

Introduction:

LEA: Dry Creek Joint Elementary School District Contact (Name, Title, Email, Phone Number): Sara Wegner, Assistant Superintendent, swegner@dcjesd.us, 916.770.8855 LCAP Year: 2016-2017

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>2015-2016 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 (October, January and April) in which parents, 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 of the final LCAP document before it went to the Board of Trustees.</p> <p>The LEA sought engagement from all nine School Site Councils during the months of February and March 2016, regarding the eight state priorities. Feedback from each site was given in written form. This group included teachers, administrators, students (middle school) 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. Consultation was held in May 2016.</p> <p>The LEA sought engagement from staff, parents and the community through a survey document sent via school newsletters and email. Feedback was given in written electronic form aligned to each LCAP goal area.</p> <p>The LEA sought engagement from the District leadership team through analysis of current actions/services and suggestions for future years out. Feedback was collected in written form.</p> <p>The Superintendent notifies the public of opportunity to comment regarding actions and expenditures proposed in the LCAP by posting the LCAP on the District’s website on May 27, 2016 prior to a public hearing scheduled on June 2, 2016 when the LCAP will be reviewed by the Board of Trustees. The Board will be asked to hear public comments. The Board will be asked to approve the LCAP and then the budget at a subsequent Board meeting scheduled on June 16, 2016.</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 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.</p>

<p>Annual Update: 2015-2016 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 22, 2015 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 January 28, 2016 and the final review was April 25, 2016. 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 25th 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, 2018-2019. Meetings were held between January and April 2016 and included the Assistant Superintendent of Educational Services, the Director of Special Education, Director of Curriculum and Staff Development, Coordinator of Assessment and Accountability, Program Specialist and the Teacher on Assignment Team.</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 2016.</p> <p>The LEA consulted with the nine 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 2016. 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 open the month of February 2016.</p> <p>During the month of May 2016, the LEA consulted with the bargaining units by reviewing the LCAP goals and annual updates and providing opportunity for consultation and input.</p> <p>The LEA gathered feedback from staff at all nine school sites during the month of March through a written analysis and feedback format. They did a review & update of current actions and services as well as to provide input for the update of the next three years.</p> <p>The Superintendent notified the public of opportunity to comment regarding actions and expenditures proposed in the LCAP by posting the LCAP on the District's website on May 27, 2016 prior to a public hearing scheduled on June 2, 2016 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 16, 2016.</p>	<p>Annual Update: 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, English Learner 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.</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 analyzed 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 were given the opportunity to provide input and review the LCAP.</p>
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Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

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

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

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

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

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

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

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

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

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

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

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

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

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

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

Guiding Questions:

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

GOAL 1:	Increase time to learn.	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 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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Identified Need :

Need: Extended learning time for all students to meet grade level standards.
 Metric: Retention rates, schedules, student registration, additional staff hired, summer program pre and post assessment results

The number of combination classes remained constant with 8 classes for 15/16 and 16/17.

The number of K-1 combo classes were eliminated from 1 to 0 in 16/17.

Pupil/teacher Ratios:
 K-3 15/16 - 24 16/17 - 24
 4-5 15/16 - 32 16/17 - 30
 6-8 15/16 - 33 16/17 - 32

There were 8 students retained district-wide in 15/16. This is a reduction from 14/15 of three students.

TK enrollment totaled 108 students for this school year to matriculate into our Kindergarten program in 16/17. As of September 1, 2016, 124 students have enrolled in our TK program for 16/17 school year.

A total of 46 EL students attended our 2015 summer program. 92 EL students participated in the summer 2016 program.

Extended-day Kindergarten classes had the support of an Instructional Assistant this school year.

Goal Applies to:	Schools: 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: 2016-17

Expected Annual Measurable Outcomes:	Increased time and opportunity to learn will ensure all of our students successful matriculation to the next grade level as measured by a decrease in retention rate of 1% per year including subgroups. Students participating in summer program will show growth as evidenced by the pre/post assessment results.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.a Minimize combination classes.	District 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 226,099
1.b Maintain or decrease pupil to teacher ratio. K-3 24:1 4-5 30:1 6-8 32:1	District 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 12,252,898 Salaries and benefits to maintain 30:1 teacher/student ratio in grades 4 and 5 Supplemental 562,035 Salaries and benefits to maintain 32:1 teacher/student ratio in grades 6-8 Supplemental 473,468 Salaries and benefits for 4-8 staff Base 12,903,494
1.c Maintain or increase the District Transitional Kindergarten program.	Coyote Ridge and Antelope Meadows,	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	Salaries and benefits to maintain TK staff at 6.0 FTE Base 650,596 Textbooks and instructional materials for TK program (Lottery Instructional Materials funds) Lottery 6,000

	serving the entire District	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
1.d Maintain additional support to school sites for EL's, SED's, and Homeless and Foster Youth programs. Psychologist and Health Services staff to support our students. Items to include: transportation, clothing, school supplies, etc.	District 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 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 207,879 Salary and benefits for Ed Service staff to provide additional services to identified students in need. Supplemental 2,565 Material and supplies Supplemental 3,000 Material and supplies Title I 6,000
1.e Maintain instructional support for Extended Day Kindergarten program.	District 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 an hour of Instructional Assistant support in the Extended Day Kindergarten classes to assist the classroom teachers with delivery of Extended Day program Supplemental 189,788
1.f Maintain summer program for incoming at-risk Kindergartners.	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 summer program staff Title I 7,000 Materials and supplies Title I 3,000
1.g Maintain a summer program to support identified students with additional time to learn.	District 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 and Students with Disabilities	Salaries and benefits for Ed Services staff to plan and implement a summer program for identified students Supplemental 23,019 Salaries and benefits for teachers to plan and teach summer program Supplemental 8,000 Materials and supplies Title III 3,000

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes: Increased time and opportunity to learn will ensure all of our students successful matriculation to the next grade level as measured by a decrease in retention rate of 1% per year including subgroups. Students participating in summer program will show growth as evidenced by the pre/post assessment results.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.a Minimize combination classes.	District 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 241,021
1.b Maintain or decrease pupil to teacher ratio. K-3 24:1 4-5 30:1 6-8 30:1	District 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	Salaries and benefits to maintain K-3 FTE staffing Base 13,114,237 Salaries and benefits to maintain 30:1 teacher/student ratio in grades 4 and 5 Supplemental 566,309 Salaries and benefits to reduce at 30:1 teacher/student ratio in grades 6-8 Supplemental 502,391 Salaries and benefits for 4-8 staff Base 13,228,274

		<input type="checkbox"/> Other Subgroups: (Specify)	
1.c Maintain or increase the District Transitional Kindergarten program.	Coyote Ridge and Antelope Meadows, serving the entire District	<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 684,221 Textbooks and instructional materials for TK program Lottery 6,000
1.d Maintain additional support to school sites for EL's, SED's, and Homeless and Foster Youth programs. Psychologist and Health Services staff to support our students. Items to include: transportation, clothing, school supplies, etc.	District 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 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 224,576 Salary and benefits for Ed Service staff to provide additional services to identified students in need Supplemental 2,565 Material and supplies Supplemental 3,000 Materials and supplies Title I 6,000
1.e Maintain instructional support for Extended Day Kindergarten program.	District 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 an hour of Instructional Assistant support in the Extended Day Kindergarten classes to assist the classroom teachers with delivery of Extended Day program Supplemental 199,579 Materials and supplies Supplemental 8,000
1.f Maintain summer program for incoming at-risk Kindergartners.	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 summer program staff Title I 7,000 Materials and supplies Title I 3,000
1.g Maintain a summer program to support identified students with additional time to learn.	District 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 and Students with Disabilities	Salaries and benefits for Ed Services staff to plan and implement a summer program for identified students Supplemental 24,118 Salaries and benefits for teachers to plan and teach summer program Supplemental 8,000 Materials and supplies Title III 3,000

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	Increased time and opportunity to learn will ensure all of our students successful matriculation to the next grade level as measured by a decrease in retention rate of 1% per year including subgroups. Students participating in summer program will show growth as evidenced by the pre/post assessment results.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.a Minimize combination classes.	District 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 256,929
1.b Maintain or decrease pupil to teacher ratio.	District Wide	<input checked="" type="checkbox"/> All	Salaries and benefits to maintain K-3 FTE staffing Base 13,794,257

<p>K-3 24:1 4-5 30:1 6-8 30:1</p>		<p>OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>Salaries and benefits to maintain 30:1 teacher/student ratio in grades 4 and 5 Supplemental 585,137 Salaries and benefits to reduce at 30:1 teacher/student ratio in grades 6-8 Supplemental 513,028 Salaries and benefits for 4-8 staff Base 13,554,357</p>
<p>1.c Maintain or increase the District Transitional Kindergarten program.</p>	<p>Coyote Ridge and Antelope Meadows, serving the entire District</p>	<p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>Salaries and benefits to maintain TK staff at 6.0 FTE Base 719,700 Textbooks and instructional materials for TK program Lottery 6,000</p>
<p>1.d Maintain additional support to school sites for EL's, SED's, and Homeless and Foster Youth programs. Psychologist and Health Services staff to support our students. Items to include: transportation, clothing, school supplies, etc.</p>	<p>District Wide</p>	<p>_ 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</p>	<p>Salary and benefits for Psychologists, Health Services staff to provide additional services to identified students in need Supplemental 239,145 Salary and benefits for Ed Services staff to provide additional services to identified students in need Supplemental 2,656 Materials and supplies Supplemental 3,000 Materials and Supplies Title I 6,000</p>
<p>1.e Maintain instructional support for Extended Day Kindergarten program.</p>	<p>District Wide</p>	<p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>Salaries and benefits to maintain an hour of Instructional Assistance support in the Extended Day Kindergarten classes to assist the classroom teachers with delivery of Extended Day program Supplemental 207,134</p>
<p>1.f Maintain summer program for incoming at-risk Kindergarten students.</p>	<p>All</p>	<p>_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Homeless</p>	<p>Salaries and benefits for summer program staff Title I 7,000 Materials and supplies Title I 3,000</p>
<p>1.g Maintain or increase a summer program to support identified students with additional time to learn.</p>	<p>District Wide</p>	<p>_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Students with Disabilities</p>	<p>Salaries and benefits for Ed. Services staff to plan and implement a summer program for identified students Supplemental 24,612 Salaries and benefits for teachers to plan and teach summer porogram Supplemental 8,000 Materials and supplies Title III 3,000</p>

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

<p>GOAL 2:</p>	<p>Increase access to curricular content.</p>	<p>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</p>
<p>Identified Need :</p>	<p>Need: Additional support to access curricular content standards. Metric: CELDT and local assessment results, professional development records, technology survey results.</p> <p>BrightBytes survey indicates:</p> <p>"Teacher access to desktop computers in the classroom for their own use." Percent that answer all the time will increase by 1% each year. 2015- 87% to 2016- 90%</p> <p>"The typical student to computer ratio as reported by teachers." Percent that answer one to one will increase by 1% each year. 2015- 56% to 2016-37%</p> <p>"Teachers are able to obtain computers when they need them." Percent that answer all the time will increase by 2% each year. 2015- 16% to 2016- 33%</p> <p>The number of EL/Reading Teachers increased from 8 in 14/15 to 9 in 15/16</p> <p>AMAO Goal #3 will be updated when testing information is available.</p> <p>AMAO Goal #1 14/15 State Target 60.5% District Actual 74.1% AMAO Goal #1 15/16 State Target 62% / District Actual 71.7%</p> <p>AMAO Goal #2 Less than 5 years 14/15 State Target 24.2% / District Actual 35.6% AMAO Goal #2 Less than 5 years 15/16 State Target 25.4% / District Actual 36.1%</p> <p>AMAO Goal #2 5 Years or More 14/15 State Target 50.9% / District Actual 75.1% AMAO Goal # 2 5 Years or More 15/16 State Target 52.8% / District Actual 76.9%</p> <p>Reclassification rate increased from 12.6% in 14/15 to 15.3% in 15/16.</p> <p>District Writing Assessments 14/15 52.9% 15/16 51.9% District Writing Assessments (EL) 14/15 37.9% 15/16 35.1% District Writing Assessments (SED) 14/15 43.9% 15/16 41.6%</p> <p>Students enrolled in advanced placement courses 14/15 N/A 15/16 12.7%</p> <p>Students participating in full-year AVID course 14/15 1.8% 15/16 6.2% Students participating in full-year AVID course (SED) 14/15 N/A 15/16 65 students Students participating in full-year AVID course (EL/RFEP) 14/15 N/A 15/16 33 students</p> <p>Project Lead the Way (SED) 14/15 N/A 15/16 130 students Project Lead the Way (EL/RFEP) 14/15 N/A 15/16 93 students</p>	
<p>Goal Applies to:</p>	<p>Schools: District 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</p>	

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	EL's, SED's, Foster Youth and other identified student subgroups will increase proficiency levels by 2% on the SBAC at the end of the 2016-2017 school year. Increase by 1% our reclassification rate.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>2.a Provide teachers and students with technology access and tools to enhance and support appropriate curriculum. (K-8)</p> <ul style="list-style-type: none"> Continue to facilitate Google training as needed at all grade levels and support the implementation of Chromebooks and iPads in the TK-8 classrooms. Technology Advancing Curriculum (TAC) teachers to provide each site with regular training and lead staff with implementation of innovative curricular technology, application, lessons and support. 	District 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 the research, planning and execution in conjunction with the Technology Department Base 10,004 Salaries and benefits for Educational Services staff to oversee and coordinate the research, planning and execution in conjunction with the Technology Department Supplemental 35,419 Materials and supplies/additional devices if funding available Supplemental 25,000 Salaries and benefits for teacher stipend positions (TAC) to continue support and roll-out efforts across the district Base 11,009 Salaries & benefits for Technology Department staff to support device implementation at school sites Supplemental 68,154
<p>2.b Provide professional learning to build general education and EL specialist capacity to teach ELD strategies and to develop and design programs that meet the needs of English Learners. To include:</p> <ul style="list-style-type: none"> ELD standards training Utilizing ELD profiles ELD instructional strategies and lesson development Participate in regular monthly meetings to address improvement of our program, research strategies and resources and build teachers' overall expertise in serving our English Learners. 	District Wide	<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 professional development and implementation of the ELD standards and profile Supplemental 9,819 Materials and supplies Title III 5,000 Professional Development contracts Supplemental 4,000 Salaries and benefits for Educational Services staff to oversee and coordinate professional development and implementation of the ELD standards and profile Base 4,764
<p>2.c Continue to provide GLAD training for grades 6-8 across the district and new K-5 teachers as needed (as of May 2016 all K-5 teachers had been GLAD trained). Provide GLAD refresher training for previously trained staff.</p>	All	<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 type="checkbox"/> Other Subgroups: (Specify)	Salary and benefits for staff to oversee the planning and implementation of the GLAD training across the District Supplemental 42,673 Substitute costs for teachers participating in GLAD training Supplemental 34,056 GLAD consultant contract and fees Middle School (Title 1 & Title 1 PI funds) Title I 36,000 Materials and supplies for training Supplemental 3,000 GLAD consultant contract and fees Elementary Title III 9,500 GLAD trainer certification Supplemental 11,000 GLAD trainer certification Title I 9,600
<p>2.d Increase learning opportunities for college and career readiness, to include but not limited to:</p> <ul style="list-style-type: none"> Project Lead the Way Explore STEAM courses Advanced Math AVID GATE 	District 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 oversee and coordinate implementation, professional development, resources and programs Base 10,969 Sub costs for teacher teams to collaborate in the ongoing improvement of curricula, pacing, program components, criteria and articulation across grade levels Title I 5,000 Materials and supplies Base 3,000 Professional Development/Consultant Fees Base 10,000 Professional Development/Consultant Fees Lottery 5,000 Salaries and benefits to oversee and coordinate implementation, professional development, resources and programs Supplemental 22,362 Resources Supplemental 25,000
<p>2.e Maintain or increase EL/Reading teacher specialists to address the specific needs of students at each school site.</p>	School Wide: 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 to maintain 6.0 FTE EL/Reading teachers to support EL and SED identified students specifically in reading targeting vocabulary, comprehension and writing Supplemental 700,815
<p>2.f. Additional support to school sites to provide EL, SED, Homeless, Foster Youth and at-</p>	District Wide	<input type="checkbox"/> All	Salaries and benefits for Educational Services staff to oversee and coordinate resources and

risk students with programs to specifically meet their academic needs.		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 checked="" type="checkbox"/> Other Subgroups: (Specify) Homeless	personnel to support the identified groups at each school site Supplemental 9,819 Funds to support school site programs for identified populations Supplemental 46,864 Funds to support school site programs for identified populations Supplemental 50,000
2.g Provide curricular planning time to certificated staff TK-3.	District 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)	Staffing for the TK-3 curricular planning program Supplemental 238,140 Staffing for the TK-3 curricular planning program Base 294,252
		<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)	

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	EL's, SED's, Foster Youth and other identified student subgroups will increase proficiency levels by 2% on the SBAC at the end of the 2016-2017 school year. 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) <ul style="list-style-type: none"> Continue to facilitate Google training as needed at all grade levels and support the implementation of Chromebooks and iPads in the TK-8 classrooms Technology Advancing Curriculum (TAC) teachers to provide each site with regular training and lead staff with implementation of innovative curricular technology, application, lessons and support. 	District 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 the research, planning and execution in conjunction with the Technology Department Supplemental 36,654 Salaries and benefits for Educational Services staff to oversee and coordinate the research, planning and execution in conjunction with the Technology Department Base 10,350 Salaries and benefits for teacher stipend positions (TAC) to continue support and roll-out efforts across the District Base 11,213 Materials and supplies/additional devices if funding available Supplemental 25,000 Salaries and benefits for Technology Department staff to support device implementation at school sites Supplemental 73,981
2.b Provide professional learning to build general education and EL specialist capacity to teach ELD strategies and to develop and design programs that meet the needs of English Learners. To include: <ul style="list-style-type: none"> ELD standards training Utilizing ELD profiles ELD instructional strategies and lesson development Participate in regular monthly meetings to address improvement of our program, research strategies and resources and build teachers' overall expertise in serving our English Learners. 	District Wide	<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 professional development and implementation of the ELD standards and profile Supplemental 10,047 Materials and supplies Title III 5,000 Staff development support Supplemental 5,000 Salaries and benefits for Educational Services staff to oversee and coordinate professional development and implementation of the ELD standards and profile Base 4,870
2.c Continue to provide GLAD training for grades 6-8 across the district and new K-5 teachers as needed (as of May 2016 all K-5 teachers had been GLAD trained). Provide GLAD refresher training for previously trained staff. Send a team to the GLAD Trainer Institute to be certified.	District Wide	<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 44,136 Substitute costs for teachers participating in GLAD training Supplemental 17,030 GLAD consultant contract and fees Title I 18,000 Materials and supplies Supplemental 5,000 GLAD consultant contract and fees Title III 9,000

<p>2.d Increase learning opportunities for college and career readiness to include but not limited to:</p> <ul style="list-style-type: none"> • Project Lead the Way • Explore STEAM courses • Advanced Math • AVID • GATE 	<p>District 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>GLAD consultant contract and fees for GLAD trainer certification Supplemental 10,000</p> <p>Salaries and benefits to oversee and coordinate implementation, professional development, resources and programs Supplemental 22,822</p> <p>Salaries and benefits to oversee and coordinate implementation, professional development, resources and programs Base 7,779</p> <p>Materials and supplies Base 3000</p> <p>Professional Development/Consultant Fee Base 10,000</p> <p>Professional Development/Consultant Fee Title I 10,000</p> <p>Resources Supplemental 25,000</p>
<p>2.e Maintain or increase EL/Reading teacher specialists to address the specific needs at schools within the district.</p>	<p>School Wide: 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>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 737,664</p>
<p>2.f. Additional support to school sites to provide EL, SED, Homeless, Foster Youth and at-risk students with programs to specifically meet their academic needs.</p>	<p>District Wide</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 10,047</p> <p>Funds to support school site programs for identified populations Supplemental 46,864</p> <p>Funds to support school site programs for identified populations Supplemental 50,000</p>
<p>2.g Maintain curricular planning time to certificated staff TK-3.</p>	<p>District 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>Staffing for the TK-3 curricular planning program Supplemental 253,857</p> <p>Staffing for the TK-3 curricular planning program Base 299,696</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: 2018-19

Expected Annual Measurable Outcomes:

EL's, SED's, Foster Youth and other identified student subgroups will increase proficiency levels by 2% on the SBAC at the end of the 2016-2017 school year. Increase by 1% our reclassification rate.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>2.a Provide teachers and students with technology tools and access to enhance and support appropriate curriculum. (K-8)</p> <ul style="list-style-type: none"> • Continue to facilitate Google training as needed at all grade levels and support the implementation of Chromebooks and iPads in the TK-8 classrooms • Technology Advancing Curriculum (TAC) teachers to provide each site with regular training and lead staff with implementation of innovative curricular technology, application, lessons and support. 	<p>District 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 for Educational Services staff to oversee and coordinate the research, planning and execution in conjunction with the Technology Department Base 10,541</p> <p>Salaries and benefits for Educational Services staff to oversee and coordinate the research, planning and execution in conjunction with the Technology Department Supplemental 38,326</p> <p>Salaries and benefits for teacher stipend positions (TAC) to continue support and roll-out efforts across the District Base 11,420</p> <p>Salaries and benefits for Technology Department staff to support device implementation at school</p>

			sites Supplemental 78,863
<p>2.b Provide professional learning to build general education and EL specialist capacity to teach ELD strategies and to develop and design programs that meet the needs of English Learners. To include:</p> <ul style="list-style-type: none"> • ELD standards training • Utilizing ELD profiles • ELD instructional strategies and lesson development • Participate in regular monthly meetings to address improvement of our program, research strategies and resources and build teachers' overall expertise in serving our English Learners. 	District Wide	<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 professional development and implementation of the ELD standards and profile Supplemental 10,281</p> <p>Salaries and benefits for Educational Services staff to oversee and coordinate professional development and implementation of the ELD standards and profile Base 4,957</p> <p>Materials and supplies Title III 5,000</p> <p>Staff development support Supplemental 5,000</p>
<p>2.c Continue to provide GLAD training for grades 6-8 across the district and new K-5 teachers as needed (as of May 2016 all K-5 teachers had been GLAD trained). Provide GLAD refresher training for previously trained staff.</p>	District Wide	<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 45,951</p> <p>Substitute costs for teachers participating in GLAD training Supplemental 17,030</p> <p>GLAD consultant contract and fees - Certification for Trainers Supplemental 5,000</p> <p>Materials and supplies Supplemental 5,000</p> <p>GLAD consultant contract and fees - Certification for Trainers Title III 5,000</p>
<p>2.d Increase learning opportunities for college and career readiness to include but no limited to:</p> <ul style="list-style-type: none"> • Project Lead the Way • Explore STEAM courses • Advanced Math • AVID • GATE 	District Wide	<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 implementation, professional development, resources and programs Base 7,920</p> <p>Sub costs for teacher teams to collaborate in the ongoing improvement of curricula, pacing, program components, criteria and articulation across grade levels Lottery 5,000</p> <p>Materials and supplies Base 3,000</p> <p>Professional Development/Consultant Fees Base 10,000</p> <p>Professional Development/Consultant Fees Title I 10,000</p> <p>Salaries and benefits to oversee and coordinate implementation, professional development, resources and programs. Supplemental 24,243</p> <p>Materials and supplies Title I 3,000</p>
<p>2.e Maintain or increase EL/Reading teacher specialists to address the specific needs of students at each school site.</p>	School Wide: ACMS, AM, BR, OL, CVR, CR	<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>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 742,572</p>
<p>2.f. Additional support to school sites to provide EL, SED, Homeless, Foster Youth and at-risk students with programs to specifically meet their academic needs.</p>	District Wide	<p><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)</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 10,281</p> <p>Funds to support school site programs for identified populations Supplemental 15,000</p> <p>Funds to support school site programs for identified populations Supplemental 46,864</p> <p>Funds to support school site programs for identified populations Supplemental 50,000</p>
<p>2.g Maintain curricular planning time to certificated staff TK-3.</p>	District Wide	<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>Staffing for the TK-3 curricular planning program Supplemental 255,611</p> <p>Staffing for the TK-3 curricular planning program Base 305,240</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 :	<p>Need: Safe schools and facilities in good repair, additional support to assist with positive school climate. Metric: Attendance reports, suspension/expulsion data, facilities maintenance reports, school and District surveys</p> <p>Empirical data collected from the current year Facilities Inspection Tool (FIT) were used to provide comparative analysis and to assess the condition of our facilities. Detailed and finite data offered targeted repair needs. Age of buildings factor into the scores as well as typical wear and tear. Current scores by school are as follows: 1. ACMS 74.11% POOR 2. AM 81.04% FAIR 3. BR 95.42% GOOD 4. CR 89.58% FAIR 5. CVR 92.65% GOOD 6. HO 87.79% FAIR 7. OL 78.40% FAIR 8. QG 87.87% FAIR 9. SMS 86.28% FAIR</p> <p>As reported on the parent surveys District wide, parent perception of bullying incidents decreased by 2% from 17.5% to 15.7%. 90.8% of parents feel that school is a safe place for their child(ren). Parent perception of students being treated with fairness and respect decreased from 87.8% to 73.8%.</p> <p>As reported on the student surveys, student perception of bullying incidents increased from 32.5% to 32.9%. 58.5% of students feel that school is a safe place (no data for 14/15). Student perception of being treated with fairness and respect is 28.6% (no data for 14/15).</p> <p>Overall average attendance rate for the school year District wide went up from 96.4% 14/15 to 96.6% for 15/16.</p> <p>The number of chronic absence cases resulting in a SARB hearing stayed the same with 7 for 14/15 and 7 for 15/16.</p> <p>Suspension rate (number of students suspended per year) will decrease by 1% each year data will be updated here after the end of the school year.</p> <p>Middle School dropout rate: 14/15 0% 15/16 0%</p> <p>Expulsion rate will remain below 1% per year. Percent of students expelled during 2015-2016 will be updated here after the end of the school year.</p> <p>Two elementary school counselors were added this school year to serve the six K-5 school sites. 14/15 5 counselors 15/16 7 counselors</p>			
Goal Applies to:	Schools: <input type="checkbox"/> District Wide Applicable Pupil Subgroups: <input type="checkbox"/> All students			
LCAP Year 1: 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 District wide to support students with additional academic, social/emotional and behavioral needs.	District Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	Salary and benefits for school counselor time to support students with additional academic, social/emotional, and behavioral needs Supplemental 362,812	

		<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
<p>3.b Monitor daily attendance at each school site.</p> <ul style="list-style-type: none"> • Provide recognition and incentives at school sites for excellent attendance. • Communicate with parents regarding the importance of attendance and long term effects • Offer support to students and families to ensure high levels of attendance • Utilize SART and SARB processes for chronic absences and truancy • Partner with School Resource Officer for assistance with truancy • Track attendance and suspension/expulsion rates by subgroup 	District 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)	<p>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 2,565</p> <p>Materials and supplies for incentive program Base 4,500</p>
<p>3.c Provide training for staff and administration on strategies and supports available to assist students and families in order to keep Foster Youth and Homeless students in school.</p>	District 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 checked="" type="checkbox"/> Other Subgroups: (Specify) Homeless	Salary and benefits for District liaison for attendance to provide training to staff Supplemental 2,565
<p>3.d Support the development and administration of school site surveys to monitor and evaluate climate and culture in our schools.</p> <ul style="list-style-type: none"> • All school surveys will include anti-bullying and school connectedness questions to analyze trends and identify areas of need. • Yearly give the California Healthy Kids Survey - 5th & 7th grade students 	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 assist site principals with parent and student surveys Base 2,856
<p>3.e Facilitate the prompt transfer of student records and connect Foster Youth, Homeless and Low Income students and guardians with supports and services available to families and students.</p>	District Wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input 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	<p>Salary and benefits for District Foster Youth liaison to collect and provide resources and to support facilitation of record transfers Supplemental 2,565</p> <p>Resources and supplies Title I 5,000</p>
<p>3.f Maintain a highly responsive and proactive facilities maintenance plan using the latest technologies and strategies to insure building and program sustainability and safety.</p>	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)	<p>Use Routine Restricted Maintenance funds as needed to keep school facilities in good repair and utilize information from Facilities Inspection Tool as indicated by the data Base 8,630</p> <p>Use Routine Restricted Maintenance funds as needed to keep school facilities in good repair and utilize information from the Facilities Inspection Tool as indicated by the data Base 1,408,000</p>
<p>3.g Update the District's Facilities Master Plan to adjust for the recent and future demographic changes.</p>	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 8,630
<p>3.h Provide support to sites to maintain or expand PBIS across the District. Provide support to all non-PBIS sites with funds for positive culture and anti-bully program</p>	District Wide	<input checked="" type="checkbox"/> All OR:	<p>Site support for positive school climate programs Supplemental 7,500</p> <p>PBIS program MOU with PCOE (District contribution) Supplemental 6,000</p>

implementation.		<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 coordinate and process PBIS program Supplemental 2,565
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LCAP Year 2: 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 District wide to support students with additional academic, social/emotional and behavioral needs.	District 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 386,758
3.b Monitor daily attendance at each school site. <ul style="list-style-type: none"> • Provide recognition and incentives at school sites for excellent attendance. • Communicate with parents regarding the importance of attendance and long term effects • Offer support to students and families to ensure high levels of attendance • Utilize SART and SARB processes for chronic absences and truancy • Partner with School Resource Officer for assistance with truancy • Track attendance and suspension/expulsion rates by subgroup 	District 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 oversee and coordinate attendance, suspension and expulsion data. Liaison will track these by subgroup and monitor patterns Supplemental 2,565 Materials and supplies for incentive program Supplemental 4,500
3.c Provide training for staff and administration on strategies and supports available to assist students and families in order to keep Foster Youth and Homeless students in school.	District 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 checked="" type="checkbox"/> Other Subgroups: (Specify) Homeless	Salary and benefits for District liaison for attendance to provide training to staff Supplemental 2,565
3.d Support the development and administration of school site surveys to monitor and evaluate climate and culture in our schools. <ul style="list-style-type: none"> • All school surveys will include anti-bullying and school connectedness questions to analyze trends and identify areas of need. • Yearly give the California Healthy Kids Survey - 5th & 7th grade students 	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) Homeless	Salary and benefits for Educational Services staff to assist site principals with parent and student surveys Base 2,909
3.e Facilitate the prompt transfer of student records and connect Foster Youth, Homeless and Low Income students and guardians with supports and services available to families and students.	District Wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input 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 Foster Youth liaison to collect and provide resources and to support facilitation of record transfers Supplemental 2,565 Resources and supplies Title I 5,000

3.f Maintain a highly responsive and proactive facilities maintenance plan using the latest technologies and strategies to insure building and program sustainability and safety.	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 Facilities Inspection Tool as indicated by the data Base 9,093 Use Routine Restricted Maintenance funds as needed to keep school facilities in good repair and utilize information from the Facilities Inspection Tool as indicated by the data Base 1,408,000
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 9,093
3.h Provide support to sites to maintain or expand PBIS across the District. Provide support to all non-PBIS sites with funds for positive culture and anti-bully program implementation.	District 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)	PBIS program MOU with PCOE Supplemental 6,000 Site support for positive school climate programs Supplemental 7,500 Salaries and benefits of District staff to coordinate and process PBIS program Supplemental 2,565

LCAP Year 3: 2018-19

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 District wide to support students with additional academic, social/emotional and behavioral needs.	District 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(s) to support students with additional academic, social/emotional and behavioral needs Supplemental 412,284
3.b Monitor daily attendance at each school site. <ul style="list-style-type: none"> • Provide recognition and incentives at school sites for excellent attendance. • Communicate with parents regarding the importance of attendance and long term effects • Offer support to students and families to ensure high levels of attendance • Utilize SART and SARB processes for chronic absences and truancy • Partner with School Resource Officer for assistance with truancy • Track attendance and suspension/expulsion rates by subgroup 	District 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 oversee and coordinate attendance, suspension and expulsion data. Liaison will track these these by subgroup and monitor patterns Supplemental 2,656 Materials and supplies for incentive program Supplemental 4,500
3.c Provide training for staff and administration on strategies and supports available to assist students and families in order to keep Foster Youth and Homeless students in school.	District 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	Salary and benefits for District liaison for attendance to provide training to staff Supplemental 2,656

		<input type="checkbox"/> Other Subgroups: (Specify)	
3.d Support the development and administration of school site surveys to monitor and evaluate climate and culture in our schools. <ul style="list-style-type: none"> All school surveys will include anti-bullying and school connectedness questions to analyze trends and identify areas of need. Yearly give the California Healthy Kids Survey - 5th & 7th grade students 	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 assist site principals with parent and student surveys Base 2,963
3.e Facilitate the prompt transfer of student records and connect Foster Youth, Homeless and Low Income students and guardians with supports and services available to families and students.	District Wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input 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 Foster Youth liaison to collect and provide resources and to support facilitation of record transfers Supplemental 2,656 Materials and Resources Title I 5,000
3.f Maintain a highly responsive and proactive 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 Facilities Inspection Tool as indicated by the data Base 9,495 Use Routine Restricted Maintenance funds as needed to keep school facilities in good repair and utilize information from the Facilities Inspection Tool as indicated by the data Base 1,408,000
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 for District staff to monitor demographic changes that would impact the Facilities Master Plan Base 9,495
3.h Provide support to sites to maintain or expand PBIS across the District. Provide support to all non-PBIS sites with funds for positive culture and anti-bully program implementation.	District 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)	PBIS program MOU with PCOE Supplemental 6,000 Site support for positive school climate programs Supplemental 7,500 Salaries and benefits of District staff to coordinate and process PBIS program Supplemental 2,656

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

<p>GOAL 4:</p>	<p>Increase teacher effectiveness and student performance.</p>	<p>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</p>
<p>Identified Need :</p>	<p>Need: Fully-aligned Standards Based instruction and instructional materials High quality Professional Development Effective and accessible technology resources for staff 100% Highly qualified staff</p> <p>Metrics: Professional Development (PD) 3 year plan and implementation records, PD survey feedback, local assessment measures, CAASPP results, Williams Act Board approved Resolution, textbook adoptions, percentage of HQT, teacher technology usage survey results (Bright Bytes). The California Assessment of Student Performance and Progress (CAASPP) testing data will be available in August and will be added to this update area at that time. CAASPP data will be analyzed by District and site administrators and by site teams to determine areas of need and strength. Plans will be developed to address need areas and to ensure all students are making progress toward grade level standards. Goals will be developed to support these measures.</p> <p>California Assessment of Student Performance and Progress (CAASPP) testing data. CAASPP data will be analyzed by District, site administrators and by site teams to determine areas of need and strength. Plans will be developed to address need areas and to ensure all students are making progress toward grade level standards. Goals will be developed to support these measures.</p> <p>Student performance on the Smarter Balanced (SBAC) ELA assessments 14/15 54% 15/16 58% Student performance on the SBAC ELA assessments(EL) 14/15 21% 15/16 21% Student performance on the SBAC ELA assessments (SED) 14/15 41% 15/16 45%</p> <p>Student performance on the SBAC Math assessments 14/15 45% 15/16 47% Student performance on the SBAC Math assessments (EL) 14/15 20% 15/16 19% Student performance on the SBAC Math assessments (SED) 14/15 33% 15/16 34%</p> <p>Student performance on the SBAC Science assessments (5th) 14/15 79% 15/16 78% Student performance on the SBAC Science assessments (5th EL) 14/15 29% 15/16 43% Student performance on the SBAC Science assessments (5th SED) 14/15 67% 15/16 67% Student performance on the SBAC Science assessments (8th) 14/15 82% 15/16 76% Student performance on the SBAC Science assessments (8th EL) 14/15 39% 15/16 42% Student performance on the SBAC Science assessments (8th SED) 14/15 73% 15/16 69%</p> <p>At the site level, the analysis of data, use of formative assessments and progress monitoring is done regularly and by whole school and grade level. The site level goals are the foundation of the Single Plan for Student Achievement (SPSA). The documents for each site are available on the school and District websites.</p> <p>BrightBytes Data was used to determine level of technology integration and growth District-wide. Comparison is for Spring 2015 and Spring 2016. Scale is Beginning to Advanced.</p> <p>Teacher Foundational Skills will increase from Advanced to Exemplary by 2018. 2015 Adv to 2016 Adv</p> <p>Online Skills will increase from Proficient to Exemplary by 2018. 2015 Prof to 2016 Prof</p> <p>Multimedia Skills will increase from Proficient to Exemplary by 2018. 2015 Prof to 2016 Prof</p> <p>The 3 P's category will increase from Proficient to Exemplary by 2018. 2015 Prof to 2016 Prof</p> <p>Professional Learning category will increase from Emerging to Advanced by 2018. 2015 Emerg to 2016 Emerg</p> <p>Teacher Use of the 4'c will increase from Beginning to Proficient by 2018. 2015 Begin to 2016 Emerg</p> <p>Teacher knowledge of Digital Citizenship will increase from Emerging to Advanced by 2018. 2015 Emerg to 2016 Prof</p> <p>Teacher use of online assessments will increase from Emerging to Advanced by 2018. 2015 Emerg to 2016 Emerg</p>	

There were 340 teacher who participated in Professional Learning Institutes in 15/16

There were 18 Professional Learning Institute courses offered in 15/16

Teachers reporting they spent 17 or more hours per year participating in school sponsored professional development will increase by 2% each year. 2015 - 36% to 2016 - 30%

Teachers reporting that they spent 17 or more hours per year participating in non-school sponsored professional development will increase by 2% each year. 2015-9% to 2016 -14%

The District has maintained our Highly Qualified Teacher (HQT) rate at 100% in 2015-2016.

Through our Board adopted Resolution of Sufficiency of Materials, all students have the instructional materials needed for the 2015-2016 and 2016-2017 school years.

CELDT

Students moving from Beginning to Early Intermediate 14/15 5.7% 15/16 7.6%

Students moving from Early Intermediate to Intermediate 14/15 7.9% 15/16 7.7%

Students moving from Intermediate to Early Advanced 14/15 13.3% 15/16 15.0%

Students moving from Early Advanced to Advanced 14/15 5.1% 15/16 11.1%

Healthy Fitness Zone (Grade 5)

Aerobic Capacity will increase by 1% 14/15 76% 15/16 78%

Body Composition will increase by 2% 14/15 70% 1516 70%

Abdominal Strength will increase by 2% 14/15 70% 15/16 70%

Upper Body Strength will increase by 2% 14/15 63% 15/16 73%

Trunk Extension/Endurance will increase by 2% 14/15 66% 15/16 65%

Overall Flexibility will increase by 2% 14/15 61% 15/16 57%

Healthy Fitness Zone (Grade 8)

Aerobic Capacity will increase by 1% 14/15 77% 15/16 Not available at this time

Body Composition will increase by 2% 14/15 70% 1516 Not available at this time

Abdominal Strength will increase by 2% 14/15 85% 15/16 Not available at this time

Upper Body Strength will increase by 2% 14/15 75% 15/16 Not available at this time

Trunk Extension/Endurance will increase by 2% 14/15 87% 15/16 Not available at this time

Overall Flexibility will increase by 2% 14/15 75% 15/16 Not available at this time

Goal Applies to:

Schools: District Wide

Applicable Pupil Subgroups: All students

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:

- 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, BrightBytes.
- 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.

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.</p> <ul style="list-style-type: none"> Provide professional development 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 Professional Development Days, summer training, after school courses offered by the District and other relevant training as determined by needs. Provide ongoing professional development for State Standards implementation and NGSS. Utilize teacher leader expertise through the CADRE model for NGSS training and implementation. 	<p>District Wide</p>	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <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>Salary and benefits for Educational Services staff to oversee and coordinate the content, delivery method and execution of district professional development to implement the new standards Base 10,994</p> <p>Salary and benefits for Educational Services staff to oversee and coordinate the content, delivery method and execution of district professional development to implement the new standards Supplemental 45,238</p> <p>Substitute costs for teacher leaders to support professional development plan Title II 17,030</p> <p>Materials and supplies, implementation of professional development plan Supplemental 7,000</p> <p>NGSS CADRE stipends (Educator Effectiveness Grant funds) Other 7,200</p>

<ul style="list-style-type: none"> Support classroom teachers with an instructional coach(es) to develop best instructional practices and strategies in order to maximize student learning and performance. Support classroom teachers with an EL instructional coach to develop best instructional practices and strategies in order to maximize student learning and performance. Provide professional development in ELD, SDAIE, GLAD and other effective strategies to support English Learners as well as RFEP's. Provide professional development in designing standards aligned special education goals and differentiated instruction. Provide professional development for classified instructional support staff. 			<p>Contracts and consultant fees for professional development Supplemental 31,000</p> <p>Summer curriculum planning and training NGSS - (Educator Effectiveness Grant funds) Other 12,000</p> <p>Substitute costs for teacher leaders to support staff development plans (4,000 PI, 20,000 T1) Title I 27,246</p> <p>Substitute costs for teacher leaders to support staff development plans - (Educator Effectiveness Grant funds) Other 3,595</p> <p>Professional Development Extra Duty - Classified and Certificated Supplemental 29,251</p> <p>Professional Development Extra Duty - Certificated Lottery 26,111</p> <p>Professional Development Extra Duty - Certificated Title II 11,352</p> <p>Professional Development Extra Duty - Certificated (T1 PI) Title I 11,352</p> <p>Contracts and consultant fees for professional development Lottery 30,000</p>
<p>4.b Maintain curriculum and assessment teams by grade level/content area.</p> <ul style="list-style-type: none"> Design fully aligned assessments by grade level and content area. Participate in a systematic process to develop instructional practices. 	District 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)	<p>Salary and benefits for Educational Services staff to oversee and coordinate curriculum and assessment development Base 10,994</p> <p>Salary and benefits for Educational Services staff to oversee and coordinate curriculum and assessment development Supplemental 42,673</p> <p>Contract costs to implement new student performance data management system Base 40,000</p> <p>Substitutes for teacher planning teams (Title I PI) Title I 11,352</p> <p>Substitutes for teacher planning teams Lottery 28,382</p> <p>Training costs for data management system Lottery 3,000</p>
<p>4.c Provide professional development and support for the ELA pilot. Adopt ELA instructional materials.</p>	District 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)	<p>Salary and benefits for Educational Services staff to coordinate and oversee the pilot and adoption process Base 10,994</p> <p>Salary and benefits for Educational Services staff to coordinate and oversee the pilot and adoption process Supplemental 45,238</p> <p>Professional development costs for pilot teachers, subs, extra duty, contracts (Educator Effectiveness Grant funds) Other 35,000</p> <p>Purchase of ELA materials (instructional materials funds RE 0116) Base 1,000,000</p>
<p>4.d Maintain Library/Media Tech services to support use of tech devices as learning tools.</p>	District 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)	<p>Salary and benefits to maintain hours for Library/Media Techs to provide technology support to students and teachers Supplemental 102,480</p> <p>Salaries and benefits for training and monthly meeting support provided by Educational Services Base 2,856</p> <p>Professional development for Library/Media Techs Supplemental 2,000</p>
<p>4.e Attract, recruit, and retain highly qualified staff.</p>	District 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)	<p>Salary and benefits for HR staff to advertise, recruit qualified candidates and maintain highly qualified employed staff Base 10,994</p> <p>New Teacher Induction Program PCOE contract (Educator Effectiveness grant funds) Other 39,000</p> <p>District coaches stipends (Educator Effectiveness Grant funds) Other 49,000</p> <p>Materials, supplies and resources Supplemental 7,000</p>
<p>4.f Administer CELDT and monitor scores to determine areas of need and strength.</p> <ul style="list-style-type: none"> Field test the English Language Proficiency Assessment for California (ELPAC). 	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)	<p>Salary and benefits for Educational Services staff to oversee and coordinate CELDT training, testing, data analysis and improvement plans Supplemental 9,819</p> <p>Salary and benefits for Educational Services staff to oversee and coordinate CELDT training, testing, data analysis and improvement plans Base 4,764</p> <p>Materials and supplies to support CELDT testing Supplemental 500</p> <p>Contracted services Supplemental 1,000</p>
<p>4.g Continue to offer the AVID program in the district for 6-8 students and monitor for effectiveness at each site.</p>	School Wide: ACMS, CVR,	<input type="checkbox"/> All OR:	<p>Salary and benefits for Educational Services staff to oversee and coordinate AVID program at ACMS, SMS and CVR Base 3,846</p>

	SMS	<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)	Salary and benefits for Educational Services staff to oversee and coordinate AVID program at ACMS, SMS and CVR Supplemental 9,819 MOU and contract fees with AVID, funds to run program at site level Title II 13,000
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LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	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, BrightBytes. 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. <ul style="list-style-type: none"> Provide professional development 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 Professional Development Days, summer training, after school courses offered by the District and other relevant training as determined by needs. Provide ongoing professional development for State Standards implementation and NGSS. Utilize teacher leader expertise through the CADRE model for NGSS training and implementation. Support classroom teachers with an instructional coach(es) to develop best instructional practices and strategies in order to maximize student learning and performance. Support classroom teachers with an EL instructional coach to develop best instructional practices and strategies in order to maximize student learning and performance. Provide professional development in ELD, SDAIE, GLAD and other effective strategies to support English Learners as well as RFEP's. Provide professional development in designing standards aligned special education goals and differentiated instruction. Provide professional development for classified instructional support staff. 	District 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 professional development to implement the new standards Base 11,376 Salary and benefits for Educational Services staff to oversee and coordinate the content, delivery method and execution of district professional development to implement the new standards Supplemental 46,701 Substitute costs to support professional development Supplemental 22,704 Materials and supplies, implementation of professional development plan Supplemental 7,000 NGSS CADRE stipends 6-8 (Educator Effectiveness Grant funds) Other 7,300 Contracts and consultant fees for professional development Supplemental 30,000 Summer curriculum planning and training - (Educator Effectiveness Grant funds) Other 12,000 Substitute costs to support staff development Title I 27,246 Contracts and consultant fees for professional development Title II 17,030 NGSS CADRE stipends Lottery 11,352 Substitute costs to support professional development Title II 17,030 Contracts and consultant fees for professional development Lottery 30,000 Professional Development Extra Duty Classified and Certificated Supplemental 29,251 Professional Development Extra Duty Certificated Lottery 26,111 Professional Development Extra Duty Certificated (T1 & PI) Title I 22,704
4.b Maintain curriculum and assessment teams by grade level/content area. <ul style="list-style-type: none"> Design fully aligned assessments by grade level and content area. Participate in a systematic process to develop instructional practices. 	District 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 11,376 Salary and benefits for Educational Services staff to oversee and coordinate curriculum and assessment development Supplemental 44,136 Contract costs to implement student performance data management system Base 40,000 Substitutes for teacher planning teams to develop aligned pacing guides and assessments Supplemental 11,352 Substitutes for teacher planning teams to develop aligned pacing guides and assessments Lottery 25,000 Training on student performance data management system Lottery 3,000
4.c Provide professional development for new instructional materials. <ul style="list-style-type: none"> Provide professional development for the newly adopted ELA instructional materials. Review Science Framework, pilot and adopt materials should they become available. Provide professional development and support on newly adopted science instructional materials. 	District 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 coordinate and oversee the pilot and adoption process. Supplemental 46,701 Salary and benefits for Educational Services staff to coordinate and oversee the pilot and adoption process. Base 11,376 Purchase of instructional materials (RE 0116) Base 1,000,000 Professional development contracts and services (Educator Effectiveness Grant funds) Other 24,000

4.d Maintain Library/Media Tech services to support use of tech devices as learning tools.	District 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 108,392 Salaries and benefits for training and monthly meeting support provided by Educational Services Base 2,909 Professional development for Library/Media Techs Supplemental 2,000
4.e Attract, recruit, and retain highly qualified staff.	District 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 HR staff to advertise, recruit qualified candidates and maintain highly qualified staff Base 11,376 New Teacher Induction Program (Educator Effectiveness Grant funds) Other 45,000 District Induction Coach stipends (Educator Effectiveness grant funds) Other 49,000 Materials, supplies and resources Supplemental 7,000
4.f Administer CELDT for the Initials. Administer ELPAC for summative. Monitor student achievement growth and needs for English Language identified students.	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)	Salary and benefits for Educational Services staff to oversee and coordinate ELPAC and CELDT training, testing, data analysis and improvement plans Supplemental 10,047 Salary and benefits for Educational Services staff to oversee and coordinate ELPAC and CELDT training, testing, data analysis and improvement plans Base 4,870 Materials and supplies to support ELPAC and CELDT testing Supplemental 1,500
4.g Continue to offer the AVID program in the district for 6-8 students and monitor for effectiveness at each site.	School Wide: ACMS, CVR, SMS	<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 the AVID program at ACMS, SMS and CVR Base 3,935 Salary and benefits for Educational Services to oversee and coordinate the AVID program at ACMS, SMS and CVR Supplemental 10,047 MOU and contract fees with AVID, funds sent to sites to run the AVID program Title II 13,000

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	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, BrightBytes. 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. <ul style="list-style-type: none"> Provide professional development 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 Professional Development Days, summer training, after school courses offered by the District and other relevant training as determined by needs. Provide ongoing professional development for State Standards implementation and NGSS. Utilize teacher leader expertise through the CADRE model for NGSS training and implementation. Support classroom teachers with an instructional coach(es) to develop best instructional practices and strategies in order to maximize student learning and performance. 	District 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 professional development Base 11,583 Salary and benefits for Educational Services staff to oversee and coordinate the content, delivery method and execution of District professional development Supplemental 48,607 Substitute costs to support with professional development plans Supplemental 22,704 Materials and supplies for professional development Supplemental 7,000 NGSS CADRE stipends Title II 17,300 Contracts and consultant fees for professional development Supplemental 30,000 Summer curriculum planning and training Lottery 11,352 Professional Development Extra Duty Classified and Certificated Supplemental 29,251 Substitute costs to support with professional development plans Title II 38,598

<ul style="list-style-type: none"> Support classroom teachers with an EL instructional coach to develop best instructional practices and strategies in order to maximize student learning and performance. Provide professional development in ELD, SDAIE, GLAD and other effective strategies to support English Learners as well as RFEP's. Provide professional development in designing standards aligned special education goals and differentiated instruction. Provide professional development for classified instructional support staff. 			<p>Contracts and consultant fees for professional development Title II 30,000</p>
<p>4.b Maintain curriculum and assessment teams by grade level/content area.</p> <ul style="list-style-type: none"> Design fully aligned assessments by grade level and content area. Participate in a systematic process to develop instructional practices. 	<p>District 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 11,583</p> <p>Salary and benefits for Educational Services staff to oversee and coordinate curriculum and assessment development Supplemental 45,951</p> <p>Contract costs to implement student performance data management system Base 40,000</p> <p>Substitutes for teacher planning teams to develop aligned pacing guides and assessments Supplemental 11,352</p> <p>Substitutes for teacher planning teams to develop aligned pacing guides and assessments Lottery 28,382</p>
<p>4.c Provide professional development for new instructional materials.</p> <ul style="list-style-type: none"> Provide professional development on newly adopted science instructional materials. Possible pilot of History Social Science instructional materials. 	<p>District 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 coordinate and oversee the pilot and adoption process Supplemental 48,607</p> <p>Salary and benefits for Educational Services staff to coordinate and oversee the pilot and adoption process Base 11,583</p> <p>Purchase of instructional materials Base 1,000,000</p>
<p>4.d Maintain Library/Media Tech services to support use of tech devices as learning tools.</p>	<p>District 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 to maintain hours for Library/Media Techs to provide technology support to students and teachers Supplemental 112,594</p> <p>Salaries and benefits for training and monthly meeting support provided by Educational Services Base 2,963</p> <p>Professional development for Library/Media Techs Supplemental 2,000</p>
<p>4.e Attract, recruit, and retain highly qualified staff.</p>	<p>District 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 HR staff to advertise, recruit qualified candidates and maintain highly qualified staff Base 11,583</p> <p>New Teacher Induction Program MOU (Educator Effectiveness grant funds) Title II 45,000</p> <p>District coach stipends (Educator Effectiveness grant funds) Other 49,000</p> <p>Materials, supplies and resources Supplemental 7,000</p>
<p>4.f Monitor student achievement growth and needs for English Language identified students.</p> <ul style="list-style-type: none"> Administer ELPAC and use scores as a baseline for curricular goals and strategic academic support. 	<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 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 ELPAC training, testing, data analysis and improvement plans Base 4,957</p> <p>Salary and benefits for Educational Services staff to oversee and coordinate ELPAC training, testing, data analysis and improvement plans Supplemental 10,281</p> <p>Materials and supplies to support ELPAC testing Title III 1,500</p>
<p>4.g Continue to offer the AVID program in the district for 6-8 students and monitor for effectiveness at each site.</p>	<p>School Wide: ACMS, CVR, SMS</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 to oversee and coordinate the AVID program at ACMS, SMS and CVR Base 4,005</p> <p>Salary and benefits for Educational Services to oversee and coordinate the AVID program at ACMS, SMS and CVR Supplemental 10,281</p> <p>MOU and contract fees with AVID, funds sent to sites to run the AVID program Title II 13,000</p>

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

GOAL 5:	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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Identified Need :	Need: Additional outreach to parents/community, more meaningful parent involvement and community partnerships. Metric: Parent information nights, survey results, parent training and classes held, translation services Parents responding that the school provides opportunities for parent involvement and engagement in the school community will increase by 2% each year. (Parent Survey) Baseline for 2015-16 84.4% Parents responding that translation services are readily available will increase by 1% each year. (Parent Survey) Baseline 2015-2016: 31.2% Number of parents attending Love and Logic: 28 parents Number of parents attending Latino Family Literacy: 12 families during fall and spring sessions Number of parents attending Family Stories: 16 families Number of parents attending Adult English Class: 15 Number of ELAC and DELAC meetings per year: 3 ELAC per site, 3 DELAC for District Parent Survey Information: Parents responding that they "use the school and district websites to obtain information" will increase by 2% each year. Baseline 2015-2016: 82.8% Parents responding that "they receive communication from the school" will increase by 1% each year. Baseline 2015-16: 90.7% Increases in communication: As of April 2016 - 392 Tweets and 280 Facebook posts As of April 2016 - 75 School Messenger messages
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Goal Applies to:	Schools: <input type="checkbox"/> District Wide <input checked="" type="checkbox"/>	Applicable Pupil Subgroups: <input type="checkbox"/> All students with specific emphasis on EL, SED, Homeless and Foster Youth families
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LCAP Year 1: 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 the parent survey each school year.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
5.a Promote parent and community engagement at the school and District level to include but not limited to: <ul style="list-style-type: none"> • Site based family education events • District lead family education and outreach events • Site & District Committees • Site Volunteer Programs • Continue to seek and build partnerships with community agencies and businesses 	District 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 coordination of parent engagement efforts Base 90,441 Salary and benefits for Educational Services staff to oversee and coordination of parent engagement efforts Supplemental 45,238 Materials and supplies passed on to school sites to support parent involvement Title I 10,000 Materials and supplies passed on to school sites to support parent involvement Supplemental 2,000
5.b Ensure that each school site has a functional ELAC and that the District DELAC provides direction, input and feedback on District wide programs and goals for English Learners. Each school site may have a parent representative serving on the DELAC	District Wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Salaries and benefits for Educational Services staff to oversee and coordinate the DELAC committee and to monitor the implementation of school ELACs Supplemental 9,819 Materials and supplies Title III 500

		<input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
5.c Survey the student/parent/community on critical matters needing input and feedback. <ul style="list-style-type: none"> • Include the survey via email with a direct easy to access link • Provide information in the school newsletters and District website • Ensure that surveys to parents come from the same person that they typically receive email from regarding school news • Ensure that surveys sent out electronically are also accessible at school site 	District 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 work collaboratively with the Communications Specialist to oversee and coordinate timely and relevant surveys and communication to families Base 7,620 Materials, supplies and fees for online survey service Supplemental 500 Salaries and benefits for Educational Services staff to work collaboratively with the Communications Specialist to oversee and coordinate timely and relevant surveys and communication to families Supplemental 2,565
5.d Ensure that translations and interpreters are readily available and utilized for each school site and District Office as needed.	District Wide	<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 the implementation of services to support families that do not yet speak, read or write in English Supplemental 9,819 Contracted services for District trained interpreters or Language Line services Supplemental 15,000 Contracted services with agencies to translate written district and school documents Title III 10,000
5.e Increase overall communication with parents and community. To include, but not limited to: <ul style="list-style-type: none"> • Link important "updates" from the District website to the school websites • Twitter feeds • Facebook • School Messenger, PowerSchool, InfoSnap • Press Releases • Antelope and Woodcreek News • School & District Newsletters • Outreach videos and pamphlets 	District 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 work collaboratively with the Communications Specialist to oversee and coordinate timely and relevant communication that will continue to involve parents and the community in the programs and events held within the District Base 7,620 Parent and community outreach Supplemental 25,000 Software expense for parent communications systems - PowerSchool, School Messenger, InfoSnap Base 62,000
5.f Continue to offer and recruit parent to participate in the Love and Logic Parent training.	District 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 Love and Logic training throughout the District (Mental Health funds) Other 3,000 Salary and benefits for Educational Services staff to oversee and coordinate the Love and Logic training throughout the district Supplemental 13,200
5.g Offer the Latino Family Literacy class and recruit interested families. Start similar program(s) for families of second language learners other than Spanish speaking, such as the Family Stories classes. Offer Adult English language classes.	District Wide	<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 the Family Literacy programs: instructors, resources and program components Supplemental 9,819 Salary and benefits for Educational Services staff to oversee and coordinate the Family Literacy programs: instructors, resources and program components Base 990 Materials and supplies Supplemental 6,500 Salary and benefits for Family Literacy instructors Supplemental 4,500

LCAP Year 2: 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 the parent survey each school year.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
5.a Promote parent and community engagement at the school and District level such as: <ul style="list-style-type: none"> • Site based family education events • District lead family education and outreach events • Site & District Committees 	District Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	Salaries and benefits of Educational Services staff oversee and coordination of parent engagement efforts Base 92,861 Salary and benefits for Educational Services staff to oversee and coordination of parent engagement efforts Supplemental 46,701

<ul style="list-style-type: none"> • Site Volunteer Programs • Continue to seek and build partnerships with community agencies and businesses 		<ul style="list-style-type: none"> _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 	<ul style="list-style-type: none"> Materials and supplies passed on to school site to support parent involvement Supplemental 2,000 Materials and supplies passed on to school sites to support Parent involvement Title I 10,000
<p>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 may have a parent representative serving on the DELAC</p>	District Wide	<ul style="list-style-type: none"> _ All OR: ----- _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify) 	<ul style="list-style-type: none"> Salaries and benefits for Educational Services staff to oversee and coordinate the DELAC committee and to monitor the implementation of school ELACs Supplemental 10,047 Materials and supplies Title III 500
<p>5.c Survey the student/parent/community on critical matters needing input and feedback.</p> <ul style="list-style-type: none"> • Include the survey via email with a direct easy to access link • Provide information in the school newsletters and District website • Ensure that surveys to parents come from the same person that they typically receive email from regarding school news • Ensure that surveys sent out electronically are also accessible at school site 	District Wide	<ul style="list-style-type: none"> X All OR: ----- _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 	<ul style="list-style-type: none"> Salaries and benefits for Educational Services staff to work collaboratively with the Communications Specialist to oversee and coordinate timely and relevant surveys and communication Base 7,779 Materials, supplies and fees for online survey service Supplemental 500 Salaries and benefits for Educational Services staff to work collaboratively with the Communications Specialist to oversee and coordinate timely and relevant surveys and communication to families Supplemental 2,565
<p>5.d Ensure that translations and interpreters are readily available and utilized for each school site and District Office as needed.</p>	District Wide	<ul style="list-style-type: none"> _ All OR: ----- _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify) 	<ul style="list-style-type: none"> 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 10,047 Contracted services for District trained interpreters or Language Line services Supplemental 15,000 Contracted services with agencies to translate written district and school documents Title III 10,000
<p>5.e Increase overall communication with parents. To include, but not limited to:</p> <ul style="list-style-type: none"> • Link important "updates" from the District website to the school websites • Twitter feeds • Facebook • School Messenger, PowerSchool, InfoSnap • Press Releases • Antelope and Woodcreek News • School & District Newsletters • Outreach videos and pamphlets 	District Wide	<ul style="list-style-type: none"> X All OR: ----- _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 	<ul style="list-style-type: none"> Salary and benefits for Educational Services to work collaboratively with the Communications Specialist to oversee and coordinate timely and relevant communication that will continue to involve parents and the community in the programs and events held within the District Base 7,779 Parent and community outreach Supplemental 25,000 Software expense for parent communications systems - PowerSchool, School Messenger, InfoSnap Base 62,000
<p>5.f Continue to offer and recruit parent to participate in the Love and Logic Parent training.</p>	District Wide	<ul style="list-style-type: none"> X All OR: ----- _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 	<ul style="list-style-type: none"> Salary and benefits for Educational Services staff to oversee and coordinate the Love and Logic training throughout the District (Mental Health funds) Other 3,000 Salary and benefits for Educational Services staff to oversee and coordinate the Love and Logic training throughout the District Supplemental 14,071
<p>5. g Offer the Latino Family Literacy class and recruit interested families. Offer similar program(s) for families of second language learners other than Spanish speaking, such as the Family Stories classes. Offer Adult English language classes.</p>	All	<ul style="list-style-type: none"> _ All OR: ----- _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 	<ul style="list-style-type: none"> Salary and benefits for Educational Services staff to oversee and coordinate the Family Literacy programs: instructors, resources and program components Supplemental 10,047 Salary and benefits for Educational Services staff to oversee and coordinate the Family Literacy programs: instructors, resources and program components Base 1,026 Materials and supplies Supplemental 7,000 Salary and benefits for Family Literacy instructors Supplemental 4,500
		<ul style="list-style-type: none"> _ All OR: ----- 	

		_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
LCAP Year 3: 2018-19			
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 the parent survey each school year.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
5.a Promote parent and community engagement at the school and District level such as: <ul style="list-style-type: none"> • Site based family education events • District lead family education and outreach events • Site & District Committees • Site Volunteer Programs • Continue to seek and build partnerships with community agencies and businesses 	District Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Salary and benefits for Educational Services staff to oversee and coordination of parent engagement efforts Base 99,668 Salary and benefits for Educational Services staff to oversee and coordination of parent engagement efforts Supplemental 48,607 Materials and supplies passed on to school sites to support parent involvement Supplemental 2,000 Materials and supplies passed on to school sites to support parent involvement 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 District wide programs and goals for English Learners. Each school site may have a parent representative serving on the DELAC.	District Wide	_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	Salaries and benefits for Educational Services staff to oversee and coordinate the DELAC committee and to monitor the implementation of school ELACs Supplemental 10,281 Materials and supplies Title III 500
5.c Survey the student/parent/community on critical matters needing input and feedback. <ul style="list-style-type: none"> • Include the survey via email with a direct easy to access link • Provide information in the school newsletters and District website • Ensure that surveys to parents come from the same person that they typically receive email from regarding school news • Ensure that surveys sent out electronically are also accessible at school site 	District Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Salaries and benefits for Educational Services staff to work collaboratively with the Communications Specialist to oversee and coordinate timely and relevant surveys and communication Base 7,920 Materials, supplies and fees for online survey service Supplemental 500 Salaries and benefits for Educational Services staff to work collaboratively with the Communications Specialist to oversee and coordinate timely and relevant surveys and communication to families Supplemental 2,656
5.d Ensure that translations and interpreters are readily available and utilized for each school site and the District Office as needed.	District Wide	_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ 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, write or read in English Supplemental 10,281 Contracted services for District trained interpreters or Language Line services Supplemental 15,000 Contracted services with agencies to translate written documents for the District and school sites Title III 10,000
5.e Increase overall communication with parents. To include but not limited to: <ul style="list-style-type: none"> • Link important "updates" from the District website to the school websites • Twitter feeds • Facebook • School Messenger, PowerSchool, InfoSnap • Press Releases • Antelope and Woodcreek News • School & District Newsletters • Outreach videos and pamphlets 	District Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Salaries and benefits for Educational Services staff to work collaboratively with the Communications Specialist to oversee and coordinate timely and relevant communication that will continue to involve parents and the community in the programs and events held within the district Base 7,920 Parent and community outreach Supplemental 25,000 Software expense for parent communications systems - PowerSchool, School Messenger, InfoSnap Base 62,000
5.f Continue to offer and recruit parent to participate in the Love and Logic Parent training.	District Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils	Salary and benefits for Educational Services staff to oversee and coordinate the Love and Logic training throughout the District (Mental Health funds) Other 3,000 Salary and benefits for Educational Services staff to oversee and coordinate the Love and Logic

		<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	training throughout the district. Supplemental 14,331
5. g Maintain or increase the Latino Family Literacy class and recruit interested families. Maintain or increase similar program(s) for families of second language learners other than Spanish speaking, such as the Family Stories classes. Offer Adult English Language classes.	District Wide	<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) <input type="checkbox"/> Student with Special Needs	Salary and benefits for Educational Services staff to oversee and coordinate the Family Literacy programs: instructors, resources and program components. Supplemental 10,281 <hr/> Salary and benefits for Educational Services staff to oversee and coordinate the Family Literacy programs: instructors, resources and program components. Base 1,042 <hr/> Materials and Supplies Supplemental 7,000 <hr/> Salary and benefits for Family Literacy instructors Supplemental 4,500

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

Annual Update

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

Guiding Questions:

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

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

Original GOAL 1 from prior year LCAP:	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: 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	
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.	Actual Annual Measurable Outcomes: The number of combination classes remained constant with 8 classes for 15/16 and 16/17. The number of K-1 combo classes were eliminated from 1 to 0 in 16/17. Pupil/teacher Ratios: K-3 15/16 - 24 16/17 - 24 4-5 15/16 - 32 16/17 - 30 6-8 15/16 - 33 16/17 - 32 There were 8 students retained district-wide in 15/16. This is a reduction from 14/15 of three students. TK enrollment totaled 108 students for this school year to matriculate into our Kindergarten program in 16/17. As of September 1, 2016, 124 students have enrolled in our TK program for 16/17 school year. A total of 46 EL students attended our 2015 summer program. 92 EL students participated in the summer 2016 program. Extended-day Kindergarten classes had the support of an Instructional Assistant this school year.

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1.a Minimize combination classes.	Salaries and benefits to minimize combination classes at grade K Supplemental 204,049	Salary and benefits were adjusted due to the negotiated agreement, reflecting actual employee placements rather than projections. There were no combination classes for Extended-day Kindergarten classes. There was one K/1 combination class in the District this school year. Extended-day Kindergarten was piloted this school year after a two year pilot program, including All-day Kindergarten. It was determined through teacher and parent survey feedback the District will move to the Extended-day model for all elementary sites in the District starting with 2016/2017 school year.	Salaries and benefits to minimize combination classes at grade K Supplemental 213,469
Scope of Service	LEA Wide	Scope of Service	District Wide
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	

_ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
1.b Maintain or decrease pupil to teacher ratio.	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	Salary and benefits were adjusted due to the negotiated agreement, reflecting actual employee placements rather than projections. Staffing targets for teacher to student ratio were maintained for K-3 classes at 24:1 and 4th-5th classes at 32:1. The staffing target for 6-8 classes was reduced from 34:1 to 32:1 this school year. Additional teaching staff were hired in order to fulfill this action item.	Salaries and benefits to maintain K-3 FTE staffing Base 11,182,559 Salaries and benefits to maintain 32:1 teacher/student ratio in grades 4 and 5 Supplemental 231,888 Salaries and benefits to reduce at 32:1 teacher/student ratio in grades 6-8 Supplemental 457,726 Salaries and benefits for 4-8 staffing Base 11,776,323
Scope of Service: 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)		Scope of Service: District 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)	
1.c Maintain or increase TK program.	Salaries and benefits to maintain TK staff at 6.0 FTE Base 598,360 Textbooks and instructional materials for TK program Base 6,000	Salary and benefits were adjusted due to the negotiated agreement, reflecting actual employee placements rather than projections. Dry Creek maintained our TK program with a total of 108 students this year, filling a total of 6 classes. Additional instructional materials and textbooks were not need this school year. We will again set aside funds for our TK program next year. The TK program is housed at Antelope Meadows and Coyote Ridge Elementary Schools, serving our entire District. The program is operated on the half-day schedule.	Salaries and benefits to maintain TK staff at 6.0 FTE Base 593,764 Textbooks and instructional materials for TK program Base 0
Scope of Service: 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)		Scope of Service: 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)	
1.d Maintain additional support to schools sites for EL's, SED's, and Homeless and Foster Youth programs.	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 Salary and benefits for Ed Services staff to provide additional site support Supplemental 5,000	Salary and benefits were adjusted due to the negotiated agreement, reflecting actual employee placements rather than projections. Additional support was provided to support our students through additional Psychologist and Health Services. There are currently 6 full time Psychologists, 6 LVNs and 3 School Nurse positions.	Salary and benefits for Psychologists, and Health Services staff to provide additional support to identified students in need Supplemental 252,125 Salary and benefits for Ed Services staff to provide additional site support Supplemental 2,487 Salary and benefits for Ed Services staff to provide additional site support Supplemental 5,000

		<p>The District Foster Youth/Homeless liaison directly supported each school site with resources and support as needed. The FY/H liaison worked closely with school staff and administration to ensure students needs such as transportation, clothing, supplies and connection to family resources were met.</p>	<p>Materials and supplies Title I 1,480</p>
<p>Scope of Service: All</p> <hr/> <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: District Wide</p> <hr/> <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>1.e Maintain instructional support for Extended-day Kindergarten programs.</p>	<p>Salaries and benefits for an hour of Instructional Assistant support in the Extended-day Kinder classrooms to assist the classroom teachers with delivery of Extended program Supplemental 81,812</p>	<p>Salary and benefits were adjusted due to the negotiated agreement, reflecting actual employee placements rather than projections.</p> <p>Instructional Assistants were maintained in all extended-day Kindergarten classes.</p> <p>After piloting All-day and Extended-day models, teachers and parents were surveyed to determine which model would be followed District wide in the 2016/2017 school year. It was decided all elementary schools in the District will follow the Extended-day model next school year. Instructional Assistants will continue to be provided for all Extended-day Kindergarten classes.</p>	<p>Salaries and benefits for an hour of Instructional Assistant support in the Extended-day Kinder classrooms to assist the classroom teachers with delivery of Extended program Supplemental 109,640</p>
<p>Scope of Service: HO, QG, BR, CVR</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: School Wide: HO, QG, BR, CVR</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>1.f Maintain summer program for low income and at-risk Kindergartners.</p>	<p>Salaries and benefits for staff to develop and coordinate summer program for Kindergartners Title I 10,000</p> <p>Salaries and benefits for Ed Services staff to monitor, supervise, and evaluate summer program and staff Supplemental 13,813</p> <p>Materials and supplies Supplemental 10,000</p>	<p>35 incoming Kindergarten students attended our summer program in July 2015.</p> <p>The summer program for low income and at-risk Kindergarten students will be held for four weeks starting June 20, 2016 for 4 hours a day. The program gives our students an introduction to social and academic demands of school and prepares them for entering Kindergarten in August. Transportation will be provided for students to attend the summer program.</p> <p>The number of staff to monitor, supervise and evaluate the summer program decreased and therefore, expenses were decreased.</p> <p>It is expected the allocated funds for materials and supplies will</p>	<p>Salaries and benefits for staff to develop and coordinate summer program for Kindergartners Title I 8,302</p> <p>Salaries and benefits for Ed Services staff to monitor, supervise, and evaluate summer program and staff Supplemental 3,759</p> <p>Materials and supplies Supplemental 10,000</p>

<p>Scope of Service: All</p>		<p>be used in June during the program.</p>	
<p>Scope of Service: All</p> <p>OR:</p> <p><input checked="" 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) Students with Disabilities and At-Risk Kinder students</p>		<p>Scope of Service: District Wide</p> <p>OR:</p> <p><input checked="" 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) Students with Disabilities and At Risk</p>	
<p>1.g Plan and implement a summer program to support identified students with additional time to learn.</p>	<p>Salaries and benefits for Ed Services staff to plan and implement a summer program for identified students Supplemental 48,893</p> <p>Salaries and benefits for teachers to plan and teach summer program Supplemental 10,000</p> <p>Materials and Supplies for summer program Title I 3,500</p> <p>Materials and Supplies for summer program Title III 2,000</p>	<p>Salary and benefits were adjusted due to the negotiated agreement, reflecting actual employee placements rather than projections. The number of staff to plan and implement a summer program decreased resulting in a decrease in salaries and benefits.</p> <p>46 fourth and fifth grade English Learners from all over the District attended the summer program for June/July 2015. Students were invited based on their English Language Proficiency level. The 3 week program focused on specific reading and skills.</p> <p>The program is expanding for summer 2016. 2nd - 5th grade English Learner students will be invited from across the District. A combination of English Proficiency levels will be invited, including newcomers and those at the intermediate level. As of April 2016, 82 students are confirmed to attend. It is the goal of the District to hold 4 classes. Summer Achievement curriculum as well as GLAD strategies will be used throughout the 4 week program.</p> <p>In addition, identified students from Antelope Crossing Middle School will be attending a two week program called Cougar Camp to increase their skills in math and language arts. This is a pilot for this program.</p> <p>It is expected that all of the allocated funds will be used during the summer program.</p>	<p>Salaries and benefits for Ed Services staff to plan and implement a summer program for identified students Supplemental 11,402</p> <p>Salaries and benefits for teachers to plan and teach summer program Supplemental 13,837</p> <p>Materials and supplies for summer program Title I 3,500</p> <p>Materials and supplies for summer program Title III 2,000</p>
<p>Scope of Service: 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) Homeless</p>		<p>Scope of Service: District Wide</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) Homeless</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 the section(s) as needed. After piloting All-day and Extended-day models, teachers and parents were surveyed to determine which model would be followed District wide in the 2016/2017 school year. It was decided all elementary schools in the District will follow the Extended-day model next school year. Instructional Assistants will continue to be provided for all Extended-day Kindergarten classes. The summer program is expanding for summer 2016. 2nd - 5th grade English Learner students will be invited from across the District. A combination of English Proficiency levels will be invited, including newcomers and those at the intermediate level. As of April 2016, 82 students are confirmed to attend. It is the goal of the District to hold 4 classes. Most changes to actions and services are written into the 16-17 LCAP as planned actions and services over the next three years. This annual update section reflect spending as of May 2, 2016 as many</p>		

of the actions and services will not be completed until June of 2016. Any supplemental funds in this goal areas that are not expended as allocated this school year will be carried over to support programs in the coming school year.

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

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:	LEA Wide with particular emphasis on ACMS, AM, BR, CVR, and OG ----- Applicable Pupil Subgroups: English Learners (EL), Socioeconomically Disadvantaged (SED), 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 by 2% of new baseline on identified local assessments which will be implemented in the 2014-2015 school year. Continue to meet Annual Measurable Achievement Objectives (AMAO) 1 and 2 and improve our AMAO goal 3. Increase by 1% our reclassification rate.		Actual Annual Measurable Outcomes:	BrightBytes survey indicates: "Teacher access to desktop computers in the classroom for their own use." Percent that answer all the time will increase by 1% each year. 2015- 87% to 2016- 90% "The typical student to computer ratio as reported by teachers." Percent that answer one to one will increase by 1% each year. 2015- 56% to 2016-37% "Teachers are able to obtain computers when they need them." Percent that answer all the time will increase by 2% each year. 2015- 16% to 2016- 33% The number of EL/Reading Teachers increased from 8 in 14/15 to 9 in 15/16 AMAO Goal #3 will be updated when testing information is available. AMAO Goal #1 14/15 State Target 60.5% District Actual 74.1% AMAO Goal #1 15/16 State Target 62% / District Actual 71.7% AMAO Goal #2 Less than 5 years 14/15 State Target 24.2% / District Actual 35.6% AMAO Goal #2 Less than 5 years 15/16 State Target 25.4% / District Actual 36.1% AMAO Goal #2 5 Years or More 14/15 State Target 50.9% / District Actual 75.1% AMAO Goal # 2 5 Years or More 15/16 State Target 52.8% / District Actual 76.9% Reclassification rate increased from 12.6% in 14/15 to 15.3% in 15/16. District Writing Assessments 14/15 52.9% 15/16 51.9% District Writing Assessments (EL) 14/15 37.9% 15/16 35.1% District Writing Assessments (SED) 14/15 43.9% 15/16 41.6% Students enrolled in advanced placement courses 14/15 N/A 15/16 12.7% Students participating in full-year AVID course 14/15 1.8% 15/16 6.2% Students participating in full-year AVID course (SED) 14/15 N/A 15/16 65 students Students participating in full-year AVID course (EL/RFEP) 14/15 N/A 15/16 33 students Project Lead the Way (SED) 14/15 N/A 15/16 130 students Project Lead the Way (EL/RFEP) 14/15 N/A 15/16 93 students
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
Budgeted Expenditures			Estimated Actual Annual Expenditures	

<p>2.a Provide teachers and students with technology tools and access to enhance and support appropriate curriculum. (K-8)</p>	<p>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</p> <p>Salaries and benefits for teacher stipend positions (TAC) to continue support and roll-out efforts across the District Base 10,728</p> <p>Materials and supplies/additional devices if funding available (State Tech Grant/Common Core funding or other funding source TBD) Other TBD</p>	<p>Salary and benefits were adjusted due to the negotiated agreement, reflecting actual employee placements rather than projections. Costs decreased due to rearrangement of duties and services</p> <p>Our Technology and Educational Services Departments work hand in hand to provide our staff and students with technology tools and curricular support. A total of 3749 Chromebooks are deployed throughout the District for student and staff use 2nd-8th grade. Each school site has a number of Chromebook carts to share among each grade level. In addition, a total of 474 iPads are distributed across the District for student and staff use. The TK, Kindergarten and 1st grade classrooms are equipped with 6 iPads each for technology enhanced curricular lessons and activities.</p> <p>iPad Training: One of our Instructional Coaches conducted Professional Learning Institute (PLI) sessions, Professional Development Day sessions, and individual training sessions for TK-1st grade teachers focusing on how to utilize iPads in the classrooms. Our Instructional Coach developed iPad 101 and 201 training presentations covering the basics of iPad use and ways to engage students in active learning while using iPads. 75 teachers participated in the training.</p> <p>Recognizing technology integration is an important part of our curricular program, the District funds a Technology Advancing Curriculum (TAC) stipend for each site. Our TAC members support school sites with demonstrations of various tech tools for instructional purposes and to help teachers enhance curriculum. TAC members play an important role on site and within the District, providing support with Google Apps for Education (GAPE), teaching sessions on embedding technology into everyday teaching and learning at our Professional Development Days and prove to be a guiding body when rolling out various technology applications throughout the District.</p> <p>Getting Googly: 30 minute on-site demos of Google and iPad activities - Our Instructional Coach for technology visited 39 classrooms, demoed GAPE activities on Chromebooks for 2nd through 5th grade, shared iPad based activities for Kindergarten and 1st grade, and held an after school hands-on session for teachers.</p> <p>Digital components of current instructional materials in math are available to staff and students K-8.</p> <p>As budget allows, it is recommended to increase the number of technology devices at each school site to allow greater access and flexibility with usage.</p>	<p>Salary and benefits for Educational Services staff to oversee and coordinate the research, planning, and execution in conjunction with the Technology Department Base 7,772</p> <p>Salaries and benefits for teacher stipend positions (TAC) to continue support and roll-out efforts across the district Base 10,728</p> <p>Materials and supplies/ additional devices if funding available (State Tech Grant or other funding source TBD) Base 15,126</p>
<p>Scope of Service: All</p> <p><input checked="" type="checkbox"/> All OR:</p>		<p>Scope of Service: All</p> <p><input checked="" type="checkbox"/> All 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><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>2.b Build teacher capacity to teach English Language Development (ELD) effectively in tandem with English Language Arts (ELA).</p>	<p>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</p>	<p>Salary and benefits were adjusted due to the negotiated agreement, reflecting actual employee placements rather than projections. Costs decreased due to rearrangement of duties and services.</p> <p>Our English Language (EL) teachers at assigned school sites worked with site staff to model ELD lessons and strategies and some developed a co-teaching model to support ELD instruction. EL teachers presented at our Professional Development Days this school year, focusing on Guided Language Acquisition Design (GLAD) strategies K-8, academic vocabulary building and use of the ELD profile.</p> <p>Our EL Coordinator prepared and presented learning modules for our site Principals to present at staff meetings, providing learning for our staff on the ELD standards, profile and use of the ELD framework to guide instruction. In addition, our EL Coordinator met with individual staff teams to walk them through the new standards and profile in order to support implementation.</p>	<p>Salaries and benefits for Educational Services staff to oversee and coordinate continued training efforts Supplemental 26,284 Materials and supplies Title III 2,000 Staff development support Supplemental 5,000</p>
<p>Scope of Service: 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>Scope of Service: District Wide</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>2.c Utilize ELD profiles to monitor student access to ELA standards.</p>	<p>Salaries and benefits for Educational Services staff to oversee, coordinate, and model the implementation and proper use of the ELD profiles Supplemental 45,373</p>	<p>Salary and benefits were adjusted due to the negotiated agreement, reflecting actual employee placements rather than projections. Costs decreased due to rearrangement of duties and services.</p> <p>The K-8 ELD profile was piloted in 2014-2015 and implemented this school year. The ELD profile was implemented this school year, with focus on the first section. The profile implementation will happen in stages over the next two years in order to give staff time to learn the alignment to standards and how to use it effectively to guide instructional practices.</p>	<p>Salaries and benefits for Educational Services staff to oversee, coordinate, and model the implementation and proper use of the ELD profiles Supplemental 26,284</p>
<p>Scope of Service: All</p> <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils</p>		<p>Scope of Service: District Wide</p> <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils</p>	

<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)		<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>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 10,240</p> <p>Sub costs for teacher teams to collaborate in the development of curricula, pacing, program components, criteria and articulation among grade levels Base 4,000</p> <p>Materials and supplies Base 2,000</p> <p>Professional Development/Consultant Fees Base 10,000</p>	<p>Salary and benefits were adjusted due to the negotiated agreement, reflecting actual employee placements rather than projections. Costs decreased due to rearrangement of duties and services.</p> <p>There was an increase in the expenses for materials and supplies in order to develop advanced course instructional materials.</p> <p>An decrease in expenses for consultants was due to using funds from a different budget.</p> <p>GATE certification training with John Delandtshear was offered to DCJESD teaching staff in the summer of 2015. 22 teachers attended the 5 day training. Currently 195 staff members have been certified in GATE strategies.</p> <p>In addition, all GATE Academy and Honors Pathway staff were given the opportunity to attend training in the fall of 2015 with Ian Byrd. The focus of this training was differentiating instruction for high achieving students. Following the training, staff had a collaboration day in December to develop lessons and or units and to share course ideas and content specific strategies.</p> <p>Our GATE Academy is currently offered to 2nd-5th grade students and is housed at Antelope Meadows and Coyote Ridge Elementary schools. Our Honors Pathway program serves 6th-8th grade students at both of our Middle Schools and our K-8 site. Honors Pathway included Social Studies and Science this school year, however, next school year will start with 6th grade for Mathematics and Language Arts. GATE Cluster classes are offered at all school sites for appropriate grade levels.</p> <p>Advanced Math aligned to the high school math curriculum will be offered to all qualified students starting in the 2016-2017 school year.</p> <p>A variety of college and career ready courses are offered at all of our 6-8 schools and including but not limited to: Integrated Math (9th grade math course) and Project Lead the Way (a Science, Technology, Engineering & Math curriculum (STEM)).</p> <p>12.7% of our students are enrolled in advanced courses/classes.</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 4,806</p> <p>Sub costs for teacher teams to collaborate in the development of curricula, pacing, program components, criteria and articulation among grade levels Base 6,519</p> <p>Materials and supplies Supplemental 12,959</p> <p>Professional Development/Consultant Fees Base 2,380</p> <p>Materials and supplies Base 2,619</p> <p>Material and supplies</p> <p>Supplemental 9,261</p>
<p>Scope of Service: All</p>		<p>Scope of Service: District 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</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</p>	

<p><u>Other Subgroups: (Specify)</u></p> <p>2.e Maintain or increase EL/Reading teacher specialists to address the specific needs at schools within the district.</p>	<p>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</p>	<p><u>Other Subgroups: (Specify)</u></p> <p>Salary and benefits were adjusted due to the negotiated agreement, reflecting actual employee placements rather than projections.</p> <p>Additional 1.2 FTE EL/Reading teachers were hired this school year. The part-time EL teacher at Olive Grove was increased to full time and a full time EL teacher was hired to support Coyote Ridge. EL/Reading teachers continue to support students at Antelope Meadows, Barrett Ranch, Creekview Ranch and Antelope Crossing.</p>	<p>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 603,180</p>
<p>Scope of Service ACMS, AM, BR, OL, CVR</p> <hr/> <p><u>All</u></p> <p>OR:</p> <p><input checked="" 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: ACMS, AM, BR, OL, CVR</p> <hr/> <p><u>All</u></p> <p>OR:</p> <p><input checked="" 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.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.</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 45,373</p> <p>Materials and supplies Supplemental 2,000</p> <p>Staff development support Supplemental 5,000</p> <p>Support staff salaries and benefits for (IA's) at OL and ACMS Supplemental 2,825</p>	<p>Salary and benefits were adjusted due to the negotiated agreement, reflecting actual employee placements rather than projections. Costs decreased due to rearrangement of duties and services.</p> <p>The EL/Reading teachers work directly with students, pushing in to classrooms and using pull out sessions to support students in both Math and Language Arts.</p> <p>Materials and resources for working with the identified students were purchased and distributed to the sites as needed.</p> <p>Olive Grove and Antelope Crossing used Supplemental funds to provide small group instruction to identified students.</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 11,402</p> <p>Materials and supplies Supplemental 2,000</p> <p>Staff development support Supplemental 5,000</p> <p>Support staff salaries and benefits for (IA's) at OL, ACMS, QG Supplemental 8,057</p>
<p>Scope of Service School Wide: ACMS, AM, BR, OL, CVR, CR</p> <hr/> <p><u>All</u></p> <p>OR:</p> <p><input checked="" 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: ACMS, AM, BR, CVR, CR, OL</p> <hr/> <p><u>All</u></p> <p>OR:</p> <p><input checked="" 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.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>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</p> <p>Materials and supplies, consultants Title III 3,000</p>	<p>Salary and benefits were adjusted due to the negotiated agreement, reflecting actual employee placements rather than projections. Costs decreased due to rearrangement of duties and services.</p> <p>Our EL specialists meet monthly to collaborate and share strategies and new learning for best practices in order to serve</p>	<p>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 7,643</p> <p>Materials and supplies, consultants Title III 3,000</p>

	<p>Staff development support Supplemental 5,000</p> <p>Assessment preparation and parent information Supplemental 2,000</p>	<p>our EL students. They attend numerous professional learning opportunities to enhance their skills and to share with our general education staff. The EL specialists have continued their work with Academic Vocabulary with Kate Kinsella and have recently attended training with Lori Olson.</p> <p>Our EL specialists provide direction for the development of intervention programs and use their expertise to determine how to best serve students at each individual site.</p>	<p>Staff development support Supplemental 5,000</p> <p>Assessment preparation and parent information Supplemental 1,600</p>
<p>Scope of Service School Wide: ACMS, AM, BR, OL, CVR, CR</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 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: ACMS, AM, BR, OL, CVR, CR</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 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.h Provide Guided Language Acquisition Design (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>Salary and benefits for staff to oversee the planning and implementation of the GLAD training across the district. Supplemental 9,627</p> <p>Materials and supplies Supplemental 5,000</p> <p>Consultant contract and fees Title III 30,000</p> <p>Substitutes costs for teaching participating in GLAD training Supplemental 35,000</p>	<p>Salary and benefits were adjusted due to the negotiated agreement, reflecting actual employee placements rather than projections.</p> <p>GLAD training was a success for our District and continues to be an important part of our instructional practices. This year, our middle school staff was given the opportunity to participate in the 2 day philosophy, 4 day demo and 2 day refresher training for GLAD. 22 middle school teachers participated and have been certified.</p> <p>Having all general education K-5 staff certified at the end of 2014-2015, it was imperative to provide any new K-5 staff with training. We were able to send all new K-5 staff to the 8 day training detailed above for a total of 16 newly GLAD trained K-5 staff.</p> <p>The District will offer GLAD training again next year to our K-8 general and special education staff. It is our goal to have all teachers in Dry Creek GLAD trained over the next 3 years.</p> <p>Beginning in 2016/2017 Dry Creek will be sending our 4 Instructional Coaches to GLAD Trainer training with the goal of having our own GLAD trainers in the District, offering flexibility with training dates and costs.</p> <p>Most of the supplemental funds were used to pay for consultants rather than sub costs decreasing the planned sub costs and adding expenses for consultant contract fees.</p>	<p>Salary and benefits for staff to oversee the planning and implementation of the GLAD training across the district. Supplemental 7,643</p> <p>Materials and supplies Supplemental 5,000</p> <p>Consultant contract and fees Title III 16,000</p> <p>Substitutes costs for teaching participating in GLAD training Supplemental 2,259</p> <p>Consultant contract and fees Supplemental 27,000</p> <p>Materials and supplies Title III 2,303</p>
<p>Scope of Service All</p> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p>		<p>Scope of Service District Wide</p> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p>	

<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)		<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)	
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 the section(s) as needed. As budget allows, it is recommended to increase the number of technology devices at each school site to allow greater access and flexibility with usage. Advanced Math aligned to the high school math curriculum will be offered to all qualified students starting in the 2016-2017 school year. The District will offer GLAD training again next year to our K-8 general and special education staff. It is our goal to have all teachers in Dry Creek GLAD trained over the next 3 years. Beginning in 2016/2017 Dry Creek will be sending our 4 Instructional Coaches to GLAD Trainer training with the goal of having our own GLAD trainers in the District, offering flexibility with training dates and costs. Most changes to actions and services are written into the 16-17 LCAP as planned actions and services over the next three years. This annual update section reflects spending as of May 2, 2016 as many of the actions and services will not be completed until June of 2016. Any supplemental funds not expended in the 15-16 school year will be carried over to support programs in the coming school year. Curricular planning time was included in the LCAP for our TK-3 teachers for the coming school year. Supplies for the curricular planning program were needed to implement the program as we start the 2016-2017 school year. As budget allows, it is recommended to increase the number of technology devices at each school site to allow greater access and flexibility with usage.		

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 type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify		
Goal Applies to:	Schools:	LEA Wide			
Expected Annual Measurable Outcomes:	Applicable Pupil Subgroups: All students 1. 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. 2. Reduced incidents of bullying reported by students and parents and increase positive school climate as reported on parent/student surveys. 3. 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. 4. 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%.		Actual Annual Measurable Outcomes:	Empirical data collected from the current year Facilities Inspection Tool (FIT) were used to provide comparative analysis and to assess the condition of our facilities. Detailed and finite data offered targeted repair needs. Age of buildings factor into the scores as well as typical wear and tear. Current scores by school are as follows: 1. ACMS 74.11% POOR 2. AM 81.04% FAIR 3. BR 95.42% GOOD 4. CR 89.58% FAIR 5. CVR 92.65% GOOD 6. HO 87.79% FAIR 7. OL 78.40% FAIR 8. QG 87.87% FAIR 9. SMS 86.28% FAIR As reported on the parent surveys District wide, parent perception of bullying incidents decreased by 2% from 17.5% to 15.7%. 90.8% of parents feel that school is a safe place for their child(ren). Parent perception of students being treated with fairness and respect decreased from 87.8% to 73.8%. As reported on the student surveys, student perception of bullying incidents increased from 32.5% to 32.9%. 58.5% of students feel that school is a safe place (no data for 14/15). Student perception of being treated with fairness and respect is 28.6% (no data for 14/15). Overall average attendance rate for the school year District wide went up from 96.4% 14/15 to 96.6% for 15/16. The number of chronic absence cases resulting in a SARB hearing stayed the same with 7 for 14/15 and 7 for 15/16. Suspension rate (number of students suspended per year) will decrease by 1% each year data will be updated here after the end of the school year. Middle School dropout rate: 14/15 0% 15/16 0% Expulsion rate will remain below 1% per year. Percent of students expelled during 2015-2016 will be updated here after the end of the school year. Two elementary school counselors were added this school year to serve the six K-5 school sites. 14/15 5 counselors 15/16 7 counselors	
LCAP Year: 2015-16					
Planned Actions/Services		Budgeted Expenditures		Actual Actions/Services	
				Estimated Actual Annual Expenditures	
3.a Maintain or increase counselor support District wide to support students with additional academic, social/emotional and behavioral needs.	Salary and benefits for school counselor time to support students with additional academic, social/emotional, and behavioral needs. Supplemental 274,813	Salary and benefits were adjusted due to the negotiated agreement, reflecting actual employee placements rather than projections.	Salary and benefits for school counselor time to support students with additional academic, social/emotional, and behavioral needs. Supplemental 246,555		

		<p>Two elementary counselors were added this school year, serving our six K-5 elementary sites. There are currently 4 middle school counselors, 2 at each middle school and 1 counselor serving our K-8 school.</p> <p>Our counselors work with students needing support with both academic and social/emotional needs. They hold numerous social skills groups, make presentations and meet with students regarding academic success. In addition they met one-on-one with students needing extra support.</p> <p>Funds were used to purchase materials and supplies for use during sessions with the counselors and for presentations by the counselors to student groups.</p> <p>Feedback supported the need to add additional counseling support over the next 3 years to provide additional support to students in need.</p>	<p>Materials and supplies Supplemental 6,485</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 District 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>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.</p>	<p>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</p>	<p>Salary and benefits were adjusted due to the negotiated agreement, reflecting actual employee placements rather than projections.</p> <p>Daily attendance was monitored by District staff. Trends were identified by site and brought to the attention of the site administrators. School sites offered a variety of incentives for attendance, including awards, class contests and special recognition.</p>	<p>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</p>
<p>Scope of Service All</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 District 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>3.c Train Staff and administration on strategies and best practices to keep Foster Youth and Homeless students in school.</p>	<p>Salary and benefits for District liaison for attendance to train staff Supplemental 850</p>	<p>Salary and benefits were adjusted due to the negotiated agreement, reflecting actual employee placements rather than projections.</p> <p>The District Attendance liaison provided SART and SARB tools</p>	<p>Salary and benefits for District liaison for attendance to train staff Supplemental 850</p>

		<p>and strategies to our administrators. The Attendance liaison also provided site support with SART meetings and SARB hearings.</p> <p>The District Attendance liaison met with the attendance clerks throughout the year to ensure our attendance processes and compliance were followed.</p>	
<p>Scope of Service: All</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 checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> <p>Homeless</p>		<p>Scope of Service: District Wide</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 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.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.</p>	<p>Salary and benefits for District liaison for attendance to assist with administration and data analysis of parent surveys at all school sites Supplemental 850</p>	<p>Salary and benefits were adjusted due to the negotiated agreement, reflecting actual employee placements rather than projections.</p> <p>Parent and Student surveys are administered at each school site in the Spring. Both surveys include specific questions about bullying and school connections. Each school reviews survey data with their School Site Council and staff to celebrate strengths and to develop plans to address areas of need and refine school wide practices. Specific questions were aligned District wide to use for evaluating data year to year.</p> <p>The California Healthy Kids survey was also given to our 7th grade students this school year and will provide important information for our District and school sites in regard to school connections and health. The survey is expected to be administered again next school year.</p>	<p>Salary and benefits for District liaison for to analyze data of parent and student surveys at all school sites Supplemental 850</p> <p>Salary and benefits for Educational Services staff to facilitate and analysis school surveys Base 2,322</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: District 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>3.e Maintain a highly responsive and pro-active facilities maintenance plan using the latest technologies and strategies to insure building and program sustainability.</p>	<p>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</p>	<p>Routine Restricted and Deferred Maintenance funds were used to provide critical building system upkeep and repairs. Maintenance assignments were augmented with some contract services to insure complete building system operation and functionality. Empirical data collected from the current year Facilities Inspection Tool (FIT) were used to provide comparative analysis and to assess the condition of our facilities.</p> <p>Several large scale repairs and preventative maintenance assignments including:</p>	<p>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 1,408,000</p> <p>Deferred Maintenance funds as needed to keep school facilities in good repair and utilize information from FIT as indicated by the data Locally Defined (Bond Funds, Foundation Funds, etc) 263,917</p> <p>Digital classroom expansion (FD 21) Locally Defined (Bond Funds, Foundation Funds, etc) 43,340</p>

		<p>Repair/Replacement for:</p> <p>HVAC & EMS Systems Replacement - Antelope Meadows EMS Replacement - Olive Grove, Silverado, Coyote Ridge, Quail Glen Building Trim & Soffit Painting - Silverado Composition Roofing Replacement Phase 1 - Antelope Crossing Roofing Tune-up - Olive Grove, Heritage Oak, Coyote Ridge, Silverado, Antelope Crossing Building Trim & Body Painting Relocatables - Quail Glen Backflow Preventer Replacement - Barrett Ranch Slurry Coat & Striping Playground - Antelope Meadows, Creekview Ranch Lighting Retrofit - Antelope Crossing Gym Exterior Metal Trim Painting - Heritage Oak Carpet Replacement - Antelope Meadows 60 Wing</p> <p>Preventative Maintenance for:</p> <p>All HVAC Systems District wide All Kitchen & Food Services Equipment Emergency Lighting Systems Testing & Replacement Annual Fire Alarm Inspection & Testing w/5 Year Certifications at several campuses Water Distribution Systems Septic & Grease Trap Interceptors Roofing Inspections & Cleaning Structural Tree Pruning & Assessment Drought Mitigations & Sprinkler Retrofits Playground Inspection & Fall Protection Improvements</p> <p>Upgrades:</p> <p>Thermostat Replacement to Wireless Network-based EMS District-wide Portables District Support Services Facility Construction Additional Digital Classroom Renovations District wide Tech Lab Renovation - Silverado</p>	
<p>Scope of Service All</p>		<p>Scope of Service All</p>	
<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>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.f Leverage available fiscal and intellectual resources to capitalize on current and prospective building programs.</p>	<p>Salaries and benefits of District staff to monitor and oversee building programs Base 10,954</p>	<p>Salary and benefits were adjusted due to the negotiated agreement, reflecting actual employee placements rather than projections.</p> <p>The Board Approved Facilities Master Plan and our extensive multiple year budgeting ensure that we are using funds and resources efficiently.</p> <p>The District applied for Prop 39 Clean Energy Jobs Act Funds</p>	<p>Salaries and benefits of District staff to monitor and oversee building programs Base 10,970</p> <p>Clean Energy Job Act (Prop. 39) projects (FD 40 - RE 6230) Locally Defined (Bond Funds, Foundation Funds, etc) 540,223</p>

		and received project approval for HVAC replacement.	
<p>Scope of Service: 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>Scope of Service: 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>3.g Update the District's Facilities Master Plan to adjust for the recent and future demographic changes.</p>	<p>Salaries and benefits of District staff to monitor demographic changes that would impact the Facilities Master Plan Base 10,954</p>	<p>Salary and benefits were adjusted due to the negotiated agreement, reflecting actual employee placements rather than projections.</p> <p>The Facilities Master Plan was updated and Board Approved March 5, 2015 to serve as a guide over the next several years.</p>	<p>Salaries and benefits of District staff to monitor demographic changes that would impact the Facilities Master Plan Base 10,970</p>
<p>Scope of Service: 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>Scope of Service: 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>3.h Track attendance and expulsions by subgroup and monitor patterns.</p>	<p>Salary and benefits for District Attendance liaison to monitor and coordinate the attendance, suspension and expulsion data of subgroups Supplemental 850</p> <p>Materials and supplies Title I 1,000</p>	<p>Salary and benefits were adjusted due to the negotiated agreement, reflecting actual employee placements rather than projections.</p> <p>Suspension and expulsion data are monitored within our student information system and Calpads reporting. End of year and expulsion data will be reviewed with the site administrators to determine if there are patterns that need to be addressed.</p> <p>Expenses for materials and supplies were not used as there was not a need to purchase.</p>	<p>Salary and benefits for District Attendance liaison to monitor and coordinate the attendance, suspension and expulsion data of subgroups Supplemental 850</p>
<p>Scope of Service: All</p> <p><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</p>		<p>Scope of Service: District Wide</p> <p><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</p>	
<p>3.i Facilitate the prompt transfer of student records and link children to services to enhance educational prospects for</p>	<p>Salary and benefits for District Foster Youth liaison to facilitate student records transfer Supplemental 850</p>	<p>Salary and benefits were adjusted due to the negotiated agreement, reflecting actual employee placements rather than</p>	<p>Salary and benefits for District Foster Youth liaison to facilitate student records transfer Supplemental 850</p>

<p>Foster Youth.</p>		<p>projections.</p> <p>The District Foster Youth and Homeless liaison works closely with school clerks, school administrators and social workers to meet the needs of Foster Youth in our District.</p>	
<p>Scope of Service: All</p> <hr/> <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 checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> <p>Homeless</p>		<p>Scope of Service: District Wide</p> <hr/> <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 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.j Maintain or expand PBIS across the district.</p>	<p>Salary and benefits for district PBIS coordinator to oversee and coordinate program and possible program expansion to other school sites Supplemental 2,324</p> <p>Program MOU with PCOE (District contribution) Supplemental 3,000</p> <p>Site funds to support PBIS Other 3,000</p>	<p>Salary and benefits were adjusted due to the negotiated agreement, reflecting actual employee placements rather than projections. Costs decreased due to rearrangement of duties and services.</p> <p>PBIS is in place at five of the nine school sites within the District. The school site teams have been committed to attending training and implementing the program over a period of three years.</p>	<p>Salary and benefits for district PBIS coordinator to oversee and coordinate program and possible program expansion to other school sites Supplemental 0</p> <p>Program MOU with PCOE (District contribution) Supplemental 7,000</p>
<p>Scope of Service: HO, BR, ACMS, CVR, OL, and AM with other sites TBD</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: School Wide: HO, BR, OL, AM, CR</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>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>Salary and benefits for District Foster Youth liaison to ensure available training opportunities for care providers Supplemental 2,324</p>	<p>Salary and benefits were adjusted due to the negotiated agreement, reflecting actual employee placements rather than projections.</p> <p>The District Foster Youth and Homeless liaison works closely with each school and Foster Youth care provider to met the needs of Foster Youth in our District by providing resources or helping to access resources within Placer and Sacramento Counties.</p>	<p>Salary and benefits for District Foster Youth liaison to ensure available training opportunities for care providers Supplemental 2,324</p>
<p>Scope of Service: All</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p>		<p>Scope of Service: All</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p>	

<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)		<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)	
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 the section(s) as needed. Most changes to actions and services are written into the 16-17 LCAP as planned actions and services over the next three years. Two elementary school counselors were added this school year to serve the six K-5 school sites. Feedback supported the need to add additional counseling support over the next 3 years to provide additional support to students in need. The California Healthy Kids survey was also given to our 7th grade students this school year and will provide important information for our District and school sites in regard to school connections and health. The survey is expected to be administered again next school year. Our Facilities and Maintenance department will be reviewing the maintenance plan to determine appropriate actions to address site needs in order to have all sites meet the "good" status with the FIT. This annual update section reflect spending as of May 2, 2016 as many of the actions and services will not be completed until June of 2016. Any supplemental funds not expended in the 15-16 school year will be carried over to support programs in the coming school years.		

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: LEA Wide Applicable Pupil Subgroups: All students	
Expected Annual Measurable Outcomes:	<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.</p> <p>Proficient or advanced results in teacher knowledge and usage of educational technology in the classroom as evidenced on District technology survey, BrightBytes.</p> <p>Positive staff survey results on the effectiveness of professional development offerings in the District.</p> <p>Evidence of implementation of standards (State Standards, Next Generation Science Standards, English Language Development) based on administrator observations.</p> <p>Maintain Highly Qualified Teacher (HQT) rates at 100%.</p> <p>Maintain sufficient instructional materials for every student as identified in the District's adopted Resolution of Sufficiency of Materials on an annual basis.</p>	<p>Actual Annual Measurable Outcomes:</p> <p>California Assessment of Student Performance and Progress (CAASPP) testing data. CAASPP data will be analyzed by District, site administrators and by site teams to determine areas of need and strength. Plans will be developed to address need areas and to ensure all students are making progress toward grade level standards. Goals will be developed to support these measures.</p> <p>Student performance on the Smarter Balanced (SBAC) ELA assessments 14/15 54% 15/16 58% Student performance on the SBAC ELA assessments(EL) 14/15 21% 15/16 21% Student performance on the SBAC ELA assessments (SED) 14/15 41% 15/16 45%</p> <p>Student performance on the SBAC Math assessments 14/15 45% 15/16 47% Student performance on the SBAC Math assessments (EL) 14/15 20% 15/16 19% Student performance on the SBAC Math assessments (SED) 14/15 33% 15/16 34%</p> <p>Student performance on the SBAC Science assessments (5th) 14/15 79% 15/16 78% Student performance on the SBAC Science assessments (5th EL) 14/15 29% 15/16 43% Student performance on the SBAC Science assessments (5th SED) 14/15 67% 15/16 67% Student performance on the SBAC Science assessments (8th) 14/15 82% 15/16 76% Student performance on the SBAC Science assessments (8th EL) 14/15 39% 15/16 42% Student performance on the SBAC Science assessments (8th SED) 14/15 73% 15/16 69%</p> <p>At the site level, the analysis of data, use of formative assessments and progress monitoring is done regularly and by whole school and grade level. The site level goals are the foundation of the Single Plan for Student Achievement (SPSA). The documents for each site are available on the school and District websites.</p> <p>BrightBytes Data was used to determine level of technology integration and growth District wide. Comparison is for Spring 2015 and Spring 2016. Scale is Beginning to Advanced.</p> <p>Teacher Foundational Skills will increase from Advanced to Exemplary by 2018. 2015 Adv to 2016 Adv</p> <p>Online Skills will increase from Proficient to Exemplary by 2018. 2015 Prof to 2016 Prof</p> <p>Multimedia Skills will increase from Proficient to Exemplary by 2018. 2015 Prof to 2016 Prof</p> <p>The 3 P's category will increase from Proficient to Exemplary by 2018. 2015 Prof to 2016 Prof</p> <p>Professional Learning category will increase from Emerging to Advanced by 2018. 2015 Emerg to 2016 Emerg</p> <p>Teacher Use of the 4'c will increase from Beginning to Proficient by 2018. 2015 Begin to 2016 Emerg</p> <p>Teacher knowledge of Digital Citizenship will increase from Emerging to Advanced by 2018. 2015 Emerg to 2016 Prof</p> <p>Teacher use of online assessments will increase from Emerging to Advanced by 2018. 2015</p>

		<p>Emerg to 2016 Emerg</p> <p>There were 340 teacher who participated in Professional Learning Institutes in 15/16</p> <p>There were 18 Professional Learning Institute courses offered in 15/16</p> <p>Teachers reporting they spent 17 or more hours per year participating in school sponsored professional development will increase by 2% each year. 2015 - 36% to 2016 - 30%</p> <p>Teachers reporting that they spent 17 or more hours per year participating in non-school sponsored professional development will increase by 2% each year. 2015-9% to 2016 -14%</p> <p>The District has maintained our Highly Qualified Teacher (HQT) rate at 100% in 2015-2016.</p> <p>Through our Board adopted Resolution of Sufficiency of Materials, all students have the instructional materials needed for the 2015-2016 school year.</p> <p>CELDT Students moving from Beginning to Early Intermediate 14/15 5.7% 15/16 7.6% Students moving from Early Intermediate to Intermediate 14/15 7.9% 15/16 7.7% Students moving from Intermediate to Early Advanced 14/15 13.3% 15/16 15.0% Students moving from Early Advanced to Advanced 14/15 5.1% 15/16 11.1%</p> <p>Healthy Fitness Zone (Grade 5) Aerobic Capacity will increase by 1% 14/15 76% 15/16 78% Body Composition will increase by 2% 14/15 70% 15/16 70% Abdominal Strength will increase by 2% 14/15 70% 15/16 70% Upper Body Strength will increase by 2% 14/15 63% 15/16 73% Trunk Extension/Endurance will increase by 2% 14/15 66% 15/16 65% Overall Flexibility will increase by 2% 14/15 61% 15/16 57%</p> <p>Healthy Fitness Zone (Grade 8) Aerobic Capacity will increase by 1% 14/15 77% 15/16 Not available at this time Body Composition will increase by 2% 14/15 70% 15/16 Not available at this time Abdominal Strength will increase by 2% 14/15 85% 15/16 Not available at this time Upper Body Strength will increase by 2% 14/15 75% 15/16 Not available at this time Trunk Extension/Endurance will increase by 2% 14/15 87% 15/16 Not available at this time Overall Flexibility will increase by 2% 14/15 75% 15/16 Not available at this time</p>
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual 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.	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	Salary and benefits were adjusted due to the negotiated agreement, reflecting actual employee placements rather than projections. Costs decreased due to rearrangement of duties and services.	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 9,441
	Sub costs for teacher leaders/Cadre to support with staff development plans Supplemental 60,000	Additional carryover funds were used for contracts and staff to support professional development efforts across the district. The materials and supplies needed for professional development was less than anticipated.	Sub costs for teacher leaders/Cadre to support with staff development plans Supplemental 62,203
	Materials and supplies, implementation of Professional Development Plan Title I 5,000	Three full-day Professional Development Days were provided to certificated staff on the implementation of State ELA and Math standards, literacy within the content areas, ELD standards and strategies and technology tools and lessons.	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	In-depth training in Math was provided for K-8 teaching staff to	Salaries and benefits for instructional professional development and related travel Supplemental 75,032
	Material and supplies Supplemental 15,000		Material and supplies Supplemental 8,986
			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 Supplemental 30,043

		<p>further support the implementation of the newly adopted math instructional materials.</p> <p>The Dry Creek Professional Learning Institute (PLI) was introduced this year. Through the PLI, teaching and support staff had the opportunity to attend sessions focused on instructional strategies, lesson design, writing instruction, behavior management, technology integration, Success Math, NGSS lesson design, and Google Apps for Education. It is our goal to expand the PLI and offer additional opportunities in the coming year.</p>	<p>Contracted services Supplemental 63,552</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.b Maintain curriculum and assessment teams to design fully aligned lessons, units and assessments by grade level and content area.</p>	<p>Salaries and benefits for Educational Services staff to oversee and coordinate curriculum and assessment development Base 10,240</p> <p>Contract costs to implement new student performance data management system Base 45,000</p> <p>Substitutes for teacher planning teams in the development of aligned lessons, units, pacing guides and assessments Supplemental 40,000</p> <p>Materials and supplies Supplemental 5,000</p>	<p>Salary and benefits were adjusted due to the negotiated agreement, reflecting actual employee placements rather than projections. Costs changes due to rearrangement of duties and services.</p> <p>The cost for substitutes for the assessment teams exceeded the projected amount, as more members and meeting days were added throughout the school year.</p> <p>Materials and supplies for these teams exceeded what was anticipated.</p> <p>K-8 assessment teams met throughout the school year to work on standards based assessments for the District. During these meetings, all grade levels were given extensive training on the new student performance data management system, EADMS. In addition, grade level teams worked on using the item banks within the system to create formative and summative assessments.</p> <p>Grade level teams developed new writing rubrics and prompts for next year and K-5 teams developed pre/post assessments to show growth over the course of the school year. Assessments were chosen to report yearly to the Board of Trustees.</p> <p>The curriculum and assessment teams will continue next year, however, in order to provide consistent and clear communication and expectations and to provide additional professional learning, teams will consist of every teacher at each grade level/content area from every school site. Teams will meet once at the beginning of the school year and then during our Professional Development Days to maximize time. This will reduce the number of teams needed and number of days out of the classroom while students are in attendance.</p>	<p>Salaries and benefits for Educational Services staff to oversee and coordinate curriculum and assessment development Base 9,441</p> <p>Contract costs to implement new student performance data management system Base 45,000</p> <p>Substitutes for teacher planning teams in the development of aligned lessons, units, pacing guides and assessments Supplemental 49,933</p> <p>Materials and supplies Supplemental 18,617</p> <p>Salaries and benefits for Educational Services staff to oversee and coordinate curriculum and assessment development Supplemental 24,887</p>

<p>Scope of Service</p> <p>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</p> <p>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.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>Salary and benefits for Educational Services Staff to plan and implement Google and iPad training as needed Base 10,391</p> <p>Salary and benefits for Technology Department staff to support the Chromebook implementation at school sites as needed Supplemental 63,886</p>	<p>Salary and benefits were adjusted due to the negotiated agreement, reflecting actual employee placements rather than projections.</p> <p>Google Apps for Education (GAFE) were implemented over the last two school years. Training was provided through the Professional Development Days, Professional Learning Institute sessions, by our Instructional Coaches and by the Technology Advancing Curriculum (TAC) team members.</p> <p>TAC members spent quality time at staff meetings and with individual colleagues throughout the year, providing guidance, modeling and examples of curricular technology integration. TAC members various training opportunities including CLMS, Monterey Technology Conference and the Google Summit.</p>	<p>Salary and benefits for Educational Services Staff to plan and implement Google and iPad training as needed Base 9,441</p> <p>Salary and benefits for Technology Department staff to support the implementation of technology devices at school sites as needed Supplemental 56,523</p>
<p>Scope of Service</p> <p>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</p> <p>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.d Continue to support classroom teachers with Instructional Coaches, 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 to sustain the coaching model Base 9,529</p> <p>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</p> <p>Materials, supplies, and professional development to support the coaching process Title II 3,000</p> <p>Materials and supplies to support Teachers on Assignment Supplemental 3,000</p>	<p>Salary and benefits were adjusted due to the negotiated agreement, reflecting actual employee placements rather than projections. Costs changes to rearrangement of duties and services.</p> <p>Our Instructional Coaches modeled standards aligned lessons incorporating non-fiction current events and technology integration. Informational text strategies were heavily focused on, as students and staff are transitioning to using this type of text as part of their everyday lessons. As part of the process, lesson plans were developed by the Instructional Coaching team. During the time with the grade level teams, the Instructional Coaches met with individual grade levels for a pre-lesson discussion, taught the lesson while teachers observed, and met de-brief and plan after the lesson.</p> <p>Instructional Rounds were facilitated by one of our Instructional Coaches with a total of 15 teams consisting of 68 teachers across the District. The purpose of Instructional Rounds is to share teaching strategies, facilitate high level team collaboration,</p>	<p>Salary and benefits for Educational Services oversight and coordination to sustain the coaching model Base 5,450</p> <p>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 27,556</p> <p>Materials, supplies, and professional development to support the coaching process Title II 0</p> <p>Materials and supplies to support Teachers on Assignment Supplemental 5,635</p>

		<p>receive and give peer feedback and process through personal reflection and growth. Participating teams focused on reading strategies, math and GLAD. Teams go through a pre-planning, teaching and final reflection together. This was the second time participating for some teams and the overall response is that the experience is positive and has had a profound influence on their teaching practices.</p> <p>Staff across the District expressed the need for professional development and guidance with teaching writing. One of our Instructional Coaches provided guidance on how to create writing lessons on a specific genre and modeled them in the classrooms. 16 teachers specifically requested this support.</p> <p>Our Instructional Coaches met with PLC teams to guide and assist with a variety of topics including GLAD, writing, integration of subject matter, technology integration, Math curriculum support.</p> <p>Materials and supplies for TOAs exceeded the projected amount as there was a need to purchase tech devices for modeling and demonstration lessons.</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.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>Salary and benefits for Educational Services staff to create and sustain various opportunities for teacher professional development Base 21,319</p> <p>After school and summer training costs for teachers, materials and supplies, etc. Supplemental 30,000</p>	<p>Salary and benefits were adjusted due to the negotiated agreement, reflecting actual employee placements rather than projections. Costs changes due to rearrangement of duties and services.</p> <p>Multiple professional learning opportunities continue to be available to teaching staff that do not take teachers away from students. The District intranet site houses the curricular resources, guidance and implementation information, technology resources and guidance, and state testing information and guidance. The guidance is available through videos, detailed instructions with step by step screen shots and voice overs as necessary. This is available 24/7 to our staff to access. Some of the topics covered include GAFE support, adopted curriculum, SchoolLoop, Digital Citizenship, and assessments.</p> <p>In addition, the certificated staff participate in 3 non-student Professional Development Days. Presentations and information from the sessions are posted on the intranet for staff to access 24/7.</p> <p>GATE training was offered during the summer of 2015. TAC members present at staff meetings and various District sponsored courses are offered through the Professional</p>	<p>Salary and benefits for Educational Services staff to create and sustain various opportunities for teacher professional development Base 9,441</p> <p>After school and summer training costs for teachers, materials and supplies, etc. Supplemental 30,111</p> <p>Salary and benefits for Educational Services staff to create and sustain various opportunities for teacher professional development Supplemental 27,556</p> <p>Materials and supplies Supplemental 628</p>

		<p>Learning Institute after school.</p> <p>The coaching model, led by our Instructional Coaching team provided direct learning and support to staff District wide, while working with their own students in the classroom.</p> <p>The District will continue to explore a variety of professional learning opportunities keeping teachers in the classroom with the students.</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.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.</p>	<p>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</p> <p>Piloting and adoption costs Base 948,400</p> <p>Instructional materials purchase (Lottery IM) Lottery 166,611</p>	<p>Salary and benefits were adjusted due to the negotiated agreement, reflecting actual employee placements rather than projections. Costs changes due to rearrangement of duties and services.</p> <p>The CORE literature committees met at the beginning of the school year and decided to wait until the new ELA instructional materials were purchased before adopting the CORE literature K-8.</p> <p>ELA pilot materials were reviewed and two were chosen to pilot at the beginning of the 2016-2017 school year. Funds have been allocated for the purchase which is scheduled for February 2017. Full implementation and training for implementation is scheduled for August of 2017.</p>	<p>Salary and benefits for Educational Services staff for oversight and coordination of pilot process, parent review, Board adoption and purchasing of ELA materials Base 5,450</p> <p>Piloting and adoption costs Base 0</p> <p>Instructional materials purchase (Lottery IM) Lottery 0</p> <p>Salary and benefits for Educational Services staff for oversight and coordination of pilot process, parent review, Board adoption and purchasing of ELA materials Supplemental 27,556</p> <p>Materials and supplies Supplemental 27,000</p>
<p>Scope of Service All</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 All</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.g Maintain Library/Media Tech (LMT) services to support use of various tech devices as learning tools.</p>	<p>Salary and benefits to maintain hours for Library/Media Techs to provide technology support to students and teachers Supplemental 97,299</p> <p>Training and support provided by Educational Services Base 151</p>	<p>Salary and benefits were adjusted due to the negotiated agreement, reflecting actual employee placements rather than projections.</p> <p>The LMT continue to support the technology devices at the school sites, including Chromebooks and iPads. Monthly meetings are held to ensure consistency across the district, provide ongoing training and troubleshoot anything that has come up.</p>	<p>Salary and benefits to maintain hours for Library/Media Techs to provide technology support to students and teachers Supplemental 94,626</p> <p>Training and support provided by Educational Services Base 2,322</p>

		<p>Training for the LMT has included Chromebooks, Destiny Software, Mobis, Doc Cameras, SBAC, iPads and the resources available to teachers via the intranet site.</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 Attract, recruit, and retain highly qualified staff.</p>	<p>Salary and benefits of HR staff to advertise, recruit qualified candidates for interviews and maintain highly qualified employed staff Base 57,188</p> <p>New Teacher Induction Program and District coaches stipends Title II 65,000</p>	<p>Salary and benefits were adjusted due to the negotiated agreement, reflecting actual employee placements rather than projections. Costs changes due to rearrangement of duties and services.</p> <p>Funds were allocated to purchase materials, supplies, resources and publications to support recruitment practices.</p> <p>Teacher Induction was provided through Placer County Office of Education's program to support out newly hired teachers. The District Instructional Coaches provide support for the new teachers, working with them over a course of two years. This support includes weekly meetings, observations, modeling lessons, planning and reflection.</p> <p>The District continues to have partnerships with local universities for student teachers.</p> <p>As appropriate, District Administration have been trained in Target Success, our screening and interviewing process for both classified and certificated employees.</p> <p>In the Spring of 2016, Dry Creek participated in job fairs, seeking the highest qualified staff to join our team.</p> <p>Materials and supplies were purchased by each K-5 school site and our K-8 school site to support the implementation of the certificated P.E. program to start September 2016. This program will provide crucial planning time for lessons and specially designed curriculum.</p>	<p>Salary and benefits of HR staff to advertise, recruit qualified candidates for interviews and maintain highly qualified employed staff Base 72,532</p> <p>New teacher coaches stipends (Educ. Effectiveness) Other 45,776</p> <p>New Teacher Induction Program contract (Educ. Effectiveness) Other 34,293</p> <p>Materials and supplies Supplemental 7,000</p> <p>Materials and supplies to implement the curricular planning program. Supplemental 21,000</p>
<p>Scope of Service All</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>Scope of Service District 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><u>Other Subgroups: (Specify)</u></p> <p>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.</p>	<p>Salary and benefits for Educational Services staff to oversee and coordinate specialized professional Development for the EL/Reading specialists Supplemental 9,627</p> <p>Materials, supplies, on-line resources Supplemental 39,451</p> <p>Staff development support Supplemental 10,000</p>	<p><u>Other Subgroups: (Specify)</u></p> <p>Salary and benefits were adjusted due to the negotiated agreement, reflecting actual employee placements rather than projections. Costs decreased due to rearrangement of duties and services.</p> <p>This school year, our EL and Reading specialists continued to increase their professional capacity, attending several EL targeted conferences and implementing several EL curriculum and strategies. The EL/Reading specialists meet monthly to work as a Professional Learning Community (PLC) to develop curriculum, make long term plans for implementation, analyze data, plan summer program, create family programs, develop Professional Development sessions, and District wide EL goals.</p> <p>Accomplishments this year include: Implementation of Kate Kinsella's Academic Vocabulary Developing Academic Oral Language Across Disciplines Moving From Spoken To Written Language with English Learners Persuasion Across Time-Analyzing and Producing Complex Texts</p>	<p>Salary and benefits for Educational Services staff to oversee and coordinate specialized professional development for the EL/Reading specialists Supplemental 7,643</p> <p>Materials, supplies, on-line resources Supplemental 31,527</p> <p>Staff development support Supplemental 9,125</p>
<p>Scope of Service ACMS, AM, BR, OL, CVR</p> <p><u>All</u></p> <p>OR:</p> <p><input checked="" 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 checked="" type="checkbox"/> Other Subgroups: (Specify)</p> <p><u>Low performing</u></p>		<p>Scope of Service School Wide: ACMS, AM, BR, OL, CVR, & CR</p> <p><u>All</u></p> <p>OR:</p> <p><input checked="" 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 checked="" type="checkbox"/> Other Subgroups: (Specify)</p> <p><u>Low performing</u></p>	
<p>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</p>	<p>Salary and benefits for Educational Services staff to oversee and coordinate EL/Reading specialists coaching of teachers ELD strategies Supplemental 9,627</p> <p>Materials and supplies, training Title III 2,000</p> <p>Subs for classroom teacher to participate in coaching opportunities Supplemental 10,000</p>	<p>Salary and benefits were adjusted due to the negotiated agreement, reflecting actual employee placements rather than projections.</p> <p>GLAD training was provided for K-5 and 6-8 teachers. As of Spring 2016 ALL K-5 teachers in the District have been GLAD trained. Additional GLAD training will be provided next year.</p> <p>The EL/RR specialists modeled lessons and coached our general education staff this year. The EL Coordinator supported the school sites that do not have a full time EL/RR teacher. In addition, at some school sites throughout the District, the EL/RR teacher participated in a successful co-teaching model to support our EL and low performing students.</p> <p>Coaching opportunities were extremely beneficial to staff, therefore, opportunities were increased resulting in additional funds spent.</p>	<p>Salary and benefits for Educational Services staff to oversee and coordinate EL/Reading specialists coaching of teachers ELD strategies Supplemental 7,643</p> <p>Materials and supplies, training Title III 2,000</p> <p>Subs for classroom teacher to participate in coaching opportunities Supplemental 21,352</p> <p>Materials and Supplies Supplemental 507</p>
<p>Scope of Service All</p>		<p>Scope of Service 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><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>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>Salaries and benefits for Educational Services staff to oversee and coordinate sessions in the area of GLAD, ELD and SDAIE for our classroom teachers Supplemental 9,627 Contracts/consultants Supplemental 10,000 Materials and supplies Title III 2,000 Staff development support Supplemental 10,000</p>	<p>Salary and benefits were adjusted due to the negotiated agreement, reflecting actual employee placements rather than projections. The EL/RR specialists modeled lessons and coached our general education staff this year. The EL Coordinator supported the school sites that do not have a full time EL/RR teacher. In addition, at some school sites throughout the District, the EL/RR teacher participated in a successful co-teaching model to support our EL and low performing students.</p>	<p>Salaries and benefits for Educational Services staff to oversee and coordinate sessions in the area of GLAD, ELD and SDAIE for our classroom teachers Supplemental 7,643 Contracts/consultants Supplemental 10,000 Materials and supplies Title III 2,000 Staff development support Supplemental 10,000</p>
<p>Scope of Service ACMS, AM, BR, OL, CVR</p>		<p>Scope of Service School Wide: ACMS, AM, BR, OL, CVR, CR</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><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>4.l Continue to administer CELDT and monitor scores to determine areas in need of improvement.</p>	<p>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</p>	<p>Salary and benefits were adjusted due to the negotiated agreement, reflecting actual employee placements rather than projections. The CELDT test was administered again this school year. Data from the testing is used to develop curricular plans and focus areas at each school site and to develop summer school program needs. CELDT will continue to be administered until the ELPAC is finalized and put in place.</p>	<p>Salaries and benefits for Educational Services staff to oversee and coordinate CELDT testing, data analysis and improvement plans Supplemental 7,643 Materials and supplies Supplemental 1,024 Salaries and benefits for Educational Services staff to oversee and coordinate CELDT testing, data analysis and improvement plans Base 3,137</p>
<p>Scope of Service All</p>		<p>Scope of Service 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 type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</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 type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>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</p>	<p>Salaries and benefits for Educational Services Director of AVID program at ACMS, CVR, and SMS to monitor AVID program effectiveness Base 151</p>	<p>Salary and benefits were adjusted due to the negotiated agreement, reflecting actual employee placements rather than projections.</p>	<p>Salaries and benefits for Educational Services Director of AVID program at ACMS, CVR, and SMS to monitor AVID program effectiveness Base 2,322</p>

<p>AVID, 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.</p>	<p>Maintain program requirements Title I 15,000</p>	<p>The AVID program is offered at both middle schools and our K-8 school for 6th-8th grade students. The program is run a little differently at each school site. 6.2% of our total 6-8 population are enrolled in AVID for a full year. 65 low income students and 33 EL students are participating in the program. There is an AVID coordinator at each site and training is offered each summer. Funds are provided to attend the training and to pay for a monthly lesson bank and for field trips to colleges.</p> <p>Administration and staff at all three schools feel that it is important to continue the program.</p>	<p>Maintain program requirements Title I 3,000 Maintain program requirements Title II 9,000</p>
<p>Scope of Service: All</p> <hr/> <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: SMS, ACMS, CVR</p> <hr/> <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>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>It is our goal to expand the PLI and offer additional opportunities in the coming year. The District will continue to explore a variety of professional learning opportunities keeping teachers in the classroom with the students. The curriculum and assessment teams will continue next year, however, in order to provide consistent and clear communication and expectations and to provide additional professional learning, teams will consist of every teacher at each grade level/content area from every school site. Teams will meet once at the beginning of the school year and then during our Professional Development Days to maximize time. This will reduce the number of teams needed and number of days out of the classroom while students are in attendance. Materials and supplies were purchased by each K-5 school site and our K-8 school site to support the implementation of the certificated P.E. program to start September 2016. This program will provide crucial planning time for lessons and specially designed curriculum. Most changes to actions and services are written into the 16-17 LCAP as planned actions and services over the next three years. This annual update section reflect spending as of May 2, 2016 as many of the actions and services are not completed until June of 2016. Any supplemental funds not expended in the 15-16 school year will be carried over to support programs in the coming school years.</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 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 meeting. Additionally, survey results will indicate a positive response above 90%.		Actual Annual Measurable Outcomes:	<p>Parents responding that the school provides opportunities for parent involvement and engagement in the school community will increase by 2% each year. (Parent Survey) Baseline for 2015-16 84.4%</p> <p>Parents responding that translation services are readily available will increase by 1% each year. (Parent Survey) Baseline 2015-2016: 31.2%</p> <p>Number of parents attending Love and Logic: 28 parents Number of parents attending Latino Family Literacy: 12 families during fall and spring sessions Number of parents attending Family Stories: 16 families Number of parents attending Adult English Class: 15 Number of ELAC and DELAC meetings per year: 3 ELAC per site, 3 DELAC for District</p> <p>Parent Survey Information: Parents responding that they "use the school and district websites to obtain information" will increase by 2% each year. Baseline 2015-2016: 82.8% Parents responding that "they receive communication from the school" will increase by 1% each year. Baseline 2015-16: 90.7%</p> <p>Increases in communication: As of April 2016 - 392 Tweets and 280 Facebook posts As of April 2016 - 75 School Messenger messages</p>	
LCAP Year: 2015-16					
Planned Actions/Services			Actual Actions/Services		
5.a Promote parent engagement through specific parent education events and activities both at the school and District level.	Budgeted Expenditures		<p>Salary and benefits were adjusted due to the negotiated agreement, reflecting actual employee placements rather than projections. Costs decreased due to rearrangement of duties and services.</p> <p>It was determined that an additional \$15,000 was needed to prepare parent and community outreach materials and resources.</p> <p>Numerous parent/family events/activities and committees were held throughout the school year, including but not limited to: K-5 and 6-8 Math Curriculum and Standards Nights, Back to School Night, Open House, Health Curriculum viewing, Love and Logic, Latino Family Literacy, Watch D.O.G.S., World Fair, Math Nights, Reading Night, Grandparents Day, Family Game Night, Literacy Night, Summer Reading Program, Technology Night and many more.</p>	Estimated Actual Annual Expenditures	
	Salaries and benefits of Educational Services staff oversight and coordination of parent engagement efforts Base 20,608	Materials, supplies, contracted services Supplemental 10,000		Salaries and benefits of Educational Services staff oversight and coordination of parent engagement efforts Base 7,772	Materials, supplies, contracted services Supplemental 25,000
Budget passed on to Title I school sites for parent involvement efforts Title I 10,000					

		<p>In addition, there are various committees at the District and school level to engage parents and build partnerships, including but not limited to: School Site Council, PTA, ELAC, GATE Advisory, DELAC, and Health Committee</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 English Language Advisory Committee (ELAC) and that the District English Language Advisory Committee (DELAC) provides direction, input and feedback on District wide programs and goals for English Learners. Each school site will have a parent representative serving on the DELAC.</p>	<p>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</p>	<p>Salary and benefits were adjusted due to the negotiated agreement, reflecting actual employee placements rather than projections.</p> <p>Each school site has an ELAC committee that meets 3 times per school year and/or more frequently as needed. The ELAC committee serves as a guiding body to the EL program and reviews the SPSA, school goals, program components and gives suggestions for parent involvement and engagement or needs.</p> <p>The DELAC committee also meets three times per school year, offering guidance on various program components, parent engagement and involvement and the LCAP goals and services. School sites work to recruit parents to participate in the DELAC, as it is the goal of the District to have all school sites represented by staff and parents at the meetings.</p>	<p>Salaries and benefits for Educational Services staff to oversee and coordinate the DELAC committee and to monitor the implementation of school ELAC's Supplemental 7,643 Materials and supplies Title III 500 Salaries and benefits for Educational Services staff to oversee and coordinate the DELAC committee and to monitor the implementation of school ELAC's Base 3,137</p>
<p>Scope of Service: 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>Scope of Service: District Wide</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 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.</p>	<p>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</p>	<p>Salary and benefits were adjusted due to the negotiated agreement, reflecting actual employee placements rather than projections.</p> <p>Surveys were sent out in order to gather feedback on a variety of programs. Each school site sent a survey to parents to gather feedback about their school. The surveys included several consistent questions in order to use the information to increase the strength of programs District wide. Kindergarten parents were surveyed again this school year in order to gather feedback on the decision to move to Extended Day program. In addition</p>	<p>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 7,128 Materials and supplies, Survey Monkey fee Base 780</p>

		<p>an LCAP survey was sent out in February to gather feedback for the annual update. This feedback in conjunction with stakeholder group feedback was used to inform and guide the annual update and revise the actions and services as needed.</p> <p>Surveys were completed through an electronic process and links to the survey were provided via email and newsletters at each school site.</p>	
<p>Scope of Service: District 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: All</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.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 9,627</p> <p>Contracted services for District trained interpreters or Language Line services Supplemental 28,954</p> <p>Contracted services for agencies to translate written District and school documents Title III 40,000</p>	<p>Salary and benefits were adjusted due to the negotiated agreement, reflecting actual employee placements rather than projections.</p> <p>The District and school sites have ensured that translations and interpreters are made available as needed for all school and District events and meetings. The District contracts with interpreters to attend events. Language Line to use in the absence of a person with the language we need and translation services to translate written communication.</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 7,643</p> <p>Contracted services for District trained interpreters or Language Line services Supplemental 15,000</p> <p>Contracted services for agencies to translate written District and school documents Title III 17,236</p>
<p>Scope of Service: Emphasis on ACMS, AM, BR, CVR, and OL</p> <hr/> <p><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)</p>		<p>Scope of Service: School Wide: ACMS, AM, BR, CVR and OL</p> <hr/> <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.e Increase overall communication with parents.</p>	<p>Salary and benefits for Educational Services to oversee and coordinate efforts to increase email communication with parents Base 10,391</p>	<p>Salary and benefits were adjusted due to the negotiated agreement, reflecting actual employee placements rather than projections.</p> <p>Communication with parents and our school communities is important to Dry Creek. There has been an increase in the number and ways we communicate including but not limited to: Progress Reports and Report Cards PowerSchool access School & District newsletters Email blasts School Messenger Twitter Facebook Dry Creek Mobile App Teacher websites</p>	<p>Salary and benefits for Educational Services to oversee and coordinate efforts to increase email communication with parents Base 7,128</p>

		School websites District website	
Scope of Service: All <hr/> X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: All <hr/> X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
5.f Link important "updates" from the District website to the school websites.	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	Salary and benefits were adjusted due to the negotiated agreement, reflecting actual employee placements rather than projections. Important updates have been linked to the school websites. The District Communications Specialist regularly updates both District and school websites and has enhanced the accessibility and information provided throughout the year to ensure timely and efficient communication with our community.	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 2,322
Scope of Service: All <hr/> X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: All <hr/> X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
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)	Salaries and benefits for Educational Services to oversee and coordinate communication with school sites Base 862	Salary and benefits were adjusted due to the negotiated agreement, reflecting actual employee placements rather than projections. The school secretary generally sends our information for the school site. The use of School Messenger has also streamlined communication to parents and community.	Salaries and benefits for Educational Services to oversee and coordinate communication with school sites Base 2,322
Scope of Service: All <hr/> X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: All <hr/> X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

<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 ensure the availability of surveys Base 151</p>	<p>Salary and benefits were adjusted due to the negotiated agreement, reflecting actual employee placements rather than projections.</p> <p>Surveys have been electronic for the last several years. The surveys are available in hard copy form for those parents that do not have access to technology. The survey is also translated for school sites meeting the translation requirements.</p>	<p>Salary and benefits for Educational Services staff to ensure the availability of surveys Base 2,322</p>
<p>Scope of Service: All</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: All</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>5.i Continue to seek and build partnerships with community agencies and businesses.</p>	<p>Salaries and benefits for Educational Services staff to seek out partnerships in the community Base 9,529</p>	<p>Salary and benefits were adjusted due to the negotiated agreement, reflecting actual employee placements rather than projections. Costs decreased due to rearrangement of duties and services.</p> <p>Partnerships are important the success of our students. Partnerships within the community include but not limited to: Roseville Chamber of Commerce BECOME Music, PE and Art Docents Golden Coyote Volunteer Program Local Restaurants Supporting Fundraiser Nights CHIPS for Kids St. Baldricks KCRA Canned Food Drive Placer County Sheriff Placer County Mental Health and Network of Care High School PE, Clubs, Band Antelope Lions Club Roseville Rotary</p>	<p>Salaries and benefits for Educational Services staff to seek out partnerships in the community Base 3,137</p>
<p>Scope of Service: All</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: All</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>5.j Continue to offer and recruit parent to participate in the 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 (Mental Health Funds) Other 7,000</p>	<p>Salary and benefits were adjusted due to the negotiated agreement, reflecting actual employee placements rather than projections. Costs decreased due to rearrangement of duties and services.</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 1,459</p>

	Materials and supplies Base 3,000	The Love and Logic parent education course is offered to all parents within the District. Flyers are sent out via email blast, parents are invited through Student Study Team meetings, Individual Education Plan meetings, and parent conferences. 28 parents participated this school year. The Love and Logic course will be offered again during the 2016-2017 school year.	Materials and supplies Base 296
<p>Scope of Service: 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>Scope of Service: 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>	
5. k Continue to offer the Latino Family Literacy class and recruit interested families.	<p>Salaries and benefits for Educational Services staff to oversee and coordinate the Latino Family Literacy instructors, program, resources and recruitment process Supplemental 9,627</p> <p>Salaries and benefits for class instructors Supplemental 3,000</p> <p>Materials and supplies Title III 3,000</p>	<p>Salary and benefits were adjusted due to the negotiated agreement, reflecting actual employee placements rather than projections.</p> <p>The Latino Family Literacy class was successful again this school year. 12 families participated in both the fall and spring sessions.</p> <p>Additional opportunities for families this school year included Family Stories, held at Creekview Ranch for second language families.</p> <p>Adult English Language classes were also held at Barrett Ranch.</p> <p>All three programs provided a way for our families to connect with our school sites and other families and to learn and engage in their child(ren)s education. All of these opportunities for families will be supported with supplemental funds next year.</p>	<p>Salaries and benefits for Educational Services staff to oversee and coordinate the Latino Family Literacy instructors, program, resources and recruitment process Supplemental 7,643</p> <p>Salaries and benefits for class instructors Supplemental 1,757</p> <p>Materials and supplies, conference Title III 200</p> <p>Materials and supplies Supplemental 2,500</p>
<p>Scope of Service: 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>Scope of Service: District Wide</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>	
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 the section(s) as needed. Most changes to actions and services are written into the 16-17 LCAP as planned actions and services over the next three years. The LCAP committee agreed to combining the all survey action items into one action as well as, the all communication action items into one action item for 2016-2019. This annual update section reflect spending as of May 2, 2016 as many of the actions and services will not be completed until June of 2016. Any supplemental funds not expended in the 15-16 school year will be carried over to support programs in the coming school years. In this section, the actions and services listed here for "surveys" will be combined together in 16-17.		

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>\$3,707,914</u>
<p>The Supplemental Grant Funding is projected at \$1,719,328 in 2014-15, \$2,928,800 in 2015-16, \$3,707,914 in 2016-17, \$4,062,737 in 2017-18 and \$4,113,936 in 2018-19. In specific cases where there is a high concentration of EL's, RFEP's, Low income and or Foster Youth (EL/LI/FY) , supplemental funds are used to provide school wide 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>Given 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 goals of:</p> <ol style="list-style-type: none"> 1. Increased time to learn 2. Increased access to curricular content 3. Safe and engaging schools 4. Increased teacher effectiveness and student performance 5. Increased parent engagement and involvement 	
<p>We believe 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. All of our schools support students in need. Using funds District wide will ensure that we directly reach all of these students. We believe that providing an Extended-day Kindergarten, Transitional Kindergarten (TK), reducing class sizes, minimizing combination classes in Kindergarten and offering before/after school and summer programs, our EL, Low Income, Foster Youth and at-risk 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>The District utilized a recent research study conducted in April 2014 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. In addition, parents mentioned seeing gains in their children’s social and emotional development. For example, one parent explained, through TK, her son “learned quite a bit—especially the social part. He loves going to school.” 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. We believe that this data is a fair representation of what we have heard from our parents regarding their experience with the TK and Kindergarten program in our District.</p>	
<p>The research is clear on the impact of more time to learn as a critical positive factor in student success. As discussed in Pyramid Response to Intervention by Mike Mattos, allowing sufficient time is critical to student learning. With targeted instruction and sufficient time, learning will occur for all of our students. Teaching practices designed to meet the individual learning needs of each student are essential for success. Providing these learning opportunities such as during, before and after school support classes and summer program for our students District wide, ensures all students, not matter what school site they attend, will have access to additional learning time.</p>	
<p>We have found that many of our Low Income, at-risk and Foster Youth students need social/emotional support in school. As a District, we will focus on building positive school climate in order to engage students and increase attendance. By providing PBIS structures in our schools along with increased counseling services we enable our most at-risk students to have the much needed social/emotional and 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 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>As noted by the California Department of Education, "The CDE provides assistance to local schools and districts to achieve the following goals:</p> <ol style="list-style-type: none"> 1)Ensure that English learners acquire full proficiency in English as rapidly and effectively as possible and attain parity with native speakers of English. 2)Ensure that English learners, within a reasonable period of time, achieve the same rigorous grade-level academic standards that are expected of all students. <p>Meeting these two goals will help close the achievement gap that separates English learners from their native English-speaking peers. In order to accomplish these goals, all English learners are provided with English language development (ELD) instruction targeted to their English proficiency level and appropriate academic instruction." The DCJESD is committed to providing the most effective program for English Learners (EL), including an EL teacher at our sites with our highest EL populations. The EL teachers serves as an expert to help guide school staff in best practices an strategies to help our EL students meet proficiency. The EL teachers provide modeling, guidance and also co-teach with our general education staff to meet all EL student needs. Parent and family classes are also offered throughout the district in order to establish bridges between school and home and to help our EL families participate in their child(ren)'s educational experience.</p>	
<p>By targeting direct support to classroom teachers through professional development, demonstration lessons, instructional rounds and coaching, 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. Teachers will continue to enhance lessons, curriculum and assessments in appropriate ways to include the use of technology to meet the specific learning needs of students, will providing classroom supports to help these student achieve greater success. By increasing library and technology support services to support these students with technology devices and learning tools, we will overcome some of the barriers to learning that impact many of our EL/LI/FY students. Ensuring every EL/LI/FY student has the most highly qualified teacher provides them with a distinct advantage in during their school years. In the research brief prepared by Grover J Whitehurst, Ph.D. for the U.S. Department of Education, evidence shows the impact of highly qualified teachers and increased student outcomes. We anticipate growth in each of these groups because we have provided intensive and focused professional development intended to serve these students. In order to implement the high level instructional practices and technology, planning time has been provided to maximize lesson design.</p>	

Reaching out to our parents and community, particularly our EL, LI and FY parents and guardians, will better enhance our programs and provide consistent parent participation rates. As noted in a study by Southwest Educational Development Laboratory, "When schools engage families in ways that improve learning and support parent involvement at home and school, students make greater gains. When schools build partnerships with families that respond to parent concerns, honor their contributions, and share decision-making responsibilities, they are able to sustain connections that are aimed at improving student achievement." All of our school sites serve students and families from many cultures, socio-economic status and home languages. It is important to us to provide resources, family engagement opportunities and programs to all of our students and families within the District.

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.

7.86	%
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The minimum proportionality percentage is projected at 4.08% for 2014-15, 6.42% for 2015-16, 7.86% for 2016-17, 8.45% for 2017-18 and 8.42% for 18-19 . The District plans to meet the increases by serving our unduplicated populations which includes, low Income, English Learners 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.

The District does not receive Concentration Grant Funds as it does not meet the targeted percentage.

Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-2018	2018-19	2016-17-2018-19 Total
All Funding Sources	29,510,797.00	29,444,964.00	33,181,459.00	34,452,211.00	35,746,868.00	103,380,538.00
Base	26,141,263.00	25,245,179.00	28,847,715.00	30,071,398.00	31,128,152.00	90,047,265.00
Common Core Standards Implementation Funds	0.00	0.00	0.00	0.00	0.00	0.00
Locally Defined (Bond Funds, Foundation Funds, etc)	0.00	847,480.00	0.00	0.00	0.00	0.00
Lottery	166,611.00	0.00	98,493.00	34,000.00	118,197.00	250,690.00
Other	10,000.00	81,528.00	148,795.00	140,300.00	52,000.00	341,095.00
Supplemental	2,995,423.00	3,183,256.00	3,885,524.00	4,062,737.00	4,195,887.00	12,144,148.00
Title I	44,500.00	31,282.00	131,550.00	86,246.00	66,704.00	284,500.00
Title II	68,000.00	9,000.00	41,382.00	30,030.00	160,928.00	232,340.00
Title III	85,000.00	47,239.00	28,000.00	27,500.00	25,000.00	80,500.00
						79,000.00

Total Expenditures by Object Type						
Object Type	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-2018	2018-19	2016-17-2018-19 Total
All Expenditure Types	29,510,797.00	29,444,964.00	33,181,459.00	34,452,211.00	35,746,868.00	103,380,538.00
	29,510,797.00	29,444,964.00	33,181,459.00	34,452,211.00	35,746,868.00	103,380,538.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-2018	2018-19	2016-17-2018-19 Total
All Expenditure Types	All Funding Sources	29,510,797.00	29,444,964.00	33,181,459.00	34,452,211.00	35,746,868.00	103,380,538.00
	Base	26,141,263.00	25,245,179.00	28,847,715.00	30,071,398.00	31,128,152.00	90,047,265.00
	Common Core Standards Implementation Funds	0.00	0.00	0.00	0.00	0.00	0.00
	Locally Defined (Bond Funds, Foundation Funds, etc)	0.00	847,480.00	0.00	0.00	0.00	0.00
	Lottery	166,611.00	0.00	98,493.00	34,000.00	118,197.00	250,690.00
	Other	10,000.00	81,528.00	148,795.00	140,300.00	52,000.00	341,095.00
	Supplemental	2,995,423.00	3,183,256.00	3,885,524.00	4,062,737.00	4,195,887.00	12,144,148.00
	Title I	44,500.00	31,282.00	131,550.00	86,246.00	66,704.00	284,500.00
	Title II	68,000.00	9,000.00	41,382.00	30,030.00	160,928.00	232,340.00
	Title III	85,000.00	47,239.00	28,000.00	27,500.00	25,000.00	80,500.00

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).