

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	1. English learner students meet state target for percent of English learner students who make progress towards English proficiency on state language development test. **Required State Metric:** Federal and state target for progress towards English proficiency 2. English learner students meet state target for percent of students reclassifying as English proficient. **Required State Metric:** Federal and state target for English learner reclassification

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Professional Development Specialists (PDS) and Providers	All schools	_X_ALL	Professional

(PDP) provide on-going and sustained professional development for teachers in implementation of the new English Language Development standards, including integrated language development during core instruction and designated language development during weekly Universal Access time		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Development Salaries included above
School administrators and teachers provide all students with weekly Universal Access time for differentiated instruction, including the language and learning needs of English learners at all CELDT levels.	All schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	UA Time included in certificated salaries above
Teachers provide academic instruction in all content areas in English using Specially Designed Academic Instruction in English (SDAIE) teaching approach and designated English Language Development (ELD) instruction during Universal Access time.	All schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Certificated teacher salaries included above.
School administrators and Academic Advisors/Assistants (Intermediate School) monitor and support under-performing English learner pupils. English learner students not making progress towards English proficiency are referred to student study team.	Intermediate Schools	__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Certificated Admin and Academic Advisor salaries included above.
Teachers provide instruction using engagement strategies that promote positive interdependence, individual accountability, equal participation, and simultaneous interaction (Kagan Engagement Structures) and CELDT instructional aides.	All schools	__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Certificated teacher salaries included above.
For English learner pupils in U.S. schools for the first time for less than 12 months: District provides Newcomer students with instructional technology device to use for translation assistance and engaging in content area instruction.	All schools	__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Technology addition / replacement expenses included above.
For English learner pupils in U.S. schools for the first time for less than 12 months: District provides Newcomer EL Instructional Aide to assist EL students in use of electronic device that supports language development and student	All schools	__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient	EL Aide salaries included above

engagement; and Instructional Technology Support Clerk (ITSC) to assist with the maintenance and support of electronic devices.		__Other Subgroups:(Specify)_____	

GOAL:	**Students make progress towards meeting the minimum requirements for healthy fitness zones as determined by the California Physical Fitness Test (PFT) in Grades 5 and 7.**	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8 X COE only: 9__ 10__ Local : Specify _____

Identified Need :	1. Students need 200 minutes of physical education every two weeks as required by California Department of Education. 2. Students need to make progress towards meeting state healthy fitness zone targets established by CA Physical Fitness Test.
Goal Applies to:	Schools: All
	Applicable Pupil Subgroups: All

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	1. Students engage in 200 minutes of physical education every two weeks. **Local Metric:** Elementary: Elem PE schedule Intermediate: Master schedule 2. Students make progress towards meeting healthy fitness zone on CA Physical Fitness Test. **Required State Metric:** CA Physical Fitness Test administered only in grades 5 and 7

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
District provides elementary physical education teachers and instructional program support to elementary schools to engage all students in physical fitness and meet minimum requirements for healthy fitness zones as determined by the California Physical Fitness Test (PFT).	Elementary Schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$76,600*5.5= $421,300 Elementary PE Teachers Funding Source – LCFF General Budget Object – 11XX $12,300*28 = $344,400 PE Instructional Aides Total = $765,700 Funding Source – LCFF General Budget Object – 21XX
Physical education teachers use collaboration time to	All Schools	__ALL	PE Teacher

develop strategies to engage all students, including at-risk and English learner students not meeting the minimum requirements for healthy fitness zones in physical fitness testing.		OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	time included in PE and certificated time above

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	1. Students engage in 200 minutes of physical education every two weeks. **Local Metric:** Elementary: Elem PE schedule Intermediate: Master schedule 2. Students make progress towards meeting healthy fitness zone on CA Physical Fitness Test. **Required State Metric:** CA Physical Fitness Test administered only in grades 5 and 7

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
District provides elementary physical education teachers and instructional program support to elementary schools to engage all students in physical fitness and meet minimum requirements for healthy fitness zones as determined by the California Physical Fitness Test (PFT).	Elementary Schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$78,000*3= $234,000 Elementary PE Teachers Funding Source – LCFF General Budget Object – 11XX $12,500*16 = $200,000 PE Instructional Aides Total = $434,000 Funding Source – LCFF General Budget Object – 21XX
Physical education teachers use collaboration time to develop strategies to engage all students, including at-risk and English learner students not meeting the minimum requirements for healthy fitness zones in physical fitness testing.	All Schools	__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	PE Teacher time included in PE and certificated time above

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	1. Students engage in 200 minutes of physical education every two weeks. **Local Metric:** Elementary: Elem PE schedule Intermediate: Master schedule 2. Students make progress towards meeting healthy fitness zone on CA Physical Fitness Test. **Required State Metric:** CA Physical Fitness Test administered only in grades 5 and 7		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
District provides elementary physical education teachers and instructional program support to elementary schools to engage all students in physical fitness and meet minimum requirements for healthy fitness zones as determined by the California Physical Fitness Test (PFT).	Elementary Schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$78,000*3= $234,000 Elementary PE Teachers Funding Source – LCFF General Budget Object – 11XX $12,500*16 = $200,000 PE Instructional Aides Total = $434,000 Funding Source – LCFF General Budget Object – 21XX
Physical education teachers use collaboration time to develop strategies to engage all students, including at-risk and English learner students not meeting the minimum requirements for healthy fitness zones in physical fitness testing.	All Schools	__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	PE Teacher time included in PE and certificated time above

GOAL:	**School administrators engage parents in the school community and promote parent participation and input in school programs and activities.**	Related State and/or Local Priorities: 1__ 2__ 3 X 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Identified Need :	1. Students benefit from parent input in decision-making processes in schools and district. 2. Students benefit from parent engagement in school community.
Goal Applies to:	Schools: All
	Applicable Pupil Subgroups: All

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	1. Students benefit when input from parents of unduplicated students is included in decision-making process. **Local Metric:** Stakeholder input opportunity records 2. Students benefit from increased parent engagement at schools. Baseline determined in 2014-15. **Local Metric:** School administrator report of progress.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Director of Pupil Services provides school administrators with strategies and support for engaging parents in school community and promoting parent participation and input in school programs and activities.		_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	12.5% of Director's Salary = $14,000 Funding Source – LCFF General Budget Object – 13XX
District and school administrators promote communication with parents through ESPRI parent portal/online gradebook, school/district website, auto-dialer, email, text messages, newsletters, and social media communication tools. District and school administrators provide multiple pathways for parent to learn about and get involved in decision making, school programs and activities.		_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	ESPRI / SchoolMessenger / website annual maintenance = $45,000 Funding Source – LCFF General Budget Object – 58XX
District and school administrators administer Parent Survey		_X_ALL	Parent Survey

for input on improving school climate, student outcomes, and overall performance at schools.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	development and system = $5,500 Funding Source – LCFF General Budget Object – 11XX $5,500 Funding Source – LCFF General Budget Object –24XX $1,000 Funding Source – LCFF General Budget Object – 58XX
School administrators communicate with families about school programs and activities through a variety of communication pathways and in primary language in schools with over 15% English learner student groups		__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Translation services = $4,000 Funding Source – LCFF Supplemental Budget Object –58XX
Director of Pupil Services provides school administrators and Academic Advisors/Assistants (Intermediate School) with strategies and support for engaging low income, foster youth, and English learner student families in the school community activities.		__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	12.5% of Director's Salary = $14,000 Funding Source – LCFF Supplemental Budget Object – 13XX
School administrators include low income, foster youth, and English learner student families in opportunities to be involved in decision making, school programs and activities at the school and district level		__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Parent outreach support = $16,000 Funding Source – LCFF Supplemental Budget Object

			– 43XX
District and school administrators provide alternative access to online Parent Survey for families without technology/internet access and provide Parent Survey invitation letter in primary language at schools with over 15% English learner student groups.		__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Translation service expenses included above.
District and school administrators administer a separate Parent Survey to families of at-risk and English learner students for input on improving school climate, student outcomes, and overall performance at schools, if participation in Parent Survey is not representative of District demographics.		__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Parent survey expenses included above.

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	1. Students benefit when input from parents of unduplicated students is included in decision-making process. **Local Metric:** Stakeholder input opportunity records 2. Students benefit from increased parent engagement at schools. Baseline determined in 2014-15. **Local Metric:** School administrator report of progress.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Director of Pupil Services provides school administrators with strategies and support for engaging parents in school community and promoting parent participation and input in school programs and activities.		_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	12.5% of Director's Salary = $14,000 Funding Source – LCFF General Budget Object – 13XX
District and school administrators promote communication with parents through ESPRI parent portal/online gradebook, school/district website, auto-dialer, email, text messages, newsletters, and social media communication tools. District and school administrators provide multiple pathways for parent to learn about and get involved in decision making, school programs and activities.		_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	ESPRI / SchoolMessenger / website annual maintenance = $45,000 Funding Source – LCFF General Budget Object

			– 58XX
District and school administrators administer Parent Survey for input on improving school climate, student outcomes, and overall performance at schools.		_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Parent Survey development and system = $5,500 Funding Source – LCFF General Budget Object – 11XX $5,500 Funding Source – LCFF General Budget Object –24XX $1,000 Funding Source – LCFF General Budget Object – 58XX
School administrators communicate with families about school programs and activities through a variety of communication pathways and in primary language in schools with over 15% English learner student groups		__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Translation services = $4,000 Funding Source – LCFF Supplemental Budget Object –58XX
Director of Pupil Services provides school administrators and Academic Advisors/Assistants (Intermediate School) with strategies and support for engaging low income, foster youth, and English learner student families in the school community activities.		__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	12.5% of Director's Salary = $14,000 Funding Source – LCFF Supplemental Budget Object – 13XX
School administrators include low income, foster youth, and		__ALL	Parent outreach

English learner student families in opportunities to be involved in decision making, school programs and activities at the school and district level		OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	support = $16,000 Funding Source – LCFF Supplemental Budget Object – 43XX
District and school administrators provide alternative access to online Parent Survey for families without technology/internet access and provide Parent Survey invitation letter in primary language at schools with over 15% English learner student groups.		__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Translation service expenses included above.
District and school administrators administer a separate Parent Survey to families of at-risk and English learner students for input on improving school climate, student outcomes, and overall performance at schools, if participation in Parent Survey is not representative of District demographics.		__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Parent survey expenses included above.

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	1. Students benefit when input from parents of unduplicated students is included in decision-making process. **Local Metric:** Stakeholder input opportunity records 2. Students benefit from increased parent engagement at schools. Baseline determined in 2014-15. **Local Metric:** School administrator report of progress.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Director of Pupil Services provides school administrators with strategies and support for engaging parents in school community and promoting parent participation and input in school programs and activities.		_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	12.5% of Director's Salary = $14,000 Funding Source – LCFF General Budget Object – 13XX
District and school administrators promote communication with parents through ESPRI parent portal/online gradebook, school/district website, auto-dialer, email, text messages, newsletters, and social media communication tools. District and school administrators provide multiple pathways for parent to learn about and get involved in decision making,		_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	ESPRI / SchoolMessenger / website annual maintenance = $45,000

school programs and activities.			Funding Source – LCFF General Budget Object – 58XX
District and school administrators administer Parent Survey for input on improving school climate, student outcomes, and overall performance at schools.		_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Parent Survey development and system = $5,500 Funding Source – LCFF General Budget Object – 11XX $5,500 Funding Source – LCFF General Budget Object –24XX $1,000 Funding Source – LCFF General Budget Object – 58XX
School administrators communicate with families about school programs and activities through a variety of communication pathways and in primary language in schools with over 15% English learner student groups		__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Translation services = $4,000 Funding Source – LCFF Supplemental Budget Object –58XX
Director of Pupil Services provides school administrators and Academic Advisors/Assistants (Intermediate School) with strategies and support for engaging low income, foster youth, and English learner student families in the school community activities.		__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	12.5% of Director's Salary = $14,000 Funding Source – LCFF Supplemental Budget Object – 13XX

School administrators include low income, foster youth, and English learner student families in opportunities to be involved in decision making, school programs and activities at the school and district level		__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Parent outreach support = $16,000 Funding Source – LCFF Supplemental Budget Object – 43XX
District and school administrators provide alternative access to online Parent Survey for families without technology/internet access and provide Parent Survey invitation letter in primary language at schools with over 15% English learner student groups.		__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Translation service expenses included above.
District and school administrators administer a separate Parent Survey to families of at-risk and English learner students for input on improving school climate, student outcomes, and overall performance at schools, if participation in Parent Survey is not representative of District demographics.		__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Parent survey expenses included above.

GOAL:	**Maintain high attendance rates for all students, including under-performing student groups, and reduce chronic absenteeism, middle school drop-out rates and social promotions from eighth grade to high school.**	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5 X 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Identified Need :	1. Students need to maintain attendance and schools need to support positive student behavior, interventions, to reduce student suspension, expulsion and drop-out.	
Goal Applies to:	Schools: All	

Applicable Pupil Subgroups:	All

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	1. Students maintain or improve attendance rates. Baseline established in 2014-15. **Required State Metric:** Attendance and Chronic Absenteeism rates 2. Student social promotions from grade eight to high school are reduced. (Social promotion – students without sufficient academic credit are "socially" promoted to high school) **Local Metric:** Number of social promotions is reduced each year. Baseline determined in 2013-14. 3. Middle school drop-out rate is reduced each year. Baseline established in 2014-15. **Required State Metric:** Middle School Drop-Out rates

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Director of Pupil Services and Child Welfare and Attendance (CWA) Technician coordinates services to maximize student welfare and attendance and minimize truancy, chronic absenteeism, and dropout rates, including District Attendance Review Team (DART) meetings, Academic Advisor/Assistant program services and West End counseling services to eligible students. Director of Pupil Services supports schools in expanding other means of correction for students with behavior concerns and coordinate Etiwanda Alternative Studies Education (EASE) program, including home school, home/hospital instruction, online education, and short-term independent study.	All Schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	12.5% of Director's Salary = $14,000 Funding Source – LCFF General Budget Object – 13XX CWA Tech = $51,000 Funding Source – LCFF General Budget Object – 24XX
District and school administrators establish annual goals for attendance for all students, and by state-identified subgroups.	All Schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Certificated Admin salaries included above.
School administrators and Academic Advisors/Assistants (Intermediate School) collaborate with at-risk and English learner families on attendance and alternative studies education program options.	Intermediate Schools	__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Certificated school administration and Academic Advisors salaries included above.

Teachers provide academic intervention and designated language development instruction during weekly Universal Access time to provide at-risk and English learner students access to after-school extra-curricular and athletic programs.	All Schools	__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	UA Time included in certificated salaries above

LCAP Year 2: 2016-17	
Expected Annual Measurable Outcomes:	1. Students maintain or improve attendance rates. Baseline established in 2014-15. **Required State Metric:** Attendance and Chronic Absenteeism rates 2. Student social promotions from grade eight to high school are reduced. (Social promotion – students without sufficient academic credit are "socially" promoted to high school) **Local Metric:** Number of social promotions is reduced each year. Baseline determined in 2013-14. 3. Middle school drop-out rate is reduced each year. Baseline established in 2014-15. **Required State Metric:** Middle School Drop-Out rates

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Director of Pupil Services and Child Welfare and Attendance (CWA) Technician coordinates services to maximize student welfare and attendance and minimize truancy, chronic absenteeism, and dropout rates, including District Attendance Review Team (DART) meetings, Academic Advisor/Assistant program services and West End counseling services to eligible students. Director of Pupil Services supports schools in expanding other means of correction for students with behavior concerns and coordinate Etiwanda Alternative Studies Education (EASE) program, including home school, home/hospital instruction, online education, and short-term independent study.	All Schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	12.5% of Director's Salary = $14,000 Funding Source – LCFF General Budget Object – 13XX CWA Tech = $51,000 Funding Source – LCFF General Budget Object – 24XX
District and school administrators establish annual goals for attendance for all students, and by state-identified subgroups.	All Schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Certificated Admin salaries included above.
School administrators and Academic Advisors/Assistants	Intermediate	__ALL	Certificated

(Intermediate School) collaborate with at-risk and English learner families on attendance and alternative studies education program options.	Schools	OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	school administration and Academic Advisors salaries included above.
Teachers provide academic intervention and designated language development instruction during weekly Universal Access time to provide at-risk and English learner students access to after-school extra-curricular and athletic programs.	All Schools	__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	UA Time included in certificated salaries above

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	1. Students maintain or improve attendance rates. Baseline established in 2014-15. **Required State Metric:** Attendance and Chronic Absenteeism rates 2. Student social promotions from grade eight to high school are reduced. (Social promotion – students without sufficient academic credit are "socially" promoted to high school) **Local Metric:** Number of social promotions is reduced each year. Baseline determined in 2013-14. 3. Middle school drop-out rate is reduced each year. Baseline established in 2014-15. **Required State Metric:** Middle School Drop-Out rates

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Director of Pupil Services and Child Welfare and Attendance (CWA) Technician coordinates services to maximize student welfare and attendance and minimize truancy, chronic absenteeism, and dropout rates, including District Attendance Review Team (DART) meetings, Academic Advisor/Assistant program services and West End counseling services to eligible students. Director of Pupil Services supports schools in expanding other means of correction for students with behavior concerns and coordinate Etiwanda Alternative Studies Education (EASE) program, including home school, home/hospital instruction, online education, and short-term independent study.	All Schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	12.5% of Director's Salary = $14,000 Funding Source – LCFF General Budget Object – 13XX CWA Tech = $51,000 Funding Source – LCFF General Budget Object – 24XX
District and school administrators establish annual goals for	All Schools	_X_ALL	Certificated

attendance for all students, and by state-identified subgroups.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Admin salaries included above.
School administrators and Academic Advisors/Assistants (Intermediate School) collaborate with at-risk and English learner families on attendance and alternative studies education program options.	Intermediate Schools	__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Certificated school administration and Academic Advisors salaries included above.
Teachers provide academic intervention and designated language development instruction during weekly Universal Access time to provide at-risk and English learner students access to after-school extra-curricular and athletic programs.	All Schools	__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	UA Time included in certificated salaries above

GOAL:	**School administrators provide events and activities that engage students and their families in their schools.**	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_X_ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Identified Need :	1. Student attendance is positively affected by student engagement in the school community.
Goal Applies to:	Schools: All
	Applicable Pupil Subgroups: All

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	1. Students benefit from an increase in the number of events and activities that engage students in the school community. Baseline determined in 2014-15. **Local Metric:** School administrator report of progress **Local Metric:** Student input or survey results

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
School administrators and teachers maintain home-to-school communication and provide multiple pathways for parents to learn about school programs and activities through ESPRI parent portal/online gradebook, school/district website, auto-dialer, email, text messages, newsletters, and social media communication tools.	All Schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	ESPRI / AERIES support expenses included above
School administrators provide at least three after school academic or athletic programs to engage students in the school community and at least one Family Night activity during the school year. Director of Pupil Services provides school administrators with strategies and support for engaging students and parents in the school community.	All Schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	12.5% of Director's Salary = $14,000 Funding Source – LCFF General Budget Object – 13XX
School administrators, Academic Advisors/Assistants, and Program Advisors coordinate Rachel's Challenge Friends of Rachel (FOR) Team at each intermediate school to engage students in building positive school climate.	Intermediate Schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$4,000 for Rachel's Challenge Funding Source – LCFF Base Budget Object – 58XX
School administrators and Academic Advisors/Assistants	All Schools	__ALL	Certificated

(Intermediate Schools) encourage at-risk and English learner pupils to get involved in after-school extra-curricular and athletic programs and facilitate the enrollment process with parents.		OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	school administration and Academic Advisors salaries included above.
School administrators communicate with families about school programs and activities through a variety of communication pathways and in primary language in schools with over 15% English learner student groups	All Schools	__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Translation service expenses included above.
Director of Pupil Services provides school administrators and Academic Advisors/Assistants (Intermediate School) with strategies and support for engaging parents of low income, foster youth, and English learner student families in the school community.	All Schools	__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	12.5% of Director's Salary = $14,000 Funding Source – LCFF Supplemental Budget Object – 13XX
School administrators, Academic Advisors/Assistants, and Program Advisors include low income, foster youth, and EL students in Rachel's Challenge Friends of Rachel (FOR) Team at each intermediate school to engage all students in a positive school climate.	Intermediate Schools	__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Rachel's Challenge Expenses included above

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	1. Students benefit from an increase in the number of events and activities that engage students in the school community. Baseline determined in 2014-15. **Local Metric:** School administrator report of progress **Local Metric:** Student input or survey results

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
School administrators and teachers maintain home-to-school communication and provide multiple pathways for parents to learn about school programs and activities through ESPRI parent portal/online gradebook, school/district website, auto-dialer, email, text messages, newsletters, and social media communication tools.	All Schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	ESPRI / AERIES support expenses included above

School administrators provide at least three after school academic or athletic programs to engage students in the school community and at least one Family Night activity during the school year. Director of Pupil Services provides school administrators with strategies and support for engaging students and parents in the school community.	All Schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	12.5% of Director's Salary = $14,000 Funding Source – LCFF General Budget Object – 13XX
School administrators, Academic Advisors/Assistants, and Program Advisors coordinate Rachel's Challenge Friends of Rachel (FOR) Team at each intermediate school to engage students in building positive school climate.	Intermediate Schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$4,000 for Rachel's Challenge Funding Source – LCFF Base Budget Object – 58XX
School administrators and Academic Advisors/Assistants (Intermediate Schools) encourage at-risk and English learner pupils to get involved in after-school extra-curricular and athletic programs and facilitate the enrollment process with parents.	All Schools	__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Certificated school administration and Academic Advisors salaries included above.
School administrators communicate with families about school programs and activities through a variety of communication pathways and in primary language in schools with over 15% English learner student groups	All Schools	___ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Translation service expenses included above.
Director of Pupil Services provides school administrators and Academic Advisors/Assistants (Intermediate School) with strategies and support for engaging parents of low income, foster youth, and English learner student families in the school community.	All Schools	__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	12.5% of Director's Salary = $14,000 Funding Source – LCFF Supplemental Budget Object – 13XX
School administrators, Academic Advisors/Assistants, and	Intermediate	__ALL	Rachel's

Program Advisors include low income, foster youth, and EL students in Rachel's Challenge Friends of Rachel (FOR) Team at each intermediate school to engage all students in a positive school climate.	Schools	OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Challenge Expenses included above

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	1. Students benefit from an increase in the number of events and activities that engage students in the school community. Baseline determined in 2014-15. **Local Metric:** School administrator report of progress **Local Metric:** Student input or survey results

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
School administrators and teachers maintain home-to-school communication and provide multiple pathways for parents to learn about school programs and activities through ESPRI parent portal/online gradebook, school/district website, auto-dialer, email, text messages, newsletters, and social media communication tools.	All Schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	ESPRI / AERIES support expenses included above
School administrators provide at least three after school academic or athletic programs to engage students in the school community and at least one Family Night activity during the school year. Director of Pupil Services provides school administrators with strategies and support for engaging students and parents in the school community.	All Schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	12.5% of Director's Salary = $14,000 Funding Source – LCFF General Budget Object – 1300
School administrators, Academic Advisors/Assistants, and Program Advisors coordinate Rachel's Challenge Friends of Rachel (FOR) Team at each intermediate school to engage students in building positive school climate.	Intermediate Schools	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$4,000 for Rachel's Challenge Funding Source – LCFF Base Budget Object – 58XX
School administrators and Academic Advisors/Assistants (Intermediate Schools) encourage at-risk and English learner pupils to get involved in after-school extra-curricular and athletic programs and facilitate the enrollment process with parents.	All Schools	__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Certificated school administration and Academic Advisors salaries included above.

School administrators communicate with families about school programs and activities through a variety of communication pathways and in primary language in schools with over 15% English learner student groups	All Schools	__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Translation service expenses included above.
Director of Pupil Services provides school administrators and Academic Advisors/Assistants (Intermediate School) with strategies and support for engaging parents of low income, foster youth, and English learner student families in the school community.	All Schools	__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	12.5% of Director's Salary = $14,000 Funding Source – LCFF Supplemental Budget Object – 13XX
School administrators, Academic Advisors/Assistants, and Program Advisors include low income, foster youth, and EL students in Rachel's Challenge Friends of Rachel (FOR) Team at each intermediate school to engage all students in a positive school climate.	Intermediate Schools	__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Rachel's Challenge Expenses included above

GOAL:	**Reduce the rate of suspensions and expulsions through counseling, academic intervention and positive behavior support.**	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5___ 6 X 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Identified Need :	1. Students need positive behavior support to reduce the number of suspensions and expulsions.
Goal Applies to:	Schools: All
	Applicable Pupil Subgroups: All

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	1. Student rate of suspensions and expulsions is reduced. Baseline determined by 2013-14 rates. **Local Metric:** Suspension and expulsion rates

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
School administrators use positive behavior pre-referral interventions, counseling services, and response to intervention early identification and support system to reduce the rate of suspensions and expulsions	All Schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Certificated school administration salaries included above.
Director of Pupil Services coordinates support services throughout the District Specifically in utilizing "other means of correction" for discipline issues and incorporating community outreach services.	All Schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	12.5% of Director's Salary = $14,000 Funding Source – LCFF General Budget Object – 13XX
District provides an Academic Advisor to intermediate schools with higher than District average population of unduplicated students and Academic Advisor Assistant to intermediate schools not eligible for Academic Advisors, to reduce discipline and attendance issues through positive behavior pre-referral interventions, counseling services, and response to intervention early identification.	Intermediate Schools	__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Academic Advisors salaries included above.

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	1. Student rate of suspensions and expulsions is reduced. Baseline determined by 2013-14 rates. **Local Metric:** Suspension and expulsion rates

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
School administrators use positive behavior pre-referral interventions, counseling services, and response to intervention early identification and support system to reduce the rate of suspensions and expulsions	All Schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Certificated school administration salaries included above.
Director of Pupil Services coordinates support services throughout the District Specifically in utilizing "other means of correction" for discipline issues and incorporating community outreach services.	All Schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	12.5% of Director's Salary = $14,000 Funding Source – LCFF General Budget Object – 13XX
District provides an Academic Advisor to intermediate schools with higher than District average population of unduplicated students and Academic Advisor Assistant to intermediate schools not eligible for Academic Advisors, to reduce discipline and attendance issues through positive behavior pre-referral interventions, counseling services, and response to intervention early identification.	Intermediate Schools	__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Academic Advisors salaries included above.

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	1. Student rate of suspensions and expulsions is reduced. Baseline determined by 2013-14 rates. **Local Metric:** Suspension and expulsion rates

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
School administrators use positive behavior pre-referral interventions, counseling services, and response to intervention early identification and support system to reduce the rate of suspensions and expulsions	All Schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Certificated school administration salaries included above.
Director of Pupil Services coordinates support services	All Schools	_X_ALL	12.5% of

throughout the District Specifically in utilizing “other means of correction” for discipline issues and incorporating community outreach services.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Director’s Salary = $14,000 Funding Source – LCFF General Budget Object – 13XX
District provides an Academic Advisor to intermediate schools with higher than District average population of unduplicated students and Academic Advisor Assistant to intermediate schools not eligible for Academic Advisors, to reduce discipline and attendance issues through positive behavior pre-referral interventions, counseling services, and response to intervention early identification.	Intermediate Schools	__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Academic Advisors salaries included above.

GOAL:	**School administrators build a sense of safety and school connectedness for students and reduce incidents of bullying.**	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6 X 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Identified Need :	1. Students need to feel connected and safe in their school environment.
Goal Applies to:	Schools: All
	Applicable Pupil Subgroups: All

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	1. The percent of students that agree they feel safe and connected to school on student survey maintains or increases. Baseline determined in 2013-14. **Local Metric:** Student input or surveys results 2. Students benefit when the percent of parents that report they feel their child is safe at school maintains or increases. Baseline determined in 2013-14. **Local Metric:** Parent input or surveys results

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
School administrators investigate and address all reported incidents of bullying and implement one bully prevention program at each school site. School administrators at Intermediate schools coordinate Rachel's Challenge Friends of Rachel (FOR) Club to engage students in building a positive school community.	All Schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Rachel's Challenge expenses included above
Director of Pupil Services supports schools in: reducing bullying occurrences, investigating and reporting bullying, coordinating student disciplinary proceedings and providing schools with strategies and supports for engaging students in the school community, including connecting parents to community resources such as SELPA Clinical Parenting classes and Healthy Families or services under the Affordable Care Act.	All Schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	12.5% of Director's Salary = $14,000 Funding Source – LCFF General Budget Object – 13XX
District Teacher Librarian and library clerks implement programs and activities that encourage student and parent engagement with school libraries.	All Schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Teacher Librarian and library clerk salaries = $98,000 Funding Source – LCFF General

			Budget Object – 12XX $327,000 Funding Source – LCFF General Budget Object – 22XX
District and school administrators administer student and parent survey for input on improving school climate, student outcomes, and overall performance of schools.	All Schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Parent survey expenses included above.
School administrators, Academic Advisors/Assistants and Program Advisors include low income, foster youth, and EL students in leadership roles in bully prevention or safe school programs to engage all students in a positive school climate.	All Schools	__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Bully prevention material = $16,000 Funding Source – LCFF Supplemental Budget Object – 43XX
School administrators and Academic Advisors/Assistants (Intermediate School) provide outreach to engage families of at-risk and English learner pupils in stakeholder input opportunities, family events, parent education, and school programs and activities, including communication in primary language in schools with over 15% English learner student population.	All Schools	__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Translation service expenses included above.
Director of Pupil Services provides school administrators and Academic Advisors/Assistants with strategies and support for engaging parents of low income, foster youth, and English learner student families in the school community	All Schools	__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	12.5% of Director's Salary = $14,000 Funding Source – LCFF Supplemental Budget Object – 13XX
District Teacher Librarian and library clerks increase the number of high interest low readability and primary language books available in the school libraries.	All Schools	__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient	$16,000 for additional books Funding Source

		__Other Subgroups:(Specify)_____	– LCFF Supplemental Budget Object – 43XX

LCAP Year 2: 2016-17	
Expected Annual Measurable Outcomes:	1. The percent of students that agree they feel safe and connected to school on student survey maintains or increases. Baseline determined in 2013-14. **Local Metric:** Student input or surveys results 2. Students benefit when the percent of parents that report they feel their child is safe at school maintains or increases. Baseline determined in 2013-14. **Local Metric:** Parent input or surveys results

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
School administrators investigate and address all reported incidents of bullying and implement one bully prevention program at each school site. School administrators at Intermediate schools coordinate Rachel's Challenge Friends of Rachel (FOR) Club to engage students in building a positive school community.	All Schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Rachel's Challenge expenses included above
Director of Pupil Services supports schools in: reducing bullying occurrences, investigating and reporting bullying, coordinating student disciplinary proceedings and providing schools with strategies and supports for engaging students in the school community, including connecting parents to community resources such as SELPA Clinical Parenting classes and Healthy Families or services under the Affordable Care Act.	All Schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	12.5% of Director's Salary = $14,000 Funding Source – LCFF General Budget Object – 13XX
District Teacher Librarian and library clerks implement programs and activities that encourage student and parent engagement with school libraries.	All Schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Teacher Librarian and library clerk salaries = $98,000 Funding Source – LCFF General Budget Object – 12XX $327,000 Funding Source – LCFF

			General Budget Object – 22XX
District and school administrators administer student and parent survey for input on improving school climate, student outcomes, and overall performance of schools.	All Schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Parent survey expenses included above.
School administrators, Academic Advisors/Assistants and Program Advisors include low income, foster youth, and EL students in leadership roles in bully prevention or safe school programs to engage all students in a positive school climate.	All Schools	_X_ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Bully prevention material = $16,000 Funding Source – LCFF Supplemental Budget Object – 43XX
School administrators and Academic Advisors/Assistants (Intermediate School) provide outreach to engage families of at-risk and English learner pupils in stakeholder input opportunities, family events, parent education, and school programs and activities, including communication in primary language in schools with over 15% English learner student population.	All Schools	_X_ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Translation service expenses included above.
Director of Pupil Services provides school administrators and Academic Advisors/Assistants with strategies and support for engaging parents of low income, foster youth, and English learner student families in the school community	All Schools	__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	12.5% of Director's Salary = $14,000 Funding Source – LCFF Supplemental Budget Object – 13XX
District Teacher Librarian and library clerks increase the number of high interest low readability and primary language books available in the school libraries.	All Schools	__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$16,000 for additional books Funding Source – LCFF Supplemental Budget Object - 43XX

LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	1. The percent of students that agree they feel safe and connected to school on student survey maintains or increases. Baseline determined in 2013-14. **Local Metric:** Student input or surveys results 2. Students benefit when the percent of parents that report they feel their child is safe at school maintains or increases. Baseline determined in 2013-14. **Local Metric:** Parent input or surveys results		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
School administrators investigate and address all reported incidents of bullying and implement one bully prevention program at each school site. School administrators at Intermediate schools coordinate Rachel's Challenge Friends of Rachel (FOR) Club to engage students in building a positive school community.	All Schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Rachel's Challenge expenses included above
Director of Pupil Services supports schools in: reducing bullying occurrences, investigating and reporting bullying, coordinating student disciplinary proceedings and providing schools with strategies and supports for engaging students in the school community, including connecting parents to community resources such as SELPA Clinical Parenting classes and Healthy Families or services under the Affordable Care Act.	All Schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	12.5% of Director's Salary = $14,000 Funding Source – LCFF General Budget Object – 13XX
District Teacher Librarian and library clerks implement programs and activities that encourage student and parent engagement with school libraries.	All Schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Teacher Librarian and library clerk salaries = $98,000 Funding Source – LCFF General Budget Object – 12XX $327,000 Funding Source – LCFF General Budget Object – 22XX

District and school administrators administer student and parent survey for input on improving school climate, student outcomes, and overall performance of schools.	All Schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Parent survey expenses included above.
School administrators, Academic Advisors/Assistants and Program Advisors include low income, foster youth, and EL students in leadership roles in bully prevention or safe school programs to engage all students in a positive school climate.	All Schools	_X_ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Bully prevention material = $16,000 Funding Source – LCFF Supplemental Budget Object – 43XX
School administrators and Academic Advisors/Assistants (Intermediate School) provide outreach to engage families of at-risk and English learner pupils in stakeholder input opportunities, family events, parent education, and school programs and activities, including communication in primary language in schools with over 15% English learner student population.	All Schools	_X_ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Translation service expenses included above.
Director of Pupil Services provides school administrators and Academic Advisors/Assistants with strategies and support for engaging parents of low income, foster youth, and English learner student families in the school community	All Schools	__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	12.5% of Director's Salary = $14,000 Funding Source – LCFF Supplemental Budget Object – 13XX
District Teacher Librarian and library clerks increase the number of high interest low readability and primary language books available in the school libraries.	All Schools	__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$16,000 for additional books Funding Source – LCFF Supplemental Budget Object - 43XX

Annual Update

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

Guiding Questions:

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

Original GOAL from prior year LCAP:	**All students will be provided instruction by a highly qualified, appropriately assigned teacher.**		Related State and/or Local Priorities: 1X 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : District Strategic Priority: Human Resources
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Students will benefit from having 100% of teachers highly qualified and appropriately assigned as reported by teacher misassignment review by COE.	Actual Annual Measurable Outcomes:	County Office of Education review indicates zero teacher misassignments for 2014-15.

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Hire appropriately credentialed teachers	$54,361,000 for credentialed teachers Funding Source – LCFF Budget Object - 1000	Forty-nine appropriately credentialed temporary teachers were renewed or hired.	$46,231,692 for credentialed teachers [Salaries less CSR and Supplemental Expenses] Funding Source – LCFF Base Budget Object – 11XX
Scope of service: LEA X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: LEA X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Hire part-time Consulting Teacher to support experienced teachers referred to Peer Assistance and Review (PAR).	$4,000 for PAR teacher support	Consulting PAR teacher provided.	$0 – No participating PAR

		Funding Source – LCFF Budget Object – 1000			teachers in 2014-15
Scope of service:	LEA X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service:	LEA X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Hire Highly Qualified Teachers (HQT) (teachers must hold at least a bachelor's degree, be appropriately licensed by the state, and demonstrate subject matter competency)		See 3A, Goal 1.1, Action above	Highly qualified (as defined by California Teacher Commission) teachers hired.		Included in Appropriately Credentialed Teachers above.
Scope of service:	LEA X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service:	LEA X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Hire appropriately credentialed teachers at schools serving high populations of low-income students and/or foster youth		$1,339,000 for percent of credentialed teacher salary Funding Source – LCFF Budget Object - 1000	William's Act certification report indicates appropriately credentialed teachers are in place in every classroom at every school.		$641,032 for credentialed teachers [Salaries * UNDUP * Proportionality Percentage (PP)] Funding Source – LCFF Supplemental Budget Object – 11XX
Scope of service:			Scope of service:		

__ALL OR: X_Low Income pupils X_English Learners X_Foster Youth X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____			__ALL OR: X_Low Income pupils X_English Learners X_Foster Youth X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Hire teachers with English Learner (EL) authorization or Cross-cultural Language and Academic Development (CLAD) certificate for English language development and specially designed academic instruction delivered in English (SDAIE).		$1,339,000 for percent of credentialed teacher salary Funding Source – LCFF Budget Object - 1000	All new and experienced teachers have ELD, CLAD or SDAIE certification	Included in low-income / foster youth teachers above.
Scope of service:	LEA		Scope of service:	LEA
__ALL OR: X_Low Income pupils X_English Learners X_Foster Youth X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____			__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?	This goal was combined with other goals in the 2015-18 plan to better address the state priority requirements of Basic Services. Supporting actions, services and expenditures for this goal were collapsed to concentrate services, personnel, and resources on revised goal for Basic Services.			

Original GOAL from prior year LCAP:	**Probationary teachers participate in the Beginning Teacher Support and Assessment (BTSA) induction program.**	Related State and/or Local Priorities: 1_X_ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : District Strategic Priority: Student Learning & Achievement
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All	

Expected Annual Measurable Outcomes:	Students will benefit from having 100% of probationary teachers report a positive impact on their ability to meet students' needs as a result of participation in BTSA induction, as reported on the BTSA survey	Actual Annual Measurable Outcomes:	BTSA Induction Survey results indicate 82% of new teachers feel better prepared to meet student's needs as a result participation in BTSA induction program.

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Maintain Beginning Teacher Support and Assessment (BTSA) Coordinator	$20,000 for BTSA Coordinator Funding Source – LCFF Budget Object - 1000	BTSA Induction Program Specialist provided.	$45,000 credentialed BTSA teacher Funding Source – LCFF Base Budget Object – 11XX
Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Provide BTSA Support Providers to new teachers	$15,000 for support provider Funding Source – LCFF Budget Object - 1000	All new teachers participated in teacher support program or BTSA Induction program.	$60,000 credentialed Professional Developmen teachers Funding Source – LCFF Base Budget Object – 11XX
Scope of service:		Scope of service:	

_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)_____	
Provide professional development for BTSA Participating Teachers.	$375,000 for Professional Development providers Funding Source – LCFF Budget Object - 1000	All new teachers attended BTSA Induction professional development in: effective teaching, classroom management, equity in access, assessment, special populations, technology, and literacy.	$450 for certificated timecards Funding Source – LCFF Base Budget Object – 11XX
Scope of service: _X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: _X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Provide Learning Management System (LMS) access for participating teachers and support providers.	Subscription $2500 Funding Source – LCFF Budget Object - 5000	Learning management system provided for all BTSA Induction participants.	$2,600 for Haiku online Language Management System subscription Funding Source – LCFF Base Budget Object – 58XX
Scope of service: _X_ ALL OR:		Scope of service: _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)_____	
Release time for BTSA Participating Teachers and Support Providers to observe in classrooms	$18,000 for substitute days Funding Source – LCFF Budget Object - 1000	Release time provided to all participants to complete BTSA induction program requirements.	$17,625 for certificated sub days Funding Source – LCFF Base Budget Object – 11XX
Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Provide training in serving at-risk student populations in new teacher training.	$1,200 for additional BTSA Coordination time Funding Source – LCFF Budget Object - 1000	All new teachers attended professional development in meeting the needs of at-risk student populations in effective teaching and equity in access induction professional development.	$20,000 for certificated Professional Development time Funding Source – LCFF Supplemental Budget Object – 11XX
Scope of service: __ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: __ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

Provide training in English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE).	$1,200 for additional ELD / SDAIE BTSA Coordinator when needed Funding Source – LCFF Budget Object – 1000	All new teachers attended professional development in meeting the needs of English learner students in special populations and content area induction professional development.	$5,000 for certificated Professional Development time Funding Source – LCFF Supplemental Budget Object – 11XX
Scope of service: __ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: __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?	This goal was combined with other goals in the 2015-18 plan to better address the state priority requirements of Basic Services. Supporting actions, services and expenditures for this goal were collapsed to concentrate services, personnel, and resources on revised goal for Basic Services. New action added to goal for Basic Services: Additional training in new teacher induction program in literacy, early intervention, and English language development.		

Original GOAL from prior year LCAP:	**Provide students with access to standards-aligned instructional materials.**	Related State and/or Local Priorities: 1_X_ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Etiwanda Strategic Priority: Instructional Program
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All	

Expected Annual Measurable Outcomes:	All students will have access to most recent state adopted CCSS-aligned core and intervention materials in Math, as indicated by the Governing Board annual certification. All students will have access most recent state adopted CCSS-aligned core and intervention materials in ELA and a scope and sequence that aligns the Common Core State Standards with current instructional materials as indicated by the Governing Board annual certification. All students will have access to sufficient state adopted core materials in in science and social studies as indicated by the Governing Board annual certification.	Actual Annual Measurable Outcomes:	Governing Board certification of textbook sufficiency on September 29, 2014. All students have access to state-adopted CCSS aligned textbooks and intervention materials in Math and state-adopted textbooks and intervention materials in Language Arts, including a CCSS aligned scope and sequence of instruction. All students have access to sufficient state adopted core materials in in Science and Social Studies as indicated by the Governing Board annual certification.

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Purchase Math textbooks aligned to the new state standards.	$1,800,000 Funding Source – LCFF Budget Object - 4000	CCSS standards aligned Math textbooks and intervention support materials purchased for implementation beginning 2014-15.	$891,591.54 [4110 less Supplemental Expenses] Funding Source – LCFF Base Budget Object – 41XX
Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Provide training to teachers on effectively implementing the	$26,520 for substitute days	Four days of professional development provided to teachers included support and training on the new Math textbook.	$84,500 for certificated time

math textbook materials	Funding Source – LCFF Budget Object - 1000		Funding Source – LCFF Base Budget Object – 11XX
Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Provide English Language Arts (ELA) scope and sequence, which is aligned with the new state standards, to teachers for use with the current ELA materials in the classroom.	$26,520 for substitute days Funding Source – LCFF Budget Object - 1000	English Language Arts (ELA) scope and sequence, aligned with the new state standards, provided to teachers for use with the current ELA materials in the classroom.	$13,440 for certificated time Funding Source – LCFF Base Budget Object – 11XX
Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Provide teachers with professional development and planning time to implement new math textbook and ELA instructional materials aligned with the new state standards.	$26,520 for substitute days Funding Source – LCFF Budget Object - 1000	Teachers provided with three days of professional development and planning time to implement new math textbook and ELA instructional materials aligned with the new state standards.	$273,000 for certificated time Funding Source – LCFF Base Budget Object – 11XX
Scope of service: _X_ALL OR:		Scope of service: _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)_____	
Provide students with core and as needed, intervention materials for Math and ELA	$50,000 per additional adoption material Funding Source – LCFF Budget Object - 4000	All students provided with core instruction, and intervention if needed, in Math and ELA.	$12,036 [4110 Object * UNDUP * PP] Funding Source – LCFF Supplemental Budget Object – 42XX
Scope of service:		Scope of service:	
__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____		__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Provide students access to Universal Access materials in Math and ELA as needed.	$10,000 for additional Universal Access material Funding Source – LCFF Budget Object - 4000	At-risk students provided with access to Universal Access intervention materials in Math and ELA.	Included in intervention materials above.
Scope of service:		Scope of service:	
__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____		__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	This goal was combined with other goals in the 2015-18 plan to better address the state priority		

result of reviewing past progress and/or changes to goals?	requirements of Basic Services. Supporting actions, services and expenditures for this goal were collapsed to concentrate services, personnel, and resources on revised goal for Basic Services.

Original GOAL from prior year LCAP:	**Provide adequate and updated facilities that support the instructional program and meet district's educational priorities and goals.**	Related State and/or Local Priorities: 1_X_ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : District Strategic Priority: Facilities
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All	

Expected Annual Measurable Outcomes:	Students will benefit from facilities that are clean and kept in good repair, as indicated on annual William's certification report. The percent of parents that report their child's school facilities are "kept clean and in good repair" on Parent survey will determine baseline for improvement.	Actual Annual Measurable Outcomes:	William's Act certification report indicates facilities in good repair. 96% of parents responding on the Parent Survey agree their child's school "is clean and in good repair".

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Meet Class Size Reduction (CSR) requirements for grades Transitional Kindergarten(TK) – Grade 3	$900,000 for credentialed teachers for CSR implementation Funding Source – LCFF Budget Object - 1000	Class-size reduction requirements met for 2014-15 at all schools in grades TK – 3.	$1,027,517.40 [18 Teachers added to TK-3] Funding Source – LCFF Base Budget Object – 11XX
Scope of service:		Scope of service:	

_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)_____	
Follow the guidelines from the California Deferred Maintenance program	$500,000 for deferred maintenance Funding Source – LCFF Budget Object – 4000, 5000	Deferred Maintenance Plan goals for 2014-15 met.	$ 476,958 for deferred maintenance Funding Source – LCFF Base RRAM Budget Object – 4380, 5630
Scope of service: _X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: _X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Additional facilities as determined by the Facility Plan	$600,000 for facilities master plan items Funding Source - Funds 25, 40, and 35 Budget Object – 4000, 5000, 6000	Additional facility goals, as determined by the Facility Plan, met.	$861,665 for facilities master plan items Funding Source - Funds 40 Budget Object – 6250
Scope of service: _X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: _X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
	$300,000 for	Additional technology infrastructure goals, as	$4,847 facilities

Technology Infrastructure as determined by the Facility Plan		technology plan items Funding Source – LCFF, Fund 40 Budget Object – 4000, 5000, 6000	determined by the Facility Plan, met.		master plan items Funding Source - Funds 40 Budget Object – 6240
Scope of service:			Scope of service:		
_X_ ALL			_X_ ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	This goal was combined with other goals in the 2015-18 plan to better address the state priority requirements of Basic Services. Supporting actions, services and expenditures for this goal were collapsed to concentrate services, personnel, and resources on revised goal for Basic Services.				

Original GOAL from prior year LCAP:	**Implement the Etiwanda Safety Plan at all schools.**	Related State and/or Local Priorities: 1_X_ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : District Strategic Priority: Facilities Etiwanda School District Safety Plan	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Students will benefit from a safe school environment, as indicated on annually Board-approved Safe School Plans. The percent of parents that report their child feels safe at schools on the Parent survey will determine baseline for improvement.	Actual Annual Measurable Outcomes:	Safe School Plans Board approved February 19, 2015. 95% of parents responding on the Parent Survey agree their child “is safe at school”.
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	

	Budgeted Expenditures		Estimated Actual Annual Expenditures
Implement the Etiwanda School District Safety Plan	$500,000 for safety plan items Funding Source – LCFF, Fund 40 Budget Object – 4000, 5000, 6000	Etiwanda School District Safety Plan updated and in place for 2014-15.	$109,390 facilities master plan items Funding Source - Funds 40 Budget Object – 6000
Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: _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?	This goal was combined with other goals in the 2015-18 plan to better address the state priority requirements of Basic Services. Supporting actions, services and expenditures for this goal were collapsed to concentrate services, personnel, and resources on revised goal for Basic Services.		

Original GOAL from prior year LCAP:	**Build teacher capacity to effectively implement the content and performance standards through ongoing professional development, instructional support and collaborative planning time for all teachers.**	Related State and/or Local Priorities: 1_X_ 2_X_ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Etiwanda Strategic Priority: Instructional Program	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All		
Expected Annual Measurable	Students will benefit from having 95% of teachers participate in a minimum of three district sponsored CCSS professional development days, as outlined on the CCSS Implementation Plan	Actual Annual Measurable	Sign-in sheets indicate 99% of teachers participated in three days of professional development focused on the implementation of new state standards, during the

Outcomes:	and recorded through professional development sign-in sheets. The percent of teachers that report they feel better prepared to teach CCSS in their assigned classroom as the result of the training and support received, as indicated on professional development evaluations, will determine baseline for improvement.	Outcomes:	20141-5 school year. Professional development evaluations indicate 90% of teachers agree they feel better prepared to teach CCSS in their assigned classroom as the result of the training and support received.

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Develop and implement annual Professional Development Plan and schedule based upon teacher and administrator surveys and student achievement data.	$50,000 for support of plan development Funding Source – LCFF Budget Object - 1000	Annual Professional Development Plan updated based on stakeholder input and implemented for all teachers and administrators in 2014-15.	$18,000 for certificated admin and Professional Development time Funding Source – LCFF Base Budget Object – 11XX
Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Provide Professional Development Center, Specialists (PDS) and Providers (PDP), to deliver training and instructional support to: • teachers implementing CCSS in their classrooms • administrators implementing CCSS in their schools	$126,000 for Professional Development staff Funding Source – LCFF	Professional Development Center includes teachers-on-assignment and program specialists to implement Professional Development plan for 2014-15 and provide training and support to teachers and administrators in implementing new academic standards.	$128,835 for Professional Development staff Funding Source – LCFF Base

	Budget Object - 1000		Budget Object – 11XX
Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Provide collaborative planning time to teachers to implement CCSS (ELA/Math).	3 days substitutes x ($120) = $360 $360 x 650 teachers * 63 % =$147,000 Funding Source – LCFF Budget Object - 1000	Professional Development plan for 2014-15 includes collaborative planning time for teachers to implement new academic standards.	3 days substitutes x ($120) = $360 $360 x 631 teachers * 59 % =$134,024 Funding Source – LCFF BASE Budget Object – 11XX
Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Provide professional development to teachers on implementing CCSS (ELA/Math).	1 day substitutes x ($120) = $120 $120 x 650 teachers *.5 = $ 39,000 Funding Source – LCFF Budget Object - 1000	Professional Development plan for 2014-15 includes training and support for teachers and administrators in implementing new academic standards.	1 day substitutes x ($120) = $120 $120 x 631 teachers *.5 = $ 37,860 Funding Source – LCFF BASE Budget Object – 11XX

Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Provide release time for Common Core site representatives (one per grade lever per site at elementary and one per grade level per Math/ELA at intermediate level) to collaborate on preparing additional resources for CCSS implementation.		3 days substitutes x ($120) = $360 $360 x 100 teachers *.5*.63 =$11,340 Funding Source – LCFF Budget Object - 1000	Professional Development plan for 2014-15 includes collaborative planning time for site representatives from each grade level and school site to develop resources and support for new academic standards.		3 days substitutes x ($120) = $360 $360 x 100 teachers *.5*.59 =$10,620 Funding Source – LCFF BASE Budget Object – 11XX
Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Provide Professional Development Center, Specialists (PDS) and Providers (PDP), to deliver training and instructional support to teachers, administrators, and school staff on: • effectively implementing the English Language Development standards • providing ELD integrated support during core instruction • providing designated ELD support during Universal Access time		$126,000 for Professional Development staff Funding Source – LCFF Budget Object - 1000	Professional Development Center includes teachers-on-assignment and program specialists to implement Professional Development plan for 2014-15 and provide training and support to teachers and administrators in implementing new English Language Development (ELD) standards, developing integrated language development for core instruction, and designated language development during Universal Access time.		$128,835 for Professional Development staff Funding Source – LCFF BASE Budget Object – 11XX
Scope of			Scope of		

service:			service:		
_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)_____		
Provide teachers with training in classroom learning structures that engage all students, including at-risk and limited English proficient students, in the learning process with positive interdependence, individual accountability, equal participation, and simultaneous interaction (Kagan Engagement Structures)		1 day x $5,000 / day = $5,000 Funding Source – LCFF Budget Object - 5000	Professional Development plan for 2014-15 includes training and support for teachers and administrators on classroom cooperative learning structures that support the engagement of at-risk and high need students in the learning process.		1 day x $5,000 / day = $5,000 Funding Source – LCFF Supplemental Budget Object – 58XX
Scope of service:			Scope of service:		
__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____			__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Professional development and collaborative planning time for teachers includes Universal Access and strategies for meeting the needs of students, including at-risk and limited English proficient students, performing below grade level.		Additional $74,000 for ELD PDP Funding Source – LCFF Budget Object - 1000	Professional Development plan for 2014-15 includes collaborative planning time for site representatives from each grade level and school site to develop resources and support for new academic standards, including strategies for meeting the needs of students, including at-risk and limited English proficient students, performing below grade level.		Additional $75,665 for ELD PDP Funding Source – LCFF Supplemental Budget Object – 11XX
Scope of service:			Scope of service:		
__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____			__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

Professional development (PD) for teachers includes Universal Access and strategies for building language acquisition.		3 days substitutes x ($120) = $360 $360 x 650 teachers * 37 % =$87,000 and $48,000 for EL Instructional Aides = $135,000 Funding Source – LCFF Budget Object – 1000, 2000	Professional Development plan for 2014-15 includes training and support for teachers and administrators in Universal Access and strategies for building language acquisition.		3 days substitutes x ($120) = $360 $360 x 631 teachers * 41 % =$93,136 and $46,000 for EL Instructional Aides = $139,136 Funding Source – LCFF Supplemental Budget Object – 11XX, 21XX
Scope of service:			Scope of service:		
__ALL			__ALL		
OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Provide a program specialist to assist teachers in meeting the needs of low-performing, under-achieving and second language students.		Additional PS support - $74,000 Funding Source – LCFF Budget Object - 1000	Instruction Program Specialist assigned to assist administrators and teachers in meeting the needs of low-performing, under-achieving and second language students.		$12,000 for certificated Professional Development time Funding Source – LCFF Supplemental Budget Object – 11XX
Scope of service:			Scope of service:		
__ALL			__ALL		
OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient			OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient		

__Other Subgroups:(Specify)_____		__Other Subgroups:(Specify)_____	
Provide Professional Development Center, Specialists (PDS) and Providers (PDP), to deliver training and instructional support to teachers, administrators, and school staff on: • effectively implementing the English Language Development standards • providing ELD integrated support during core instruction • providing designated ELD support during Universal Access time	$74,000 for additional Professional Development staff providing EL support Funding Source – LCFF Budget Object - 1000	Professional Development Center includes teachers-on-assignment and program specialists to implement Professional Development plan for 2014-15 and provide training and support to teachers and administrators in implementing new English Language Development (ELD) standards, developing integrated language development for core instruction, and designated language development during Universal Access time.	$30,000 for certificated Professional Development time Funding Source – LCFF Supplemental Budget Object – 11XX
Scope of service: __ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: __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?	This goal was combined with other goals in the 2015-18 plan to better address the state priority requirements of Implementing State Standards. Supporting actions, services and expenditures for this goal were collapsed to concentrate services, personnel, and resources on revised goal for Implementing State Standards.

Original GOAL from prior year LCAP:	**Use Smarter Balanced and/or local assessments of new state standards Common Core State Standards (CCSS) to inform instruction, identify students in need of intervention or enrichment.**	Related State and/or Local Priorities: 1__ 2_X_ 3__ 4__ 5_X_ 6__ 7__ 8__ COE only: 9__ 10__ Local : District Strategic Priority: Instructional Program	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All		
Expected	Students will benefit from the use of state and local assessments	Actual	Baseline pupil achievement data pending. Results from

Annual Measurable Outcomes:	in identifying student strengths and needs and informing instruction as indicated by performance on CAASPP and API score. Baseline for pupil achievement will be determined in 2014/15.	Annual Measurable Outcomes:	the Smarter Balanced Summative assessments not available.

LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Administer CAASPP Smarter Balanced interim assessment at least two times during the school year for students in grades 3 – 8	$15,000 assessment Funding Source – LCFF Budget Object - 5000	CAASPP Smarter Balanced interim assessment was delayed and made available for use in March 2015. Only one (1) Interim Block Assessment was administered to students in grades 3 – 8 prior to the summative assessment in April 2015.	$0 – No Cost – Available through CAASPP
Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Administer local assessment aligned with the new academic state standards (CCSS) in Math and ELA at least two times during the school year to students in grades K – 2	$4,500 for assessments Funding Source – LCFF Budget Object - 5000	A local standards-aligned assessment was administered to all students in grades 1 – 8 in January 2015.	$5,000 for printing costs Funding Source – LCFF Supplemental Budget Object – 58XX
Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

Provide collaborative planning time for teachers in grades K – 8 to analyze assessment data results and plan instruction.	$0 part of annual / daily schedule	A non-student day was provided to teachers on January 12, 2015 in grades TK – 8 for the purpose of assessment analysis and planning.	$0 part of annual / daily schedule
Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Teacher will use assessment results to identify Focus Students and develop a plan of action that incorporates Universal Access materials, language development, and progress monitoring, Focus student selection priority will be given to EL, and non-proficient students in state-identified subgroups.	1day x $120 x 650 x .5 = $39,000 needed for development and implementation of the focus group action plan. Funding Source – LCFF Budget Object - 1000	In the absence of timely assessment results during the 2014-15 (Smarter Balanced Assessment Interim Assessments unavailable until March 2015), Focus students were not selected during the 2014-15 school year; however at risk students were monitored by teachers and administrators through the new Attendance, Behavior, and Course Progress (ABC) reports, and English learner students were monitored by administrators through CELDT language proficiency progress monitoring reports.	$0 part of annual / daily schedule
Scope of service: __ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: __ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Teachers will monitor progress and adjust instruction for Focus Students during collaboration time. Focus student selection priority will be given to EL, and non-proficient students in state identified subgroups.	1day x $120 x 650 x .5 = $39,000 for substitute for development and implementation of	In the absence of assessment results (Smarter Balanced Assessment Interim Assessments unavailable until March 2015), Focus students were not selected during the 2014-15 school year; however at risk students were monitored by teachers and administrators through the new Attendance, Behavior, and Course Progress (ABC) reports, and English	$0 part of annual / daily schedule

		the focus group action plan. Funding Source – LCFF Budget Object - 1000	learner students were monitored by administrators through CELDT language proficiency progress monitoring reports.		
Scope of service:			Scope of service:		
__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____			__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
School Administrators will monitor Focus Student progress through goal meetings with Superintendent. Focus student selection priority will be given to EL, and non-proficient students in state identified subgroups.		$0 – Cost built into normal salary	In the absence of timely assessment results during the 2014-15 (Smarter Balanced Assessment Interim Assessments unavailable until March 2015), Focus students were not selected during the 2014-15 school year; however at risk students were monitored by administrators through the new Attendance, Behavior, and Course Progress (ABC) reports, English learner students were monitored by administrators through CELDT language proficiency progress monitoring reports, and overall student progress was monitored through regularly scheduled Superintendent Goal meetings.		$0 part of annual / daily schedule
Scope of service:			Scope of service:		
__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____			__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?	Goal functions like an action and/or service. This goal was added as an action to the goals in the 2015-18 plan to address the state priority requirements of Pupil Achievement. Supporting actions, services and expenditures for this goal were				

	collapsed to concentrate services, personnel, and resources on revised goal for Pupil Achievement.

Original GOAL from prior year LCAP:	**Increase student engagement and learning of Common Core State Standards (CCSS) through the effective use of technology in daily instruction.**	Related State and/or Local Priorities: 1__ 2_X_ 3__ 4__ 5_X_ 6__ 7__ 8__ COE only: 9__ 10__ Local : District Strategic Priority: Technology
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All	

Expected Annual Measurable Outcomes:	Students will use technology to extend and enhance CCSS learning, a minimum of once a week, as reported on Student survey. The percent of teachers that report they feel better prepared to teach CCSS using technology, as reported on professional development training evaluations, will determine baseline for improvement.	Actual Annual Measurable Outcomes:	72% of students in grades 3 – 8 report they use technology for class work and 63% of students in grades 6 – 8 report they use technology for class work. Professional development evaluations indicate 96% of teachers say "My students are using technology to extend and enhance CCSS learning at a minimum of once a week". Professional development evaluations indicate 90% of teachers agree they feel better prepared to teach CCSS in their assigned classroom as the result of the training and support received.

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Provide professional development and training in the use of instructional technology (IT)	$78,000 IT Professional Development for teachers	Professional Development plan for 2014-15 includes training and support for teachers and administrators in the use of instructional technology.	$15,000 for certificated and classified salaries Funding Source – LCFF Base

		Funding Source – LCFF Budget Object - 1000			Budget Object – 11XX, 21XX
Scope of service:			Scope of service:		
_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)_____		
Provide funding to schools to purchase technology and mobile devices that will reduce the student to device ratio		$1,500,000 for one-to-one mobile device/computer initiative grades 4, 5, and 6 Funding Source – LCFF Budget Object – 4000, 6000	1:1 device-to-student ratio complete in grades 3-8. 1:1 device-to-student ratio in grade 2 will be implemented in 2015-16. Device-to-student ratio to be determined in 2015-16 for students in grades TK-1.		$1,336,604 for one-to-one mobile device/computer initiative grades 2-8 Funding Source – Fund 40 Budget Object – 44XX $1,385,742 for one-to-one mobile device/computer initiative grades 2-8 Funding Source – Fund 40 Budget Object – 64XX $6,116 for one-to-one mobile device/computer initiative grades 2-8 Funding Source – LCFF General

				Budget Object – 43XX
Scope of service:			Scope of service:	
_X_ALL			_X_ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Maintain existing technology resources and infrastructure to support wireless access at all schools.		$81,000 for access and $15,000 for maintenance annually. Funding Source – LCFF Budget Object - 5000	Additional technology infrastructure goals, as determined by the Facility Plan, met.	$73,000 for access and maintenance annually. Funding Source – LCFF Base Budget Object – 58XX
Scope of service:			Scope of service:	
_X_ALL			_X_ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Provide school sites with Instructional Technology Support Clerk (ITSC) to assist with the maintenance and support of site technology.		3 hours x 16 sites x $16.11 x 195 days +5% = $158,329 Funding Source – LCFF Budget Object - 2000	Instructional Technology Support Clerk (ITSC) assigned to each school to assist with the maintenance and support of site technology.	$168,000 Funding Source – LCFF BASE Budget Object – 24XX
Scope of service:			Scope of service:	
_X_ALL			_X_ALL	

OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Provide Newcomer students with an electronic tablet to assist in instruction during the school day.	95 x $500 = $47,500 for newcomer tablet. Funding Source – LCFF Budget Object - 4000	Newcomer students (English learners in the US less than 12 months) provided with an electronic tablet to assist in instruction during the school day.	100 newcomer tablet. $13,960 Funding Source – Title III - Immigrant Budget Object – 44XX
Scope of service:		Scope of service:	
__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____		__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Provide access to online intervention math and reading intervention software.	$20,000 annual online software cost. Funding Source – LCFF Budget Object - 5000	At-risk and under-performing English learner students in extended day intervention programs have access to online reading intervention program.	$4,000 for LexiaCore and Reading Plus Funding Source – LCFF BASE Budget Object – 58XX
Scope of service:		Scope of service:	
__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____		__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Increase the number of technology devices available to students at each school	See 3A - Goal 2.3	1:1 device-to-student ratio complete in grades 3-8. 1:1 device-to-student ratio in grade 2 will be implemented in	See 1:1 device above.

			2015-16. Device-to-student ratio to be determined in 2015-16 for students in grades TK-1.		
Scope of service:			Scope of service:		
__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____			__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Provide school sites with Instructional Technology Support Clerk (ITSC) to assist with the maintenance and support of site technology with training on programs, applications, and devices that support language development to encourage EL student engagement and use.		See 3A - Goal 2.3	Instructional Technology Support Clerk (ITSC) assigned to each school to assist with the maintenance and support of site technology, including devices that support language development to encourage EL student engagement and use.		See ITSC funding above.
Scope of service:			Scope of service:		
__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____			__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?	Goal functions like an action and/or service. This goal was added as an action to the goals in the 2015-18 plan to address the state priority requirements of Pupil Achievement. Supporting actions, services and expenditures for this goal were collapsed to concentrate services, personnel, and resources on revised goal for Pupil Achievement. New action added to goal for Pupil Achievement: Provide District Newcomer English learner (EL) instructional aide to assist EL students with electronic device that supports language development and student engagement.				

Original GOAL from prior year LCAP:	**Develop and/or procure instructional materials aligned with CCSS to support effective daily instruction of CCSS.**	Related State and/or Local Priorities: 1_X_ 2_X_ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : District Strategic Priority: Instructional Program

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

Expected Annual Measurable Outcomes:	Actual Annual Measurable Outcomes:
Students will benefit from access to most recent state adopted CCSS-aligned core and as needed, intervention materials in Math, as indicated by the Governing Board annual certification and support materials developed by site representative collaboration. Students will benefit from a scope and sequence that aligns the ELA Common Core State Standards with current ELA instructional materials, providing all students with access to Common Core standards-aligned instruction, as indicated by the Governing Board annual certification and support materials developed by site representative collaboration.	Governing Board certification of textbook sufficiency on September 29, 2014. All students have access to state-adopted CCSS aligned textbooks and intervention materials in Math and state-adopted textbooks and intervention materials in Language Arts, including a CCSS aligned scope and sequence of instruction.

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Develop scope and sequence that aligns existing ELA (English Language Arts) materials with new state standards (CCSS).	See funding in Goal 2.1	Site representatives and content area specialists developed scope and sequence that aligns existing ELA (English Language Arts) materials with new state standards (CCSS).	See English Language Arts (ELA) scope and sequence development funding above.
Scope of service:		Scope of service:	
_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)_____	

Procure Math materials aligned with the new state standards (CCSS)		See funding in Goal 1.3	CCSS standards aligned Math textbooks and intervention support materials purchased for implementation beginning 2014-15.		See math adoption funding above.
Scope of service:			Scope of service:		
_X_ALL			_X_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Provide academic vocabulary materials to teachers		$50,000 for material until adoption of ELA Funding Source – LCFF Budget Object - 4000	Professional Development plan for 2014-15 includes training and support for teachers and administrators in implementing new academic standards in English/Language Arts. All teachers were provided with three days of professional development and collaborative planning time during the 2014-15 school year.		Included in Professional Development planning above.
Scope of service:			Scope of service:		
_X_ALL			_X_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Provide site representatives with opportunity to pilot new ELA (English Language Arts) materials aligned with the new state standards (CCSS)		N/A	Professional Development plan for 2015-16 includes a comprehensive pilot of ELA textbook materials.		Included in 2015-16 LCAP budget.
Scope of service:			Scope of service:		
_X_ALL			_X_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient		

__Other Subgroups:(Specify)_____		__Other Subgroups:(Specify)_____	
Procure ELA (English Language Arts) materials aligned with new state standards (CCSS) for all students	N/A	Preparing for the upcoming release of state-approved ELA textbooks. Two staff members serving on state textbook review committee. ELA textbook pilot will occur during the 2015-16 school year when SBE release state-approved list.	Included in 2015-16 LCAP budget.
Scope of service:		Scope of service:	
_X_ALL		_X_ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Provide all teachers with universal access materials for the math textbook adoption.	See 3B - Goal 1.3	Professional Development plan for 2014-15 includes training and support for teachers and administrators in effective use of new Math textbook program and resources.	Included in Professional Development planning above.
Scope of service:		Scope of service:	
__ALL		__ALL	
OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Provide all teachers with instructional support for literacy, language development, and intervention for instruction in English/ Language Arts.	3 days x $120 x 100 teachers *.5*.37 = $6,660 for additional substitute time for collaboration for the targeted group. Funding Source – LCFF	Professional Development plan for 2014-15 includes training and support for teachers and administrators in implementing new academic standards in ELA, including literacy, language development, and reading intervention.	Included in Professional Development planning above.

		Budget Object - 1000			
Scope of service:			Scope of service:		
__ALL			__ALL		
OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____			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?	Goal functions like an action and/or service. This goal was added as an action to the goals in the 2015-18 plan to address the state priority requirements of Basic Services. Supporting actions, services and expenditures for this goal were collapsed to concentrate services, personnel, and resources on revised goal(s) for Basic Services and Implementation of State Standards.				

Original GOAL from prior year LCAP:	**Provide opportunities for parents to learn more about the new academic Common Core State Standards (CCSS), the components of California Assessment of Student Performance and Progress (CAASPP), and educational programs and services for their child.**		Related State and/or Local Priorities: 1__ 2 X 3_X_ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : District Strategic Priority: Community Leadership and Communication
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Students will benefit from opportunities for parents to learn more about Common Core State Standards (CCSS), California Assessment of Student Performance and Progress (CAASPP), and educational programs and services for their child, as indicated by parent participation rates and Parent survey results. Parent survey results regarding the level of home-to-school communication will determine baseline for improvement.	Actual Annual Measurable Outcomes:	98% of parents responding on the Parent Survey agree their child's school "keeps them informed on child's academic progress". 83% of parents responding on the Parent Survey agree their child's school "keeps them informed on services for their child".

			28% of parent population responded to the Parent Survey, a significant increase over the 9% in 2013-14.

LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Provide information, resources, and materials for parents on new academic Common Core State Standards.	$2,500 for material collection, development and posting. Funding Source – LCFF Budget Object – 2000, 4000	District website provides information and resources for parents on the new academic standards. Six schools offered parent education events on supporting students at home with the new standards.	$500 for material collection, development and posting. Funding Source – LCFF BASE Budget Object – 24XX
Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Provide information, resources, and opportunities for parents to learn more about the new state assessment California Assessment of Student performance and Progress (CAASPP).	Meeting time built into job schedules.	District website provides information and resources for parents on the new assessment of the new academic standards. Principals trained in communicating with parents on the new assessment and achievement results.	Principal meetings part of normal job functions.
Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

Provide information, resources, and opportunities for parents to learn more about educational programs and services for their child.	Meeting and instructional time built into job schedules.	School websites include information, resources, and opportunities for parents to learn more about educational programs and services for their child. Back to School Night, Parent Conferences, and Open House provide additional occasions for parents to learn more about educational opportunities for their child.	Website development and updating: Systems Programmer Time: $1,500, Principal – Parent education part of normal job functions. Funding Source – LCFF Base Budget Object – 11XX, 21XX
Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Increase outreach to parents of English Learners, Foster Youth, and low income student groups.	Additional meetings and instructional time built into job schedules.	Director of Pupil Services provides administrators and Academic Advisors (intermediate schools) with strategies and support to increase outreach to parents of English Learners, Foster Youth, and low income student groups.	3% of Director's times: $3,300 Funding Source – LCFF Supplemental Budget Object – 13XX
Scope of service: __ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: __ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Provide childcare or activity for school age children during parent educational opportunities.	Additional childcare time - $2,000 per year.	Childcare provided during eight LCAP Community Forums and three schools provided childcare or alternate child activity during parent education event.	Additional childcare time - $1,600.

		Funding Source – LCFF Budget Object – 2000			Funding Source – LCFF Supplemental Budget Object – 21XX
Scope of service:			Scope of service:		
__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____			__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?	No substantial changes to goal or actions. Supporting actions, services and expenditures for this goal were collapsed to concentrate services, personnel, and resources.

Original GOAL from prior year LCAP:	**All students have access to a broad course of study, including the core subject areas English, social studies, science and math. In addition to the core subject areas, students have access to visual and performing arts, health and nutrition, technology, and physical education.**		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7_X_ 8__ COE only: 9__ 10__ Local : Etiwanda Strategic Priority: Instructional Program
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Students will benefit from access to a broad course of study that includes all of the subject areas appropriate for grades K – 8 described in Education Code section 48926, as indicated by master schedules and Parent survey results that report students have satisfactory access to broad course of study.	Actual Annual Measurable Outcomes:	School master schedules indicate broad access to a broad course of study that includes all of the subject areas appropriate for grades K – 8. 93% of parents responding on the Parent Survey agree they are “satisfied with the quality of their child’s education”.

LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Offer a broad course of study to all students	$225,000 for credentialed teacher providing the broader course of study. Funding Source – LCFF Budget Object - 1000	All students have access to a broad course of study.	$225,000 for credentialed teacher providing the broader course of study. Funding Source – LCFF Base Budget Object – 11XX
Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Provide students with access to visual and performing arts, health and nutrition, and physical education	$75,000 for subject area materials. Funding Source – LCFF Budget Object - 4000	School master schedules indicate students have access to visual and performing arts, health and nutrition, and physical education.	$50,000 for subject area materials. Funding Source – LCFF Base Budget Object – 42XX
Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

Provide students an introduction to keyboarding and educational software skills	$40,000 per annual software contract Funding Source – LCFF Budget Object - 5000	All students provided access to Learning.com, and online technology skills program including keyboarding fluency.	$45,740 per annual software contract Funding Source – LCFF Base Budget Object – 58XX
Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Provide intervention during universal access time to allow at-risk students access to visual and performing arts, health and nutrition, and physical education	$80,000/7 = $11,400 for credentialed teacher to provide access to low income / foster youth students Funding Source – LCFF Budget Object - 1000	All schools are exploring scheduling and design of Universal Access time for full implementation 2015-16.	Included in 2015-16 LCAP budget.
Scope of service: __ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: __ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Provide intervention during universal access time to allow EL	$11,400 for credentialed	All schools are exploring scheduling and design of Universal Access time for full implementation 2015-16.	Included in 2015-16 LCAP budget.

and RFEP students access to visual and performing arts, health and nutrition, and physical education	teacher to provide access to low income / foster youth students Funding Source – LCFF Budget Object - 1000		
Scope of service: __ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: __ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Provide intervention during universal access time to provide at-risk students an introduction to keyboarding and basic educational software	$11,400 for credentialed teacher to provide access to low income / foster youth students Funding Source – LCFF Budget Object - 1000	All schools are exploring scheduling and design of Universal Access time for full implementation 2015-16.	Included in 2015-16 LCAP budget.
Scope of service: __ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: __ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Provide intervention during universal access time to provide EL and RFEP students an introduction to keyboarding and basic	$11,400 for credentialed teacher to provide access to low	All schools are exploring scheduling and design of Universal Access time for full implementation 2015-16.	Included in 2015-16 LCAP budget.

educational software		income / foster youth students Funding Source – LCFF Budget Object - 1000			
Scope of service:			Scope of service:		
__ALL			__ALL		
OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____			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?	No substantial changes to goal or actions.				

Original GOAL from prior year LCAP:	**Provide students at the intermediate school level access to foreign language, family life and sexual health, and career education.**	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7_X_ 8__ COE only: 9__ 10__ Local : District Strategic Priority: Instructional Program	
Goal Applies to:	Schools: Intermediate Schools Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Students at the intermediate school level will benefit from access to introduction to foreign language, family life and sexual health and career education, as indicated by master schedules and Parent survey results that indicate students have satisfactory access to broad course of study.	Actual Annual Measurable Outcomes:	Intermediate school master schedules indicate access to introduction to foreign language, family life and sexual health and career education. 93% of parents responding on the Parent Survey agree they are “satisfied with the quality of their child’s education”.

LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Provide students at the intermediate school level access to foreign language	$10,000 per year for Rosetta Stone licenses. Funding Source – LCFF Budget Object - 5000	Intermediate school master schedules indicate students have access to foreign language.	$10,540 per year for Rosetta Stone licenses. Funding Source – LCFF Base Budget Object – 58XX
Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Provide students at the intermediate school level access to career exploratory classes	$15,000 for career exploratory software. Funding Source – LCFF Budget Object - 5000	Intermediate school master schedules indicate students have access to career exploratory classes.	$14,700 for career exploratory software. Funding Source – LCFF BASE Budget Object – 58XX
Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
	$11,400 for	All schools are exploring scheduling and design of Universal	Included in 2015-

Provide intervention during universal access time to provide at-risk students with access to foreign language and career exploratory classes.		credentialed teacher to provide access to low income / foster youth students Funding Source – LCFF Budget Object - 1000	Access time for full implementation 2015-16.		16 LCAP budget.
Scope of service:			Scope of service:		
__ALL			__ALL		
OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____			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?	Goal functions like an action and/or service. This goal was added as an action to the goals in the 2015-18 plan to address the state priority requirements of Course Access. Supporting actions, services and expenditures for this goal were collapsed to concentrate services, personnel, and resources on revised goal for Course Access.

Original GOAL from prior year LCAP:	**Provide students with opportunities to engage in STEM lessons and activities.**		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7_X_ 8__ COE only: 9__ 10__ Local : District Strategic Priority: Instructional Program
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All		
Expected Annual	Students will benefit from exploration of STEM learning	Actual Annual	School master schedules indicate broad access to a

Measurable Outcomes:	opportunities at all schools, as indicated on Parent and Student survey results that indicate students have satisfactory access to broad course of study. Parent and student survey results will determine baseline for improvement.	Measurable Outcomes:	broad course of study that includes all of the subject areas appropriate for grades K – 8. 93% of parents responding on the Parent Survey agree they are "satisfied with the quality of their child's education".

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
The action for this goal is missing from the 2014-15 LCAP; however, the goal is the intended action.	$2,000 investigation part of Professional Development schedule. Funding Source – LCFF Budget Object - 1000	School administrators provided students with STEM learning opportunities. Professional Development plan for 2015-16 includes developing scope and sequence and resources for grade level STEM learning opportunities.	Moved to 2015-16 LCAP
Scope of service: _X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: _X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Provide opportunities for EL students to engage in STEM learning opportunities to encourage interest in science and technical careers.	$1,000 investigation part of Professional Development schedule Funding Source –	School administrators provided students, including at-risk and English learner students, with STEM learning opportunities. Professional Development plan for 2015-16 includes developing scope and sequence and resources for grade level STEM learning opportunities.	Moved to 2015-16 LCAP

		LCFF Budget Object - 5000		
Scope of service: __ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____			Scope of service: __ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Provide opportunities for low income/foster youth students to engage in STEM learning opportunities to encourage interest in science and technical careers.		$1,000 investigation part of Professional Development schedule Funding Source – LCFF Budget Object - 5000	School administrators provided students, including at-risk and English learner students, with STEM learning opportunities. Professional Development plan for 2015-16 includes developing scope and sequence and resources for grade level STEM learning opportunities.	Moved to 2015-16 LCAP
Scope of service: __ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____			Scope of service: __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?	Goal functions like an action and/or service. This goal was added as an action to the goals in the 2015-18 plan to address the state priority requirements of Course Access. Supporting actions, services and expenditures for this goal were collapsed to concentrate services, personnel, and resources on revised goal for Course Access.			

Original GOAL from prior year LCAP:	**Students make continuous improvement towards academic achievement targets required for all schools and LEAs.**	Related State and/or Local Priorities: 1__ 2_X_ 3__ 4_X_ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : District Strategic Priority: Instructional Program
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All	

Expected Annual Measurable Outcomes:	Student achievement performance will set baseline for improving academic achievement, as measured by CAASPP, interim assessments and API score.	Actual Annual Measurable Outcomes:	Baseline pupil achievement data pending. Results from the Smarter Balanced Summative assessments not available.

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Provide an appropriate rigorous pathway in core subjects to support student success.	$100,000 for instructional materials Funding Source – LCFF Budget Object - 4000	School master schedules indicate students have access to an appropriately rigorous course of study, including visual and performing arts, health and nutrition, and physical education.	$100,000 for instructional materials Funding Source – LCFF BASE Budget Object – 43XX
Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Provide credit recovery and enrichment options	$11,000 for virtual school pilot Funding Source –	Credit recovery and enrichment options available to students through Etiwanda Alternative Education (EASE).	$1,000 for virtual school pilot Funding Source – LCFF BASE

		LCFF Budget Object - 5000			Budget Object – 58XX
Scope of service:			Scope of service:		
_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)_____		
Provide on-going and sustained professional development in, Common Core State Standards and instructional strategies, resources and materials that meet diverse student needs.		$5000 * 12 * .63 = $37,800 for Kagan Training Funding Source – LCFF Budget Object - 5000 $30,000 in Professional Development Funding Source – LCFF Budget Object - 1000 $80,000 *.63 = $50,400 for new PD Funding Source – LCFF Budget Object - 1000	Professional Development plan for 2014-15 includes training and support for teachers and administrators in implementing new academic standards and instructional strategies, resources and materials that meet diverse student needs.		$105500 * .6 = $63,300 for Kagan training Funding Source – LCFF Base Budget Object – 58XX $25,000 in Professional Development Funding Source – LCFF BASE Budget Object – 11XX $60,000 *.60 = $36,000 for new Professional Development Funding Source – LCFF BASE Budget Object – 11XX
Scope of service:			Scope of service:		
_X_ALL OR:			_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)_____	
Provide interim benchmarks to monitor progress towards academic targets and collaboration time for data analysis.	$5,000 for benchmarks, Funding Source – LCFF Budget Object – 4000, 5000	CAASPP Smarter Balanced interim assessment was only available for use in March 2015. One (1) Interim Block Assessment was administered to students in grades 3 – 8 prior to the summative assessment in April 2015.	$0 cost – provided by CAASPP
Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Provide teachers with a Professional Development Center team that supports teachers in implementing Common Core State Standards and intervention instructional strategies, resources and materials that meet needs of at-risk students.	$80,000 * .37 * .5 = $14,800 for additional Professional Development provider Funding Source – LCFF Budget Object - 1000	Professional Development Center includes teachers-on-assignment and program specialists to implement Professional Development plan for 2014-15 and provide training and support to teachers and administrators in implementing new English Language Development (ELD) standards, developing integrated language development for core instruction, and designated language development during Universal Access time.	$60,000 *.40 = $24,000 for new Professional Development Funding Source – LCFF Supplemental Budget Object – 11XX
Scope of service: __ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: __ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Provide teachers with a Professional Development Center team	$80,000 * .37 * .5 = $14,800 for	Professional Development Center includes teachers-on-assignment and program specialists to implement Professional Development plan for 2014-15 and provide	$60,000 * .40 * .5 = $12,000 for

that supports teachers in implementing Common Core State Standards and English Language Development standards instructional strategies, resources and materials that meet needs of EL students.	additional Professional Development provider Funding Source – LCFF Budget Object - 1000	training and support to teachers and administrators in implementing new English Language Development (ELD) standards, developing integrated language development for core instruction, and designated language development during Universal Access time.	additional Professional Development provider Funding Source – LCFF Supplemental Budget Object – 11XX
Scope of service: __ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: __ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Provide instruction using engagement strategies that promote positive interdependence, individual accountabilities, equal participation, and simultaneous interaction (Kagan Structures)	$22,200 for training for Kagan PD Funding Source – LCFF Budget Object - 5000	Professional Development plan for 2014-15 includes training and support for teachers and administrators on classroom cooperative learning structures that support the engagement of at-risk and high need students in the learning process.	$41,000 for training for Kagan Professional Development Funding Source – LCFF Budget Object – 58XX
Scope of service: __ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: __ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Provide a Program Specialist Instruction to provide professional development, coordinate school based programs, and support the instructional programs for at-risk student groups	$11,400 for credentialed teacher to provide access to low income / foster youth	Instruction Program Specialist assigned to assist administrators and teachers in meeting the needs of low-performing, under-achieving and second language students.	$11,656 for credentialed teacher to provide access to low income / foster youth students

		students Funding Source – LCFF Budget Object - 1000			Funding Source – LCFF Supplemental Budget Object – 11XX
Scope of service:			Scope of service:		
__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____			__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Provide intervention materials and resources to schools serving at-risk student groups		$10,000 additional materials Funding Source – LCFF Budget Object - 4000	At-risk students provided with access to Universal Access intervention materials in Math and ELA.		$10,000 additional materials Funding Source – LCFF Supplemental Budget Object – 43XX
Scope of service:			Scope of service:		
__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____			__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Provide at-risk student groups with access to credit recovery and enrichment opportunities.		$5,000 additional virtual school funding. Funding Source – LCFF Budget Object – 5000	Credit recovery and enrichment options available to students, including at-risk and English learner students, through Etiwanda Alternative Education (EASE).		$4,000 additional virtual school funding. Funding Source – LCFF Supplemental Budget Object – 58XX
Scope of service:			Scope of service:		
__ALL			__ALL		

OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Provide English language development materials and resources to schools serving EL student groups	$25,000 additional funding for EL material. Funding Source – LCFF Budget Object - 4000	English learner students provided with access to Universal Access language development materials in Math and ELA.	$10,000 Funding Source – LCFF Supplemental, Title III Budget Object – 43XX
Scope of service: __ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: __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?	Goal functions like an action and/or service. This goal was added as an action to the goals in the 2015-18 plan to address the state priority requirements of Pupil Achievement. Supporting actions, services and expenditures for this goal were collapsed to concentrate services, personnel, and resources on revised goals for Pupil Achievement. Action expanded for goal for Pupil Achievement: Universal Access time is established to address the learning needs of advanced/GATE students.		

Original GOAL from prior year	**Monitor student achievement through California's accountability system, the Annual Performance Index (API), and use results to measure student progress and revise LCAP**	Related State and/or Local Priorities: 1__ 2_X_ 3__ 4_X_ 5__ 6__ 7__ 8__ COE only: 9__ 10__

LCAP:	**priorities and goals**	Local : District Strategic Priority: Instructional Program

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

Expected Annual Measurable Outcomes:	Student achievement will improve through the California accountability system and assessment of LCAP goals and actions, as measured by CAASPP, interim assessments, and API score. CAASPP results will determine Base API for all students, including significant student populations	Actual Annual Measurable Outcomes:	Baseline pupil achievement data pending. Results from the Smarter Balanced Summative assessments not available.

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Student achievement data is collected through data management software, analyzed and used to inform instruction	$80,000*.33 = $26,400 for achievement analysis Funding Source – LCFF Budget Object - 1000	Baseline pupil achievement data pending. Results from the Smarter Balanced Summative assessments not available for data analysis.	$71,600*.40 = $28640 for achievement analysis Funding Source – LCFF Supplemental Budget Object – 11XX
Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Data analysis time is provided for instructional planning for all teachers.	Weekly prep – 650 teachers x 1/6 daily rate x 35 weeks = $750,000	A non-student day was provided to teachers on January 12, 2015 in grades TK – 8 for the purpose of assessment analysis and planning.	Included in normal salaries.

	Funding Source – LCFF Budget Object - 1000		
Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Provide an Academic Advisor to support under-performing students at-risk of promotion.	$80,000*.63*.5 = $25,200 for Academic Advisor certificated salary Funding Source – LCFF Budget Object - 1000	FTE Academic Advisors assigned to two intermediate schools with higher than district average population of at-risk, low income, foster youth and English learner students.	$160,000*.4*.5 = $32,000 for Academic Advisor certificated salary Funding Source – LCFF Supplemental Budget Object – 11XX
Scope of service: __ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: __ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Provide an Academic Advisor to support students EL students at-risk of promotion.	$80,000*.63*.5 = $25,200 for Academic Advisor certificated salary Funding Source – LCFF	FTE Academic Advisors assigned to two intermediate schools with higher than district average population of at-risk, low income, foster youth and English learner students.	$160,000*.4*.5 = $32,000 for Academic Advisor certificated salary Funding Source – LCFF Supplemental Budget Object – 12XX

		Budget Object - 1000			
Scope of service:			Scope of service:		
__ALL			__ALL		
OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____			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?	Goal functions like an action and/or service. Action expanded: Academic Advisor Assistant assigned to intermediate schools that do not qualify for FTE Academic Advisor. This goal was added as an action to the goals in the 2015-18 plan to address the state priority requirements of Pupil Achievement. Supporting actions, services and expenditures for this goal were collapsed to concentrate services, personnel, and resources on revised goals for Pupil Achievement.

Original GOAL from prior year LCAP:	**Reduce the disparity in academic performance between groups of students.**		Related State and/or Local Priorities: 1_X_ 2__ 3__ 4_X_ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : District Strategic Priority: Instructional Program
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Student achievement will improve as the achievement gap between state-identified student groups narrows, as measured by CAASPP, API and interim assessments. Achievement gap, identified by CAASPP, between state-identified significant student groups will determine baseline for	Actual Annual Measurable Outcomes:	Baseline pupil achievement data pending. Results from the Smarter Balanced Summative assessments not available.

	improvement.		

LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Use Response to Intervention (RtI) and positive behavior intervention to support at-risk students	$16,000 for Professional Development support Funding Source – LCFF Budget Object - 1000	Director of Pupil Services supports all schools in implementing response to intervention (RtI) and positive behavior intervention supports at all school sites.	10% of Director's times: $11,000 Funding Source – LCFF Supplemental Budget Object – 13XX
Scope of service:		Scope of service:	
_X_ALL		_X_ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Academic Advisors at intermediate schools to support at-risk students.	$80,000*.37*.5 = $14,800 for Academic Advisor certificated salary Funding Source – LCFF Budget Object – 1000	FTE Academic Advisors assigned to two intermediate schools with higher than district average population of at-risk, low income, foster youth and English learner students.	$160,000*.6*.5 = $48,000 for Academic Advisor certificated salary Funding Source – LCFF Base Budget Object – 12XX
Scope of service:		Scope of service:	
_X_ALL		_X_ALL	
OR:		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)_____	
Provide counseling services to eligible students.	$143,000 for counseling services Funding Source – LCFF Budget Object - 5000	WestEnd counseling services available to all students at all schools.	$148,000 for counseling services Funding Source – LCFF BASE Budget Object – 58XX
Scope of service:		Scope of service:	
_X_ALL		_X_ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Provide before or after-school intervention program to identified under-performing students.	$150,000 annually Funding Source – LCFF Budget Object -	At-risk and underperforming English learner students have access to extended day intervention programs in Math and/or ELA.	$100,000 annually Funding Source – LCFF BASE Budget Object -
Scope of service:		Scope of service:	
_X_ALL		_X_ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Provide before or after-school intervention program to under-performing state identified subgroups, including low income and foster youth, students	$5,000 additional funding for before and after school programs Funding Source – LCFF	At-risk and underperforming English learner students have access to extended day intervention programs in Math and/or ELA.	$5,000 additional funding for before and after school programs Funding Source – LCFF Supplemental Budget Object –

		Budget Object - 2000			21XX
Scope of service:			Scope of service:		
__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____			__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Provide before or after-school intervention program to identified under-performing EL students.		$5,000 additional funding for before and after school programs Funding Source – LCFF Budget Object - 2000	At-risk and underperforming English learner students have access to extended day intervention programs in Math and/or ELA.		$5,000 additional funding for before and after school programs Funding Source – LCFF Supplemental Budget Object – 21XX
Scope of service:					$5,000 additional funding for before and after school programs Funding Source – LCFF Supplemental Budget Object – 21XX
__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____			__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Provide instruction using engagement strategies that promote positive interdependence, individual accountabilities, equal participation, and simultaneous interaction (Kagan Structures)		See 3B – Goal 4.1	Teachers trained in Kagan Cooperative Learning structures use classroom cooperative learning structures that support the engagement of at-risk and high need students in the learning process.		$105500 * .4 = $42,200 for Kagan training Funding Source – LCFF Supplemental Budget Object – 58XX
Scope of service:			Scope of service:		

__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____		__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?	No substantial changes to goal or actions. Action expanded: Academic Advisor Assistant assigned to intermediate schools that do not qualify for FTE Academic Advisor. Actions, services and expenditures for this goal were collapsed to concentrate services, personnel, and resources.

Original GOAL from prior year LCAP:	**Ensure that all students are progressing towards college and career ready, including building technology literacy.**	Related State and/or Local Priorities: 1__ 2_X_ 3__ 4_X_ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : District Strategic Priority: Instructional Program	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Students will be prepared for college and career, as measured by the percent of proficient students on CAASPP and interim assessments. Students will be prepared for college and career technology needs through access to technology devices, as determined by the device to student ratio. Intermediate school students will be prepared for college and career, as indicated by implementation of college and career readiness program and Parent and Student survey results that report students are being prepared for college and career.	Actual Annual Measurable Outcomes:	Baseline pupil achievement data pending. Results from the Smarter Balanced Summative assessments not available.

LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Provide instruction and support in college and career technology.	$50,000 annual software license Funding Source – LCFF Budget Object - 5000	1:1 device-to-student ratio complete in grades 3-8. 1:1 device-to-student ratio in grade 2 will be implemented in 2015-16. Device-to-student ratio to be determined in 2015-16 for students in grades TK-1.	Included in 1:1 device purchases above.
Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Decrease the device to student ratio for increased student access to technology	See 3A - Goal 2.3	1:1 device-to-student ratio complete in grades 3-8. 1:1 device-to-student ratio in grade 2 will be implemented in 2015-16. Device-to-student ratio to be determined in 2015-16 for students in grades TK-1.	Included in 1:1 device purchases above.
Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Implement a college and career program at each intermediate site	See 3A - Goal 3.1	Intermediate school master schedules indicate students have access to career exploratory classes.	Included in career exploratory above.

Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Implement college and career program that includes at-risk and foster youth at all intermediate schools	No additional cost for this activity.	Intermediate school master schedules indicate students, including at-risk, foster youth, and English learner students, have access to career exploratory classes.	No additional cost for this activity [for at-risk and foster youth].
Scope of service: __ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: __ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Explore options for assigning electronic devices to a student for home use.	See 3A - Goal 2.3	District administrators considering feasibility of assigning electronic devices to a student for home use.	Included in 2015-16 LCAP budget.
Scope of service: __ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: __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?	No substantial changes to goal or actions. Supporting actions, services and expenditures for this goal were collapsed to concentrate services, personnel, and resources.		

Original GOAL from prior year LCAP:	**The number or percentage of English learner (EL) students attaining English language proficiency by the end of the year will increase annually as measured by the California English Language Development Test (CELDT).**	Related State and/or Local Priorities: 1__ 2_X_ 3__ 4_X_ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : District Strategic Priority: Instructional Program
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	EL students will attain English language proficiency, as measured by CELDT. The percent of EL students that attain English proficient level on CELDT will determine baseline for improvement.	Actual Annual Measurable Outcomes: Title III Annual Measurable Achievement Objective 2: 37.2% of EL students attained English proficiency in less than five years. 65.8% of EL students attained English proficiency in more than five years.

LCAP Year: 2014-15

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
Provide English Language Development (ELD) instruction during Universal Access time at all schools	Provided during instructional day	All schools are exploring scheduling and design of Universal Access time for full implementation 2015-16.	Included in 2015-16 LCAP budget.
Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Provide academic instruction in in the content areas in English	Provided during instructional day	Classroom instruction includes implementing the new English Language Development (ELD) standards,	No additional costs

using Specially Designed Academic Instruction in English (SDAIE) teaching approach		developing integrated language development for core instruction, and designated language development during Universal Access time.	
Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Provide on-going and sustained professional development, resources and support to district teachers in language acquisition	$15,000 for Professional Development certificated salaries in language acquisition Funding Source – LCFF Budget Object - 1000	Professional Development Center includes teachers-on-assignment and program specialists to implement Professional Development plan for 2014-15 and provide training and support to teachers and administrators in implementing new English Language Development (ELD) standards, developing integrated language development for core instruction, and designated language development during Universal Access time.	$15,300 for Professional Development certificated salaries in language acquisition Funding Source – LCFF BASE Budget Object – 11XX
Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Provide English Language Development (ELD) instruction during Universal Access time.	See 3B – Goal 1.3	All schools are exploring scheduling and design of Universal Access time for full implementation 2015-16. Classroom instruction includes implementing the new English Language Development (ELD) standards, developing integrated language development for core instruction, and designated language development during Universal Access time.	Included in 2015-16 LCAP budget.

Scope of service: __ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: __ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Provide Newcomer students with instructional technology device for 12 school months to use for translation assistance and engaging in content area instruction.	See 3B – Goal 2.3	Newcomer students (English learners in the US less than 12 months) provided with an electronic tablet to assist in instruction during the school day.	Included in newcomer tablets above.	
Scope of service: __ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: __ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Provide instruction using engagement strategies that promote positive interdependence, individual accountabilities, equal participation, and simultaneous interaction (Kagan Structures).	See 3B – Goal 4.1	Teachers trained in Kagan Cooperative Learning structures use classroom cooperative learning structures that support the engagement of at-risk and high need students in the learning process.	Included in Kagan training above.	
Scope of service: __ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: __ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Provide Academic Advisors to monitor and support students who are not making progress towards English proficiency and English Language Arts (ELA) standards mastery.	See 3B – Goal 4.2	FTE Academic Advisors assigned to two intermediate schools with higher than district average population of at-risk, low income, foster youth and English learner students.	Included in Academic Advisors above.	

Scope of service:		Scope of service:	
__ALL		__ALL	
OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Provide California English Language Development Test (CELDT) instructional aides to support and monitor students who are not making progress towards English proficiency and ELA standards mastery.	$120,000 for EL instructional aides Funding Source – LCFF Budget Object - 2000	District English learner (EL) instructional aides support and monitor students who are not making progress towards English proficiency and ELA standards mastery.	$32,000 additional EL Support Funding Source – LCFF Supplemental, TITLE III Budget Object – 21XX
Scope of service:		Scope of service:	
__ALL		__ALL	
OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____		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?	No substantial changes to goal or actions. Supporting actions, services and expenditures for this goal were collapsed to concentrate services, personnel, and resources.		

Original GOAL from	**The percentage of students reclassified as English proficient will increase annually.**	Related State and/or Local Priorities: 1__ 2_X_ 3__ 4_X_ 5__ 6__ 7__ 8__

prior year LCAP:		COE only: 9__ 10__ Local : Etiwanda Strategic Priority: Instructional Program	
Goal Applies to:	Schools: English learner students (EL) Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	The percent of EL students that score proficient on CELDT and meet adequate progress towards ELA standards mastery, as defined by CAASPP, CELDT, and EL reclassification rate will determine baseline for reclassification rate improvement.	Actual Annual Measurable Outcomes:	Title III Annual Measurable Achievement Objective 1: 63.7% of EL students met annual growth target. 100% of EL students eligible for reclassification were reclassified as English proficient.

LCAP Year: 2014-15

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
Provide English Language Development (ELD) instruction during Universal Access time at all schools	Provided during instructional day	All schools are exploring scheduling and design of Universal Access time for full implementation 2015-16.	Included in 2015-16 LCAP budget.
Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Provide English Language Development (ELD) instruction during Universal Access time.	See 3B – Goal 1.3	All schools are exploring scheduling and design of Universal Access time for full implementation 2015-16.	Included in 2015-16 LCAP budget.
Scope of service: __ALL OR: _X_Low Income pupils _X_English Learners		Scope of service: __ALL OR: _X_Low Income pupils _X_English Learners	

_X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____		_X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Provide Newcomer students with instructional technology device for 12 school months to use for translation assistance and engaging in content area instruction.	See 3B – Goal 2.3	Newcomer students (English learners in the US less than 12 months) provided with an electronic tablet to assist in instruction during the school day.	Included in newcomer tablet above.
Scope of service: __ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: __ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Provide California English Language Development Test (CELDT) instructional aides to support and monitor progress towards English fluency.	See 3B – Goal 4.5	District English learner (EL) instructional aides support and monitor students who are not making progress towards English proficiency and ELA standards mastery.	Included in EL Aide costs above.
Scope of service: __ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: __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?	Goal functions like an action and/or service. This goal was added as an action to the goals in the 2015-18 plan to address the state priority requirements of Pupil Achievement. Supporting actions, services and expenditures for this goal were collapsed to concentrate services, personnel, and resources on revised goals for Pupil Achievement. Action expanded for goal for Pupil Achievement: Students not making progress towards English proficiency for two years are referred to the student study team.		

Original GOAL from prior year LCAP:	**All students will make progress towards meeting the minimum requirements for healthy fitness zones as determined by the California Physical Fitness Test (PFT) in Grades 5 and 7.**	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8_X_ COE only: 9__ 10__ Local : District Strategic Priority: Safety and Wellness
Goal Applies to:	Schools: LEA (Physical Fitness Test in Grades 5 and 7) Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	The percent of students (Grades 5 and 7) meeting the minimum requirements in 5 out of the 6 healthy fitness zones, as measured by the PFT, will determine baseline for improvement.	Actual Annual Measurable Outcomes: 67% of grade 5 students met the Healthy Fitness Zone requirement. 67% of grade 5 students met the Healthy Fitness Zone requirement.

LCAP Year: 2014-15

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
Provide support to elementary schools in implementing physical education programs that engage all students in physical fitness and meet minimum requirements for healthy fitness zones as determined by the California Physical Fitness Test (PFT).	$75,000*3 = $225,000 Elementary PE Teachers $12,000*12 = $144,000PE Instructional Aides Total = $369,000 Funding Source – LCFF Budget Object – 1000, 2000	Three elementary physical education teachers hired to provide 50 minutes/week of physical education to students in grades 1 -5.	$76,600*3*.6= $137,900 Elementary PE Teachers $12,300*16*.6 = $118,000 PE Instructional Aides Total = $255,900 Funding Source – LCFF BASE Budget Object – 11XX, 201XX
Scope of service:		Scope of service:	

_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)_____	
Provide shared physical education teachers with collaboration time to develop strategies to engage all students in physical fitness and meet minimum requirements for healthy fitness zones as determined by the California Physical Fitness Test (PFT).	3 teachers * 3 days * $140/day = $1,260 of collaboration time. Funding Source – LCFF Budget Object - 1000	Three elementary physical education teachers provided with three days of collaboration time.	3 teachers * 3 days * $140/day * .6 = $756 of collaboration time. Funding Source – LCFF BASE Budget Object – 11XX
Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Provide physical education teachers to elementary sites with strategies to engage all students, including at-risk and limited English proficient students, in physical fitness and meet minimum requirements for healthy fitness zones as determined by the California Physical Fitness Test (PFT).	See 3A – Goal 5.1	Three physical education teachers provided with three days of collaboration time.	$76,600*3*.4= $91,920 Elementary PE Teachers $12,300*16*.4 = $78,720 PE Instructional Aides Total = $170,640 Funding Source – LCFF Supplemental Budget Object – 11XX, 21XX
Scope of service: __ALL		Scope of service: __ALL	

OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Provide shared physical education teachers with collaboration time to develop strategies to engage all students, including at-risk and limited English proficient students, in physical fitness and meet minimum requirements for healthy fitness zones as determined by the California Physical Fitness Test (PFT).	See 3A – Goal 5.1	Professional Development plan for 2014-15 includes training and support for teachers and administrators on classroom cooperative learning structures that support the engagement of at-risk and high need students in the learning process.	3 teachers * 3 days * $140/day * .4 = $504 of collaboration time. Funding Source – LCFF Supplemental Budget Object – 11XX
Scope of service:		Scope of service:	
__ALL		__ALL	
OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____		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?	No substantial changes to goal or actions. Supporting actions, services and expenditures for this goal were collapsed to concentrate services, personnel, and resources on revised goal for Basic Services.		

Original GOAL from prior year LCAP:	**Students will provide feedback and suggestions for improving student outcomes and overall performance at their schools.**	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8_X_ COE only: 9__ 10__ Local : _____
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All	

Expected Annual Measurable Outcomes:	Students will provide input on identifying needs of the school and district, as measured by the percent of students participating in the annual survey.	Actual Annual Measurable Outcomes:	Student survey administered in November 2014 with 45% of students in grades 3-5 responding and 50% of students in grades 6-8 responding.

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Administer annual student survey to students in grades 3 – 8.	$5000 for survey Funding Source – LCFF Budget Object - 4000	Student survey administered in November 2014 with 45% of students in grades 3-5 responding and 50% of students in grades 6-8 responding.	$1,200 for survey Funding Source – LCFF BASE Budget Object – 43XX
Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Administer annual student survey to students in grades 3 – 8. Use survey demographic data to verify that at-risk student groups are represented in relation to percent of population.	See 3A – Goal 5.2	Survey responder demographic data shows positive correlation to the overall demographics of student population.	$800 for survey Funding Source – LCFF Supplemental Budget Object – 43XX
Scope of service: __ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: __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?	Goal functions like an action and/or service. This goal was combined with other goals in the 2015-18 plan to better address the state priority requirements of School Climate. Supporting actions, services and expenditures for this goal were collapsed to concentrate services, personnel, and resources on revised goal for School Climate.

Original GOAL from prior year LCAP:	**Administer annual Parent online/paper-based survey during peak parent engagement time to all parents**	Related State and/or Local Priorities: 1__ 2__ 3_X_ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : District Strategic Priority: Parent Involvement

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

Expected Annual Measurable Outcomes:	Students will benefit from the information gathered from the annual Parent Survey and resulting actions, as indicated by the percent of parents that respond to the annual survey and provide input on identifying needs of the schools.	Actual Annual Measurable Outcomes:	Parent survey administered in November 2014 with 27% of parents responding.

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Administer annual Parent survey to assess progress towards meeting LCAP and instructional goals	$500 * .63 = $160 for administration Funding Source – LCFF Budget Object – 4000	Parent survey administered in November 2014 with 27% of parents responding.	$500 * .6 = $300 for administration Funding Source – LCFF BASE Budget Object – 43XX
Scope of service:		Scope of service:	

_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)_____	
Provide incentives for students, classrooms, and schools for Parent Survey participation	$1600 for motivational support Funding Source – LCFF Budget Object - 4000	Schools provided student incentives for parent participation in survey.	$1,000 for motivational support Funding Source – LCFF BASE Budget Object - 43XX
Scope of service: _X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: _X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Promote community awareness and participation in Parent Survey through school and district communication venues,	$10,000 annual support of dialer software system. Funding Source – LCFF Budget Object - 5000	Information about the parent survey was communicated through three auto-dialer massages, district website, and social media. Schools communicated survey through auto-dialer messages, marquees, announcements and social media. Parent survey was administered during Parent Conference week to maximize parent engagement.	$10,000 annual support of dialer software system. Funding Source – LCFF BASE Budget Object – 58XX
Scope of service: _X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: _X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Provide paper-based and online access to annual Parent survey	$500 * .37 * .5 = $93 for	Survey was administered as paper survey to all parents with the option to take the survey online available.	$500 * .4 * .5 = $100 for additional

		additional administration Funding Source – LCFF Budget Object – 4000			administration Funding Source – LCFF Supplemental Budget Object – 43XX
Scope of service:			Scope of service:		
__ALL			__ALL		
OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Provide Parent survey invitation letter in primary language for schools with over 15% English learner student group.		$500 * .37 * .5 = $93 for additional administration Funding Source – LCFF Budget Object – 4000	No schools with over 15% primary language in November 2014.		$0
Scope of service:			Scope of service:		
__ALL			__ALL		
OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____			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?	Goal functions like an action and/or service. This goal was combined with other goals in the 2015-18 plan to better address the state priority requirements of School Climate. Supporting actions, services and expenditures for this goal were collapsed to concentrate services, personnel, and resources on revised goal for School Climate.				

Original GOAL from prior year LCAP:	**Promote input from under-represented families through a survey that targets input from under-represented student group parents.**	Related State and/or Local Priorities: 1__ 2__ 3_X_ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : District Strategic Priority: Parent Involvement
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All	

Expected Annual Measurable Outcomes:	Students will benefit from the information gathered from unduplicated pupil families through survey and resulting actions, as reported by the percent of families that respond to the annual Parent survey and provide input on identifying needs of the schools.	Actual Annual Measurable Outcomes:	Parent survey administered in November 2014 with 27% of parents responding.

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Administer annual Unduplicated Pupils Parent survey to assess progress towards meeting LCAP and instructional goals	$500 * .63 = $160 for administration Funding Source – LCFF Budget Object – 4000	Parent survey administered in November 2014 with 27% of parents responding.	$500 * .6 * .5 = $150 for additional administration Funding Source – LCFF BASE Budget Object – 43XX
Scope of service:		Scope of service:	
_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)_____	
	$500 for	Separate survey was not administered. Parent survey	$500 for additional

Administer separate annual Special Populations Parent survey to families that represent at-risk student groups to assess progress towards meeting LCAP and instructional goals		additional administration Funding Source – LCFF Budget Object - 4000	responder demographic data shows positive correlation to the overall demographics of district population.		administration Funding Source – LCFF Supplemental Budget Object – 43XX
Scope of service:			Scope of service:		
__ALL			__ALL		
OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____			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?	Goal functions like an action and/or service. This goal was combined with other goals in the 2015-18 plan to better address the state priority requirements of School Climate. Supporting actions, services and expenditures for this goal were collapsed to concentrate services, personnel, and resources on revised goal for School Climate.				

Original GOAL from prior year LCAP:	**Promote parent participation in school programs and activities.**	Related State and/or Local Priorities: 1__ 2__ 3_X_ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : District Strategic Priority: Parent Involvement	
Goal Applies to:	Schools:		
	Applicable Pupil Subgroups: All		
Expected Annual	Students will benefit from engaging parents in the school programs and activities, as indicated by the percent of parents that report they attend a school program, meeting or event 3-5	Actual Annual	96% of parents responding on the Parent Survey agree they “attend a school program, meeting or event 3-5

Measurable Outcomes:	times during the school year on the Parent survey or volunteer time at school.	Measurable Outcomes:	times during the school year". 88% of parents responding on the Parent Survey agree their child's school "encourages them to volunteer".

LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Provide multiple pathways for parent involvement at each school site (before, during, and after school)	$NA	School administrators provide multiple opportunities for parent involvement at each site.	Part of regular activities.
Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Promote communication with parents through school/district website, auto-dialer, newsletters, and social media.	See 3A - Goal 6.1	School administrators communicate with parents through wide variety of communication tools, including auto-dialer messages, flyers, announcements, and social media.	Included as part of annual support of dialer software system above.
Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Communicate with families about school programs and progress through a variety of avenues.	$1,000 for outreach possibilities.	School administrators communicate with parents through wide variety of communication tools, including auto-dialer messages, flyers, announcements, and social media.	$1,000 for outreach possibilities.

		Funding Source – LCFF Budget Object – 4000, 5000			Funding Source – LCFF Supplemental Budget Object – 43XX, 58XX
Scope of service:			Scope of service:		
__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____			__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Communicate with families about school programs and progress through primary language and a variety of venues.		$2,000 for translation services Funding Source – LCFF Budget Object - 5000	School administrators communicate with parents through wide variety of communication tools, including auto-dialer messages, flyers, announcements, and social media. No schools with over 15% primary language. Some schools continue to provide communication items in primary language when possible.		$2,000 for translation services Funding Source – LCFF Supplemental Budget Object – 58XX
Scope of service:			Scope of service:		
__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____			__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?	This goal was combined with other goals in the 2015-18 plan to better address the state priority requirements of Parent Involvement. Supporting actions, services and expenditures for this goal were collapsed to concentrate services, personnel, and resources on revised goal for Parent Involvement. New action added to goal for Parent Involvement: Additional actions including expanding after school programs at schools students and families.				

Original GOAL from prior year LCAP:	**Provide school administrators with strategies and support for engaging parents in school community.**	Related State and/or Local Priorities: 1__ 2__ 3_X_ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : District Strategic Priority: Parent Involvement

Goal Applies to:	Schools:	
	Applicable Pupil Subgroups:	All

Expected Annual Measurable Outcomes:	Students will benefit from actively engaging parents in school programs and activities, as indicated by volunteer hours or the percent of parents that indicate their child's school encourages them to get involved on the annual Parent surveys.	Actual Annual Measurable Outcomes:	88% of parents responding on the Parent Survey agree their child's school "encourages them to volunteer".

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Director of Pupil Services will provide schools with strategies and support for engaging parents in school community.	$110,000/7*.63 = $9,900 of additional salary towards parent engagement Funding Source – LCFF Budget Object - 1000	Director of Pupil Services provides schools with strategies and support for engaging parents in school community.	60% of 15% of Director's Salary = $9,900 towards parent engagement Funding Source – LCFF BASE Budget Object – 13XX
Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Director of Pupil Services will provide schools with strategies and support for engaging parents of low income, foster youth,	$110,000/7*.37 = $5,900 of additional salary	Director of Pupil Services provides schools with strategies and support for engaging parents of low income, foster youth, EL/RFEP student families in	40% of 15% of Director's Salary = $6,600 towards

EL/RFEP student families in school community.		towards parent engagement for low income / foster youth and EL/RFEP families Funding Source – LCFF Budget Object - 1000	school community.		parent engagement Funding Source – LCFF Supplemental Budget Object – 13XX
Scope of service:			Scope of service:		
__ALL			__ALL		
OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____			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?	Goal functions like an action and/or service. This goal was added as an action to the goals in the 2015-18 plan to address the state priority requirements of Parent Involvement. Supporting actions, services and expenditures for this goal were collapsed to concentrate services, personnel, and resources on revised goal for Parent Involvement.				

Original GOAL from prior year LCAP:	**Maintain high attendance rates for all students, including underperforming student groups.**		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_X_ 6__ 7__ 8__ COE only: 9__ 10__ Local : _____	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All			
Expected Annual Measurable Outcomes:	Student attendance, as measured by school and district attendance rates, will determine baseline for improvement.	Actual Annual Measurable Outcomes:	P1 Attendance rate: 97.43 P2 Attendance rate: 96.92	

LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Establish annual goals for attendance, by state identified subgroups, with each school site administrator.	See 3B – Goal 4.2 $7,000 of Admin Assistant time for creation of the ADA information Funding Source – LCFF Budget Object – 2000	Annual goals for attendance established and monitored with each school site administrator. Annual goals for attendance for state identified subgroups not established with each school site administrator.	$7,157 of Admin Assistant time for creation of the ADA information Funding Source – LCFF BASE Budget Object – 24XX
Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Hire a Director of Pupil Services to coordinate services to maximize student welfare and attendance and minimize truancy and dropout rates.	$110,000/7*.63 = $9,900 of additional salary towards parent engagement Funding Source – LCFF Budget Object - 1000	Director of Pupil Services coordinates services to maximize student welfare and attendance and minimize truancy and dropout rates.	60% of 15% of Director's Salary = $9,900 towards parent engagement Funding Source – LCFF BASE Budget Object – 13XX
Scope of service: _X_ALL OR:		Scope of service: _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)_____	
Provide Academic Advisors at intermediate schools to meet with at-risk students and parents.	$3,000 for additional Academic Advisor support Funding Source – LCFF Budget Object - 1000	Academic Advisors at intermediate schools collaborates with at-risk students and parents to improve student engagement and attendance.	$3,067 for additional Academic Advisor support Funding Source – LCFF BASE Budget Object – 12XX
Scope of service: __ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify) Intermediate Schools		Scope of service: __ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify) Intermediate Schools	
Hire a Director of Pupil Services to coordinate services to maximize student welfare and attendance and minimize truancy and dropout rates.	$110,000/7*.37 = $5,900 of Director of Pupil Services Salary Funding Source – LCFF Budget Object - 1000	Director of Pupil Services to coordinate services to maximize student welfare and attendance and minimize truancy and dropout rates.	40% of 15% of Director's Salary = $6,600 towards parent engagement Funding Source – LCFF Supplemental Budget Object – 13XX
Scope of service: __ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: __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?	No substantial changes to goal or actions. Action expanded: Academic Advisor Assistant assigned to intermediate schools that do not qualify for FTE Academic Advisor. This goal was combined with other goals in the 2015-18 plan to better address the state priority requirements of Pupil Engagement. Supporting actions, services and expenditures for this goal were collapsed to concentrate services, personnel, and resources on revised goal for Pupil Engagement.

Original GOAL from prior year LCAP:	**Plan and develop activities that engage students and their families in their schools.**	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_X_ 6_X_ 7__ 8__ COE only: 9__ 10__ Local : _____
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All	

Expected Annual Measurable Outcomes:	Students will experience a more engaging positive school climate, as determined by the percent of students that indicate a positive school climate on the Student survey. Students will benefit from the percent of parents that rate their child's school climate as favorable on the Parent survey.	Actual Annual Measurable Outcomes:	88% of students in grades 3-5 responding on the Student Survey agree they would "recommend their school to others". 82% of students in grades 6-8 responding on the Student Survey agree they would "recommend their school to others". 94% of parents responding on the Parent Survey agree they would "recommend their child's school to others".

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Provide multiple pathways for parent involvement at each school	$5,000 support for parent	School administrators provide multiple opportunities for parent involvement at each site.	$5,000 support for parent

site (before, during, and after school)	involvement programs. Funding Source – LCFF Budget Object – 4000, 5000		involvement programs. Funding Source – LCFF BASE Budget Object – 43XX, 58XX
Scope of service: _X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: _X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Hire a Director of Pupil Services Attendance to coordinate services to maximize parent engagement.	$110,000/7*.63 = $9,900 of additional salary towards parent engagement Funding Source – LCFF Budget Object - 1000	Director of Pupil Services Attendance coordinates services to maximize parent engagement.	60% of 15% of Director's Salary = $9,900 towards parent engagement Funding Source – LCFF BASE Budget Object – 13XX
Scope of service: _X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: _X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Coordinate Rachel's Challenge *Friends of Rachel* (FOR) at each intermediate school to engage students in a positive school climate.	$4,000 for Rachel's Challenge Funding Source – LCFF Budget Object - 5000	Rachel's Challenge *Friends of Rachel* (FOR) established at each intermediate school to engage students in a positive school climate.	$4,000 for Rachel's Challenge Funding Source – LCFF BASE Budget Object – 58XX

Scope of service:			Scope of service:		
_X_ALL Intermediate Schools OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) Intermediate Schools			_X_ALL Intermediate Schools OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) Intermediate Schools		
Increase the number of after school programs and athletics to engage students in the school day		$3,000 support for additional after school programs. Funding Source – LCFF Budget Object – 1000, 2000	School administrator discussion and support on building after school programs and athletics to engage students in the school day.		$3,000 support for additional after school programs. Funding Source – LCFF Supplemental Budget Object – 13XX, 23XX
Scope of service:			Scope of service:		
__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____			__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Provide multiple avenues for parent involvement at each school site.		$3,000 support for additional parent involvement programs. Funding Source – LCFF Budget Object – 1000, 2000	School administrators provide multiple opportunities for parent involvement at each site.		$3,000 support for additional parent involvement programs. Funding Source – LCFF Supplemental Budget Object – 13XX, 23XX
Scope of service:			Scope of service:		

__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____		__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Hire a Director of Pupil Services Attendance to coordinate services to maximize parent engagement.	$2,000 to support services for subgroups. Funding Source – LCFF Budget Object – 1000, 2000	Director of Pupil Services Attendance coordinates services to maximize at-risk, low income, and English learner student family engagement.	2% of Director's Salary = $2,200 towards parent engagement Funding Source – LCFF Supplemental Budget Object – 13XX
Scope of service: __ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: __ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Encourage schools to include low income, foster youth, and EL students in Rachel's Challenge *Friends of Rachel* (FOR) Club at each intermediate school to engage <u>all</u> students in a positive school climate.	$2,000 to support Rachel's Challenge Funding Source – LCFF Budget Object - 5000	Schools include low income, foster youth, and EL students in Rachel's Challenge *Friends of Rachel* (FOR) Club at each intermediate school.	$2,000 to support Rachel's Challenge Funding Source – LCFF Supplemental Budget Object - 58XX
Scope of service: __ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify) <u>Intermediate Schools</u>		Scope of service: __ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify) <u>Intermediate Schools</u>	
What changes in actions, services,			

and expenditures will be made as a result of reviewing past progress and/or changes to goals?	This goal was combined with other goals in the 2015-18 plan to better address the state priority requirements of Pupil Engagement. Supporting actions, services and expenditures for this goal were collapsed to concentrate services, personnel, and resources on revised goal for Pupil Engagement. New action added to goal for Pupil Engagement: Additional actions including expanding after school programs at schools students and families. New action added to goal for Pupil Engagement: Academic Advisors encourage at-risk, low income, foster youth and English learner students to get involved in after school programs and activities and facilitate the enrollment process with parents.

Original GOAL from prior year LCAP:	**Reduce chronic absenteeism**		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_X_ 6__ 7__ 8__ COE only: 9__ 10__ Local : _____
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	The number of chronically absent students, as measured by chronic absenteeism rates and SART and SARB meeting records, will determine baseline for improvement.	Actual Annual Measurable Outcomes:	*Chronic absenteeism is defined as missing more than 10% of school year.* 2013/14 = 434 students to 2014/15 = 375 students 15% decrease in chronic absenteeism. School Attendance Review Team (SART) = 245 students District Attendance Review Team (DART) = 14 students School Attendance Review Board (SARB) = 21 students

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
	$110,000/7*.63 = $9,900 of	Director of Pupil Services coordinates services throughout the District that maximize student welfare	60% of 15% of Director's Salary =

Hire a Director of Pupil Services to coordinate services throughout the District that maximize student welfare and attendance and minimize truancy and chronic absenteeism.		additional salary towards parent engagement Funding Source – LCFF Budget Object - 1000	and attendance and minimize truancy and chronic absenteeism.		$9,900 towards parent engagement Funding Source – LCFF BASE Budget Object – 13XX
Scope of service:			Scope of service:		
_X_ALL			_X_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Provide Child Welfare and Attendance Technician to monitor school Student Attendance Review Team (SART) and district Student Attendance Review Board (SARB).		$40,000 CWA Technician Funding Source – LCFF Budget Object - 2000	Child Welfare and Attendance Technician monitors school Student Attendance Review Team (SART), district Student Attendance Review Team (DART) and county Student Attendance Review Board (SARB).		$40,900 CWA Technician Funding Source – LCFF BASE Budget Object – 24XX
Scope of service:			Scope of service:		
_X_ALL			_X_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Provide Short Term Independent Study (STIS) coordinator to facilitate short term independent study options.		$4,000 for STIS support Funding Source – LCFF Budget Object - 2000	Short Term Independent Study (STIS) coordinator facilitates short term independent study options.		$4,000 for STIS support Funding Source – LCFF BASE Budget Object – 24XX
Scope of service:			Scope of service:		
_X_ALL			_X_ALL		

OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Provide Alternative Studies Program to students as an educational option. Alternative Studies Program includes home school, online education, and independent study options for students.	$120,000 for alternate education support Funding Source – LCFF Budget Object – 1000, 2000, 5000	Alternative Studies Program available to students as educational option, includes home school, online education, and independent study options for students.	$109,000 for alternate education support Funding Source – LCFF BASE Budget Object – 11XX $11,000 for alternate education support Funding Source – LCFF BASE Budget Object – 24XX $5.000 for alternate education support Funding Source – LCFF BASE Budget Object – 58XX
Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Hire Director of Pupil Services and Attendance to support schools in expanding other means of correction for students with	$110,000/7*.37 = $5,900 of Director of Pupil	Director of Pupil Services and Attendance supports schools in expanding other means of correction for	40% of 15% of Director's Salary = $6,600 towards

behavior problems.		Services Salary Funding Source – LCFF Budget Object - 1000	students with behavior problems.		parent engagement Funding Source – LCFF Supplemental Budget Object – 13XX
Scope of service:			Scope of service:		
__ALL			__ALL		
OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Increase the number of after school programs and athletics to engage students in the school day		$3,000 support for additional after school programs. Funding Source – LCFF Budget Object – 1000, 2000	School administrator discussion and support on building after school programs and athletics to engage students, including at-risk, low income, foster youth and English learner students, in the school day.		$3,000 support for additional after school programs. Funding Source – LCFF Supplemental Budget Object – 11XX
Scope of service:			Scope of service:		
__ALL			__ALL		
OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Provide English Language Development (ELD) during Universal Access time at all schools.		See 3B – Goal 4.5	All schools are exploring scheduling and design of Universal Access time for full implementation 2015-16.		Included in 2015-16 LCAP budget.
Scope of service:			Scope of service:		
__ALL			__ALL		
OR:			OR:		

_X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____		_X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Provide Academic Advisors to intermediate schools to monitor and support at-risk and EL student attendance to maximize positive attendance.	See 3B – Goal 4.2	FTE Academic Advisors assigned to two intermediate schools with higher than district average population of at-risk, low income, foster youth and English learner students.	Included with Academic Advisor salary above.
Scope of service:		Scope of service:	
__ALL		__ALL	
OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify) Intermediate Schools		OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify) Intermediate Schools	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	This goal was combined with other goals in the 2015-18 plan to better address the state priority requirements of Pupil Engagement. Supporting actions, services and expenditures for this goal were collapsed to concentrate services, personnel, and resources on revised goal for Pupil Engagement. New action added to goals for Pupil Engagement: Director of Pupil Services coordinates District Attendance Review Team (DART) program to maximize student attendance and address physical, financial and emotional needs of chronically absent students. Action expanded: Academic Advisor Assistant assigned to intermediate schools that do not qualify for FTE Academic Advisor.

Original GOAL from prior year LCAP:	**Reduce middle school drop-out rates**	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_X_ 6__ 7__ 8__ COE only: 9__ 10__ Local : _____
Goal Applies to:	Schools: Intermediate Schools Applicable Pupil Subgroups: All	

Expected Annual Measurable Outcomes:	The number of middle school student drop-outs, as measured by middle school drop-out rates, and SART and SARB meeting records, will determine baseline for improvement.	Actual Annual Measurable Outcomes:	0% of middle school students dropped out during 2014/15 school year.

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Provide WestEnd counseling services to students.	See 3A – Goal 4.3	WestEnd counseling services available to students.	Included with WestEnd counseling funding above.
Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Provide Community Day School education setting.	$109,000 annually Funding Source – LCFF Budget Object – 1000, 2000	Community Day School program available to students.	$80,250 annually Funding Source – LCFF BASE Budget Object – 11XX $31,200 annually Funding Source – LCFF BASE Budget Object – 21XX
Scope of service: _X_ALL OR: __Low Income pupils __English Learners		Scope of service: _X_ALL OR: __Low Income pupils __English Learners	

__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Hire a Director of Pupil Services to coordinate services to maximize student welfare and attendance and minimize truancy and dropout rates.	$110,000/7*.63 = $9,900 of additional salary towards parent engagement Funding Source – LCFF Budget Object - 1000	Director of Pupil Services coordinates services to maximize student welfare and attendance and minimize truancy and dropout rates.	60% of 15% of Director's Salary = $9,900 towards parent engagement Funding Source – LCFF BASE Budget Object – 13XX
Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Provide Alternative Studies Program to students as an educational option. Alternative Studies Program includes home school, online education, and independent study options for students.	See 3A – Goal 7.3	Alternative Studies Program available to students as educational option, includes home school, credit recovery, online education, and independent study options for students.	Alt Studies funding provided above.
Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Provide Academic Advisors at intermediate schools to meet with at-risk students and parents.	See 3B – Goal 4.2	Academic Advisors at intermediate schools collaborates with at-risk students and parents to improve student engagement and attendance.	Academic Advisors salary provided above.

Scope of service: __ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: __ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Hire Director of Pupil Services to expand other means of correction for students with behavior problems and coordinate Alternative Studies Program.	$110,000/7*.37 = $5,900 of Director of Pupil Services Salary Funding Source – LCFF Budget Object - 1000	Director of Pupil Services supports school administrators with strategies for determining other means of correction for students with behavior problems and coordinates Alternative Studies Program.	40% of 15% of Director's Salary = $6,600 towards parent engagement Funding Source – LCFF Supplemental Budget Object – 13XX	
Scope of service: __ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: __ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Utilize Student Study Team support for English Learner students who are not making progress towards English proficiency.	$5,300 Program Specialist EL / Title I Funding Source – LCFF & Title I Budget Object - 1000	Director of Pupil Services supports all schools in implementing response to intervention (RtI) which includes Student Study Team support for English Learner students who are not making progress towards English proficiency.	4% of Director's Salary = $4,400 towards parent engagement Funding Source – LCFF Supplemental Budget Object – 13XX	
Scope of service: __ALL OR: _X_Low Income pupils _X_English Learners		Scope of service: __ALL OR: _X_Low Income pupils _X_English Learners		

_X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____		_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?	This goal was combined with other goals in the 2015-18 plan to better address the state priority requirements of Pupil Engagement. Supporting actions, services and expenditures for this goal were collapsed to concentrate services, personnel, and resources on revised goal for Pupil Engagement. New action added to goals for Pupil Engagement: Director of Pupil Services coordinates District Attendance Review Team (DART) program to maximize student attendance and address physical, financial and emotional needs of chronically absent students. Action expanded: Academic Advisor Assistant assigned to intermediate schools that do not qualify for FTE Academic Advisor. Action expanded: More effective monitoring of English learner student progress towards English fluency by early identification of English Learner students who are not making progress towards English proficiency (annual progress check shows little to no progress for two consecutive years) and providing support through Student Study team.		

Original GOAL from prior year LCAP:	**Reduce the number of social promotions from eighth grade to high school.**	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_X_ 6__ 7__ 8__ COE only: 9__ 10__ Local : _____	
Goal Applies to:	Schools: Intermediate Schools Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	The number of socially promoted students, as measured by social promotion records and grade exception reports (F), will determine baseline for improvement.	Actual Annual Measurable Outcomes:	District total = 7 students Day Creek Intermediate School = 4 students Etiwanda Intermediate School = 0 students Heritage Intermediate School = 3 students Summit Intermediate School = 0 students
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	

	Budgeted Expenditures		Estimated Actual Annual Expenditures
Provide Academic Advisors at intermediate schools to support students who at-risk of social promotion.	See 3A – Goal 4.3	Academic Advisors at intermediate schools collaborates with at-risk students and parents to improve student engagement and credit recovery.	Academic Advisors salary provided above.
Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Provide Alternative Studies Program to students as an educational option. Alternative Studies Program includes home school, online education, and independent study options for students.	See 3A – Goal 7.3	Alternative Studies Program available to students as educational option, includes home school, credit recovery, online education, and independent study options for students.	Alt Studies funding provided above.
Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Provide Academic Advisors at intermediate schools to support students who at-risk of social promotion.	See 3B – Goal 4.2	Academic Advisors at intermediate schools collaborates with at-risk, low income, foster youth and English learner students and parents to improve student engagement and credit recovery.	Academic Advisors salary provided above.
Scope of service: __ALL		Scope of service: __ALL	

OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____		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?	This goal was combined with other goals in the 2015-18 plan to better address the state priority requirements of Pupil Engagement. Supporting actions, services and expenditures for this goal were collapsed to concentrate services, personnel, and resources on revised goal for Pupil Engagement. New action added to goals for Pupil Engagement: Director of Pupil Services coordinates District Attendance Review Team (DART) program to maximize student attendance and address physical, financial and emotional needs of chronically absent students. Action expanded: Academic Advisor Assistant assigned to intermediate schools that do not qualify for FTE Academic Advisor.		

Original GOAL from prior year LCAP:	**Administer annual Student Survey in Grades 3 - 8**	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_X_ 6__ 7__ 8__ COE only: 9__ 10__ Local : _____	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Students will participate in the annual Student survey and provide input on identifying needs of the school and district, as measured by the Student survey.	Actual Annual Measurable Outcomes:	Student survey administered in November 2014 with 45% of students in grades 3-5 responding and 50% of students in grades 6-8 responding.
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures

Administer annual Student survey aligned with state priorities. Use assessment data to assess school climate and progress towards meeting LCAP and instructional goals.	See 3A – Goal 5.2	Student survey administered in November 2014 with 45% of students in grades 3-5 responding and 50% of students in grades 6-8 responding. Information from the surveys was shared with administrators and used to develop goals and actions for the Local Control Accountability Plan.	Survey support provided above.
Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Administer annual Student survey aligned with state priorities. Use assessment data to assess school climate and progress towards meeting LCAP and instructional goals for unduplicated pupil student groups.	See 3A – Goal 5.2	Student survey administered in November 2014 with 45% of students in grades 3-5 responding and 50% of students in grades 6-8 responding. Information from the surveys was shared with administrators and used to develop goals and actions for the Local Control Accountability Plan.	Survey support provided above.
Scope of service: __ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: __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?	Goal functions like an action and/or service. This goal was added as an action to the goals in the 2015-18 plan to address the state priority requirements of School Climate and supporting actions, services and expenditures for this goal were collapsed to concentrate services, personnel, and resources.		

Original GOAL from prior year LCAP:	**Reduce the rate of suspensions through, counseling, academic intervention and positive behavior support.**	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_X_ 6_X_ 7__ 8__ COE only: 9__ 10__ Local : _____

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

Expected Annual Measurable Outcomes:	Student suspension rate, as measured by school and district suspension rates, will determine baseline for improvement.	Actual Annual Measurable Outcomes:	Suspension rate for 2014/15 = 138 suspension days

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Provide WestEnd counseling services	See 3A – Goal 4.3	WestEnd counseling services available to students.	Included with WestEnd counseling funding above.
Scope of service: _X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: _X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Implement positive behavior intervention and Response to Intervention (RtI) at all schools	20 days * $120 = $2,400 substitute support for implementation. Funding Source – LCFF Budget Object -	Director of Pupil Services supports all schools in implementing response to intervention (RtI) and positive behavior intervention at all school sites. All school have implemented RtI plan and improving practice of positive behavior interventions.	2% of Director's Salary = $2,200 towards academic and behavior supports. Funding Source – LCFF Supplemental Budget Object –

	1000		13XX
Scope of service:		Scope of service:	
_X_ALL		_X_ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Provide Mental Health counseling for Special Education students.	$525,000 Funding Source – LCFF Budget Object - 1000	Mental Health counselors available for special education student referrals.	$536,000 Funding Source – LCFF BASE Budget Object – 12XX
Scope of service:		Scope of service:	
_X_ALL		_X_ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Provide Academic Advisors at intermediate schools to support students with alternative solutions for discipline and attendance issues.	See 3A – Goal 4.3	Academic Advisors at intermediate schools collaborates with at-risk students and parents to improve student engagement and attendance and implement other means of correction and positive behavior supports.	Academic Advisors salary provided above
Scope of service:		Scope of service:	
_X_ALL Intermediate Schools		_X_ALL Intermediate Schools	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

Hire a Director of Pupil Services to coordinate services throughout the District to manage outreach services and provide support to schools for alternative solutions for discipline and attendance issues.	$110,000/7*.63 = $9,900 of additional salary towards parent engagement Funding Source – LCFF Budget Object - 1000	Director of Pupil Services coordinates services throughout the District to manage outreach services and provide support to schools for alternative solutions for discipline and attendance issues.	2% of Director's Salary = $2,200 towards parent engagement Funding Source – LCFF BASE Budget Object – 13XX
Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Provide Academic Advisors at intermediate schools to support students with alternative solutions for discipline and attendance issues for low income, foster youth, and EL students.	See 3B – Goal 4.2	Academic Advisors at intermediate schools collaborates with at-risk, low income, foster youth, and English learner students and parents to improve student engagement and attendance and implement other means of correction and positive behavior supports.	Academic Advisors salary provided above
Scope of service: __ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify) Intermediate Schools		Scope of service: __ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify) Intermediate Schools	
Hire a Director of Pupil Services to coordinate services throughout the District to manage outreach services and provide support to schools for alternative solutions for discipline and attendance issues for low income, foster youth, and EL students.	$110,000/7*.37 = $5,900 of Director of Pupil Services Salary Funding Source –	Director of Pupil Services coordinates services throughout the District to manage outreach services and provide support to schools for alternative solutions for discipline and attendance issues for low income, foster youth, and EL students.	2% of Director's Salary = $2,200 towards parent engagement Funding Source –

		LCFF Budget Object - 1000			LCFF Supplemental Budget Object – 13XX
Scope of service:			Scope of service:		
__ALL			__ALL		
OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____			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?	No substantial changes to goal or actions. Action expanded: Academic Advisor Assistant assigned to intermediate schools that do not qualify for FTE Academic Advisor. This goal was combined with other goals in the 2015-18 plan to better address the state priority requirements of School Climate. Supporting actions, services and expenditures for this goal were collapsed to concentrate services, personnel, and resources on revised goals for School Climate.				

Original GOAL from prior year LCAP:	**Reduce the rate of expulsions through counseling, academic intervention and positive behavior support.**		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_X_ 6_X_ 7__ 8__ COE only: 9__ 10__ Local : _____
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Student expulsion rate, as measured by school and district expulsion rates, will determine baseline for improvement.	Actual Annual Measurable Outcomes:	Student expulsion rate = 2 students .01%
LCAP Year: 2014-15			

Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services		Estimated Actual Annual Expenditures
Provide WestEnd counseling services		See 3A – Goal 4.3	WestEnd counseling services available to students.		Included with WestEnd counseling funding above
Scope of service:			Scope of service:		
_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)_____		
Implement positive behavior intervention and Response to Intervention (RtI)		See Goal 8.1	Director of Pupil Services supports all schools in implementing response to intervention (RtI) and positive behavior intervention supports at all school sites.		Included in Director of Pupil Services salary above.
Scope of service:			Scope of service:		
_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)_____		
Provide Academic Advisors at intermediate schools to support students with alternative solutions for discipline and attendance issues.		See 3A – Goal 4.3	Academic Advisors at intermediate schools collaborates with at-risk students and parents to improve student engagement and attendance and implement other means of correction and positive behavior supports.		Academic Advisors salary provided above
Scope of			Scope of		

service: _X_ALL Intermediate Schools OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			service: _X_ALL Intermediate Schools OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Hire a Director of Pupil Services to coordinate services throughout the District to manage outreach services and provide support to schools for alternative solutions for discipline ad attendance problems.		$110,000/7*.63 = $9,900 of additional salary towards parent engagement Funding Source – LCFF Budget Object - 1000	Director of Pupil Services coordinates services throughout the District to manage outreach services and provide support to schools for alternative solutions for discipline and attendance issues.	2% of Director's Salary = $2,200 towards parent engagement Funding Source – LCFF BASE Budget Object – 13XX
Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Implement positive behavior intervention and supports and Response to Intervention (RtI)		See 3A – Goal 8.1	Director of Pupil Services supports all schools in implementing response to intervention (RtI) and positive behavior intervention supports at-risk, low income, foster youth and English learner students at all school sites.	Included in Director of Pupil Services salary above.
Scope of service: __ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____			Scope of service: __ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

Provide Academic Advisors at intermediate schools to support students with alternative solutions for discipline and attendance issues for low income, foster youth, and EL students.		See 3B – Goal 4.2	Academic Advisors at intermediate schools collaborates with at-risk, low income, foster youth, and English learner students and parents to improve student engagement and attendance and implement other means of correction and positive behavior supports.		Academic Advisors salary provided above
Scope of service:			Scope of service:		
__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify) Intermediate Schools			__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify) Intermediate Schools		
Hire a Director of Pupil Services to coordinate services throughout the District to manage outreach services and provide support to schools for alternative solutions for discipline ad attendance problems for low income, foster youth, and EL students.		$110,000/7*.37 = $5,900 of Director of Pupil Services Salary Funding Source – LCFF Budget Object - 1000	Director of Pupil Services coordinates services throughout the District to manage outreach services and provide support to schools for alternative solutions for discipline and attendance issues for low income, foster youth, and EL students.		1% of Director's Salary = $1,100 towards parent engagement Funding Source – LCFF Supplemental Budget Object – 13XX
Scope of service:			Scope of service:		
__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____			__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?	No substantial changes to goal or actions. Action expanded: Academic Advisor Assistant assigned to intermediate schools that do not qualify for FTE Academic Advisor.				

	This goal was combined with other goals in the 2015-18 plan to better address the state priority requirements of School Climate. Supporting actions, services and expenditures for this goal were collapsed to concentrate services, personnel, and resources on revised goals for School Climate.

Original GOAL from prior year LCAP:	**Reduce incidents of bullying**		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_X_ 6_X_ 7__ 8__ COE only: 9__ 10__ Local : _____
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	The number of reported incidences of bullying, as recorded on the Bully Incident discipline report, will establish baseline for improvement. The percent of students that indicate they feel safe at school on the Student survey will determine a baseline for growth. The percent of parents that indicate their child feels safe at school on the Parent survey will determine a baseline for growth.	Actual Annual Measurable Outcomes:	Number of reported and investigated bully incidents for 2014-15: 125 90% of students in grades 3-5 responding on the Student Survey agree they “feel safe”. 85% of students in grades 6-8 responding on the Student Survey agree they “feel safe”. 95% of parents indicated on the Parent Survey that they agree their child “is safe at school”.

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Implement one bully prevention program at each school site	$16,000*.63 = $10,080 Funding Source – LCFF Budget Object – 4000, 5000	Bully prevention program in place at all schools.	$16,000*.6 = $9,600 Funding Source – LCFF BASE Budget Object – 43XX

Scope of service:			Scope of service:		
_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)_____		
Investigate and address all reported incidents of bullying		No additional cost	All reported incidents of bullying or bully-type behavior is investigated and steps taken to prevent further behavior.		No additional cost
Scope of service:			Scope of service:		
_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)_____		
Coordinate Rachel's Challenge *Friends of Rachel* (FOR) at each intermediate school to engage students in a positive school climate.		See 3A – Goal 7.2	Rachel's Challenge *Friends of Rachel* (FOR) established at each intermediate school to engage students in a positive school climate.		Included in bullying funding above.
Scope of service:			Scope of service:		
_X_ ALL Intermediate Schools OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			_X_ ALL Intermediate Schools OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Support schools in providing LI and FY students with opportunities for leadership roles in bully prevention program.		$16,000*.5*.37 = $2,960 Funding Source – LCFF	Schools include low income, foster youth, and English learner students in bully prevention, leadership and Rachel's Challenge *Friends of Rachel* (FOR)		$16,000*.5*.40 = $3,200 Funding Source – LCFF Supplemental

	Budget Object – 4000, 5000	(intermediate school only).	Budget Object – 43XX
Scope of service: __ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: __ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Support schools in providing EL and RFEP students with opportunities for leadership roles in bully prevention program.	$16,000*.5*.37 = $2,960 Funding Source – LCFF Budget Object – 4000, 5000	Schools include low income, foster youth, and English learner students in bully prevention, leadership and Rachel's Challenge *Friends of Rachel* (FOR) (intermediate school only).	$16,000*.5*.40 = $3,200 Funding Source – LCFF Supplemental Budget Object – 43XX
Scope of service: __ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: __ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Hire a Director of Pupil Services to coordinate services throughout the District to support schools in investigating report of bullying and manage student disciplinary procedures for low income foster youth, and EL students.	$110,000/7*.37 = $5,900 of Director of Pupil Services Salary Funding Source – LCFF Budget Object - 1000	Director of Pupil Services coordinates services throughout the District to support schools in investigating report of bullying and manage student disciplinary procedures for low income foster youth, and EL students.	Included in Director of Pupil Services salary above.
Scope of service: __ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient		Scope of service: __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?	No substantial changes to goal or actions. Action expanded: Academic Advisor Assistant assigned to intermediate schools that do not qualify for FTE Academic Advisor. This goal was combined with other goals in the 2015-18 plan to better address the state priority requirements of School Climate. Supporting actions, services and expenditures for this goal were collapsed to concentrate services, personnel, and resources on revised goals for School Climate.		

Original GOAL from prior year LCAP:	**Increase the number and ways parents can volunteer at their child's school.**		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6_X_ 7__ 8__ COE only: 9__ 10__ Local : District Strategic Priority: Parent Involvement	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All			
Expected Annual Measurable Outcomes:	Students will benefit from parents who are involved at school, as measured by Parent survey, volunteer logs, and school volunteer opportunities.	Actual Annual Measurable Outcomes:	88% of parents responding on the Parent Survey agree their child's school "encourages parents to volunteer." Volunteer logs at schools indicate parents volunteer on a regular basis and provide a wide variety of services, including classroom support, event support, PTA/PTO events, clerical support, and safety patrol. All schools have parent opportunities to volunteer.	
LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures			Estimated Actual Annual Expenditures

Increase opportunities for parents to get involved at their child's school, including before, during and after school.	$8,000 annually Funding Source – LCFF Budget Object – 1000, 2000	School administrators provide multiple opportunities for parent involvement at each site.	$8,000 annually Funding Source – LCFF BASE Budget Object – 13XX
Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Increase efforts to promote parent participation in before, during, or after school programs.	$300 for additional dialer and communication support. Funding Source – LCFF Budget Object - 5000	School administrators provide multiple opportunities for parent involvement at each site. School administrator discussion and support on building after school programs and athletics to engage students in the school day and include parent support.	$300 for additional dialer and communication support. Funding Source – LCFF Supplemental Budget Object -
Scope of service: __ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: __ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Increase efforts to promote parent participation in before, during, or after school programs.	$1600 for additional EL parent engagement. Funding Source – LCFF Budget Object - 4000	School administrators provide multiple opportunities for parent involvement at each site. School administrator discussion and support on building after school programs and athletics to engage at-risk, low income, foster youth and English learner students and their families in the school day.	$1600 for additional EL parent engagement. Funding Source – LCFF Supplemental Budget Object – 43XX

Scope of service:		Scope of service:	
__ALL		__ALL	
OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____		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?	Goal functions like an action and/or service. This goal was added as an action to the goals in the 2015-18 plan to address the state priority requirements of Parent Involvement and supporting actions, services and expenditures for this goal were collapsed to concentrate services, personnel, and resources. New action added to goal for Parent Involvement: Additional actions including expanding after school programs at schools students and families.

Original GOAL from prior year LCAP:	**Expand the use of school libraries.**	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_X_ 6_X_ 7__ 8__ COE only: 9__ 10__ Local : District Strategic Priority: Instructional Program
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All	

Expected Annual Measurable Outcomes:	The percent of students that indicate their school library "offers more than just books" on Student survey will determine baseline for improvement. The percent of parents that indicate the school library is "useful and engaging" on the Parent survey will determine baseline for improvement.	Actual Annual Measurable Outcomes:	83% of students in grades 3-5 responding on the Student Survey agree their school library "offers more than just book check-out." 83% of students in grades 6-8 responding on the Student Survey agree their school library "offers more than just book check-out."

			Parent survey did not assess if the school library is useful and engaging. 21% of parent survey responders suggested an improvement to their child's school would be more afterschool activities and programs.

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Implement programs and activities that encourage student and parent engagement with school libraries	$8,000 annually Funding Source – LCFF Budget Object – 1000, 2000	School administrators provide multiple opportunities for parent involvement at each site. School administrator discussion and support on building after school programs, including the use of libraries after school. Summer library open at four school summer of 2015.	$8,000 annually Funding Source – LCFF BASE Budget Object – 13XX
Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Increase the number of high interest low readability books available in the school libraries.	$8,000 for additional books Funding Source – LCFF Budget Object - 4000	School administrators, District Teacher Librarian, and Library Clerks increase the number of high interest low readability books available in the school libraries.	$8,000 for additional books Funding Source – LCFF Supplemental Budget Object – 43XX
Scope of service: __ALL		Scope of service: __ALL	

OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Increase the number of primary language books available to students	$8,000 for additional books Funding Source – LCFF Budget Object - 4000	School administrators, District Teacher Librarian, and Library Clerks increase the number of high interest low readability books available in the school libraries.	$8,000 for additional books Funding Source – LCFF Supplemental Budget Object – 43XX
Scope of service: __ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: __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?	Goal functions like an action and/or service. This goal was added as an action to the goals in the 2015-18 plan to address the state priority requirements of School Climate and supporting actions, services and expenditures for this goal were collapsed to concentrate services, personnel, and resources.		

Original GOAL from prior year LCAP:	**Maintain home to school communication and explore ways to expand communication.**	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_X_ 6_X_ 7__ 8__ COE only: 9__ 10__ Local : Etiwanda Strategic Priority: Community Leadership and Communication
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All	

Expected Annual Measurable Outcomes:	Students will benefit from parents that indicate their child's school keeps them informed, as reported on the Parent survey, followers on social media, and voice notification system.	Actual Annual Measurable Outcomes:	98% of parents responding on the Parent Survey agree their child "keeps them informed." Parent survey indicates parents would like communication through email/text (50%), auto-dialer (32%), district website (13%), and social media (5%).

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Maintain home to school communication through: • ESPRI – online gradebook • website • social media • auto-dialer • newsletter • Explore options for expanding home to school communication. Email notification of grades updated or important school messages.	$8,000 annual support Funding Source – LCFF Budget Object – 1000, 2000	School administrators communicate with parents through wide variety of communication tools, including auto-dialer messages, flyers, announcements, and social media. Discussion and consideration of expanded use of School Messenger service (auto-dialer service). Discussion and consideration of developing daily progress report email for parents.	$8,000 annual support Funding Source – LCFF BASE Budget Object – 11XX
Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Encourage parent participation in Parent Surveys and other stakeholder input opportunities.	$3,200 for parent survey encouragement. Funding Source –	Parent survey was administered during Parent Conference week to maximize parent engagement and school provided student incentives for parent participation. Information about the parent survey was communicated through three	$3,200 for parent survey encouragement. Funding Source –

		LCFF Budget Object – 1000, 2000	auto-dialer massages, district website, and social media. Schools communicated survey through auto-dialer messages, marquees, announcements and social media.		LCFF Supplemental Budget Object – 24XX
Scope of service:			Scope of service:		
__ALL			__ALL		
OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Provide information and invitations to school programs and activities in primary language if the student group exceeds 15% of student population.		$1,500 of additional translation services Funding Source – LCFF Budget Object - 5000	School administrators communicate with parents through wide variety of communication tools, including auto-dialer messages, flyers, announcements, and social media. No schools with over 15% primary language. Some schools continue to provide communication items in primary language when possible.		$1,500 of additional translation services Funding Source – LCFF Supplemental Budget Object – 58XX
Scope of service:			Scope of service:		
__ALL			__ALL		
OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____			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?	Goal functions like an action and/or service. This goal was added as an action to the goals in the 2015-18 plan to address the state priority requirements of Parent Involvement and supporting actions, services and expenditures for this goal were collapsed to concentrate services, personnel, and resources.				

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	$ 4,451,382.00

The Etiwanda School District will receive approximately $4,451,382.00 in supplemental funding for 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). The Etiwanda School District does not qualify for concentration grant funding.

A review of the District's needs and metrics, along with stakeholder input, determined that spending of $4,451,382.00 in supplemental grant funding for the following services and programs would be the most effective use of supplemental grant funds to meet the goals for unduplicated pupils in the state priority areas.

Etiwanda School District will offer a variety of services and supports to support the academic achievement, attendance, positive behavior, and alternative academic programs needs of English learners, low income students, and foster youth with the supplemental grant funding, including: primary reading diagnostic assessments, professional development on English language development (ELD), early identification, universal access, remediation in math and language arts, instructional technology devices, reading materials and resources in primary languages in school libraries, and before/after school intervention programs.

Etiwanda School District will provide personnel to support the academic achievement, attendance, positive behavior, and alternative academic programs needs of English learners, low income students, and foster youth with the supplemental grant funding, including: Director of Pupil Services, Child Welfare and Attendance Technician, Academic Advisors, Academic Advisor Assistants, language/literacy professional development providers, Newcomer instructional aide, CELDT instructional aides, and Instructional Technology Support Assistants (ITSC).

The success of early intervention models such as RtI hinge on an accurate determination of which students are at risk for reading disabilities, according to several professional organizations. Early identification of literacy deficits and prescriptive programs for remediation rely on effective diagnostic tools, such as a primary reading diagnostic assessment selected by the Etiwanda School District. Research supports the assignment of and academic advisors at the intermediate schools to support unduplicated students. Academic advising supports key institutional conditions that have been identified with promoting student success. Such conditions include setting high expectations, providing support, offering feedback, and facilitating involvement in learning through frequent student contact with faculty and staff (Tinto 2002). Etiwanda continues to support on-going sustained professional development for teachers in the workshop model where ideas can be exchanged and an explicit connection to the bigger picture of school improvement is made. This vision holds that professional development should be sustained, coherent, take place during the school day and become part of a teacher's professional responsibilities, and focus on student results (Wei, et al, 2009).

The district also offers services and programs aligned with the LCAP goals that serve all students, including English learners, low income students, and foster youth, including: fully credentialed and appropriately assigned teachers, positive behavior and support practices, extended day intervention and enrichment programs, administrative support, expanded parent engagement, designated universal access time at all schools, professional development in Common Core and student engagement practices, technology infrastructure and instruction, safe schools and facility plans, bully prevention programs, college and career readiness programs, and data management software. School-wide implementation of these services and programs will not only have an impact on the learning environment and climate of the school as a whole, but will also have increased positive impact on the unduplicated pupils.

A full list of the supplemental grant funding expenditures is aligned with the goals of the Etiwanda School District Local Control Accountability Plan and addresses the needs of our district's English learners, low income, and foster youth.

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.

4.76	%

The Etiwanda School District has increased instructional services and support for English learners, low income students, and foster youth by:

100% in the district administration of primary reading diagnostic assessments for students in grades K-2

10% in district administrative support for unduplicated student academic achievement, attendance, and positive behavior support;

25% in school site advisor support for unduplicated student academic achievement, attendance, and positive behavior support;

10% in school site increase in afterschool programs and activities

10% in training for teachers in the areas of universal access, language development, instructional technology, and state standards;

50% the number of STEM lessons and activities implemented at each intermediate school site, and

50% in parent outreach and engagement.

The increase in services and supports will allow us to meet the 3.13% Minimum Proportionality Percentage for the 2014-15, 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).

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]