

**Introduction:**

**LEA:** Dry Creek Joint Elementary School District **Contact (Name, Title, Email, Phone Number):** Evonne Rogers, Assistant Superintendent, erogers@drycreek.k12.ca.us, 916.770.8855 **LCAP Year:** 2014-2015

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

*The Dry Creek Joint Elementary School District operates a safe and engaging educational program for all of our students so they can achieve high levels of learning. Through our highly qualified staff, we provide a rigorous, standards-aligned program at all levels, K-8. With the infusion of technology to support student learning we strive to promote a culture of innovation, creativity and imagination that prepares our students for college, career, and a bright future.*

*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
<p>2013-2014 School year</p> <p>The LEA sought engagement from our Parent Advisory groups which included representation from Title I, (serving low-income students), Foster Youth, and District English Language Advisory Committee (DELAC), serving English Learners. Three meetings were held throughout the process in which parents, students, teachers and administrators reviewed the eight state priority areas. Each group identified areas of interest related to the eight priorities and offered specific input prior to the development of the LCAP. These teams also reviewed the draft and final LCAP document before it went to the Board of Trustees.</p> <p>The LEA sought engagement from all 10 School Site Councils regarding the eight state priorities. Feedback from each site was given in written form. This group included teachers, administrators, students and parents.</p> <p>The LEA sought engagement from the local bargaining units by providing them with an overview of the eight state priorities and the draft LCAP.</p> <p>The LEA sought engagement from parents and the community through a survey document link sent via school newsletters and email. Feedback was given in written electronic form.</p> <p>The district used data collected through a county-wide survey related to Foster Youth Services. This information was presented at the County Curriculum and Instruction meeting held at the Placer County Office of Education (PCOE).</p> <p>There were no additional comments or questions submitted to the Superintendent for his response.</p> <p>The Superintendent notifies the public of opportunity to submit written comments regarding actions and expenditures proposed in the LCAP by posting the LCAP on the District's website on May 30, 2014 prior to a public hearing scheduled on June 5, 2014 when the LCAP will be reviewed by the Board of Trustees. The Board will be asked to hear public comment. The Board will be asked to approve the LCAP and then the budget at a subsequent Board meeting scheduled on June 19, 2014.</p>	<p>This feedback was essential in helping the district define its priorities for the first three years and guide the direction of the LCAP implementation. Our stakeholder input ensures that the LCAP is locally defined, jointly developed and then widely disseminated.</p> <p>Information gathered from these meetings were reviewed and utilized in the development of the district LCAP. These written comments were placed alongside the parent survey responses to determine any overall patterns. Matches noted were included in the actions and services section of the LCAP document.</p> <p>Responses gathered from this stakeholder group helped to inform the writing of the district's LCAP. Additional actions and services were added as a result of the specific input of this group.</p> <p>Survey responses were recorded and analyzed for common ideas and important trends which provided focus and clarity in the development of the LCAP. When a pattern emerged it was translated into an action or service in the body of the LCAP.</p> <p>Information from the survey helped to inform areas of need and focus related to Foster Youth in our District. These were included in the actions and services section of the document.</p>

<p><b>Annual Update:</b> 2014-2015 school year</p> <p>The LEA sought engagement and consultation from our Parent Advisory groups which included representation from Title I, (serving low-income students), Foster Youth, and District English Language Advisory Committee (DELAC), serving English Learners. An initial meeting was held on October 23, 2014 with the Parent Advisory/Stakeholder Group allowing them time to revisit the current LCAP document. At that time we indicated the need to update the document based on a review or goals. The second meeting with this advisory group took place on February 26, 2015 and the final review was April 23, 2015. All input gathered from these stakeholder meetings were used to update the District's LCAP before it went to the Board of Trustees in June. This group included parents, district and school administrators, and teachers. Following the April 23rd meeting, no additional comments were submitted to the superintendent from the Parent Advisory groups, and no need for a written response.</p> <p>The LEA utilized a district level working group to revisit each goal with the intent to verify and update each action and service based on what has occurred thus far in the school year. We reviewed any metric results that were available at this time in order to better respond to the intended outcomes. This working group also provided suggested actions and services for the new third school year, 2017-2018. Meetings were held between December and February 2015 and included the Assistant Superintendent of Educational Services, the Director of Special Education, Director of Curriculum and Staff Development, Coordinator of Assessment and Accountability, Foster Youth and Homeless Liaison and two Teachers on Assignment.</p> <p>The LEA facilitated a district wide leadership meeting to review the LCAP and provide input for the updates. This group included school principals and assistant principals, district coordinators, directors, and the executive leadership team Superintendent, two Assistant Superintendents and the Chief Business Officer. Meeting was held in February 2015.</p> <p>The LEA consulted with the 9 School Site Council groups by asking them to review the LCAP goals and annual updates and to provide input. Meetings were held during February and March 2015. These groups included parents, teachers, students in the upper grades and site administration.</p> <p>The LEA sought consultation from parents and the community through a survey document link sent via school newsletters and email at the end of February 2015. Paper/pencil surveys were also made available.</p> <p>The LEA consulted with the bargaining units by reviewing the LCAP goals and annual updates and providing opportunity for consultation and input. Meetings were held in March/April 2015.</p> <p>The district used data collected through a county-wide survey related to Foster Youth Services. This information was presented at the County Curriculum and Instruction meeting held at the Placer County Office of Education (PCOE).</p> <p>The Superintendent notified the public of opportunity to submit written comments regarding actions and expenditures proposed in the LCAP by posting the LCAP on the District's website on May 28, 2015 prior to a public hearing scheduled on June 4, 2015 when the LCAP will be reviewed by the Board of Trustees. The Board will be asked to hear public comment. The Board will be asked to approve the LCAP and then the budget at a subsequent Board meeting scheduled on June 18, 2015. There were no written comments submitted by the public and no comment at the Public Hearing held on June 4, 2015.</p>	<p><b>Annual Update:</b> Stakeholder engagement and consultation was essential in helping the district guide the direction of the LCAP implementation. Our stakeholder input ensures that the LCAP is addressing the eight state priorities as well as locally identified priorities. Meetings held throughout the school year provided necessary feedback and guidance on the annual LCAP update.</p> <p>The metrics included all those required by Ed Code and any additional ones that were deemed important by the stakeholders. These are examples of what was utilized: suspension and expulsion data, attendance rates, number of Foster Youth and any services provided as outreach to families and students, EL assessment and reclassification numbers, district assessment data, various survey responses and rates, parent involvement numbers and opportunities, enrollment in advanced programs, analysis of professional development and classroom observations. Additional metrics were suggested by stakeholder groups moving forward.</p> <p>Parents had multiple opportunities for engagement and consultation via School Site Councils (SSC), Parent Advisory groups, and district wide surveys. This feedback provided the District with important parent community priorities in the LCAP revision and updating process.</p> <p>The district included teachers in the process at various levels. A volunteer teacher representative from each school site was asked to be on the Parent Advisory, teachers participated at the School Site Council meeting where the LCAP was being reviewed, teachers attending the Parent Advisory were also asked to share information and gather feedback regarding the LCAP updates at their school site staff meetings.</p> <p>Information gathered from all of the various stakeholders were reviewed and considered in the development of the district's annual update of the LCAP. The District looked for patterns or trends among the stakeholder responses when considering any changes or additions to the action or services in each goal area.</p> <p>Union leadership was able to provide input at meetings scheduled for this purpose.</p> <p>Information from the survey helped to inform areas of need and focus related to Foster Youth in our District. These were considered in the update of actions and services section of the document.</p>
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<b>GOAL 1:</b>	Increase time to learn.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify
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<b>Identified Need :</b>	Need: Extended time for Kindergarten, Transitional Kindergarten, Extended Year and After-School Programs, Lower class sizes  Metric: Retention rates, Schedules, student registration, additional staff hired, summer program pre and post assessment results
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<b>Goal Applies to:</b>	Schools: Barrett Ranch, Heritage Oak, Quail Glen, Creekview Ranch and LEA wide Applicable Pupil Subgroups: All students including district and school site identified subgroups ( English Learners, Socioeconomically Disadvantaged and Student with Disabilities) as well as Homeless and District Foster Youth
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**LCAP Year 1: 2015-16**

<b>Expected Annual Measurable Outcomes:</b>	Increased time and opportunity to learn will provide a more level playing field for all of our students resulting in successful matriculation to the next grade level as measured by a decrease in retention rates of 1% per year including subgroups.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.a Minimize combination classes.	LEA wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salaries and benefits to minimize combination classes at grade K Supplemental 204,049
1.b Maintain or decrease pupil to teacher ratio.	LEA wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salaries and benefits to maintain K-3 FTE staffing Base 10,969,937 Salaries and benefits to maintain 32:1 teacher/student ratio in grades 4 and 5 Supplemental 223,005 Salaries and Benefits to reduce at 32:1 teacher/student ratio in grades 6-8 Supplemental 431,169 Salaries and benefits for 4-8 staffing Base 11,618,161
1.c Maintain or increase TK program.	Coyote Ridge and Antelope Meadows	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salaries and benefits to maintain TK staff at 6.0 FTE Base 598,360 Textbooks and instructional materials for TK program Base 6,000
1.d Maintain additional support to schools sites for EL's, SED's, and Homeless and Foster Youth programs.	All	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Homeless	Salary and benefits for Psychologists, and Health Services staff to provide additional support to identified students in need Supplemental 178,614 Salary and benefits for Ed Services staff to provide additional site support Supplemental 4,370 Material & Supplies Supplemental 5,000
1.e Maintain instructional support for Extended-day Kinder programs.	HO, QG, BR, CVR	<input checked="" type="checkbox"/> All OR:	Salaries and benefits for an hour of Instructional Assistant support in the Extended-day Kinder

		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	classrooms to assist the classroom teachers with delivery of extended program Supplemental 81,812
1.f Maintain summer program for low income and at risk Kindergartners.	All	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Students with Disabilities and At Risk Kinder students	Salaries and benefits for staff to develop and coordinate summer program for Kindergartners Title I 10,000 Salaries and benefits for Ed Services staff to monitor, supervise, and evaluate summer program and staff Supplemental 13,813 Materials and Supplies Supplemental 10,000
1.g Plan and implement a summer program to support identified students with additional time to learn.	All	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Homeless	Salaries and benefits for Ed Services staff and TOA's to plan and implement a summer program for identified students Supplemental 48,893 Salaries and benefits for teachers to plan and teach summer program Supplemental 10,000 Materials and Supplies for summer program Title I 3,500 Materials and Supplies for summer program Title III 2,000

**LCAP Year 2: 2016-17**

Expected Annual Measurable Outcomes:	Increased time and opportunity to learn will provide a more level playing field for all of our students resulting in successful matriculation to the next grade level as measured by a decrease in retention rates of 1% per year including subgroups.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.a Minimize combination classes.	LEA wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salaries and benefits to minimize combination classes at grades K Supplemental 207,849
1.b Maintain or decrease pupil to teacher ratio.	LEA wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salaries and benefits to maintain K-3 FTE staffing Base 11,034,036 Salaries and benefits to maintain 30:1 teacher/student ratio in grades 4 and 5 Supplemental 407,278 Salaries and Benefits to maintain at 32:1 teacher/student ratio in grades 6-8 Supplemental 619,293 Salaries and benefits for 4-8 staff Base 11,034,036
1.c Maintain or increase TK program.	Coyote Ridge and Antelope Meadows	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salaries and benefits to maintain TK staff at 6.0 FTE Base 607,378 Textbooks and instructional materials for TK program Base 6,000
1.d Maintain additional support to schools sites for EL's, SED's, and Homeless and Foster Youth programs.	All	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners	Salary and benefits for Psychologists, Health Services staff to provide additional services to identified students in need Supplemental 188,358 Salary and benefits for Ed Services staff to provide additional services to identified students in need Supplemental 4,675

		<input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Homeless	Material & Supplies Supplemental 5,000
1.e Maintain instructional support for Extended-day Kinder programs.	HO, QG, BR, CVR	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salaries and benefits to maintain an hour of Instructional Assistant support in the all day Kinder classes to assist the classroom teachers with delivery of extended program Supplemental 83,971
1.f Maintain summer program for low income and at risk Kindergartners.	All	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Students with disabilities	Salary and benefits for staff to develop and coordinate summer program for Kindergartners Title I 12,000 Salaries and benefits for Ed Services staff to monitor, supervise, and evaluate summer program and staff Supplemental 14,068 Materials and supplies Supplemental 10,000
1.g Maintain a summer program to support identified students with additional time to learn.	All	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Homeless	Salaries and benefits for Ed Services staff and TOA's to plan and implement a summer program for identified students Supplemental 51,365 Salaries and benefits for teachers to plan and teach summer program Supplemental 10,000 Materials and supplies Title I 3,500 Materials and Supplies Title III 2,500

**LCAP Year 3: 2017-2018**

Expected Annual Measurable Outcomes:	Increased time and opportunity to learn will provide a more level playing field for all of our students resulting in successful matriculation to the next grade level as measured by a decrease in retention rates of 1% per year including subgroups.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.a Minimize combination classes.	LEA wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salaries and benefits to minimize combination classes at grades K Supplemental 225,385
1.b Maintain or decrease pupil to teacher ratio.	LEA wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salaries and benefits to maintain K-3 FTE staffing Base 11,608,792 Salaries and benefits to maintain 30:1 teacher/student ratio in grades 4 and 5 Supplemental 429,072 Salaries and Benefits to reduce at 30:1 teacher/student ratio in grades 6-8 Supplemental 658,241 Salaries and benefits for 4-8 staff Base 10,992,396
1.c Maintain or increase TK program.	Coyote Ridge and Antelope Meadows	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salaries and benefits to maintain TK staff at 6.0 FTE Base 616,396 Textbooks and instructional materials for TK program Base 6,000

1.d Maintain additional support to schools sites for EL's, SED's, and Homeless and Foster Youth programs.	All	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Homeless	Salary and benefits for Psychologists, Health Services staff to provide additional services to identified students in need Supplemental 205,960 Salary and benefits for Ed Services staff to provide additional services to identified students in need Supplemental 4,769 Material & Supplies Supplemental 5,000
1.e Maintain instructional support for Extended-day Kinder programs.	HO, QG, BR, CVR	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salaries and benefits to maintain an hour of Instructional Assistant support in the all day Kinder classes to assist the classroom teachers with delivery of extended program Supplemental 89,209
1.f Maintain summer program for low income and at risk Kindergartners.	All	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Students with disabilities	Salary and benefits for staff to develop and coordinate summer program for Kindergartners Title I 12,000 Salaries and benefits for Ed Services staff to monitor, supervise, and evaluate summer program and staff Supplemental 15,257 Materials and supplies Supplemental 10,000
1.g Maintain a summer program to support identified students with additional time to learn.	All	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Homeless	Salaries and benefits for Ed Services staff and TOA's to plan and implement a summer program for identified students Supplemental 54,555 Salaries and benefits for teachers to plan and teach summer program Supplemental 5,000 Materials and Supplies Title I 3,500 Materials and Supplies for summer program Title III 2,500

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



GOAL 2:	Increase access to curricular content.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify	
Identified Need :	Need: Additional school support for identified subgroups  Metric: CELDT and local assessment results, training logs, technology survey results, GATE survey results			
Goal Applies to:	Schools:	LEA wide with particular emphasis on ACMS, AM, BR, CVR, and OG		
	Applicable Pupil Subgroups:	English Learners, Socioeconomically Disadvantaged, Student with Disabilities, Homeless students, District Foster Youth and District Identified GATE students.		
<b>LCAP Year 1: 2015-16</b>				
Expected Annual Measurable Outcomes:	EL's, SED's, Foster Youth and other identified student subgroups will increase proficiency levels by 2% of new baseline on identified local assessments which will be implemented in the 2014-2015 school year. Continue to meet AMAO goals 1 and 2 and improve our AMAO goal 3. Since these are based on CST scores and the test is changing we will need to start with a new baseline and set targeted goals accordingly. Increase by 1% our reclassification rate.			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
2.a Provide teachers and students with technology tools and access to enhance and support appropriate curriculum. (K-8)	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salary and benefits for Educational Services staff to oversee and coordinate the research, planning, and execution in conjunction with the Technology department Base 20,638 Salaries and benefits for teacher stipend positions (TAC) to continue support and roll out efforts across the district Base 10,728 Materials and supplies/ additional devices if funding available (State Tech grant/Common Core funding or other funding source TBD) Other TBD	
2.b Build teacher capacity to teach ELD effectively in tandem with ELA.	All	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salaries and benefits for Educational Services staff to oversee and coordinate continued training efforts Supplemental 45,373 Materials and supplies Title III 2,000 Staff development support Supplemental 5,000	
2.c Utilize ELD profiles to monitor student access to ELA standards.	All	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salaries and benefits for Educational Services staff to oversee, coordinate, and model the implementation and proper use of the ELD profiles Supplemental 45,373	
2.d Increase opportunities for advanced course work.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salary and benefits for staff to oversee and coordinate advanced coursework development in grades 2-8 through the GATE Academy in grades 2-5 and the Honors Pathways Program in grades 6-8 Base 10,240 Sub costs for teacher teams to collaborate in the development of curricula, pacing, program components, criteria and articulation among grade levels Base 4,000 Materials and supplies Base 2,000	

			Professional Development/Consultant Fees Base 10,000
2.e Maintain or increase EL/Reading teacher specialists to address the specific needs at schools within the district.	ACMS, AM, BR, OL, CVR	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salary and benefits for the 6.0 FTE EL/Reading teachers to support EL and SED identified students specifically in reading targeting vocabulary, comprehension and writing Supplemental 631,937
2.f For identified subgroups at indicated high EL, SED, and RFEP school sites, continue to provide intervention access in newly adopted Math program and supplemental materials for support in Reading.	School wide at ACMS, AM, BR, OL, CVR, CR	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salary and benefits for Educational Services staff to oversee and coordinate resources and personnel to support the identified groups at each school site Supplemental 45,373 Materials and supplies Supplemental 2,000 Staff development support Supplemental 5,000 Support staff salaries and benefits for (IA's) at Olive Grove and ACMS Supplemental 2,825
2.g Continue to train EL teacher specialists in ELD strategies and to develop and design programs that meet the needs of English Learners based on specific school site needs.	School wide at ACMS, AM, BR, OL, CVR, CR	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salary and benefits for Educational Services staff to oversee and coordinate regular monthly meetings to address the improvement of our program, research strategies and resources and build teachers' overall expertise in serving our English Learners Supplemental 9,627 Materials and supplies, consultants Title III 3,000 Staff development support Supplemental 5,000 Assessment preparation and parent information Supplemental 2,000
2.h Provide GLAD training for grades 6-8 across the district and new K-5 teachers as needed. Provide GLAD refresher training for schools that request it.	All	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salary and benefits for staff to oversee the planning and implementation of the GLAD training across the district. Supplemental 9,627 Materials and Supplies Supplemental 5,000 Consultant contract and fees Title III 30,000 Substitutes costs for teaching participating in GLAD training Supplemental 35,000

**LCAP Year 2: 2016-17**

Expected Annual Measurable Outcomes:	EL's, SED's, Foster Youth and other identified student subgroups will increase proficiency levels by 2% of new baseline on identified local assessments which will be implemented in the 2014-2015 school year. Continue to meet AMAO goals 1 and 2 and improve our AMAO goal 3. Since these are based on CST scores and the test is changing we will need to start with a new baseline and set targeted goals accordingly. Increase by 1% our reclassification rate.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.a Provide teachers and students with technology tools and access to enhance and support appropriate curriculum. (K-8)	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salaries and benefits for Educational Services staff to oversee and coordinate the research, planning and execution in conjunction with the Technology department Base 19,720 Salaries and benefits for teacher stipend positions (TAC) to continue support and roll out efforts across the district Base 11,108 Materials and supplies/ additional devices if funding available (State Tech grant/Common Core funding or other funding TBD) Other TBD
2.b Continue to build teacher capacity to teach ELD effectively in tandem with ELA.	All	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salaries and benefits for Educational Services staff to oversee and coordinate continued training efforts Supplemental 46,690 Materials and supplies Title III 2,500 Staff development support Supplemental 2,500

<p>2.c Utilize ELD profiles to monitor student access to ELA standards.</p>	<p>All</p>	<p><input type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Salaries and benefits for Educational Services staff to oversee and coordinate implementation and proper use of the ELD profiles Supplemental 46,690</p>
<p>2.d Increase opportunities for advanced course work.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Salaries and benefits to oversee and coordinate ongoing and strong advanced programs K-8 (GATE, Honors Pathway) Base 11,789  Sub costs for teacher teams to collaborate in the ongoing improvement of curricula, pacing, program components, criteria and articulation across grade levels Base 4,000  Materials and supplies Base 2,000  Professional Development/Consultant Fees Base 10,000</p>
<p>2.e Maintain or increase EL/Reading teacher specialists to address the specific needs at schools within the district.</p>	<p>ACMS, AM, BR, OL, CVR</p>	<p><input type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Salary and benefits to maintain 6.0 FTE EL/Reading teachers to support EL and SED identified students specifically in reading targeting vocabulary, comprehension and writing Supplemental 647,867</p>
<p>2.f For identified subgroups at indicated high EL, SED, and RFEP school sites to provide support in newly adopted reading programs.</p>	<p>School wide at ACMS, AM, BR, OL, CVR, CR</p>	<p><input type="checkbox"/> All  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Salaries and benefits for Educational Services staff to oversee and coordinate resources and personnel to support the identified groups at each school site Supplemental 46,690  Materials and supplies  Supplemental 5,000  Staff development support Supplemental 2,000  Staff development support Title III 5,000  Support staff salaries and benefits for (IA's) at Olive Grove and ACMS Supplemental 2,859</p>
<p>2.g Continue to train EL teacher specialists in ELD strategies and to develop and design programs that meet the needs of English Learners based on specific school site needs</p>	<p>School wide at ACMS,AM,BR,OL, CVR</p>	<p><input type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Salary and benefits for Educational Services staff to oversee and coordinate regular monthly meetings to address improvement of our program, research strategies and resources and build teachers' overall expertise in serving our English Learners Supplemental 10,617  Materials and supplies Title III 2,000  Staff development support Supplemental 5,000  Assessment preparation and parent information Supplemental 6,061</p>
<p>2.h Continue to provide GLAD training for grades 6-8 across the district and new K-5 teachers as needed. Provide GLAD refresher training for schools that request it.</p>	<p>All</p>	<p><input type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Salary and benefits for staff to oversee the planning and implementation of the GLAD training across the district. Supplemental 10,617  Materials and Supplies Supplemental 5,000  Consultant contract and fees Title III 20,000  Substitute costs for teachers participating in GLAD training Supplemental 30,000</p>
		<p><input type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	

## LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	EL's, SED's, Foster Youth and other identified student subgroups will increase proficiency levels by 2% of new baseline on identified local assessments which will be implemented in the 2014-2015 school year. Continue to meet AMAO goals 1 and 2 and improve our AMAO goal 3. Since these are based on CST scores and the test is changing we will need to start with a new baseline and set targeted goals accordingly. Increase by 1% our reclassification rate.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.a Provide teachers and students with technology tools and access to enhance and support appropriate curriculum. (K-8)	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salaries and benefits for Educational Services staff to oversee and coordinate the research, planning and execution in conjunction with the Technology department Base 16,381 Salaries and benefits for teacher stipend positions (TAC) to continue support and roll out efforts across the district Base 11,242 Materials and supplies/ additional devices if funding available (State Tech grant/Common Core funding or other funding TBD) Other TBD
2.b Continue to build teacher capacity to teach ELD effectively in tandem with ELA.	All	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salaries and benefits for Educational Services staff to oversee and coordinate continued training efforts Supplemental 50,636 Materials and supplies Title III 2,000 Staff development support Supplemental 2,000
2.c Utilize ELD profiles to monitor student access to ELA standards.	All	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salaries and benefits for Educational Services staff to oversee and coordinate implementation and proper use of the ELD profiles Supplemental 50,636
2.d Increase opportunities for advanced course work.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salaries and benefits to oversee and coordinate ongoing and strong advanced programs K-8 (GATE, Honors Pathway) Base 12,584 Sub costs for teacher teams to collaborate in the ongoing improvement of curricula, pacing, program components, criteria and articulation across grade levels Base 4,000 Materials and supplies Base 2,000 Professional Development/Consultant Fee Base 10,000
2.e Maintain or increase EL/Reading teacher specialists to address the specific needs at schools within the district.	School wide at ACMS, AM, BR, OL, CVR, CR	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salary and benefits to maintain 6.0 FTE EL/Reading teachers to support EL and SED identified students specifically in reading targeting vocabulary, comprehension and writing Supplemental 684,354
2.f For identified subgroups at indicated high EL, SED and RFEP school sites to provide continued support in newly adopted reading programs.	ACMS, AM, BR, OL, CVR	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salaries and benefits for Educational Services staff to oversee and coordinate resources and personnel to support the identified groups at each school site Supplemental 50,636 Materials and supplies Title III 5,000 Staff development support Supplemental 2,500 Staff development/Consultant support Title III 2,500 Support staff salaries and benefits for (IA's) at Olive Grove and ACMS Supplemental 2,995
2.g Continue to train EL teacher specialists in ELD strategies and to develop and design	Schoolwide at	<input type="checkbox"/> All	Salary and benefits for Educational Services staff to oversee and coordinate regular monthly

<p>programs that meet the needs of English Learners based on specific school site needs.</p>	<p>ACMS,AM,BR,OL , CVR</p>	<p>OR:  <input type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>meetings to address improvement of our program, research strategies and resources and build teachers' overall expertise in serving our English Learners Supplemental 11,183                  Materials and supplies Title III 2,500                  Staff development support Supplemental 5,000                  Assessment preparation and parent information Supplemental 5,000</p>
<p>2.h Continue to provide GLAD training for grades K-8 across the district as needed.</p>	<p>All</p>	<p><input type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Salary and benefits for staff to oversee the planning and implementation of the GLAD training across the district. Supplemental 11,183                  Materials and Supplies Supplemental 5,000                  Consultant and fees Title III 10,000                  Substitutes costs for teachers participating in GLAD training Supplemental 20,000</p>
		<p><input type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	

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

GOAL 3:	Maintain safe and orderly schools with positive school climate.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/>  COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/>  Local : Specify
Identified Need :	Need: Safe Schools and Facilities in Good Repair, Additional Counselor support to assist with positive school climate  Metric: Attendance reports, Suspension/Expulsion data, facilities maintenance reports, school and district surveys		
Goal Applies to:	Schools:	LEA wide	Applicable Pupil Subgroups: All students
<b>LCAP Year 1: 2015-16</b>			
Expected Annual Measurable Outcomes:	Facilities will be safe and conducive to learning. Maintain high levels of facilities inspection as measured by the District's Facilities Inspection Tool (FIT). Scores for all school sites will maintain or increase to "good" status Reduced incidents of bullying reported by students and parents and increase positive school climate as reported on parent/student surveys. Additional focus on student engagement strategies and any identified school site climate issues will ensure that more students will be in school on a regular basis. Maintain or improve attendance rates above 97% district wide. Decrease chronic absence rates by 1%. Decrease suspension rates by 1%. Maintain expulsion rates below 1%.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.a Maintain or increase Counselor support LEA wide to support students with additional academic, social/emotional and behavioral needs.	LEA wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salary and benefits for school counselor time to support students with additional academic, social/emotional, and behavioral needs. Supplemental 274,813
3.b Monitor daily attendance at each school site. Incentive ideas, not monetary in value, will be created and distributed to school sites to recognize student attendance.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salary and benefits for district liaison for attendance to oversee and coordinate attendance, suspension and expulsion data. Liaison will track these by subgroup and monitor patterns. Supplemental 850
3.c Train Staff and Administration on strategies and best practices to keep Foster and Homeless students in school.	All	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) Homeless	Salary and benefits for district liaison for attendance to train staff Supplemental 850
3.d Support the development and administration of school site surveys to monitor and evaluate climate and culture in our schools. All school surveys will include anti-bullying and school connectedness questions to analyze trends and identify areas of need.	LEA wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salary and benefits for district liaison for attendance to assist with administration and data analysis of parent surveys at all school sites. Supplemental 850

3.e Maintain a highly responsive and pro-active facilities maintenance plan using the latest technologies and strategies to insure building and program sustainability.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Use Routine Restricted Maintenance funds as needed to keep school facilities in good repair and utilize information from FIT as indicated by the data Base 1,673,000
3.f Leverage available fiscal and intellectual resources to capitalize on current and prospective building programs.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salaries and benefits of district staff to monitor and oversee building programs Base 10,954
3.g Update the District's Facilities Master Plan to adjust for the recent and future demographic changes.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salaries and benefits of district staff to monitor demographic changes that would impact the Facilities Master Plan Base 10,954
3.h Track attendance and expulsions by subgroup and monitor patterns.	All	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Homeless	Salary and benefits for district attendance liaison to monitor and coordinate the attendance, suspension and expulsion data of subgroups Supplemental 850 Materials and supplies Title I 1,000
3.i Facilitate the prompt transfer of student records and link children to services to enhance educational prospects for foster youth.	All	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salary and benefits for district Foster Youth liaison to facilitate student records transfer Supplemental 850
3.j Maintain or expand PBIS across the district.	HO, BR, ACMS CVR, OL, and AM with other sites TBD	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salary and benefits for district PBIS coordinator to oversee and coordinate program and possible program expansion to other school sites Supplemental 2,324 Program MOU with PCOE (District contribution) Supplemental 3,000 Site funds to support PBIS Other 3,000
3.k Continue to share information with Foster Youth Care Providers regarding available training that addresses education issues for children in Foster Care.	All	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salary and benefits for district Foster Youth liaison to ensure available training opportunities for care providers Supplemental 2,324

## LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	Facilities will be safe and conducive to learning. Maintain high levels of facilities inspection as measured by the District's Facilities Inspection Tool (FIT). Scores for all school sites will maintain or increase to "good" status Reduced incidents of bullying reported by students and parents and increase positive school climate as reported on parent/student surveys. Additional focus on student engagement strategies and any identified school site climate issues will ensure that more students will be in school on a regular basis. Maintain or improve attendance rates above 97% district wide. Decrease chronic absence rates by 1%. Decrease suspension rates by 1%. Maintain expulsion rates below 1%.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.a Maintain or increase Counselor support LEA wide to support students with additional academic, social/emotional and behavioral needs.	LEA wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salary and benefits for school counselor time to support students with additional academic, social/emotional, and behavioral needs. Supplemental 286,963
3.b Monitor daily attendance at each school site. Incentive ideas, not monetary in value, will be created and distributed to school sites to recognize student attendance.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salary and benefits for district liaison for attendance to oversee and coordinate attendance, suspension and expulsion data. Liaison will track these by subgroup and monitor patterns. Supplemental 756 Materials and supplies for incentive program Base 5,000
3.c Train Staff and Administration on strategies and best practices to keep Foster and Homeless students in school.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salary and benefits for district liaison for attendance to provide training to staff Supplemental 756
3.d Support the development and administration of school site surveys to monitor and evaluate climate and culture in our schools. All school surveys will include anti-bullying and school connectedness questions to analyze trends and identify areas of need.	LEA wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salary and benefits for district liaison for attendance to assist with administration of parent surveys at all school sites. Supplemental 756
3.e Maintain and support District facilities at high levels.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Use Routine Restricted Maintenance Funds as needed to keep school facilities in good repair and utilize information form FIT as indicated by the data Base 1,723,190
3.f Leverage available fiscal and intellectual resources to capitalize on current and prospective building programs.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salaries and benefits of district staff to monitor and oversee building programs Base 11,694



3.g Update the District's Facilities Master Plan to adjust for the recent and future demographic changes.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salaries and benefits of district staff to monitor demographic changes that would impact the Facilities Master Plan Base 11,694
3.h Track attendance and expulsions by subgroups and monitor patterns.	All	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Homeless	Salary and benefits for district attendance liaison to oversee and monitor attendance and expulsion data review and analysis Supplemental 756 Materials and supplies Title I 1,000
3.i Facilitate the prompt transfer of student records and link children to services to enhance educational prospects for foster youth.	LEA wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salary and benefits for district Foster Youth liaison to facilitate student records transfer Supplemental 756
3.j Maintain or expand PBIS across the district.	HO,BR,CVR, AM, ACMS, and OL	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) Identified students at risk	Salary and benefits for district PBIS coordinator to oversee and coordinate program and possible expansion to other school sites across the district Supplemental 2,230 Program MOU with PCOE (District contribution) Supplemental 3,000 Site support of PBIS Other 3,000
3.k Continue to share information with Foster Youth Care Providers regarding available training that addresses education issues for children in Foster Care.	LEA wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salary and benefits for district Foster Youth liaison to ensure available training opportunities for care providers Supplemental 2,230

**LCAP Year 3: 2017-2018**

Expected Annual Measurable Outcomes:	Facilities will be safe and conducive to learning. Maintain high levels of facilities inspection as measured by the District's Facilities Inspection Tool (FIT). Scores for all school sites will maintain or increase to "good" status Reduced incidents of bullying reported by students and parents and increase positive school climate as reported on parent/student surveys. Additional focus on student engagement strategies and any identified school site climate issues will ensure that more students will be in school on a regular basis. Maintain or improve attendance rates above 97% district wide. Decrease chronic absence rates by 1%. Decrease suspension rates by 1%. Maintain expulsion rates below 1%.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.a Maintain or increase Counselor support LEA wide to support students with additional academic, social/emotional and behavioral needs.	LEA wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salary and benefits for school counselor time to support students with additional academic, social/emotional, and behavioral needs Supplemental 306,306

3.b Monitor daily attendance at each school site. Incentive ideas, not monetary in value, will be created and distributed to school sites to recognize student attendance.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salary and benefits for district liaison for attendance to oversee and coordinate attendance, suspension and expulsion data. Liaison will track these by subgroup and monitor patterns. Supplemental 850 Materials and supplies for incentive program Base 5,000
3.c Train Staff and Administration on strategies and best practices to keep Foster and Homeless students in school.	All	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) Homeless	Salary and benefits for district liaison for attendance to provide training to staff Supplemental 850
3.d Support the development and administration of school site surveys to monitor and evaluate climate and culture in our schools. All school surveys will include anti-bullying and school connectedness questions to analyze trends and identify areas of need.	LEA wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) Homeless	Salary and benefits for district liaison for attendance to assist with administration of parent surveys at all school sites. Supplemental 850
3.e Maintain and support District facilities at high levels.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Use Routine Restricted Maintenance Funds as needed to keep school facilities in good repair and utilize information form FIT as indicated by the data Base 1,774,886
3.f Leverage available fiscal and intellectual resources to capitalize on current and prospective building programs.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salaries and benefits of district staff to monitor and oversee building programs Base 12,484
3.g Update the District's Facilities Master Plan to adjust for the recent and future demographic changes.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salaries and benefits of district staff to monitor demographic changes that would impact the Facilities Master Plan Base 12,484
3.h Track attendance and expulsions by subgroups and monitor patterns.	LEA wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Homeless	Salary and benefits fro district attendance liaison to oversee and monitor attendance and expulsion data review and analysis Supplemental 850 Materials and supplies Title I 1,000
3.i Facilitate the prompt transfer of student records and link children to services to enhance	LEA wide	<input type="checkbox"/> All	Salary and benefits for district Foster Youth liaison to facilitate student records transfer Supplemental

<p>educational prospects for foster youth.</p>		<p>OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>850</p>
<p>3.j Maintain or expand PBIS across the district.</p>	<p>ACMS, AM, BR, CVR, HO, and OL with other sites TBD</p>	<p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)  <u>Identified students at risk</u></p>	<p>Salary and benefits for district PBIS coordinator to oversee and coordinate program and possible expansion to other school sites across the district Supplemental 2,324  <hr/> Program MOU with PCOE Supplemental 3,000  <hr/> Site support of PBIS Other 3,000</p>
<p>3.k Continue to share information with Foster Youth Care Providers regarding available training that addresses education issues for children in Foster Care.</p>	<p>LEA wide</p>	<p><input type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Salary and benefits for district Foster Youth liaison to ensure available training opportunities for care providers Supplemental 2,324</p>

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

<b>GOAL 4:</b>	Increase teacher effectiveness and student performance.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
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<b>Identified Need :</b>	Need: Fully-aligned Common Core Instruction and instructional materials High quality Professional Development Effective and Accessible Technology Resources for staff 100% Highly qualified staff  Metrics: Professional Development plans, sign in sheets and PD survey feedback, local assessment measures reported to the Board of Trustees, CAASPP results when available, Williams Act Board approved Resolution, textbook adoptions, percentage of HQT, teacher technology usage survey results (Bryte Bites).
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<b>Goal Applies to:</b>	Schools: <input type="checkbox"/> LEA wide Applicable Pupil Subgroups: <input type="checkbox"/> All students
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**LCAP Year 1: 2015-16**

<b>Expected Annual Measurable Outcomes:</b>	Once baseline data is collected, student achievement rates on state and district performance measures will increase by 2% for all students on all assessed content areas. Proficient or advanced results in teacher knowledge and usage of educational technology in the classroom as evidenced on district technology survey, Bryte Bites. Positive staff survey results on the effectiveness of professional development offerings in the district. Evidence of implementation of standards (CCSS, NGSS, ELD) based on administrator observations. Maintain HQT rates at 100%. Maintain Sufficient instructional materials for every student as identified in the District's adopted Resolution of Sufficiency of Materials on an annual basis.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4.a Design and deliver District Professional Development to support staff on the implementation of the state standards at each grade level and to provide specific lesson strategies to support our English Learners, Foster Youth and Low income students.	LEA wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salary and benefits for Educational Services staff to oversee and coordinate the content, delivery method and execution of district staff development to implement new standards Base 28,810 Sub costs for teacher leaders/Cadre to support with staff development plans Supplemental 60,000 Materials and supplies, implementation of Professional Development Plan Title I 5,000 Salaries and benefits for instructional professional development and related travel Supplemental 100,000 Material & Supplies Supplemental 15,000
4.b Maintain curriculum and assessment teams to design fully aligned lessons, units and assessments by grade level and content area.	LEA wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salaries and benefits for Educational Services staff to oversee and coordinate curriculum and assessment development Base 10,240 Contract costs to implement new student performance data management system Base 45,000 Substitutes for teacher planning teams in the development of aligned lessons, units, pacing guides and assessments Supplemental 40,000 Materials & supplies Supplemental 5,000
4.c Continue to facilitate Google training as needed at all grade levels and support the implementation of Chromebooks and iPads in the TK-8 classrooms	LEA wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salary and benefits for Educational Services Staff to plan and implement Google and iPad training as needed Base 10,391 Salary and benefits for Technology Services Staff to support the Chromebook implementation at school sites as needed Supplemental 63,886
4.d Continue to support classroom teachers with common core instructional coaches, demonstration lessons, and time to reflect and debrief on practices to improve student	LEA wide	<input checked="" type="checkbox"/> All OR:	Salary and benefits for Educational Services oversight and coordination to sustain the coaching model Base 9,529

performance.		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salary and benefits for Teachers on Assignment (TOA) for coaching, debrief, and planning and to directly support the classroom teachers with the implementation of the new standards Supplemental 45,373 Materials, supplies, and professional development to support the coaching process Title II 3,000 Materials & supplies to support Teachers on Assignment Supplemental 3,000
4.e Provide training options that maximize teacher time in the classroom that includes but is not limited to: the District Teacher Resource Page, Tutorials, Google Docs sharing, Google Education online courses, District Staff Development days, summer training, after school courses offered by the District and other relevant training as determined by needs.	LEA wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salary and benefits for Educational Services staff to create and sustain various opportunities for teacher professional development Base 21,319 After school and summer training costs for teachers, materials and supplies. etc. Supplemental 30,000
4.f Review ELA Framework. Review, pilot and adopt CORE Literature selections. Review and pilot ELA materials if they become available in spring of 2015-2016.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salary and benefits for Educational Services staff for oversight and coordination of pilot process, parent review, Board adoption and purchasing of ELA materials Base 9,529 Piloting and Adoption Costs Base 948,400 Instructional materials purchase (Lottery IM) Lottery 166,611
4.g Maintain Library/Media Tech Services to support use of various tech devices as learning tools.	LEA wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salary and benefits to maintain hours for Library/Media Techs to provide technology support to students and teachers Supplemental 97,299 Training and support provided by Educational Services Base 151
4.h Attract, recruit, and retain highly qualified staff.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salary and benefits of HR staff to advertise, recruit qualified candidates for interviews and maintain highly qualified employed staff Base 57,188 New Teacher Induction Program and district coaches stipends Title II 65,000
4.i Provide ongoing, targeted and sustained professional development for the EL and Reading teacher specialist to support their effectiveness in working with identified students in need.	ACMS, AM, BR, OL and CVR	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Low performing	Salary and benefits for Educational Services staff to oversee and coordinate specialized professional Development for the EL/Reading specialists Supplemental 9,627 Materials, supplies, on-line resources Supplemental 39,451 Staff development support Supplemental 10,000
4.j Continue to support classroom teachers with an EL instructional coach, demonstration lessons, and time to debrief and reflect on practices to improve student performance	All	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salary and benefits for Educational Services staff to oversee and coordinate EL/Reading specialists coaching of teachers ELD strategies Supplemental 9,627 Materials and supplies, training Title III 2,000 Subs for classroom teacher to participate in coaching opportunities Supplemental 10,000
4.k Continue to provide ongoing support and professional development in ELD, SDAIE, GLAD and other effective strategies to support English Learners as well as RFEP's..	ACMS, AM, BR, OL, CVR	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	Salaries and benefits for Educational Services staff to oversee and coordinate "refresher" sessions in the area of GLAD, ELD and SDAIE for our classroom teachers Supplemental 9,627 Contracts/consultants Supplemental 10,000

		<input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Materials and supplies Title III 2,000 Staff development support Supplemental 10,000
4.l Continue to administer CELDT and monitor scores to determine areas in need of improvement.	All	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salaries and benefits for Educational Services staff to oversee and coordinate CELDT testing, data analysis and improvement plans Supplemental 9,627 Materials and supplies Supplemental 500
4.m Continue to offer the AVID program in the district and monitor for effectiveness at each site. Since most of our feeder high schools have discontinued the AVID program, our eighth grade students will no longer have AVID as a course option when they enter high school. It will be important to consider whether or not our district finds value in the program even without articulation to the schools. If it is determined that the program elements can be incorporated into a district developed College and Career Ready exploratory course, the AVID teachers will help to create that course and the district will facilitate the work. The course outline will be presented to the board for approval.	All	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salaries and benefits for Educational Services Director of AVID program at ACMD, CVR, and SMS to monitor AVID program effectiveness Base 151 Maintain program requirements Title I 15,000

**LCAP Year 2: 2016-17**

Expected Annual Measurable Outcomes:	Once baseline data is collected, student achievement rates on state and district performance measures will increase by 2% for all students on all assessed content areas. Proficient or advanced results in teacher knowledge and usage of educational technology in the classroom as evidenced on district technology survey, Bryte Bites. Positive staff survey results on the effectiveness of professional development offerings in the district. Evidence of implementation of standards (CCSS, NGSS, ELD) based on administrator observations. Maintain HQT rates at 100%. Maintain Sufficient instructional materials for every student as identified in the District's adopted Resolution of Sufficiency of Materials on an annual basis.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4.a Design and deliver District Professional Development to support staff on the implementation of the state standards at each grade level and to provide specific lesson strategies to support our English Learners, Foster Youth and Low income students.	LEA wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salary and benefits for Educational Services staff to oversee and coordinate the content, delivery method and execution of district staff development to implement the new standards Base 20,732 Substitute costs for teacher leaders/Cadre to support with staff development plans Supplemental 60,000 Materials and supplies, implementation of Professional Development Plan Title I 10,000
4.b Maintain curriculum and assessment teams to design fully aligned lessons, units and assessments by grade level and content area.	LEA wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salary and benefits for Educational Services staff to oversee and coordinate curriculum and assessment development Base 11,789 Contract costs to implement new student performance data management system Base 45,000 Substitutes for teacher planning teams to develop aligned lessons, units, pacing guides and assessments. Supplemental 42,000
4.c Continue to facilitate Google training as needed at all grade levels and support the implementation of Chromebooks and iPads in the TK-8 classrooms.	LEA wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salary and benefits for Educational Services Staff to plan and implement Google and iPad training as needed Base 11,283 Salary and benefits for Technology Services Staff to support the Chromebook implementation at school sites as needed Supplemental 65,068

<p>4.d Continue to support classroom teachers with a common core instructional coach, demonstration lessons and time to reflect and debrief on practices to improve student performance.</p>	<p>LEA wide</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Salary and benefits for Educational Services oversight and coordination to sustain the coaching model Base 10,777                  Salary and benefits for Teachers on Assignment (TOA) for coaching, debrief, and planning and to directly support the classroom teachers with the implementation of the new standards Supplemental 180,147                  Materials, supplies and professional development to support the coaching process Title II 3,000</p>
<p>4.e Provide training options that maximize teacher time in the classroom that includes but is not limited to: the District Teacher Resource Page, Tutorials, Google Docs sharing, Google Education online courses, District Staff Development days, summer training, after school courses offered by the District and other relevant training as determined by needs.</p>	<p>LEA wide</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Salary and benefits for Educational Services staff to create and sustain various opportunities for teacher professional development that includes but is not limited to: District Teacher Resource Page, Tutorials, Google Docs sharing, Google Education online course and other relevant online training as determined Base 18,884                  After school and summer training costs for teachers, materials and supplies. etc. Supplemental 30,000</p>
<p>4.f Provide training and support on newly purchased and adopted ELA instructional materials.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Salary and benefits for Educational Services staff for oversight and coordination of publisher training on newly adopted ELA instructional materials Base 9,119                  Instructional materials purchase Base 1,021,115                  Instructional materials purchase (Lottery IM) Lottery 149,661                  Staff Development Supplemental 20,000</p>
<p>4.g Maintain Library/Media Tech services to support use of tech devices as learning tools.</p>	<p>LEA wide</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Salaries and benefits to maintain hours for Library/Media Techs to provide technology support to students and teachers Supplemental 100,953                  Training and support provided by Educational Services Base 149</p>
<p>4.h Attract, recruit, and retain highly qualified staff.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Salary and benefits for HR staff to advertise, recruit qualified candidates and maintain highly qualified employed staff Base 80,679                  New Teacher Induction Program and district coaches stipends Title II 60,000</p>
<p>4.i Provide continued, targeted and sustained professional development for the EL and Reading teacher specialists to support their effectiveness in working with identified students in need.</p>	<p>ACMS, AM, BR, OL, and CVR</p>	<p><input type="checkbox"/> All                  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups: (Specify)                  Low performing</p>	<p>Salary and benefits for Educational Services staff to oversee and coordinate specialized professional development for newly hired EL/Reading specialists Supplemental 10,617                  Materials and supplies, on-line resources Supplemental 5,933                  Staff development support Supplemental 10,000</p>
<p>4.j Continue to support classroom teachers with an EL instructional coach, demonstration lessons and time to reflect and debrief on practices to improve student performance.</p>	<p>All</p>	<p><input type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Salary and benefits for Educational Services to oversee and coordinate EL/Reading specialist coaching of teachers in ELD strategies Supplemental 10,617                  Materials and supplies Title III 2,000                  Professional development to support the coaching process Supplemental 10,000</p>

<p>4.k Continue to provide ongoing support and professional development in ELD, SDAIE, GLAD and other effective strategies to support English Learners as well as RFEP's.</p>	<p>All</p>	<p><input type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Salaries and benefits for Educational Services staff to oversee and coordinate "refresher" sessions in the area of GLAD, ELD and SDAIE for our classroom teachers Supplemental 10,617  Contracts/consultants Supplemental 10,000  Materials and supplies Title III 2,000  Staff Development support Supplemental 10,000</p>
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**LCAP Year 3: 2017-2018**

<p>Expected Annual Measurable Outcomes:</p>	<p>Once baseline data is collected, student achievement rates on state and district performance measures will increase by 2% for all students on all assessed content areas.  Proficient or advanced results in teacher knowledge and usage of educational technology in the classroom as evidenced on district technology survey, Bryte Bites.  Positive staff survey results on the effectiveness of professional development offerings in the district.  Evidence of implementation of standards (CCSS, NGSS, ELD) based on administrator observations.  Maintain HQT rates at 100%.  Maintain Sufficient instructional materials for every student as identified in the District's adopted Resolution of Sufficiency of Materials on an annual basis.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>4.a Design and deliver District Professional Development to support staff on the implementation of the state standards at each grade level and to provide specific lesson strategies to support our English Learners, Foster Youth and Low income students.</p>	<p>LEA wide</p>	<p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Salary and benefits for Educational Services staff to oversee and coordinate the content, delivery method and execution of district staff development to implement the new standards Base 17,461  Substitute costs for teacher leaders/Cadre to support with staff development plans Supplemental 60,000  Materials and supplies, implementation of Professional Development Plan Title I 5,000  Salaries and benefits for instructional professional development and related travel Supplemental 27,725</p>
<p>4.b Maintain curriculum and assessment teams to design fully aligned lessons, units and assessments by grade level and content area.</p>	<p>LEA wide</p>	<p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Salary and benefits for Educational Services staff to oversee and coordinate curriculum and assessment development Base 10,660  Contract costs to implement student performance data management system Base 45,000  Substitutes for teacher planning teams to develop aligned lessons, units, pacing guides and assessments. Supplemental 42,000</p>
<p>4.c Continue to facilitate Google training as needed at all grade levels and support the implementation of Chromebooks and iPads in the TK-8 classrooms</p>	<p>LEA wide</p>	<p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Salary and benefits for Educational Services Staff to plan and implement Google and iPad training as needed Base 10,819  Salary and benefits for Technology Services Staff to support the Chromebook implementation at school sites as needed Supplemental 67,476</p>
<p>4.d Continue to support classroom teachers with a common core instructional coach, demonstration lessons and time to reflect and debrief on practices to improve student performance.</p>	<p>LEA wide</p>	<p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Salary and benefits for Educational Services staff for oversight and coordination to sustain the coaching model Supplemental 9,734  Salary and benefits for Teachers on Assignment (TOA) for coaching, debrief, and planning and to directly support the classroom teachers with the implementation of the new standards Supplemental 241,287  Materials, supplies and professional development to support the coaching process Title II 5,000</p>
<p>4.e Provide training options that maximize teacher time in the classroom that includes but is not limited to: the District Teacher Resource Page, Tutorials, Google Docs sharing, Google Education online courses, District Staff Development days, summer training, after school courses offered by the District and other relevant training as determined by needs.</p>	<p>LEA wide</p>	<p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Salary and benefits for Educational Services staff to create and sustain various opportunities for teacher professional development that includes but is not limited to: District Teacher Resource Page, Tutorials, Google Docs sharing, Google Education online course and other relevant online training as determined Base 15,489  After school and summer training costs for teachers, materials and supplies. etc. Supplemental 30,000</p>



4.f Review Science Framework, pilot and adopt materials should they become available. Provide training and support on newly adopted materials. (Science)	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salary and benefits for Educational Services staff for oversight and coordination of publisher training on newly adopted Science/H/SS instructional materials Base 9,734 Instructional materials purchase Base 1,026,108 Instructional materials purchase (Lottery IM) Lottery 144,658
4.g Maintain Library/Media Tech services to support use of tech devices as learning tools.	LEA wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salaries and benefits to maintain hours for Library/Media Techs to provide technology support to students and teachers Supplemental 107,367 Training and support provided by Educational Services Base 159
4.h Attract, recruit, and retain highly qualified staff.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salary and benefits for HR staff to advertise, recruit qualified candidates and maintain highly qualified employed staff Base 44,269 New Teacher Induction Program and coaching stipends Title II 60,000
4.i Provide continued, targeted and sustained professional development for the EL and Reading teacher specialists to support their effectiveness in working with identified students in need.	ACMS, AM, BR, OL, and CVR	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Low performing	Salary and benefits for Educational Services staff to oversee and coordinate specialized professional development for newly hired EL/Reading specialists Supplemental 11,183 Materials and supplies, on-line resources Supplemental 5,933 Staff development support Supplemental 5,000
4.j Continue to support classroom teachers with an EL instructional coach, demonstration lessons and time to reflect and debrief on practices to improve student performance.	All	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salary and benefits for Educational Services to oversee and coordinate EL/Reading specialist coaching of teachers in ELD strategies Supplemental 11,183 Materials and supplies Title III 2,000 Professional development to support the coaching process Supplemental 9,743
4.k Continue to provide ongoing support and professional development in ELD, SDAIE, GLAD and other effective strategies to support English Learners as well as RFEP's.	All	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salaries and benefits for Educational Services staff to oversee and coordinate "refresher" sessions in the area of GLAD, ELD and SDAIE for our classroom teachers Supplemental 11,183 Contracts/consultants Supplemental 10,000 Materials and supplies Title III 2,000 Staff Development support Supplemental 10,000

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

<b>GOAL 5:</b>	Increase parent engagement and involvement.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 <input checked="" type="checkbox"/> 7 _ 8 <input checked="" type="checkbox"/>  COE only: 9 _ 10 _  Local : Specify
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<b>Identified Need :</b>	Need: Additional outreach to parents/community, more meaningful parent involvement  Metric: Parent information nights, Sign in sheets, Survey results, Parent Training and Classes held, Translation Services
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<b>Goal Applies to:</b>	Schools: All Applicable Pupil Subgroups: All students with specific emphasis on EL, SED, Homeless and Foster Youth families
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**LCAP Year 1: 2015-16**

<b>Expected Annual Measurable Outcomes:</b>	Parent participation rates in school and district events, advisory groups and various school offerings for parent and family involvement will increase by 2% as evidenced on sign-in sheets at meetings. Additionally, survey results will indicate a positive response above 90%.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
5.a Promote parent engagement through specific parent education events and activities both at the school and district level.	LEA wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salaries and benefits of Educational Services staff oversight and coordination of parent engagement efforts Base 20,608 Materials, supplies, contracted services Supplemental 10,000 Budget passed on to Title I school sites for parent involvement efforts Title I 10,000
5.b Ensure that each school site has a functional ELAC and that the District DELAC provides direction, input and feedback on districtwide programs and goals for English Learners. Each school site will have a parent representative serving on the DELAC.	All	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salaries and benefits for Educational Services staff to oversee and coordinate the DELAC committee and to monitor the implementation of school ELAC's Supplemental 9,627 Materials and supplies Title III 1,000
5.c Survey the student/parent/community on critical matters needing input and feedback. Include the survey via email with a direct easy to access link. Provide information in the school newsletters and district website.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salaries and benefits of Educational Services staff to oversee and coordinate timely and relevant surveys/communication tools that will better involve parents and community in the programs and events held within the district Base 10,391 Materials and supplies, Survey Monkey fee Base 500
5.d Ensure that translations and interpreters are readily available and utilized for each school site and District Office as needed.	Emphasis on ACMS, AM, BR, CVR, and OL	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salary and benefits of Educational Services staff to oversee and coordinate the implementation of services to support families that do not yet speak, read, or write in English Supplemental 9,627 Contracted services for district trained interpreters or language line services Supplemental 28,954 Contracted services for agencies to translate written district and school documents Title III 40,000
5.e Increase overall communication with parents.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	Salary and benefits for Educational Services to oversee and coordinate efforts to increase email communication with parents Base 10,391

		<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
5.f Link important "updates" from the District website to the school websites.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salary and benefits for Educational Services staff in conjunction with the Superintendent's office to oversee and coordinate important updates on the district and school websites Base 151
5.g Ensure that surveys to parents come from the same person that they typically receive email from regarding school news. (ie. the school secretary)	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salaries and benefits for Educational Services to oversee and coordinate communication with school sites Base 862
5.h Ensure that surveys sent out electronically are also accessible at school site events.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salary and benefits for Educational Services staff to ensure the availability of surveys at BTSN, Open House and other school wide or district events when parents are on campus. Base 151
5.i Continue to seek and build partnerships with community agencies and businesses.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salaries and benefits for Ed Services Staff to seek out partnerships in the community Base 9,529
5.j Continue to offer and recruit parent to participate in the Love and Logic Parent training.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salary and benefits for Educational Services staff to oversee and coordinate the Love and Logic training throughout the district (Mental Health Funds) Other 7,000 Materials and supplies Base 3,000
5. k Continue to offer the Latino Family Literacy class and recruit interested families.	All	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salaries and benefits for Educational Services staff to oversee and coordinate the Latino Family Literacy instructors, program, resources and recruitment process Supplemental 9,627 Salaries and benefits for class instructors Supplemental 3,000 Materials and supplies Title III 3,000

## LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	Parent participation rates in school and district events, advisory groups and various school offerings for parent and family involvement will increase by 2% as evidenced on sign-in sheets at meetings.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
5.a Promote parent engagement through specific parent education events and activities both at the school and district level.	LEA wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salary and benefits for Educational Services staff to oversight and coordination of parent engagement efforts Base 18,017 Materials and supplies passed on to school sites to support Parent involvement Supplemental 5,000
5.b Ensure that each school site has a functional ELAC and that the District DELAC provides direction, input and feedback on districtwide programs and goals for English Learners. Each school site will have a parent representative serving on the DELAC.	All	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salaries and benefits for Educational Services staff to oversee and coordinate the DELAC committee and to monitor the implementation of school ELAC's Supplemental 10,617 Materials and supplies Title III 1,000
5.c Survey the student/parent/community on critical matters needing input and feedback. Include the survey via email with a direct easy to access link. Provide information in the school newsletters and district website.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salaries and benefits for Educational Services staff in conjunction with the Communications Specialist to oversee and coordinate timely and relevant surveys/communication tools that will continue to involve parents and the community in the programs and events held within the district Base 10,135 Materials and supplies and Survey Monkey fee Base 500
5.d Ensure that translations and interpreters are readily available and utilized for each school site and District Office as needed.	Emphasis on ACMS, AM, BR, CVR, and OL	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salary and benefits for Educational Services staff to oversee and coordinate the implementation of services to support families that do not yet speak, read or write in English Supplemental 10,617 Contracted services for district trained interpreters or language line services Supplemental 20,000 Contracted services with agencies to translate written district and school documents Title III 20,000
5.e Increase overall communication with parents.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salary and benefits for Educational Services to oversee and coordinate efforts to increase email communication with parents Base 10,135
5.f Link important "updates" from the District website to the school websites.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salary and benefits for Educational Services staff in conjunction with the Superintendent's office to oversee and coordinate important updates on the district and school websites Base 149
5.g Ensure that surveys to parents come from the same person that they typically receive email from regarding school news. (School secretary)	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	Salary and benefits for Educational Services to oversee and coordinate communication with school sites Base 149

		<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
5.h Ensure that surveys sent out electronically are also accessible at school site events.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salary and benefits for Educational Services staff to ensure the availability of surveys at BTSN, Open House and other school wide or district events when parents are on campus. Base 149
5.i Continue to seek and build partnerships with community agencies and businesses.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salaries and benefits for Ed Services Staff to seek out partnerships in the community Base 9,119
5.j Continue to offer and recruit parent to participate in the Love and Logic Parent training.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salary and benefits for Educational Services staff to oversee and coordinate the Love and Logic training throughout the district (Mental Health Funds) Other 7,000 Materials and supplies Base 3,000
5. k Continue to offer the Latino Family Literacy class and recruit interested families.	All	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salaries and benefits for Educational Services staff to oversee and coordinate the Latino Family Literacy instructors, program, resources and recruitment process Supplemental 10,617 Salaries and benefits for class instructors Supplemental 3,000 Materials and supplies Title III 2,000

**LCAP Year 3: 2017-2018**

Expected Annual Measurable Outcomes: Parent participation rates in school and district events, advisory groups and various school offerings for parent and family involvement will increase by 2% as evidenced on sign-in sheets at meetings.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
5.a Promote parent engagement through specific parent education events and activities both at the school and district level.	LEA wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salaries and benefits of Educational Services staff oversight and coordination of parent engagement efforts Base 14,563 Materials and supplies passed on to school site to support parent involvement Supplemental 5,000
5.b Ensure that each school site has a functional ELAC and that the District DELAC provides direction, input and feedback on districtwide programs and goals for English Learners. Each school site will have a parent representative serving on the DELAC.	All	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient	Salaries and benefits for Educational Services staff to oversee and coordinate the DELAC committee and to monitor the implementation of school ELAC's Supplemental 11,183 Materials and supplies Title III 1,000

		<input type="checkbox"/> Other Subgroups: (Specify)	
5.c Survey the student/parent/community on critical matters needing input and feedback. Include the survey via email with a direct easy to access link. Provide information in the school newsletters and district website.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salaries and benefits for Educational Services staff to oversee and coordinate timely and relevant surveys/communication tools that will continue to involve parents and the community in the programs and events held within the district Base 10,819 Materials and supplies and Survey Monkey Fee Base 500
5.d Ensure that translations and interpreters are readily available and utilized for each school site and District Office as needed.	Emphasis on ACMS, AM, BR, CVR, and OL	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salary and benefits for Educational Services staff to oversee and coordinate the implementation of services to support families that do not yet speak, read, or write in English Supplemental 11,183 Contracted services for district trained interpreters or language line services Supplemental 40,000 Contracted services with agencies to translate written district and school documents. Title III 30,000
5.e Increase overall communication with parents.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salary and benefits for Educational Services to oversee and coordinate efforts to increase communication with parents Base 10,819
5.f Link important "updates" from the District website to the school websites.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salary and benefits for Educational Services staff in conjunction with the Superintendent's office to oversee and coordinate important updates on the district and school websites Base 159
5.g Ensure that surveys to parents come from the same person that they typically receive email from regarding school news. (School secretary)	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salary and benefits for Educational Services to oversee and coordinate communication with school sites Base 159
5.h Ensure that surveys sent out electronically are also accessible at school site events.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salary and benefits for Educational Services staff to ensure the availability of surveys at BTSN, Open House and other school wide or district events when parents are on campus. Base 159
5.i Continue to seek and build partnerships with community agencies and businesses.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salaries and benefits for Ed Services Staff to seek out partnerships in the community Base 9,734

<p>5.j Continue to offer and recruit parent to participate in the Love and Logic Parent training.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Salary and benefits for Educational Services staff to oversee and coordinate the Love and Logic training throughout the district (Mental Health Funds) Other 8,000                  Materials and supplies Supplemental 3,000</p>
<p>5.k Continue to offer the Latino Family Literacy class and recruit interested families.</p>	<p>All</p>	<p><input type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Salaries and benefits for Educational Services staff to oversee and coordinate the Latino Family Literacy instructors, program, resources and recruitment process Supplemental 11,183                  Salaries and benefits for class instructors Supplemental 3,000                  Materials and supplies Title III 2,000</p>

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

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

Original GOAL 1 from prior year LCAP:	Increase time to learn.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify	
Goal Applies to:	Schools:	HO, BR, QG, CVR and LEA wide.		
Expected Annual Measurable Outcomes:	Increased time and opportunity to learn will provide a more level playing field for all of our students resulting in successful matriculation to the next grade level as measured by decreased retention rates.		Actual Annual Measurable Outcomes:	Final retention rates are not available at this time but will be reviewed by the end of the third trimester. Review of our "at-risk of retention" data for each grade level and school sites will provide us with a baseline percentage moving forward. This year, the district's TK enrollment number was 154 students. As of May 15, there are 86 students registered for TK. These numbers will increase into the summer months. Data on students registered for summer programs has not been finalized yet. Once we determine a final count we will use that number as a baseline moving forward.
<b>LCAP Year: 2014-15</b>				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures			Estimated Actual Annual Expenditures
1. a Ensure that All-Day Kindergarten classes are not combos (K/1) to provide the optimum benefit and access for early learners.	Salaries and benefits for All-Day Kindergarten teachers at HO, QG, BR, and CVR Supplemental 193,463		<p>There were no all-day Kinder combo classes for the 2014-2015 school year. This proved to be a good strategy since the feedback from teachers and parents, indicated that students experienced success with extended time for academic, social and emotional growth and development. This was made evident in the day to day teacher and parent observations of their student's performance.</p> <p>While it is too early to analyze retention rates, which was one of our metrics, the district will review retention rates as soon as they are available.</p> <p>In addition, through a combination of teacher and parent feedback gathered through surveys and polling, it was determined that the district will pilot an extended-day Kinder program for the 15-16 school year. At the end of next year, the district will determine which program worked best for the students and will consider implementing the recommended program district-wide.</p> <p>In any event, the research we reviewed indicates that students benefit from extended time to learn and that benefit follows them at least up to third grade.</p> <p>Additional stakeholder feedback suggested that all students, regardless of grade level receive benefit from not being in a combo class.</p> <p>The increase between supplemental dollars budgeted and spent is due to negotiated salary increase.</p>	Salaries and benefits for All-Day Kindergarten teachers at HO, QG, BR, and CVR Supplemental 197,538
Scope of Service	Heritage Oak, Quail Glen, Barrett Ranch and Creekview Ranch		Scope of Service	Heritage Oak, Quail Glen, Barrett Ranch and Creekview Ranch as pilot schools.



<p>X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p>X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>1. b Reduce student to teacher ratio.</p>	<p>Salaries and Benefits effect of reduced student to teacher ratio (Maintain K-3, reduce 4-5, maintain 6-8) Base 10,306,609</p> <hr/> <p>Salaries and Benefits - Reduce at 32:1 Teacher/Student ratio in grades 4 and 5 Supplemental 235,035</p> <hr/> <p>Salaries and benefits for 4-8 staff Base 11,252,170</p>	<p>The District was able to maintain staffing of K-3 teachers at 24:1 in the 2014-2015 school year. We reduced student to teacher ratio to 32:1 in grades 4-5. We were able to maintain staffing of 6-8 teachers at 34:1 in the 2014-2015 school year.</p> <p>Through the Board of Trustees' approved budget workshop process, it was determined that in the 2015-2016 school year staffing ratios will be as follows:</p> <p>K-3 24:1 (Maintained) 4-5 32:1 (Maintained)* 6-8 32: 1 (Reduced)*</p> <p>* These figures represent a reduction in student:teacher ratio over the past two years in grades 4-8.</p> <p>Stakeholder feedback indicated the desire to see K-3 classes staffed at a lower student:teacher ratio in the upcoming years as budgeting will allow. The increase between supplemental dollars budgeted and spent is due to negotiated salary increase.</p>	<p>Salaries and Benefits effect of reduced student to teacher ratio (Maintain K-3, reduce 4-5, maintain 6-8) Base 11,180,667</p> <hr/> <p>Salaries and Benefits - Reduce at 32:1 Teacher/Student ratio in grades 4 and 5 Supplemental 215,193</p> <hr/> <p>Salaries and benefits for 4-8 staff Base 11,572,971</p>
<p>Scope of Service: All K-5 schools and CVR</p> <hr/> <p>X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p>Scope of Service: All K-5 schools and CVR</p> <hr/> <p>X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>1. c Provide Transitional Kindergarten to ensure students who do not meet the Kindergarten age requirement still have access to learning.</p>	<p>Salaries &amp; Benefits for 5.0 FTE TK teachers with an increase of 1 FTE for the 2014-2015 school year Base 472,780</p> <hr/> <p>Purchase textbooks and instructional materials for the TK program Base 6,000</p>	<p>There were four scheduled TK classes in August 2014, with the addition of a fifth class as enrollment numbers increased. The total number of TK students this year was 119.</p> <p>Class sizes were kept lower than the K-3 staffing target to address the need of these younger learners.</p> <p>The district is monitoring enrollment numbers for the TK program for 2015-2016 as student registration began in February 2015. Classes will be determined based on enrollment numbers.</p> <p>The program operated on the half-day schedule and feedback gathered indicated that this program continues to be effective as measured by teacher observation of student engagement and performance. Formative assessment results indicated that all students in the TK program progressed a full year and are ready</p>	<p>Salaries &amp; Benefits for 5.0 FTE TK teachers with an increase of 1 FTE for the 2014-2015 school year Base 588,456</p> <hr/> <p>Purchase textbooks and instructional materials for the TK program Base 7,840</p>

		<p>for the extended-day Kinder program in the fall of 2015.</p> <p>The district utilized a recent research study conducted in March 2015 by the American Institute for Research (AIR) to evaluate the overall effectiveness of operating a TK program in the district. It was noted in the research study that overall, parents of TK students who participated in focus groups described positive experiences with the program. Several parents highlighted positive outcomes for their children across developmental domains. One parent explained, "I believe that the level of learning has been at the kindergarten level. They've learned numbers, letters, shapes, colors—a great deal." Parents reported feeling that the extra year of instruction would position their children to be at the top of their kindergarten class the following year.</p> <p>In addition, parents mentioned seeing gains in their children's social and emotional development. For example, one parent explained that, through TK, her son "learned quite a bit—especially the social part. He loves going to school."</p> <p>Another parent added, "The children learned a great deal about how to be responsible in the classroom." Parents also noted that their children's patience and focus improved—they are able to sit still and pay attention, which will be expected in kindergarten.</p> <p>We believe that this data is a fair representation of what we have heard from our parents regarding their experience with the two year TK program in our district. However, it may be valuable to conduct a separate, district TK parent survey in the 2015-2016 school year to evaluate program effectiveness as it will be the fourth year of operation for the TK program.</p> <p>The increase between supplemental dollars budgeted and spent is due to negotiated salary increase.</p>	
<p>Scope of Service: Coyote Ridge, Antelope Meadows</p> <hr/> <p><input checked="" type="checkbox"/> All          OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: Coyote Ridge, Antelope Meadows</p> <hr/> <p><input checked="" type="checkbox"/> All          OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>1. d Provide additional support to schools sites for EL's, SED's, and Homeless and Foster Youth programs.</p>	<p>Salary and benefits for Ed Services, Psychologists, Health Services staff to provide additional support to identified students in need Supplemental 73,298</p> <p>Materials, supplies, and any identified training that will provide support for identified students in need Supplemental 5,000</p>	<p>Additional support was provided to all school sites through psychologist and nursing staff time. In addition, the Board of Trustees approved an increase in nursing staff by two six hour LVN positions to meet the increased critical health needs of our students. Specifically, our ELL's, SED's and Homeless and Foster Youth were provided direct support through these services.</p> <p>The district's Foster Youth/Homeless Liaison directly supported each school site with resources, training for school clerks and administrators as needed.</p> <p>In addition, the district surveyed the school administrators, counselors, district level administrators, and school secretaries on their familiarity with the McKinney-Vento Homeless Education Act. Specific questions asked on the survey addressed</p>	<p>Salary and benefits for Psychologists, Health Services staff to provide additional support to identified students in need Supplemental 95,079</p> <p>Materials, supplies, and any identified training that will provide support for identified students in need Supplemental 10,000</p> <p>Salary and benefits for Homeless, Foster Youth Liaison to provide additional support to students/families/sites Base 221</p> <p>Salaries and benefits for Ed Services Staff to provide additional site support Supplemental 5,933</p> <p>Outside Health Services support Supplemental 25,000</p>

		<p>identification, awareness, resources, and engagement with students and their families. The results of the survey data were used in the South Placer Homeless Consortium efforts to secure a three-year grant.</p> <p>Stakeholder feedback indicated a need for more direct services for EL newcomers by way of more EL teachers to cover sites that were not assigned an EL teacher in 14-15. These sites included; Coyote Ridge, Heritage Oak, Quail Glen and Silverado Middle School.</p> <p>The district will monitor the EL numbers at each of these schools during the 2015-2016 school year to determine whether or not additional EL teachers are needed.</p> <p>The increase between supplemental dollars budgeted and spent is due to negotiated salary increase.</p>	
<p>Scope of Service: LEA wide</p> <p>___ All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p> <p>Students with disabilities and related health care needs</p>		<p>Scope of Service: LEA wide</p> <p>___ All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p> <p>Students with disabilities and other health related needs</p>	
<p>1. e Provide instructional support for the All-Day Kinder classes.</p>	<p>Salaries and benefits for an hour of Instructional Assistant support in the all day Kinder classrooms to assist the classroom teacher with delivery of extended program Supplemental 65,495</p>	<p>One hour instructional support time was provided to all-day Kinder classes. This provided teachers with support to meet the needs of any "at-risk" students, students needing additional time or support and in particular ELL's that benefited from extra vocabulary or language development.</p> <p>The one hour instructional support will also be made available in the extended-day Kinder program in the 2015-2016 school year. The increase between supplemental dollars budgeted and spent is due to negotiated salary increase.</p>	<p>Salaries and benefits for an hour of Instructional Assistant support in the all day Kinder classrooms to assist the classroom teacher with delivery of extended program Supplemental 73,371</p>
<p>Scope of Service: Heritage Oak, QuailGlen, Barrett Ranch and Creekview Ranch</p> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p>___ Low Income pupils</p> <p>___ English Learners</p> <p>___ Foster Youth</p> <p>___ Redesignated fluent English proficient</p> <p>___ Other Subgroups: (Specify)</p>		<p>Scope of Service: Heritage Oak, QuailGlen, Barrett Ranch and Creekview Ranch</p> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p>___ Low Income pupils</p> <p>___ English Learners</p> <p>___ Foster Youth</p> <p>___ Redesignated fluent English proficient</p> <p>___ Other Subgroups: (Specify)</p>	
<p>1. f Provide summer program to support identified Kindergarten students with additional time to learn.</p>	<p>Salaries and benefits for staff to develop and coordinate summer program for Kindergartners (Title I Federal Funding) Other 8,000</p> <p>Salaries and benefits for Ed Services staff to monitor and supervise summer program and staff.</p> <p>Supplemental 15,046</p> <p>Program materials and supplies Supplemental 5,000</p>	<p>The summer program (Kinder Boot Camp) begins in June 2015 and extends to the second week in July. Planning and preparation begins in March.</p>	<p>Salaries and benefits for staff to develop and coordinate summer program for Kindergartners Title I 8,000</p> <p>Salaries and benefits for Ed Services staff to monitor and supervise summer program and staff Supplemental 9,867</p> <p>Program materials and supplies Supplemental 5,000</p>

<p>Scope of Service: Elementary Schools</p> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: Elementary Schools</p> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>1. g Plan a summer program to support identified students in need of more time to learn. This will provide them additional support with language and vocabulary acquisition and development as well as more exposure to the grade level content standards.</p>	<p>Salaries and benefits for teachers and Ed Services staff to plan and implement a summer program for identified students Supplemental 20,000</p>	<p>This 2015 summer program runs concurrently with the Kinder summer program at the same school site. Students will be invited based on criteria developed. We are focusing specifically on grades 3-6 and students that are scoring at the intermediate level based on their most current CEDLT scores. The teachers will emphasize the development of academic vocabulary. Pre and post assessment results will be used for evaluation of the summer program and planning for future years.</p>	<p>Salaries and benefits for Ed Services staff to plan and implement a summer program for identified students Supplemental 9,867</p> <p>Salaries and benefits for teachers to plan and teach summer classes Supplemental 4,718</p> <p>Materials and supplies for summer program Supplemental 5,000</p> <p>Materials and supplies for summer program Title III 5,000</p>
<p>Scope of Service: LEA wide</p> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p> <p>Homeless</p>		<p>Scope of Service: LEA wide</p> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p> <p>Homeless</p>	
<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service:</p> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Specific and minor changes are noted in those action items that either required a change in funding due to the Board of Trustees adopted budget direction or stakeholder feedback to drop or add an action as indicated. Most changes from the 14-15 LCAP year were already written into the 15-16 LCAP year as planned actions/services over the three year time frame. This annual update by section reflects spending as of May 1. Actual spending will increase as actions are still in progress. Any supplemental funds not used this school year will be carried over into the 15-16 school year. Summer and fall projects will utilize these carryover funds as planned. In section one, plans are underway to offer more opportunities for students to learn through summer and after school programs. The district will continue to offer support for our Extended-day Kindergarten classes.</p>		

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

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

Original GOAL 2 from prior year LCAP:	Increase access to curricular content.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/>  COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/>  Local : Specify	
Goal Applies to:	Schools: ALL Applicable Pupil Subgroups:	English Learners, Socioeconomically Disadvantaged, Student with Disabilities, Homeless students, District Foster Youth and District Identified GATE students.		
Expected Annual Measurable Outcomes:	EL's, SED's, Foster Youth and other identified student subgroups will increase proficiency levels on identified local assessments which will be implemented in the 2014-2015 school year. While the district has already met AMAO goals 1 and 2 we want to improve our AMAO goal 3. Since these are based on CST scores and the test is changing we will need to start with a new baseline and set targeted goals accordingly.		Actual Annual Measurable Outcomes:	For the 14-15 school year, the district met the AMAO goals one and two. Due to the elimination of the CST, there is no longer an AMAO 3. However, once the new assessments are fully implemented, a determination will be made regarding the reporting of AMAO 3. Once baseline data is collected, the District will begin data analysis and plan for the 2015-2016 SMART goal process by grade level in each content area. We will add more specific metrics to this goal once we receive the results of the California Assessment of Student Performance and Progress assessment. Each school in the district will review the local assessment results in August 2015.
<b>LCAP Year: 2014-15</b>				
Planned Actions/Services		Actual Actions/Services		
2. a Provide teachers and students with technology tools and access to enhance and support appropriate curriculum.	Budgeted Expenditures		Both departments worked collaboratively to provide various technology tools to school sites. A total of 1800 Chromebooks were delivered to school sites across the district. Access to new sites were opened such as Google Apps for Educators. TK, Kinder, and first grade teachers piloted several devices in the fall and met to recommend the purchase of the iPad mini for use at the lower grades. Each Tk through first grade classroom will be outfitted with four to five iPad minis by the end of this school year. TAC members supported school sites with demonstrations of various tech tools for instructional purposes and to help teachers enhance the curriculum. TAC's were asked to provide regular monthly tech talks with their staff on the use of the chromebooks and the goggle apps for educators that are available to them. During the three district staff development days, and in partnership with CUE, sessions on google apps and other technology based programs were shared with teachers who signed up for those sessions. In addition, our own district classroom teachers shared Common Core lessons embedding technology tools into their presentations. These session were very well attended. The results of our teacher staff development day surveys indicated that overall teachers increased their skill and knowledge levels in the use of technology to support learning in their classroom. For example, using Chromebooks for collaboration, creating and researching increased at all grade levels from September to March. In addition, the use of technology tools increased in all subject areas throughout the school year. Teachers reported feeling more confident in using Google applications at a higher level. Stakeholder feedback indicated the desire for more devices in the hands of the students. It was also suggested that the district	Estimated Actual Annual Expenditures
	Salaries and benefits for Educational Services staff to oversee and coordinate the research, planning, and execution in conjunction with the Technology Department Base 5,444 Salaries and benefits for teacher stipend positions Technology Advancing Curriculum Team (TAC) to pilot devices, research applications and train other teachers in the district Base 10,000 Continue purchase and deployment of Chromebooks, Carts, Computers, Tablets, cases (State Common Core Funding) Other 102,515	Salaries and benefits for Educational Services staff to oversee and coordinate the research, planning, and execution in conjunction with the Technology Department Base 5,427 Salaries and benefits for teacher stipend positions Technology Advancing Curriculum Team (TAC) to pilot devices, research applications and train other teachers in the district Base 10,564 Continue purchase and deployment of Chromebooks, Carts, Computers, Tablets, cases (State Common Core Funding) Additional expenditures from this budget are located in goal 4., activities a and c. Common Core Standards Implementation Funds 102,515 Technology devices to support intervention services Supplemental 30,869		

		<p>provide universal access to keyboarding skills/practice at an early age. The district already provides universal access for all grade levels with Type to Learn. This program is available at every school, for every grade level. All teachers have the ability to access this program K-8.</p> <p>In addition, the district has pushed out the "Typing Club", a google app for the chromebooks.</p> <p>Parent stakeholders wanted to know exactly what the students are "doing" with Google/Chromebooks. This feedback will be passed on to the school sites to incorporate into their Back To School Nights and beginning of the year as well as ongoing communication with parents.</p>	
<p>Scope of Service LEA wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>2. b Build teacher capacity to teach ELD effectively in tandem with ELA.</p>	<p>Salaries and Benefits for Educational Services staff to oversee and coordinate training opportunities throughout the school year Supplemental 15,046</p> <p>Materials and supplies (Title III federal funding) Other 2,000</p> <p>Staff development support Supplemental 20,000</p>	<p>All of the EL teachers modeled ELD strategies for general ed teachers at their assigned school sites. We also provided GLAD training at several sites for teachers who had not been trained before.</p> <p>We coordinated and implemented the ELD Lesson Crashers model of peer support. This provided teachers with time to observe the implementation of research-based ELD strategies with their own students. The ELD teachers modeled the lesson, facilitated the debrief afterwards and assisted teachers with future lesson planning.</p> <p>The EL teachers presented strategies for building academic vocabulary for all grade levels at one of the district Staff Development days.</p> <p>We invited the ELD team from the California Dept. of Education to present the new ELA/ELD framework to our Curriculum Leadership team. We provided follow up presentations to assist the principals and assistant principals in their site based PD utilizing the framework's "snapshots and "vignettes" as case studies to support teacher understanding of how to effectively teach ELD in tandem with ELA.</p>	<p>Salaries and Benefits for Educational Services staff to oversee and coordinate training opportunities throughout the school year Supplemental 9,867</p> <p>Materials and supplies Title III 1,611</p> <p>Staff development support Supplemental 20,000</p>
<p>Scope of Service LEA wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>2. c Develop ELD profiles aligned to the new ELD standards and provide training to teachers.</p>	<p>Salaries and Benefits of Educational Services staff to oversee and coordinate the development of ELD profiles for</p>	<p>We developed a draft K-8 ELD profile aligned to the new ELD standards and trained our EL teachers on the proper and most</p>	<p>Salaries and Benefits of Educational Services staff to oversee and coordinate the development of ELD profiles for teachers to</p>

	<p>teachers to use in support of their English Learners Supplemental 15,046</p> <p>Materials, supplies Base 5,000</p> <p>Staff development support Supplemental 5,000</p>	<p>effective implementation of these documents. We currently have a group of selected teachers piloting these profiles during the spring of 2015. The pilot teachers will provide feedback before the final document is disseminated. Our plan is to fully implement this ELD profile beginning in the fall of 2015. We believe that the ELD profile will help to guide instruction to the next proficiency level.</p>	<p>use in support of their English Learners Supplemental 9,867</p> <p>Materials and supplies Base 2,000</p> <p>Staff development support Supplemental 8,000</p>
<p>Scope of Service LEA wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>2. d Increase opportunities for advanced course work.</p>	<p>Salary and benefits for staff to oversee and coordinate advanced coursework development in grades 2-8 through the GATE Academy in grades 2-5 and the Honors Pathways Program in grades 6-8 Base 7,059</p>	<p>Opportunities for teacher collaboration on the development of advanced coursework were provided for Gate Academy teams (grades 2-5) and Honors Pathway teams (grades 6-8). Teachers used Google Docs to share course ideas and content specific strategies. The programs are built on the adopted grade level standards. The district offered a GATE Academy, for a second year, at two elementary school sites in the 2014-2015 school year. The Academy served over 154 students. The District offered a newly developed GATE program at the middle schools called Honors Pathway which served over 783 students in grades 6-8. Honors Pathway and GATE Academy collaboration days were provided throughout the year for lesson and unit development. The teacher on assignment provided instructional coaching at one middle school in a vertically articulated math design. More training is planned for later in the spring of 2015. In addition, three of our schools that house the 6-8 grade levels are offering various advanced course work as follows: Integrated Math (9th grade course), Spanish I and French I (9th grade courses), and Project Lead the Way (PLTW) a STEM program that is offered at the high school district in which our students matriculate.</p>	<p>Salary and benefits for staff to oversee and coordinate advanced coursework development in grades 2-8 through the GATE Academy in grades 2-5 and the Honors Pathways Program in grades 6-8 Base 5,350</p>
<p>Scope of Service LEA wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>2. e Hire EL/Reading teacher specialists to address the specific needs at five schools within the district.</p>	<p>Salaries and benefits to hire (4.8 FTE) EL/Reading teacher specialist to support EL and Title I identified students specifically in reading, targeting vocabulary, comprehension and writing Supplemental 495,971</p>	<p>4.8 FTE EL/Reading teachers were hired and provided support to AM, BR, CVR, ACMS and OL.</p>	<p>Salaries and benefits to hire (4.8 FTE) EL/Reading teacher specialist to support EL and Title I identified students specifically in reading, targeting vocabulary, comprehension and writing Supplemental 486,286</p>

<p>Scope of Service: School wide at AM, BR, OL, ACMS and CVR</p> <p><input type="checkbox"/> All  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: School wide at AM, BR, OL, ACMS and CVR</p> <p><input type="checkbox"/> All  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>2. f For identified subgroups at indicated high EL, SED, and RFEP school sites, provide intervention access in newly adopted Math program.</p>	<p>Salary and benefits for Educational Services staff to oversee and coordinate resources and personnel to support the identified groups at each school site Supplemental 15,046</p> <p>Materials and supplies Supplemental 3,000</p> <p>Staff development support Supplemental 10,000</p>	<p>EL teachers are working directly with students pushing in to classrooms for math support. Learning center teachers were provided with support math materials aligned with our district adopted program.  In addition, specific intervention support for identified students was provided at ACMS and OG with supplemental funds.</p>	<p>Salary and benefits for Educational Services staff to oversee and coordinate resources and personnel to support the identified groups at each school site Supplemental 9,867</p> <p>Materials and supplies Supplemental 3,000</p> <p>Staff development support Supplemental 10,000</p> <p>Support staff salaries and benefits for (IA's) at Olive Grove and ACMS Supplemental 953</p>
<p>Scope of Service: School wide at ACMS, AM, BR, OL, CVR, CR</p> <p><input type="checkbox"/> All  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: School wide at ACMS, AM, BR, OL, CVR, CR</p> <p><input type="checkbox"/> All  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>2. g Train EL teacher specialists in ELD strategies and to develop and design programs that meet the needs of English Learners based on specific school site needs.</p>	<p>Salaries and benefits for Educational Services staff to oversee and coordinate regular monthly meetings to address the improvement of our program, research strategies and resources and build teachers' overall expertise in serving our English Learners Supplemental 15,046</p> <p>Materials and supplies Supplemental 3,000</p> <p>Staff development support Supplemental 10,000</p>	<p>The district staff coordinated several important training opportunities to build capacity and further the expertise of our EL teachers.  These included the following.  June 2014 - Instructional Coaching (3 days) which allowed the EL teacher to grow as classroom instructional coaches. The EL teacher used the skills learned at this training to assist fellow teachers in planning lessons as well as team teaching lessons with them.  July 2014 - English Learner Institute (5 days) West Ed training allowed our EL teachers to develop and enhance their EL strategy toolbox in working with small groups and whole class.  November 2014 - ELD Standards training (1 day) at CABE and used the information to develop our ELD profile draft.  November 2014 - Academic Vocabulary w/ Kate Kinsella (1 day) and two followup days in February. The district purchased her Academic Vocabulary Toolkit for piloting in grades 3-8 this spring. Piloting teachers will make a recommendation in May 2015.  The EL teachers and coordinator will attend a workshop entitled "Launching the ELA/ELD Frameworks" in June 2015 to further support our districts efforts with building capacity to effectively teach English Learners. The EL teachers will continue to share at staff meetings, staff development days and at grade level and department meetings into next school year.  This has been an effective use of supplemental funds to directly support our English Learners.  In addition staff prepared all sites for the CELDT testing and will</p>	<p>Salaries and benefits for Educational Services staff to oversee and coordinate regular monthly meetings to address the improvement of our program, research strategies and resources and build teachers' overall expertise in serving our English Learners Supplemental 9,867</p> <p>Materials and supplies Supplemental 7,000</p> <p>Staff development support Supplemental 10,000</p> <p>Assessment preparation and parent information (CELDT) Supplemental 10,000</p>



		use the results to plan program enhancements.		
Scope of Service	School wide at ACMS, AM, BR, OL, CVR, CR		Scope of Service	School wide at ACMS, AM, BR, OL, CVR, CR
<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> 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?		Specific and minor changes are noted in those action items that either required a change in funding due to the Board of Trustees adopted budget direction or stakeholder feedback to drop or add an action as indicated. Most changes from the 14-15 LCAP year were already written into the 15-16 LCAP year as planned actions/services over the three year time frame. This annual update by section reflects spending as of May 1. Actual spending will increase as actions are still in progress. Any supplemental funds not used this school year will be carried over into the 15-16 school year. Summer and fall projects will utilize these carryover funds as planned. In section two, plans are underway to offer more support and training in ELL strategies by way of an in class planning and coaching model. The district will also investigate the ability to increase devices in the classrooms based on available funding.		

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

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

Original GOAL 3 from prior year LCAP:	Maintain safe and orderly schools with positive school climate.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/>  COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/>  Local : Specify		
Goal Applies to:	Schools:	ALL			
Expected Annual Measurable Outcomes:	Applicable Pupil Subgroups:	All students	Facilities will be safe and conducive to learning. Maintain high levels of facilities inspection as measured on the District's Facilities Inspection Tool (FIT). Reduced incidents of bullying reported by students and parents. Additional focus on student engagement strategies and any identified school site climate issues will ensure that more students will be in school on a regular basis. Maintain or improve attendance rates above 97% district wide.	Actual Annual Measurable Outcomes:	Empirical data collected from the current year Facilities Inspection Tool were used to provide comparative analysis and to assess the condition of our facilities. Trending in the overall assessments shows improvement while detailed and finite data offered targeted repair needs. Five of our schools scored in the "good" category and four scored in the "fair" category. Age of buildings factor into the scores as well as typical wear and tear. Current scores by school are as follows. 1. ACM 80.30% FAIR 2. AM 93.16% GOOD 3. BR 90% GOOD 4. CR 83.68% FAIR 5. CVR 93.21% GOOD 6. HO 91.94% GOOD 7. OLG 83.57% FAIR 8. QG 91.67% GOOD 9. SMS 87.46% FAIR  The school surveys included a common anti-bullying question. Results in a district-wide aggregate of all nine schools indicates that 18% of parents report that their child has been bullied at school. A greater number, 69% indicate that their child has not been bullied at school with 13% stating that they do not know if their child has been bullied at school. This data provides us with a baseline moving forward into the 15-16 school year.  Overall district attendance average as of April 17, 2015 was 96.05%  Subgroup attendance data gathered between 8/14 through 4/17 indicates the following: Free and Reduced 95.5% Foster Youth 98.59% Homeless 99.33% English Learner 95.5%  The above subgroup data serves as our baseline moving forward.  Suspension rates data indicates the following: 170 or 2% of all students (7,118) were suspended as of April 17, 2015  Subgroup data gathered between 8/14 and 4/17 indicates the following: Free and Reduced: 76 students or 44% Foster Youth: 2 students or 1% Homeless: 2 students of 1% English Learners: 15 students or 8%  As of May, 2015 only two students in the district were expelled. Neither student fell into any of the sub group categories listed above.

LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures
3. a Increase Counseling Services.		Salary and benefits for additional school counselor time to support increased number of students on campus and to support students with additional academic needs (EL's, RFEP's, Low-income and Foster Youth) Supplemental 42,681	An additional counselor was added to SMS to address the increase in number of students on campus and to support students with additional academic needs. The district also added a .5 FTE counselor position to support Antelope Crossing Middle School students this past school year. In addition, the district utilized Title I funds to hire a full time counselor for Antelope Meadows Elementary School for the second half of the school year. This position was a timely response to the school's increasing need for counseling services for students. Stakeholder feedback indicated the need for counseling services across all of the schools in the district. It was recommended that the district monitor this need and consider increasing this support in the future as our budget allows.
Scope of Service	Silverado Middle School		Scope of Service SMS, ACMS, AM and LEA wide
_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Homeless			_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Homeless
3. b Monitor daily attendance with incentive programs.		Salary and benefits for district liaison for attendance to monitor and report on overall efforts to maintain district's high attendance rate (Average 97%) Base 967 Materials and supplies for incentive programs Base 3,000	Daily attendance was monitored by district staff. Trends were identified and brought to the attention of site administrators as needed. The district Incentive program was eliminated as it was not seen as effective as site-based incentives. Stakeholder feedback indicated the need for sites to offer other incentive ideas not monetary in value to be created and distributed in order to recognize student attendance.
Scope of Service	LEA wide		Scope of Service LEA wide
<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)
3.c Train Staff and Administration on strategies to keep students in school.		Salary and benefits for district liaison for attendance to conduct training and offer onsite support with Student Attendance and Review Team (SART) Base 967	The district attendance coordinator provided SART and SARB tools and strategies to administrators in September 2014. The coordinator also met with the Attendance Clerks on a regular basis to review new procedures and problem solve attendance tracking issues as needed. The attendance coordinator provided support to site administrators and staff on SART and SARB meetings with parents/guardians as needed. In addition, the district provided registration fees for new clerks
			Salary and benefits for district liaison for attendance to conduct training and offer onsite support with Student Attendance and Review Team (SART) Base 221

		<p>to attend CASBO.                  Stakeholder feedback asked the district to continue seeking out regional resources for strategies and training for staff. They also indicated a "needs improvement" mark for the County SARB feedback loop.                  Attendance is monitored each quarter and reviewed by the Assistant Superintendent and the Attendance Coordinator. Based on this monitoring we established a trimester accountability check on truancy letters from each site. These reports are sent to the Attendance Coordinator each trimester and are reviewed with strategies provided to sites in order to better assist families to ensure that their children are in school. During the quarterly attendance monitoring process, it was brought to the Attendance Coordinator's attention that many students were being checked out of school early. This had been occurring on a regular basis across the district. School site clerks are now tracking these early check outs in our student information system. The truancy process for early check outs will begin in August 2015. All parent/student handbooks will be updated to reflect this change.</p>	
<p>Scope of Service LEA wide</p> <hr/> <p>X All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA wide</p> <hr/> <p>X All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>3. d Redesign and administer the District Parent Survey to include attendance and anti-bullying questions and utilize beginning in the 2014-2015 school year.</p>	<p>Salary and benefits for Educational Services staff and district liaison for district and school surveys to research and develop appropriate questions that will yield the intended outcome for data review Base 5,683                  Survey Monkey invoice (Survey system) Base 300</p>	<p>The district chose not to redesign a "District" parent survey since past practice indicated that parents are more apt to complete a school site specific survey. Most school sites had included anti-bullying questions and utilized that data to create programs and policies addressing specific bullying trends at their school. Attendance questions were not listed on school surveys. Stakeholder feedback indicated the need for consistency across all school sites in specific anti-bullying question in order to gather longitudinal data from year to year.</p>	<p>Salary and benefits for Educational Services staff and district liaison for district and school surveys to research and develop appropriate questions that will yield the intended outcome for data review Base 343                  Survey Monkey invoice (Survey system) Base 500</p>
<p>Scope of Service LEA wide</p> <hr/> <p>X All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA wide</p> <hr/> <p>X All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>3. e Maintain and support District facilities at high levels.</p>	<p>Use Routine Restricted Maintenance funds as needed to keep school facilities in good repair. Utilize information from the Facilities Inspection Tool (FIT) as a baseline.</p>	<p>Routine Restricted and Deferred Maintenance Funds were used to provide the necessary revenues needed for critical building system upkeep and repairs. Maintenance assignments were augmented with some contract services to insure complete</p>	<p>Use Routine Restricted Maintenance funds as needed to keep school facilities in good repair. Utilize information from the Facilities Inspection Tool (FIT) as a baseline.</p>

	<p>Base 1,478,000</p>	<p>building system operation and functionality. Empirical data collected from the current year Facilities Inspection Tool were used to provide comparative analysis and to assess the condition of our facilities. Trending in the overall assessments shows improvement while detailed and finite data offered targeted repair needs. We did complete several large scale repairs and preventative maintenance assignments including:</p> <p>Repair/Replacement for:</p> <ul style="list-style-type: none"> <li>Carpet Replacement Coyote Ridge</li> <li>Carpet Replacement Silverado MS</li> <li>VCT Flooring Replacement 6 Classrooms</li> <li>Hot Water Heater Replacement at Several Campuses</li> <li>Paving Repair and Slurry Coating at SMS and Quail Glen</li> <li>Slurry Coat &amp; Restriping at Creekview Ranch</li> <li>Roofing Tune-ups at Olive Grove, Silverado, Quail Glen, Antelope Crossing</li> <li>Exterior Painting Trim and Doors at Olive Grove, Silverado</li> <li>Exterior Painting Body Phase 1 and Phase 2</li> <li>Backflow and Master Valve Replacement at Antelope Meadows and Antelope Crossing</li> <li>Replace the FACP at Quail Glen</li> </ul> <p>Preventive Maintenance for:</p> <ul style="list-style-type: none"> <li>All HVAC systems district-wide</li> <li>Complete audit of all water delivery systems (Sinks, faucets, toilets, urinals, HWH, Eyewash Stations)</li> <li>All Kitchen &amp; Food Services Equipment</li> <li>All Emergency Lighting Systems</li> <li>Fire Alarm Test &amp; Inspection</li> </ul> <p>Upgrades:</p> <ul style="list-style-type: none"> <li>All Irrigation Controllers CIMIS Based Central Station Controls</li> <li>Wireless Access Point Installations</li> <li>Classroom Conversion Art Lab at SMS</li> <li>K-8 Conversion</li> </ul>	<p>Base 1,643,924</p>
<p>Scope of Service LEA wide</p> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA wide</p> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>3. f Track attendance and expulsions by subgroups and monitor patterns.</p>	<p>Salary and benefits for district attendance liaison to oversee and coordinate the attendance and expulsion data review and analysis Base 967</p>	<p>This action will be changed from "attendance and expulsions" to suspensions and expulsions for the next school year since attendance is tracked in another actions item listed above. Suspension data (Calpads report) from 2013-2014 was shared</p>	<p>Salary and benefits for district attendance liaison to oversee and coordinate the attendance and expulsion data review and analysis Base 221</p>

		with site administrators. New laws about suspensions using 48900 (k) were shared with site administrators. Alternatives to suspensions were discussed at district level curriculum meetings. Alternatives to suspensions were generated among the site principals at their Principal's Collaborative meeting, including the use of in-house suspension.	
<p>Scope of Service LEA wide</p> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p> <p>Homeless</p>		<p>Scope of Service LEA wide</p> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p> <p>Homeless</p>	
<p>3. g Investigate Positive Behavior Intervention System for expansion at all school sites in the district.</p>	<p>Salaries and benefits for District PBIS coordinator or research the possibility of expanding the program in the district Supplemental 1,821</p>	<p>Currently, there are 6 out of 9 schools in the district implementing PBIS. In August of 2014, a presentation was shared with administrators of all school sites highlighting the benefits and basic tenets of PBIS. A goal moving forward, is to increase PBIS efforts district-wide.</p>	<p>Salaries and benefits for District PBIS coordinator or research the possibility of expanding the program in the district Supplemental 1,790</p>
<p>Scope of Service School wide at HO, BR, CVR, OL, ACMS</p> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service Schoolwide at HO, BR, CVR, OL, ACMS and AM</p> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>3. h Maintain the CARE program at ACMS to serve at risk students and address number of suspensions/expulsions.</p>	<p>Salary and benefits for Educational Services staff to oversee and coordinate and monitor effectiveness of program Supplemental 1,821</p> <p>Program MOU with PCOE (Title I) Other 30,000</p>	<p>The CARE program was operational this past school year. However, due to multiple challenges with staffing and enrollment, the district and ACMS have chosen not to renew the MOU with the County. Therefore, we will not operate a CARE program at any of our school sites in the 2015-2016 school year. The district attendance coordinator will investigate district alternative educational settings that would benefit students who have high suspension rates at the middle school level.</p>	<p>Salary and benefits for Educational Services staff to oversee and coordinate and monitor effectiveness of program Supplemental 1,790</p> <p>Program MOU with PCOE Title I 30,000</p>
<p>Scope of Service School wide at ACMS</p> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p> <p>At-Risk students/ Suspension/Expulsion</p>		<p>Scope of Service School wide at ACMS</p> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p> <p>At-Risk students/ Suspension/Expulsion</p>	
<p>3. i Facilitate the prompt transfer of student records and link children to services to enhance educational prospects for foster children.</p>	<p>Salary and benefits for district Foster Youth liaison to oversee and coordinate communication and services in support of district Foster Youth Base 993</p>	<p>The Foster Youth liaison works closely with school clerks and social workers to meet the needs of foster youth students in our district. School sites have been provided with new policies and</p>	<p>Salary and benefits for district Foster Youth liaison to oversee and coordinate communication and services in support of district Foster Youth Base 221</p>

		<p>procedures that pertain to the education of Foster Youth student population. This collaboration will continue into the next school year and beyond.</p>	<p>Materials &amp; Supplies Supplemental 1,000</p>
<p>Scope of Service: LEA wide</p> <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: LEA wide</p> <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Specific and minor changes are noted in those action items that either required a change in funding due to the Board of Trustees adopted budget direction or stakeholder feedback to drop or add an action as indicated. Most changes from the 14-15 LCAP year were already written into the 15-16 LCAP year as planned actions/services over the three year time frame. This annual update by section reflects spending as of May 1. Actual spending will increase as actions are still in progress. Any supplemental funds not used this school year will be carried over into the 15-16 school year. Summer and fall projects will utilize these carryover funds as planned. In section three, plans are underway to expand the PBIS program in more of our schools. In addition, we will be conducting an in-depth review of our Facilities Master Plan.</p>		

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

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

Original GOAL 4 from prior year LCAP:	Increase teacher effectiveness and student performance.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify		
Goal Applies to:	Schools:	ALL			
	Applicable Pupil Subgroups:	All students			
Expected Annual Measurable Outcomes:	Once baseline data is collected, student achievement rates on state and district performance measures will increase by 2% for all students on all assessed content areas. Maintain HQT rates at 100%. Maintain Sufficient instructional materials for every student as identified in the District's adopted Resolution of Sufficiency of Materials on an annual basis.		Actual Annual Measurable Outcomes:	Baseline data on state assessments will be analyzed as soon as it becomes available. Locally reported assessments are not entered into our data management system until the third trimester. These will be analyzed along with the state results in August when staff returns to school and begins the goal setting process for 2015-2016. For the purposes of site level analysis of data, staff examines classroom formative assessments throughout the school year to determine progress and the need for intervention support. Specific site and district level data analysis will be reported in the Single Plan for Student Achievement (SPSA). These documents will be available on the school and district web sites.  The district conducted targeted and sustained professional development throughout the 2014-2015 school year. This occurred in various formats and involved the use of educational partners, teacher leaders, district staff, and consultation with technology experts. Survey results indicated that over 92% of staff felt that the staff development format exceeded expectations and 82% felt that the content exceeding expectations. These are overall high ratings of confidence in what was planned and implemented this past school year.  The district has maintained our HQT rate at 100% in 2014-2015.  Through our Board adopted Resolution of Sufficiency of Materials, the District ensured that all students have the instructional materials needed for the 2014-2015 school year.	
<b>LCAP Year: 2014-15</b>					
Planned Actions/Services		Actual Actions/Services			
		Budgeted Expenditures		Estimated Actual Annual Expenditures	
4. a Design and implement District Professional Development to support staff on the implementation of the new standards at each grade level.		Salary and benefits of Educational Services staff to oversee and coordinate the content, delivery method and execution of district staff development to implement the new standards Base 6,147 Materials and supplies, implementation of Common Core Professional Development Plan (Attached to LCAP)* (Common Core State funding) Other 25,000	Three full-day staff development opportunities were provided to support staff on the implementation of the new common core standards as well as other content standards at each grade level. Survey data was used to design these offerings as teachers requested demo common core lessons. Tech tools and web site sessions were offered to support teachers in the new standards. Teachers also requested grade level and dept. collaboration time to process, plan and share ideas from the Professional Development sessions.	Salary and benefits of Educational Services staff to oversee and coordinate the content, delivery method and execution of district staff development to implement the new standards Base 5,472 Materials and supplies, implementation of Common Core Professional Development Plan Common Core Standards Implementation Funds 25,000	
Scope of Service	LEA wide		Scope of Service	LEA wide	
X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		



<p>4. b Facilitate curriculum and assessment teams to design fully aligned lessons, units and assessments by grade level and content area.</p>	<p>Salary and benefits for Educational Staff to oversee and coordinate curriculum and assessment development Base 5,444</p> <p>Materials and supplies used for development of documents and assessments in DataWise (Contract) Base 38,000</p> <p>Substitutes for teacher planning teams in the development of aligned lessons, units, pacing guides and assessments (Title II federal funding) Other 25,000</p>	<p>K-8 assessment teams have met and will continue to meet this school year to work on lesson, unit, and assessment alignment to the new standards. During these scheduled meetings, district staff have provided additional and follow up professional development related to specific grade level standards. The identified grade level benchmark assessments will be reported to the Board of Trustees in the early fall of 2015 or as soon as they are available.</p> <p>In addition, Datawise, our data management system, will be discontinued after this school year because they have gone out of business. The district is currently seeking a viable and robust alternative. Once a decision has been made, training will be set up for staff and teachers. We plan to use the new system as a resource for these assessment teams as they develop both formative and summative assessments.</p>	<p>Salary and benefits for Educational Staff to oversee and coordinate curriculum and assessment development Base 5,350</p> <p>Materials and supplies used for development of documents and assessments in DataWise (Contract) Base 38,000</p> <p>Substitutes for teacher planning teams in the development of aligned lessons, units, pacing guides and assessments Title II 20,000</p>
<p>Scope of Service LEA wide</p> <hr/> <p>X All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA wide</p> <hr/> <p>X All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>4. c Facilitate Google training and deployment of Chromebooks for instructional delivery.</p>	<p>Salary and Benefits of Educational Services Staff to oversee and coordinate the appropriate Google training in order to build teachers expertise and comfort level with the Chromebooks as teaching tools Base 5,444</p> <p>Continue purchase and deployment of Chromebooks, Carts, Computers, Tablets, cases (Common Core State One time funding) Other 102,551</p> <p>Provide tech training for (TAC) team. Plan and implement staff development technology training. Use CUE partners for staff development sessions and keynotes. (Common Core State One time funding) Other 50,000</p>	<p>Google training was made available to staff on the three staff development days. In addition, our TAC team provided "mini" Google training for their fellow teachers at their school staff meetings once a month. TAC team was offered an additional opportunity to attend a CUE conference of their choice in order to build capacity in their ability to support their colleagues. In addition, the district's TOA provided demo lessons integrating the chromebooks and and Google applications.</p> <p>During this school year (14-15), 1,800 chromebooks were delivered to the school sites, for a total of 3,400 chromebooks delivered to grades 2-8 over the past two years.</p> <p>The district also conducted a device pilot for grades TK-1 during the school year. They piloted the Android tablets, iPad tablets and the Chromebooks. The piloting team recommended the iPad mini as the best option for TK-1 students. This team made app recommendations by grade level that will be loaded on the devices before they are deployed to classrooms. Training will be provided by the pilot teachers at their school sites this year as well as during the district's staff development days next school year. (2015-2016)</p> <p>Stakeholder feedback indicated the need for more devices across the district. The district will monitor this need and determine the fiscal feasibility of purchasing additional devices.</p>	<p>Salary and Benefits of Educational Services Staff to oversee and coordinate the appropriate Google training in order to build teachers expertise and comfort level with the Chromebooks as teaching tools Base 5,472</p> <p>Continue purchase and deployment of Chromebooks, Carts, Computers, Tablets, cases Common Core Standards Implementation Funds 102,551</p> <p>Provide tech training for (TAC) team. Plan and implement staff development technology training. Use CUE partners for staff development sessions and keynotes. Common Core Standards Implementation Funds 50,000</p>
<p>Scope of Service LEA wide</p> <hr/> <p>X All</p>		<p>Scope of Service LEA wide</p> <hr/> <p>X All</p>	

<p>OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>4. d Support classroom teachers with a common core instructional coach, demonstration lessons and time to reflect and debrief on practices to improve student performance.</p>	<p>Salary and benefits for Educational Services oversight and coordination of coaching model and delivery to support teachers during the transition to the new standards Base 5,444                  Salary and benefits for Teacher on Assignment (TOA) for coaching, debrief, and planning Base 69,294                  Materials, supplies, and professional development to support the coaching processs Supplemental 2,500</p>	<p>The District's Teacher on Assignment (TOA) provided demo lessons for grade levels K-5. In addition, the TOA conducted Instructional Rounds at one middle school so far this school year. Within each of these services, the TOA provided support with lesson planning, modeling and team teaching. Stakeholder feedback indicated a need for additional teacher support and recommended that we continue to seek qualified TOA's to function in this capacity. The recommendation based on reviewing the 2015-2016 LCAP goals identified last year, was to maintain or increase TOA positions.</p>	<p>Salary and benefits for Educational Services oversight and coordination of coaching model and delivery to support teachers during the transition to the new standards Base 5,350                  Salary and benefits for Teacher on Assignment (TOA) for coaching, debrief, and planning Base 44,186                  Materials, supplies, and professional development to support the coaching processs Supplemental 7,500</p>
<p>Scope of Service: LEA wide with first year emphasis on Elementary Schools</p> <p>X All</p> <p>OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: LEA wide</p> <p>X All</p> <p>OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>4. e Provide training options that do not take teachers out of the classroom.</p>	<p>Salaries and Benefits for Educational Services staff to create and sustain various opportunities for teacher professional development that includes but not limited to: District Teacher Resource Page, Tutorials, Google Docs sharing, Google Education online course and other relevant online training as determined Base 5,388</p>	<p>Multiple PD opportunities were added to the District's website for anytime learning. The district's "Teacher Resource Page" contains a wide variety of "anytime" learning opportunities for our teaching staff. Examples include the following: Google Gmail and Calendar, Adopted Curriculum/Publishers, SchooLoop, Digital Literacy and Citizenship, Grade Level Technology Standards, and a host of Google Support ( Google Docs, Sheets, Slides, etc.) There are also over 25 Google Training videos posted for our staff who prefer a facilitated walk through type of training. The Teacher Resource Page also provides information on the upcoming state testing (CAASSP) that includes training information along with the spring testing window. The District has also posted Staff Development Day Presentations on the Teacher Resource Page for easy reference. Other ways in which the district addressed this action was for our Technology Advancing Curriculum (TAC) teachers at each school site to offer monthly training during staff meetings. The district also offered summer GATE training and training on the new Math curriculum before students returned in August. Follow up math training was offered after school and during the staff development days. Six Powerschool grade book trainings were offered for teachers K-3 new to the program and for any new 4-8 teachers. These trainings were offered as a follow up at the request of the teacher's during their PLC time, or after school. Stakeholder feedback indicated a preference to list this action in</p>	<p>Salaries and Benefits for Educational Services staff to create and sustain various opportunities for teacher professional development that includes but not limited to: District Teacher Resource Page, Tutorials, Google Docs sharing, Google Education online course and other relevant online training as determined Base 5,427</p>

		<p>the following manner: "Provide support and training options that maximize teacher time in the classroom." It was noted that there are multiple ways in which teachers can access learning opportunities that would not take time them out of their classrooms.</p>	
<p>Scope of Service LEA wide</p> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA wide</p> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>4. f Purchase aligned mathematics instructional materials and provide teacher training on newly adopted mathematics materials. (K-8)</p>	<p>Salaries and benefits for Educational Services staff for oversight, coordination and implementation of new math adoptions throughout the district Base 5,388</p> <p>Mathematics Adoption (K-8) with training from Publisher (Lottery IM) Other 161,490</p> <p>Mathematics Adoption (K-8) with training from Publisher Base 408,329</p>	<p>Newly adopted Math materials were purchased K-8 and delivered to each classroom before the start of the 2014-2015 school year. The instructional materials purchase was set up over a two year deferred payment plan. The amount listed here represents the amount spent from the 14-15 school year budget. There is a deferred payment due of \$387,578 due in July 2015. Piloting teachers at each grade level (over 81 teachers in grade K-8 district wide) received initial publisher training and planning time in the spring of 2014. Additionally, all teachers were offered training in August 2014 before school started, again at two after-school planning sessions, and time during two district staff development days this past year. There are online resources for teachers to access at any time should they need or want additional training, information or have general questions about the math program. The district has worked closely with each of the publishers of our math programs to trouble shoot any problems as they arose. Teachers also have direct access to the publishers through their teacher support links. The District is determining the need for a math follow-up training to be offered over the summer of 2015 as an additional support.</p>	<p>Salaries and benefits for Educational Services staff for oversight, coordination and implementation of new math adoptions throughout the district Base 5,305</p> <p>Mathematics Adoption (K-8) with training from Publisher (Lottery IM) Lottery 204,164</p> <p>Mathematics Adoption (K-8) with training from Publisher Base 78,217</p> <p>Mathematics Adoption (K-8) with training from publisher Common Core Standards Implementation Funds 38,312</p>
<p>Scope of Service LEA wide</p> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA wide</p> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>4. g Increase Library/Media Tech Services to support use of various tech devices as learning tools.</p>	<p>Salary and benefits for additional hours for Library/ Media Techs (LMT) to provide technology support to students and teachers Supplemental 103,665</p> <p>Training and support provided by Educational and Technology Services Departments Supplemental 1,821</p>	<p>LMT were provided training to support the use of tech devices at the school sites. Monthly meetings are held with them to touch base on any trouble shooting or additional training needs. Specifically this year, training was provided on the following: Chromebooks, Destiny, Mobi/Doc cameras, Smarter Balanced training, and the Teacher's Resource Page. This spring (2015), the LMT will be trained to support the new</p>	<p>Salary and benefits for additional hours for Library/ Media Techs to provide technology support to students and teachers Supplemental 87,014</p> <p>Training and support provided by Educational and Technology Services Departments Supplemental 1,580</p> <p>Training and support provided by Educational Services</p>

		<p>devices (mini iPads) that will be placed in the TK, K and 1st grade classrooms. The LMT's will also be participating in Destiny training with the Roseville City School District this spring. Destiny is our district's library and instructional materials inventory system.</p>	<p>Department Base 5,427</p>
<p>Scope of Service LEA wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>4. h Investigate, review and purchase supplemental reading and Language Arts materials for use in K-8 classrooms while waiting for state ELA frameworks and piloting in 2015-2016.</p>	<p>Salaries and benefits for Educational Services staff to oversee and coordinate materials review and purchase Supplemental 9,808</p> <hr/> <p>Materials Supplemental 30,000</p> <hr/> <p>Staff development support Supplemental 5,000</p>	<p>Each school site has requested supplemental ELA materials that were purchased for use while waiting for the ELA pilot and adoption. Examples of supplemental materials include the following.</p> <p>Core Clicks</p> <p>Junior Great Books</p> <p>Standards Plus grades K-5</p> <p>Read Naturally</p> <p>Lindamood-Bell Seeing Stars and Visualizing and Verbalizing</p> <p>Wilson Comprehensive Reading program</p> <p>National Geographic Readers</p> <p>Phonics for Reading</p> <p>Scholastic Readers</p> <p>Sundance Newbridge Common Core</p> <p>TIME for Kids</p> <p>Scholastic News for Kids</p> <p>Grolier Online</p> <p>Various other standards-aligned ELA materials may be purchased to support classroom instruction until the official ELA pilot anticipated to begin in the spring of 2016.</p> <p>These resources were used at school sites to fill the gap caused by the lack of standards-aligned ELA/ELD materials. Grade level teams utilized the ELA/ELD framework as a base for their alignment efforts. The need for more informational text drove decisions on which supplemental materials to purchase. Schools are monitoring the effectiveness of these materials through classroom assessments and observations.</p>	<p>Salaries and benefits for Educational Services staff to oversee and coordinate materials review and purchase Supplemental 9,867</p> <hr/> <p>Materials Supplemental 50,000</p> <hr/> <p>Staff development support Supplemental 10,000</p>
<p>Scope of Service LEA wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>4. i Attract, recruit, and retain highly qualified staff.</p>	<p>Salaries and benefits of HR staff to advertise, recruit</p>	<p>Teacher induction (formerly BTSA) was provided through</p>	<p>Salaries and benefits of HR staff to advertise, recruit qualified</p>

	<p>qualified candidates for interviews and maintain highly qualified employed staff Base 82,104</p>	<p>PCOE's program to support our newly hired teachers. The district's TOA's have been approved by PCOE to support our newly hired teachers for the two year period of induction.</p> <p>The district may consider developing its own New Teacher Induction program in order to run a more cost effective program. Educational Services staff will investigate the needed program components and requirements in order to build a solid support program that we oversee and deliver. Staff will determine the time needed to develop such a program and when/if feasible will apply for approval.</p> <p>The district continues to have partnerships with local universities for student teachers and new recruits. The district utilized the services of EdJoin and various job fairs to attract and recruit highly qualified staff.</p>	<p>candidates for interviews and maintain highly qualified employed staff Base 71,988</p> <p>New teacher induction support and district coaching stipends Title II 75,000</p>
<p>Scope of Service LEA wide</p> <hr/> <p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA wide</p> <hr/> <p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>4. j Provide targeted and sustained professional development for the newly hired EL and Reading teachers to support their effectiveness in working with identified students and their families.</p>	<p>Salary and benefits for Educational Services staff to oversee and coordinate specialized professional Development for the newly hired EL/Reading specialists Supplemental 15,046</p> <p>Materials, supplies and on-line resources Supplemental 31,377</p> <p>Seek out ongoing professional development opportunities with coaching support Supplemental 20,000</p>	<p>Professional development was offered to all EL and Reading teachers this past school year to support their effectiveness in working with identified students and their families.</p> <p>The district staff (TOA) coordinated several important training opportunities to build capacity and further the expertise of our EL teachers.</p> <p>These included the following:  June 2014 - Instructional Coaching (3 days) which allowed the EL teacher to grow as classroom instructional coaches. The EL teacher used the skills learned at this training to assist fellow teachers in planning lessons as well as team teaching lessons with them.  July 2014 - English Learner Institute (5 days) West Ed training allowed our EL teachers to develop and enhance their EL strategy toolbox in working with small groups and whole class.  November 2014 - ELD Standards training (1 day) at CAFE and used the information to develop our ELD profile draft.  November 2014 - Academic Vocabulary w/ Kate Kinsella (1 day) and two follow up days in February. The district purchased her Academic Vocabulary Toolkit for piloting in grades 3-8 this spring. Piloting teachers will make a recommendation in May 2015.  The EL teachers and coordinator will attend a workshop entitled "Launching the ELA/ELD Frameworks" in June 2015 to further support our districts efforts with building capacity to effectively teach English Learners. The EL teachers will continue to share at staff meetings, staff development days and at grade level and department meetings into next school year.  In addition, these teachers met to collaborate on focused topics as a PLC during monthly meetings</p>	<p>Salary and benefits for Educational Services staff to oversee and coordinate specialized professional Development for the newly hired EL/Reading specialists Supplemental 9,867</p> <p>Materials, supplies and on-line resources Supplemental 31,377</p> <p>Seek out ongoing professional development opportunities with coaching support Supplemental 20,000</p>

<p>Scope of Service: School wide at ACMS, AM, BR, OL, and CVR</p> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: School wide at ACMS, AM, BR, OL, and CVR</p> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p> <p>Low performing students</p>	
<p>4. k Support classroom teachers with an EL instructional coach, demonstration lessons and time to reflect and debrief on practices to improve student performance.</p>	<p>Salary and benefits for Educational Services staff to oversee and coordinate EL/Reading specialists coaching of teachers ELD strategies Supplemental 15,046</p> <p>Materials and supplies (Title III federal funding) Other 2,000</p> <p>Staff development support Supplemental 5,000</p>	<p>EL teachers served as Instructional Coaches demonstrating EL strategies in various lessons within both our middle school and elementary school classrooms.</p>	<p>Salary and benefits for Educational Services staff to oversee and coordinate EL/Reading specialists coaching of teachers ELD strategies Supplemental 9,867</p> <p>Materials and supplies Title III 2,500</p> <p>Staff development support Supplemental 5,000</p>
<p>Scope of Service: LEA wide</p> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: LEA wide</p> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>4. l Provide ongoing support and professional development in ELD, SDAIE, GLAD, and other effective strategies to support English Learners as well as (RFEP) students.</p>	<p>Salaries and benefits for Educational Services staff to oversee and coordinate "refresher" sessions in the area of GLAD, ELD and SDAIE for our classroom teachers Supplemental 15,046</p> <p>Contracts/Consultants Supplemental 10,000</p> <p>Staff development support Supplemental 25,000</p>	<p>GLAD was offered at CR, CVR, OLG, and QG this past school year for teachers who have not had the training before. Stakeholder feedback indicated that GLAD refresher sessions need to be offered in the 2015-2016 school year to help keep the information in the forefront of lesson planning.</p>	<p>Salaries and benefits for Educational Services staff to oversee and coordinate "refresher" sessions in the area of GLAD, ELD and SDAIE for our classroom teachers Supplemental 9,867</p> <p>Contracts/Consultants Supplemental 12,000</p> <p>Staff development support Supplemental 25,000</p>
<p>Scope of Service: LEA wide with a focus at ACMS, AM, BR, OL, CVR, CR</p> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: LEA wide with a focus at ACMS, AM, BR, OL, CVR, CR</p> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>4. m Continue to offer the AVID program in the district.</p>	<p>Salaries and benefits for Educational services Director and Co-Director of AVID program at ACMS, CVR, and SMS to maintain strong AVID programs Base 917</p> <p>Maintain program requirements and seek to enhance the K-8 AVID program at CVR (Title II federal funding) Other 10,000</p> <p>Materials and supplies Supplemental 1,000</p>	<p>The AVID program was offered at three school sites this past school year. (ACMS, SMS, and CVR) New teachers were trained at the AVID Summer Institute 2014. There were 130 students participating in the full year AVID program in 2014-2015. Stakeholder feedback indicated that none of the high schools that receive our students are offering AVID after this school year. It was suggested that the district monitor the program next year in order to determine whether or not our students will continue to</p>	<p>Salaries and benefits for Educational services Director and Co-Director of AVID program at ACMS, CVR, and SMS to maintain strong AVID programs Base 122</p> <p>Maintain program requirements and seek to enhance the K-8 AVID program at CVR Title II 10,000</p> <p>Materials and supplies Supplemental 1,000</p>

		benefit from the program in middle school.	
Scope of Service	LEA wide	Scope of Service	LEA wide
<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Students Identified based on AVID criteria		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Students Identified based on AVID criteria	
<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> 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?	Specific and minor changes are noted in those action items that either required a change in funding due to the Board of Trustees adopted budget direction or stakeholder feedback to drop or add an action as indicated. Most changes from the 14-15 LCAP year were already written into the 15-16 LCAP year as planned actions/services over the three year time frame. This annual update by section reflects spending as of May 1. Actual spending may increase as actions are still in progress. Any supplemental funds not used this school year will be carried over into the 15-16 school year. Summer and fall projects will utilize these carryover funds as planned. In section four, plans are underway to offer more training to assist teachers with proven classroom strategies for ELL's as well as RFEP's. More instructional coaching will also take place with the addition of two more TOA's. Professional Development plans will include an emphasis on the new ELA/ELD frameworks as well as the next generation science standards.		

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

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

Original GOAL 5 from prior year LCAP:	Increase parent engagement and involvement.		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 <input checked="" type="checkbox"/> 7 _ 8 <input checked="" type="checkbox"/>  COE only: 9 _ 10 _  Local : Specify	
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All students with specific emphasis on EL, SED, Homeless and Foster Youth families		
Expected Annual Measurable Outcomes:	Parent participation rates in school and district events, advisory groups and various school offerings for parent and family involvement will increase by 2% as evidenced on sign-in sheets at meetings.	Actual Annual Measurable Outcomes:	The district used data collected from the 2014-2015 school site surveys to determine parents perspective on opportunities for meaningful and active engagement and involvement in their school community. Survey data gathered from all nine schools indicated the following below.  "The school provides opportunities for parent involvement & engagement in the school's community."  92% of parents strongly agree and agree with this statement with 37% strongly agreeing and 55% agreeing, 4% of parents surveyed disagree 1% strongly disagree 3% responded N/A. (Not applicable)* There were 2,134 total responses gathered.  *Note: The school sites felt that providing the option of N/A may not yield an accurate reflection of parent perception on this particular question. It was suggested that when the School Site Councils. review the parent survey results, that they revise the survey for next year accordingly. Parents will typically respond N/A when they either don't know exactly what the question means or is asking, or they have no experience related to the question. In the case of some questions, the N/A should be removed.  Sign-in sheets for district-level parent meetings and advisory groups will be kept in order to gauge the number of parents attending over time. The Title I, DELAC and LCAP Stakeholder meetings held at the District Office, indicated an increase in parent attendance in the 2014-2015 school year. Parent involvement at the school site level will be monitored through sign-in sheets and observation. School Site councils will review that data with the school principal.	
<b>LCAP Year: 2014-15</b>				
<b>Planned Actions/Services</b>		<b>Actual Actions/Services</b>		
5. a Redesign the District Parent Survey and utilize beginning in the 2014-2015 school year.	<b>Budgeted Expenditures</b>		<b>Estimated Actual Annual Expenditures</b>	
	Salaries and benefits of Educational Services Staff to oversee and coordinate a redesign of the district parent survey document to better address the need for more feedback on parent engagement and involvement Base 5,683		Salaries and benefits of Educational Services Staff to oversee and coordinate a redesign of the district parent survey document to better address the need for more feedback on parent engagement and involvement Base 5,427	



		<p>longitudinal data from year to year. The data collected from this year's school surveys will serve as a baseline moving forward. The question that was added to all school surveys this year is, "The school provides opportunities for parent engagement and involvement in the school community."                  In addition, the district sends out a yearly GATE parent survey during the spring as well as a survey for parents of students with disabilities. This data is used for program evaluation and improvement.</p>	
<p>Scope of Service: LEA wide</p> <p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: LEA wide</p> <p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>5. b Ensure that each school site has a functional ELAC as measured by a rubric of effectiveness and that the District DELAC provides direction and guidance to the schools' ELAC.</p>	<p>Salaries and benefits of Educational Services Staff to oversee and coordinate the development of an ELAC/DELAC rubric of effectiveness to utilize at school and district level Supplemental 15,046                  Materials and supplies (Title III federal funding) Other 1,000</p>	<p>Each school site conducts ELAC meetings at least three times a year. DELAC meetings are held three times a year as well with school site representatives attending these. Parents serve in an advisory role on this committee and offer guidance and direction on matters related to our English Language Learners and programs.                  On a yearly basis, the DELAC analyzes performance data, parent involvement opportunities and various program components offering suggestions and providing resources for the schools.                  It was determined that a rubric of effectiveness was not needed since these teams were already functional and effective in their purpose and outcomes. The DELAC also has teacher and administrator participation. On occasion, students attend and provide feedback on the various topics being discussed.                  Staff will continue to monitor the level of parent involvement on these two teams. A greater effort to recruit parents as participants was actualized with a larger number of parents in attendance at the last two DELAC meeting which were held on February 26, 2015 and April 23, 2015. Every school site within the district was represented.</p>	<p>Salaries and benefits of Educational Services Staff to oversee and coordinate the development of an ELAC/DELAC rubric of effectiveness to utilize at school and district level Supplemental 9,867                  Materials and supplies (DELAC) Title III 1,000</p>
<p>Scope of Service: LEA wide with emphasis on ACMS, AM, OL, BR, and CVR</p> <p><input type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: LEA wide with emphasis on ACMS, AM, OL, BR, and CVR</p> <p><input type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>5. c Periodically survey the student/parent/community on critical matters needing input and feedback. Include the survey via email with a direct easy to access link.</p>	<p>Salaries and benefits of Educational Services staff, in conjunction with the district's Communications Specialist to oversee and coordinate timely and relevant surveys/communication tools that will better involve parents</p>	<p>This past year, the district sent out a survey to all Kindergarten parents requesting feedback on the various Kinder programs offered at our schools. The information was sent out via school newsletters, school and district websites as well as through</p>	<p>Salaries and benefits of Educational Services staff, in conjunction with the district's Communications Specialist to oversee and coordinate timely and relevant surveys/communication tools that will better involve parents</p>

	<p>and community in the programs and events held within the district Base 5,683</p> <p>Materials and supplies and Survey Monkey Base 500</p>	<p>School Messenger. Parent response rate was 35%. This information helped to inform the district in its decision to continue the Kinder pilot to include an Extended-day schedule for the 2015-2016 school year.</p> <p>The district also sent out an LCAP annual update survey using the same protocol as we did with the Kinder survey. This feedback was critical in helping the district conduct its annual review of LCAP goals and actions. This feedback in addition to the other stakeholder groups feedback was used to inform and guide the annual update as well as write the new actions for the next three years.</p> <p>The district will continue to send out important surveys district wide as needed. Stakeholder feedback suggested that we remove the word "periodically" from this action in the updated LCAP.</p>	<p>and community in the programs and events held within the district Base 5,648</p> <p>Materials and supplies and Survey Monkey fee Base 500</p>
<p>Scope of Service LEA wide</p> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA wide</p> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>5. d Ensure that translations and interpreters are readily available and utilized for each school site and District office as needed.</p>	<p>Salary and benefits of Educational Services staff to oversee and coordinate the implementation of services to support families that do not yet speak, read or write in English Supplemental 15,046</p> <p>Contracted services for district trained interpreters Supplemental 15,000</p> <p>Contracted services for agencies to translate written district and school site documents (Title III federal funding)</p> <p>Other 15,000</p> <p>Staff development Supplemental 5,000</p>	<p>The schools and district have ensured that translations and interpreters are made available as needed for all school and district meetings, events. etc.</p> <p>The need for contracted interpreter services exceeded projections.</p> <p>The following are examples:</p> <p>Parent Ed Nights</p> <p>Math Night</p> <p>Parent/Teacher Conferences</p> <p>School Support Teams (SST) and Individualized Education Plans (IEP) meetings</p> <p>ELAC and DELAC meetings</p> <p>CELDT based services</p> <p>Documents, flyers, newsletters</p> <p>Latino Family Literacy meetings</p> <p>Language Line (Interpreter Services)</p>	<p>Salary and benefits of Educational Services staff to oversee and coordinate the implementation of services to support families that do not yet speak, read or write in English Supplemental 9,867</p> <p>Contracted services for district trained interpreters or language line services Supplemental 60,000</p> <p>Contracted services for agencies to translate written district and school site documents Title III 14,382</p> <p>Staff development Supplemental 5,000</p>
<p>Scope of Service LEA wide with emphasis on ACMS, AM, BR, CVR, and OL</p> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA wide with emphasis on ACMS, AM, BR, CVR, and OL</p> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>5. e Increase overall communication with parents via email.</p>	<p>Salary and benefits of Educational Services staff to oversee</p>	<p>It was determined that the schools and district did a very good</p>	<p>Salary and benefits of Educational Services staff to oversee</p>

	<p>and coordinate efforts to increase email communication with parents Base 5,444</p>	<p>job addressing this action the past school year. Educational Services staff worked with principals, attendance clerks, and secretaries to address these efforts. Various stakeholder groups listed the following examples of how communication was increased or improved.</p> <p>Emails  District Mobile App  School Messenger System  District Website Update  District Newsletter (New)  Teacher Websites and Newsletters  School Newsletters</p> <p>Stakeholder feedback suggested that this action be changed to say, "Increase overall communication with parents" moving forward in the updated LCAP document three years out.</p>	<p>and coordinate efforts to increase email communication with parents Base 5,427</p>
<p>Scope of Service LEA wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>5. f Link important "updates" from the District website to the school websites.</p>	<p>Salary and benefits for Educational Services staff in conjunction with the Superintendent's office to oversee and coordinate important updates on the district and school websites Base 239</p>	<p>This was an action that was already being done but we listed it in the first year (14-15) to ensure that we monitored it more regularly. Stakeholder feedback addressed the need for the district website to list emergency instructions should there be a natural disaster or school safety incident so parents know what to do ahead of time.</p>	<p>Salary and benefits for Educational Services staff in conjunction with the Superintendent's office to oversee and coordinate important updates on the district and school websites Base 122</p>
<p>Scope of Service LEA wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>5. g Ensure that surveys to parents come from the same person that they typically receive email from regarding school news. (ie. the school secretary)</p>	<p>Salary and benefits for Educational Services staff to oversee and coordinate communication with school sites Base 239</p>	<p>It was noted that parents don't tend to respond when a survey comes from someone they don't know at the District Office. In order to better address this action, the district pushed out all surveys via the school secretary this past school year. The response rate on the surveys we sent out indicates that this was an effective method. The district will continue to follow this same procedure for future surveys. No additional feedback was provided.</p>	<p>Salary and benefits for Educational Services staff to oversee and coordinate communication with school sites Base 122</p>

<p>Scope of Service LEA wide</p> <p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA wide</p> <p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>5. h Ensure that surveys sent out electronically are also accessible at school site events.</p>	<p>Salary and benefits for Educational Services staff to communicate with schools sites and parents regarding the availability of surveys at Back to School Night, Open House, and other schoolwide or district events when parents are on campus.  Base 239</p>	<p>Educational Services staff communicated with school sites to ensure that they provide this option. It was noted that all school sites have provided paper versions of any survey being conducted. No further feedback was provided.</p>	<p>Salary and benefits for Educational Services staff to communicate with schools sites and parents regarding the availability of surveys at Back to School Night, Open House, and other schoolwide or district events when parents are on campus. Base 122</p>
<p>Scope of Service LEA wide</p> <p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA wide</p> <p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>5. i Promote parent engagement through specific parent education events and activities both at the school and district level.</p>	<p>Salaries and benefits of Educational Services staff oversights and coordination of parent engagement efforts Actively recruit more parent involvement on district level advisory committees such as; DELAC, Title I, GATE, School Health Committee, etc. Base 6,147</p> <p>Salary and benefits for the district communication specialist/grant writer to enhance parent involvement and participation opportunities through targeted media outreach and networking efforts Base TBD</p>	<p>District and school level parent involvement continues to be a priority area in which to improve. Examples of parent participation during the 2014-2015 school year include the following.</p> <p>DISTRICT LEVEL:  GATE Parent Advisory(Currently 5 parents)  DELAC (Currently 10 parents)  Title I (Currently 5 parents attend from the five Title I schools in our district)  LCAP Stakeholder Mtg. (10-12 parents)  PowerSchool Training (This school 143 parents)  School Health Committee (Currently 3-5 parents)  Love and Logic Parent Training (This year 38 parents attended.)  Overall in the past three years we have trained approximately 172 parents in the Love and Logic course.  Community Advisory Committee (meets monthly on Special Education Issues)</p> <p>SCHOOL LEVEL:  Digits Math Training  Family Reading Night  Family Math Night  WatchDOG kickoff event  Family Literacy Night  Premiere Days at the beginning of the school year  Back to School Nights  Internet Safety Night  Drama Performances/Art Exhibits/Art Docents  Open House</p>	<p>Salaries and benefits of Educational Services staff for oversight and coordination of parent engagement efforts Actively recruit more parent involvement on district level advisory committees such as; DELAC, Title I, GATE, School Health Committee, etc. Base 5,571</p> <p>Salary and benefits for the district communication specialist/grant writer to enhance parent involvement and participation opportunities through targeted media outreach and networking efforts Base 0</p> <p>Materials and supplies budget passed on to Title I school sites Title I 8,000</p> <p>Materials &amp; supplies for school sites for parent education events Supplemental 18,000</p>

		<p>World Fair                  Family Picnics                  Movie Nights                  Holiday Workshops                  Fall Festivals                  Gala                  First Annual Math Bowl                  PTA sponsored events                  Promotion Ceremonies</p> <p>Most stakeholder feedback indicated that the district does a good job at offering parent involvement opportunities. Other stakeholder feedback indicated a desire to see more parent engagement and involvement at school. The following ideas were suggested.</p> <p>Personal invitations from PTA Board members                  Provide child care                  Notifications on Facebook, Twitter, Remind-app                  More Community Events like the World Fair, Family Picnics, etc                  Make parents "feel" welcomed at school                  Provide more online resources for parents so they can help students struggling with math                  Provide parent training on Google                  Provide parent training on the new standards</p>	
<p>Scope of Service LEA wide</p> <hr/> <p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA wide</p> <hr/> <p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>5. j Offer and recruit parents to participate in Love and Logic Parent training.</p>	<p>Salary and benefits for Educational Services staff to oversee and coordinate the Love and Logic training throughout the district Supplemental 9,808</p> <p>Books and supplies Supplemental 2,000</p>	<p>Love and Logic Parent Training (This year 38 parents attended.) Overall in the past three years we have trained approximately 172 parents in the Love and Logic course. Due to the nature of this training the district chose to use Mental Health funds instead of supplemental dollars.</p>	<p>Salary and benefits for Educational Services staff to oversee and coordinate the Love and Logic training throughout the district (Mental Health funds were able to be used for this training) Other 6,821</p> <p>Books and supplies Supplemental 2,948</p>
<p>Scope of Service LEA wide</p> <hr/> <p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA wide</p> <hr/> <p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>5. k Build partnerships with community agencies and businesses.</p>	<p>Salary and benefits for Educational Services staff to oversee and coordinate (with Communications Specialist) various partnership outreach in our area Supplemental 15,046</p>	<p>Partnerships include:                  Roseville Chamber of Commerce recognizing our students with the BECOME award.                  Sun City residents with Coyote Ridge Elementary School (Golden Coyotes) who help to mentor and support our students</p>	<p>Salary and benefits for Educational Services staff to oversee and coordinate (with Communications Specialist) various partnership outreach in our area Supplemental 9,867</p>

		<p>as school.                  The Roseville Rotary Club who recognizes our teachers                  Sacramento County Youth Service                  The Communications Specialist position was vacant for a portion of the school year. The district will continue to seek partnerships as we plan various outreach efforts in the 2015-2016 school year.</p>	
<p>Scope of Service LEA wide</p> <p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA wide</p> <p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>5. l Share information with Foster Youth care providers regarding available training that addresses education issues for children in Foster Care.</p>	<p>Salary and benefits for District Foster Youth liaison to ensure available training opportunities for care providers Base 967</p>	<p>Information was shared with Foster Youth care providers through the school sites. District Foster Liaison will connect school sites to this information as part of the ongoing plan of support to our district Foster Youth.                  Supplemental funds will be used to support this liaison position in the 2015-2016 school year.</p>	<p>Salary and benefits for District Foster Youth liaison to ensure available training opportunities for care providers Base 221                  Material &amp; Supplies                  Supplemental 2,500                  Conference &amp; Travel Supplemental 2,500</p>
<p>Scope of Service LEA wide</p> <p><input type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA wide</p> <p><input type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>5. m Evaluate District Survey data and make necessary adjustments based on feedback.</p>	<p>Salaries and benefits for Educational Services staff to oversee and coordinate the evaluation of the district survey document questions and feedback data Base 7,295                  Materials and supplies Supplemental 5,000</p>	<p>The district chose not to redesign a "District" parent survey since feedback and past practice indicated that parents are more apt to complete a school site specific survey. In addition, it was determined that sending out "district-wide" surveys seeking topic-specific information was more beneficial and yielded more reliable results.                  Staff worked directly with school sites to develop the school-based parent surveys for use in the spring of the 2014-2015 school year.</p>	<p>Salaries and benefits for Educational Services staff to oversee and coordinate the evaluation of the district survey document questions and feedback data Base 5,427                  Materials and supplies Supplemental 5,000</p>
<p>Scope of Service LEA wide</p> <p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA wide</p> <p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	

<p>5. n Continue to offer the Latino Family Literacy Class and recruit interested families.</p>	<p>Salaries and benefits for Educational Services Staff to oversee and coordinate the Latino Family Literacy instructors, program, resources and recruitment process Supplemental 13,225</p> <p>Salaries and benefits for class instructors Supplemental 6,000</p> <p>Materials and supplies (Title III federal funding) Other 4,808</p>	<p>The District offered the Latino Family Literacy Class again this past school year. Teachers were given informational flyers that were sent home with their students. Over 16 families participated in the first sessions which were held from November (2014) to February (2015). The second sessions began in March and will run until May.</p> <p>This class ends in a culminating recognition ceremony in which participants are awarded certificates of completion. Entire families come to celebrate at the recognition ceremony.</p> <p>The District will continue to offer this Parent/Family Outreach in upcoming years.</p>	<p>Salaries and benefits for Educational Services Staff to oversee and coordinate the Latino Family Literacy instructors, program, resources and recruitment process Supplemental 9,867</p> <p>Salaries and benefits for class instructors Supplemental 10,000</p> <p>Materials and supplies Title III 2,000</p>
<p>Scope of Service LEA wide with emphasis on ACMS, AM, BR, CVR, and OL</p> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA wide with emphasis on ACMS, AM, BR, CVR, and OL</p> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Specific and minor changes are noted in those action items that either required a change in funding due to the Board of Trustees adopted budget direction or stakeholder feedback to drop or add an action as indicated. Most changes from the 14-15 LCAP year were already written into the 15-16 LCAP year as planned actions/services over the three year time frame. This annual update by section reflects spending as of May 1. Actual spending will increase as actions are still in progress. Any supplemental funds not used this school year will be carried over into the 15-16 school year. Summer and fall projects will utilize these carryover funds as planned. In section five, plans are underway to offer more parent classes as stakeholder feedback indicated the need for such outreach.</p>		

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

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	<u>\$2,995,423</u>
<p>The Supplemental Grant Funding is projected at \$1,682,982 in 2014-15, \$2,995,423 in 2015-16, \$3,403,454 in 2016-17 and \$3,666,138 in 2017-18. In specific cases where there is a high concentration of EL's, RFEP's, Low income and or Foster Youth, supplemental funds are used to provide schoolwide services above and beyond what is being provided for all students. The district will use supplemental funds to directly support unduplicated students (EL/LI/FY) with the instructional intervention and coaching provided by EL/Reading specialists, supplemental reading and math intervention support, and through professional development for teachers in EL, SDAIE and GLAD strategies.</p> <p>Because these students have the greatest need of support in these areas, we will also use use supplemental funds on a district wide basis to meet our community goals of:</p> <ol style="list-style-type: none"> <li>1. Increased time to learn</li> <li>2. Increased access to curricular content</li> <li>3. Safe and engaging schools</li> <li>4. Increased teacher effectiveness and student performance</li> <li>5. Increased parent engagement and involvement</li> </ol> <p>We believe that the various actions listed in this document provide the greatest impact towards reaching these goals for these students and are the most effective use of supplemental funds. Because all of our schools support students in need, using some funds LEA wide will ensure that we directly reach all of these students. We believe that providing an Extended-day Kindergarten, Transitional Kindergarten, reducing class sizes, minimizing combination classes in Kinder and offering before/after school and summer programs, our EL/LI/FY students will have more time to learn and thus experience greater success in school. The research is clear on the impact of more time to learn as a critical positive factor in student success.</p> <p>Many of our low income students and foster students need social/emotional support in school. We will also focus on building positive school climate so that our staff and students will be more engaged in school on a regular basis. By providing PBIS structures in our schools along with increased counseling services we enable our most "at-risk" students to have the much needed behavioral supports. Providing increased health services directly supports our LI/FY and homeless students who may have experienced the lack of medical care and follow up. Increasing health and psychology services to support the social, physical and mental health needs of our at-risk students who are primarily EL/LI/FY, will better enable these students to access learning and experience success in school. Each of these activities is supported by literature that indicates the positive effects of a comprehensive system of support for students most in need.</p> <p>By targeting direct support to classroom teachers through professional development, demonstration lessons, instructional rounds and teachers-on-assignment as coaches, emphasizing closing the achievement gap and serving those students who need a more differentiated program, we will see greater teacher effectiveness and our EL/LI/FY will achieve at higher levels. Ensuring that teachers modify lessons, curriculum and assessments in appropriate ways to include the use of technology to meet the specific learning needs of EL/LI/FY students will provide solid classroom supports to help these student achieve greater success. By increasing library and tech support services to support these students with tech devices and learning tools, we will overcome some of the barriers to learning that impact many of our EL/LI/FY students. Ensuring that every EL/LI/FY student has the most highly qualified teacher provides them with a distinct advantage in during their school years. The research is clear on the impact of highly qualified teachers and student outcomes. We anticipate growth in each of these groups because we have provided intensive and focused professional development intended to serve these students.</p> <p>By offering strong supplemental programs for our students such as a solid core program, reading and math interventions, and programs like AVID, our students will experience greater success as measured by various assessments of performance. and Reaching out to our parents and community, particularly our EL, LI and FY parents and guardians, will better enhance our programs and provide a consistent parent participation rate that will solidify our partnership as outlined in our district vision.</p>	

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.

6.59	%	<p>The minimum proportionality percentage is projected at 4.01% for 2014-15, 6.59% for 2015-16, 7.40% for 2016-17 and 7.85% for 2017-18 . The district plans to meet the increases by serving our unduplicated populations which includes, low-income, English Learners, RFEP, and Foster Youth. The overall goals are carried over to meet the needs of these students with additional actions and services listed in each goal section of this LCAP. The district will meet the proportionality requirement by spending in accordance with the listed actions and services listed in goal section 2.</p>
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The district does not receive Concentration Grant Funds as it does not meet the targeted percentage.

**Section 4: Expenditure Summary**

<b>Total Expenditures by Funding Source</b>						
<b>Funding Source</b>	<b>Annual Update Budgeted</b>	<b>Annual Update Actual</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 1-3 Total</b>
All Funding Sources	26,416,933.00	27,817,567.00	29,510,797.00	29,484,140.00	30,281,052.00	89,275,989.00
Base	24,220,274.00	25,321,050.00	26,141,263.00	25,772,525.00	26,311,256.00	78,225,044.00
Common Core Standards Implementation Funds	0.00	318,378.00	0.00	0.00	0.00	0.00
Lottery	0.00	204,164.00	166,611.00	149,661.00	144,658.00	460,930.00
Other	539,364.00	6,821.00	10,000.00	10,000.00	11,000.00	31,000.00
Supplemental	1,657,295.00	1,768,030.00	2,995,423.00	3,403,454.00	3,666,138.00	10,065,015.00
Title I	0.00	67,631.00	44,500.00	26,500.00	21,500.00	92,500.00
Title II	0.00	105,000.00	68,000.00	63,000.00	65,000.00	196,000.00
Title III	0.00	26,493.00	85,000.00	59,000.00	61,500.00	205,500.00

<b>Total Expenditures by Object Type</b>						
<b>Object Type</b>	<b>Annual Update Budgeted</b>	<b>Annual Update Actual</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 1-3 Total</b>
All Expenditure Types	12,848,429.00	0.00	14,292,494.00	14,432,036.00	15,121,980.00	43,846,510.00
	12,848,429.00	0.00	14,292,494.00	14,432,036.00	15,121,980.00	43,846,510.00

<b>Total Expenditures by Object Type and Funding Source</b>							
<b>Object Type</b>	<b>Funding Source</b>	<b>Annual Update Budgeted</b>	<b>Annual Update Actual</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 1-3 Total</b>
All Expenditure Types	All Funding Sources	12,848,429.00	0.00	14,292,494.00	14,432,036.00	15,121,980.00	43,846,510.00
	Base	12,327,945.00	0.00	13,383,951.00	13,497,049.00	14,107,508.00	40,988,508.00
	Other	12,000.00	0.00	0.00	0.00	0.00	0.00
	Supplemental	508,484.00	0.00	896,543.00	920,487.00	1,000,472.00	2,817,502.00
	Title I	0.00	0.00	10,000.00	12,000.00	12,000.00	34,000.00
	Title III	0.00	0.00	2,000.00	2,500.00	2,000.00	6,500.00

**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).