

Introduction:

LEA: Evergreen Elementary School District **Contact (Name, Title, Email, Phone Number):** Dan Deguara, Assistant Superintendent, ddeguaara@eesd.org, 408-270-6827 **LCAP Year:** 2015 - 2016

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
While the Local Control and Accountability Plan (LCAP) is a 3-year plan, Evergreen School District continues to work closely with all stakeholders to update and adjust the Local Control and Accountability Plan. The Local Education Agency Plan (LEA Plan or LEAP) which includes the Title III Accountability Plan and the Single School Plan for Student Achievement (SPSA), function to share and explicitly state student outcomes and goals. The 2016 update to the LCAP specifically aligned with the Local Education Agency Plan and Single School Plans for Achievement.	<p>The stakeholder groups identified student outcomes that aligned with the district strategic plan goals and the eight state priorities. The LCAP District Leadership Coordinating Team (DLCT) synthesized the input into student outcomes that will be the focus of the LCAP:</p> <p>Goal #1 – Promote achievement for all students in a rigorous 21st century learning environment of collaboration, communication, critical thinking, and creativity. Student outcomes:</p>

Our yearly update began at the December District Advisory Committee. In early January 2016 a broad LCAP survey was sent via social media and e-mailed to Evergreen stakeholders. During the survey window of January 26, 2016 to March 9, 2016, 428 parents, 137 teachers, 321 classified staff, 10 administrators, 22 students, and 10 'other' participated in the survey. In the survey, respondents rated how strongly they felt on 27 LCAP components including: My child/student takes pride in his/her work, I am aware of opportunities to learn more about the District budget, I understand the academic expectations for my child/student, our family feels/I feel valued by our school/district and I feel welcome at my child's school. Respondents also had the opportunity to request a personal call back in the survey. 30 calls requests were made and responded to by the Assistant Superintendent, Dan Deguara.

All 18 school principals discussed the LCAP document and solicited feedback for the LCAP from their school site councils/parent groups. Additionally, presentations and feedback sessions were held for the following district advisory groups: District English Language Advisory Committee, Parent Advisory Committee, District Advisory Committee, Title 1 Parent Advisory, and Migrant Education Parent Advisory.

In person, staff forums were held on February 24, 2016 and March 15, 2016. After a short presentation about the district budget and the LCAP feedback was collected.

The Community Forum was held on March 9, 2016. 27 parents and community members attended the session. After the LCAP presentation feedback was collected in response to the following prompts:

- At school I want my child/students to ____.
- I am really happy with ____.
- I would like to see _____ improve.

New this year was the LCAP webinar. 31 individuals join the webinar to view the presentation. Simultaneously, a Spanish language webinar was conducted. Links were included in the webinar for participants to share feedback.

- Students will increase their ability to use technology seamlessly as a tool for learning.
- Students will read, write, apply, and articulate an understanding across content areas.
- Students will use the 4 Cs toward achieving grade level learning on the continuum of college and career readiness.
- Students will demonstrate a mastery of literacy and mathematical foundational skills and apply them to real world scenarios.
- Students will show an ownership of their learning, their communities, and themselves.

Goal #2 – Improve Fiscal Health

Student outcome:

- Students will become college and career ready through programs, resources, and facilities brought about by a fair, equitable, transparent district budget.

Goal #3 – Promote collaboration, transparency, and communication with students, parents, staff, and the broader community.

Student Outcomes:

- Parents will increasingly understand academic expectations to support student success.
- To connect student learning to real world experiences, students will be exposed to community service learning opportunities and career pathways.

Goal #4 – Attract, develop, and retain quality staff at all levels.

Student outcome:

- As a result of attracting and retaining high quality staff, students will feel valued, engaged, and successful within the classroom and school community.

Goal #5 – Enhance the climate of safety and wellness throughout the District.

Student outcomes:

- Students will be safe at school.
- Students will travel safely to and from school.
- Students will be resilient and able to adapt to changes.
- Students will be engaged academically if they feel welcomed, respected, and valued.
- Students will be physically, socially, and emotionally healthy, and well-nourished so they can focus on learning and feel connected to their school.

The stakeholder groups provided feedback on the actions and services for

<p>Student feedback plays an important role in this process. At our student forum on March 9, 2016. 25 Students in grades TK to 8th grade participated and drew pictures of their "dream school". Older students also shared responses to the following prompts:</p> <ul style="list-style-type: none"> • I like... • I wish... • I wonder... <p>A summary of the survey, comments and perspectives can be found on the District website in English, Spanish and Vietnamese.</p> <p>Date of Public Hearing: May 12, 2016 Date of Approval: June 9, 2016</p>	<p>students that were considered on the LCAP. The services and actions were reviewed for alignment to student outcomes, ability to be analyzed with metric/data, viability based on research, and then prioritized.</p> <p>LCAP DLCT aligned services and actions addressing the needs of all students with additional services and actions specific to our significant subgroups: English Learners, Reclassified English Learners, Students with Disabilities, Low Income, and Foster Youth. These student outcomes, actions and services are equal in priority and not listed under the goal in any priority of need or importance.</p> <p>Not all actions and services from the stakeholder groups met the criteria to be included in the plan. Actions and services that were prioritized and determined to be considered in a future planning cycle included: art and PE programs, enrichment and afterschool programs, ELL specialists at sites, more opportunities for parent involvement, resource centers at each Title 1 School, expand summer school program, expand SEAL program beyond Title 1 sites, availability of more Vietnamese translators , more school counselors, more planning time for teachers, more tech support at sites, APs at more elementary sites (safety), more PBL Instruction for students/STEM and more intervention programs.</p>
<p>Annual Update:</p> <p>After significant work by the LCAP DLCT to digest and summarize community input, a summary of suggested revisions was presented to the District Advisory Committee and English Language Advisory Committee (DELAC) on April 27, 2016, the Board of Trustees on May 12, 2016.</p> <p>Superintendent Kathy Gomez responded publicly to questions from the District Advisory Committee and English Language Advisory Committee (DELAC) as required. All input will be synthesized and incorporated into the final draft which will be presented to the Evergreen School Board of Trustees on May 12, 2016 when the Board will hold a Public Hearing. The 2015 LCAP update will be recommended to the Board of Trustees for approval on June 9, 2016.</p>	<p>Annual Update:</p> <p>In 2015-2016, stakeholder groups identified student outcomes that aligned with the district strategic plan goals and the eight state priorities. The LCAP District Leadership Coordinating Team (DLCT) synthesized the input into student outcomes that would become the focus of the LCAP. The stakeholder groups provided feedback on the actions and services for students that were considered on the LCAP. The services and actions were reviewed for alignment to student outcomes, ability to be analyzed with metric/data, viability based on research, and then prioritized.</p> <p>LCAP DLCT aligned services and actions addressing the needs of all students with additional services and actions specific to our significant subgroups:</p>

English Learners, Reclassified English Learners, Students with Disabilities, Low Income, and Foster Youth. These student outcomes, actions and services are equal in priority and not listed under the goal in any priority of need or importance. In 2015-16, not all actions and services from the stakeholder groups met the criteria to be included in the plan.

District leadership and the DLCT determined that the 2015-16 District LCAP goals would be carried over into the 2016-17 school year as they are also aligned with the the Evergreen School District Strategic Plan. The Strategic Plan will be updated in August 2016 through a committee of district and community stakeholders. Should adjustments to the goals during this process take place, they will be incorporated in the LCAP at a future update.

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:	Promote achievement for all students in a rigorous 21st century learning environment of collaboration, communication, critical thinking, and creativity (4Cs).		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 checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify <u>Aligned to Local Education Agency Plan 2A, 2B, 2C</u>
Identified Need :	<p>Need: Students are required to be digitally competent to be college and career ready. Metric: California Assessment of Student Progress and Performance (CAASPP), technology rubric, Google account analytics</p> <p>Need: Students are required to read, write, apply, and articulate an understanding across content areas to be college and career ready. Metrics: CAASPP, California English Language Development Test (CELDT), A Developmental English Proficiency Test (ADEPT), fluency, Accelerated Reader, English Language Learner (ELL) reclassification, school/classroom formative assessments</p> <p>Need: Students need to use communication, collaboration, critical thinking, and creativity (4Cs) to be college and career ready. Metrics: CAASPP, CELDT, ADEPT, ELL reclassification, 4Cs rubric (EdLeader 21 and other tools)</p> <p>Need: Students need to demonstrate a mastery of CCSS literacy and mathematical foundational skills and apply them to real world experiences. Metrics: CAASPP, CELDT, ADEPT, ELL reclassification, school/classroom formative assessments</p> <p>Need: Students need to be actively engaged in learning and motivated to do well in school. Metrics: Danielson Rubric, Cornerstone Survey, Youth Truth Survey</p>		
Goal Applies to:	Schools: <input type="checkbox"/> All Applicable Pupil Subgroups:	<input type="checkbox"/> All	

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none">Students will meet standards on identified technological skills to support mastery of Common Core State Standards (CCSS).Students will read and write across content areas as measured by CAASPP, ADEPT, CELDT, English Learner reclassification rates and local assessments.Students will increase communication, collaboration, critical thinking and creativity (4 Cs) as evidenced by progress on EdLeader 21/ Danielson rubrics.Students will continue the transition to CCSS/ELD content literacy, mathematical practices and foundational skills.Students will be instructed in an environment where they feel comfortable and capable of learning.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Develop tool to monitor student proficiency and provide supports for digital citizenship.	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)	Continue to use technology proficiency tool (based on digital competencies (multifunded). LCFF \$6,750
			Continue to use technology proficiency tool (based on digital competencies) (multi-funded). Title II \$6,750
			Continue implementation of Common Sense Media, and increase ongoing exposure to digital citizenship concepts, including safety and bullying. Lottery \$5,000
			Continue to provide technology staff to support student learning. LCFF \$214,641
Enhance teaching and learning with technology by providing additional hardware and technology support.	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 type="checkbox"/> Other Subgroups: (Specify)	Continue to provide direct to site technology allocation to implement site technology plan. Supplemental - 1592 \$259,084
Offer professional development in technology, digital literacy, Project Based Learning, Common Core, 21st Century skills (4 Cs), differentiated instruction, culturally responsive instruction, and research based instructional strategies.	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	Continue to provide professional development for certificated, classified and administrative staff (multi-funded). Title II \$40,000 Continue to provide professional development for certificated, classified and administrative staff (multi-funded). LCFF \$50,000

		<input type="checkbox"/> Other Subgroups: (Specify)	Continue to provide professional development for certificated, classified and administrative staff (multi-funded). Supplemental - 1596 \$188,055
Provide ELA/ELD instructional materials (adoption) and strategies for students to be actively engaged in learning and motivated.	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)	Continue to provide students with resources to support instruction on CCSS/21st Century strategies and practices that meet their needs. Lottery \$400,000
Provide targeted intervention for students before, during, or after school.	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) At-Risk Students	Recommend and provide appropriate student interventions. Multi-funded with through supplemental "direct to site supplemental/LCFF support." Title III \$135,000 Continue to provide opportunities for under represented families to develop college and career readiness skills through Frontload for Success. Supplemental - 1590 \$5,000
Portion of funding will be allocated directly to schools based on unduplicated student population to enhance specific student needs at the school site to be monitored via the Single Plan for Student Achievement (SPSA).	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 type="checkbox"/> Other Subgroups: (Specify)	Provide supplemental "direct to site support" based on available funding for demonstrating increases or improved services. Supplemental - 1590 \$633,907 Reduce class size and decrease student to teacher ratio at select high-needs schools. Supplemental - 1591 \$642,464 Allocate funding directly to schools based on student enrollment. LCFF \$1,041,042 Provide additional classroom discretionary funds to support students (\$5 per student) Supplemental - 1590 \$60,000
Outdoor Science School.	District-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Continue to allocate funds sufficient to meet the cost of outdoor science school for low-income students. Supplemental - 1593 \$85,000

Support Services	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 type="checkbox"/> Other Subgroups: (Specify)	Continue to provide support services and pay for indirect costs (multi-funded). 2.75 FTE administrator, 3.5 FTE clerical Supplemental - 1591 \$847,967 Continue to provide support services and pay for indirect costs (multi-funded). Indirect costs up to 3.07%, not to exceed \$160,000. Supplemental - 1593 \$102,352
Certificated, classified and administrative staff will receive training on implementation of the aligned CCSS and ELD standards.	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)	Provide professional development for certificated, classified and administrative staff who will receive training on how to scaffold the Common Core State Standards for English learners. Title III \$50,000
Develop and review CCSS math and ELA materials for alignment with ELD standards.	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)	Continue to purchase materials based upon staff inventory of current resources. Lottery \$90,000
Offer project based learning professional development to support EL students in the classroom.	District-wide with emphasis at Carolyn Clark, Cedar Grove, K. Smith, LeyVa and Quimby Oak	<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)	Continue to expand resources, support and professional development for certificated, classified and administrative staff to support project based learning for students through New Tech Network. Supplemental - 1596 \$184,000

English learners will receive differentiated instruction on Common Core curriculum, integrated and designated ELD.	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)	Instructional assistants will assist in providing EL students, based on needs, integrated and designated ELD and differentiated instruction on CCSS. Supplemental - 1591 \$1,347,282 Teacher on Special Assignment (TOSA) to support EL teaching and learning Supplemental - 1591 \$133,169
English learners and re-designated fluent English proficient students will be assessed with formative assessments ADEPT, AR/STAR reading, CCSS assessment bank.	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)	Continue to assess all English learners with formative assessments. Supplemental - 1593 \$81,000
Instructional/clerical assistant support at Cadwallader, OB Whaley Montgomery, and LeyVa.	Cadwallader, OB Whaley and Montgomery	<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)	Additional .75 FTE instructional or clerical support will be provided at each school site. Supplemental - 1591 \$159,270
Partner with Sobrato Early Academic Language (SEAL) to implement a unique program to develop language, literacy and academic skills for all children, especially young English Learners.	Holly Oak and Dove Hill Elementary Schools	<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)	Maintain the SEAL model designed to build the capacity of schools to produce engaged, confident, skilled and motivated learners. Provide SEAL professional development and support for teachers and educational leaders focusing on the articulation and implementation of high-leverage instructional strategies aligned to 21st century skills and the Common Core. Supplemental - 1596 \$60,000
Explore options for a Learning Management System (LMS) to more closely record, assess and monitor student learning over time.	District-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	Continue LMS development with Path To Excel. Supplemental - 1592 \$20,000

		_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Maintain facilities in good repair	District-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Continue current service and evaluate support service for maintaining facilities in good repair. LCFF \$2,662,741 Maintain enhanced custodial service through support staff (1.65 FTE) LCFF \$199,000
Implementation of full-day kindergarten.	Cadwallader, Laurelwood, Montgomery, Katherine Smith and Silver Oak	<input checked="" type="checkbox"/> 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 _ Other Subgroups: (Specify)	A full-day TK/K program will be offered. 2.5 hour instructional assistant is needed to support the classroom teacher at each site. Supplemental - 1591 \$148,109 Enhanced classroom budget for full-day TK/K at select sites. Supplemental - 1593 \$2,250

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none">Students will meet standards on identified technological skills to support mastery of Common Core State Standards (CCSS).Students will read and write across content areas as measured by CAASPP, ADEPT, CELDT, English Learner reclassification rates and local assessments.Students will increase communication, collaboration, critical thinking and creativity (4 Cs) as evidenced by progress on EdLeader 21/ Danielson rubrics.Students will continue the transition to CCSS/ELD content literacy, mathematical practices and foundational skills.Students will be instructed in an environment where they feel comfortable and capable of learning.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Develop tool to monitor student proficiency and provide supports for digital citizenship.	District-wide	<div><input checked="" type="checkbox"/> All</div> <div>OR:</div> <div><div><input type="checkbox"/> Low Income pupils</div><div><input type="checkbox"/> English Learners</div><div><input type="checkbox"/> Foster Youth</div><div><input type="checkbox"/> Redesignated fluent English proficient</div><div><input type="checkbox"/> Other Subgroups:</div><div>(Specify)</div></div>	<div>Continue to use technology proficiency tool (based on digital competencies (multi-funded). LCFF \$6,750</div> <div>Continue to use technology proficiency tool (based on digital competencies)(multi-funded). Title II \$6,750</div> <div>Continue implementation of Common Sense Media, and increase ongoing exposure to digital citizenship concepts, including safety and bullying. Lottery \$5,000</div> <div>Continue to provide technology staff to support student learning. LCFF \$214,641</div>
Enhance teaching and learning with technology by providing additional hardware and technology support.	District-wide	<div><input type="checkbox"/> All</div> <div>OR:</div> <div><div><input checked="" type="checkbox"/> Low Income pupils</div><div><input checked="" type="checkbox"/> English Learners</div><div><input checked="" type="checkbox"/> Foster Youth</div><div><input checked="" type="checkbox"/> Redesignated fluent English proficient</div><div><input type="checkbox"/> Other Subgroups:</div><div>(Specify)</div></div>	<div>Continue to provide direct to site technology allocation to implement site technology plan. Supplemental - 1592 \$259,242</div>
Offer professional development in technology, digital literacy, Project Based Learning, Common Core, 21st Century skills (4 Cs), differentiated instruction, culturally responsive instruction, and research based instructional strategies.	District-wide	<div><input checked="" type="checkbox"/> All</div> <div>OR:</div> <div><div><input type="checkbox"/> Low Income pupils</div><div><input type="checkbox"/> English Learners</div><div><input type="checkbox"/> Foster Youth</div><div><input type="checkbox"/> Redesignated fluent English proficient</div></div>	<div>Continue to provide professional development for certificated, classified and administrative staff (multi-funded). Title II \$40,000</div> <div>Continue to provide professional development for certificated, classified and administrative staff (multi-funded). LCFF \$50,000</div>

		<input type="checkbox"/> Other Subgroups: (Specify)	Continue to provide professional development for certificated, classified and administrative staff (multi-funded). Supplemental - 1596 \$199,610
Provide ELA/ELD instructional materials (adoption) and strategies for students to be actively engaged in learning and motivated.	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)	Continue to provide students with resources to support instruction on CCSS/21st Century strategies and practices that meet their needs. Lottery \$400,000
Provide targeted intervention for students before, during, or after school.	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) At-Risk Students	Recommend and provide appropriate student interventions. Multi-funded with through supplemental "direct to site supplemental/LCFF support." Title III \$135,000 Continue to provide opportunities for under represented families to develop college and career readiness skills through Frontload for Success. Supplemental - 1590 \$5,000
Portion of funding will be allocated directly to schools based on unduplicated student population to enhance specific student needs at the school site to be monitored via the Single Plan for Student Achievement (SPSA).	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 type="checkbox"/> Other Subgroups: (Specify)	Provide supplemental "direct to site support" based on available funding for demonstrating increases or improved services. Supplemental - 1590 \$635,806 Reduce class size and decrease student to teacher ratio at select high-needs schools. Supplemental - 1591 \$658,499 Allocate funding directly to schools based on student enrollment. LCFF \$1,041,042 Provide additional classroom discretionary funds to support students (\$5 per student) Supplemental - 1590 \$60,000
Outdoor Science School.	District-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Continue to allocate funds sufficient to meet the cost of outdoor science school for low-income students. Supplemental - 1593 \$85,000

Support Services	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 type="checkbox"/> Other Subgroups: (Specify)	Continue to provide support services and pay for indirect costs (multi-funded). 2.75 FTE administrator, 3.5 FTE clerical Supplemental - 1591 \$868,573 Continue to provide support services and pay for indirect costs (multi-funded). Indirect costs up to 3.07%, not to exceed \$160,000. Supplemental - 1593 \$87,392
Certificated, classified and administrative staff will receive training on implementation of the aligned CCSS and ELD standards.	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)	Provide professional development for certificated, classified and administrative staff who will receive training on how to scaffold the Common Core State Standards for English learners. Title III \$50,000
Develop and review CCSS math and ELA materials for alignment with ELD standards.	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)	Continue to purchase materials based upon staff inventory of current resources. Lottery \$90,000
Offer project based learning professional development to support EL students in the classroom.	District-wide with emphasis at Carolyn Clark, Cedar Grove, K. Smith, LeyVa and Quimby Oak	<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)	Continue to expand resources, support and professional development for certificated, classified and administrative staff to support project based learning for students through New Tech Network. Supplemental - 1596 \$184,000

English learners will receive differentiated instruction on Common Core curriculum, integrated and designated ELD.	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)	Instructional assistants will assist in providing EL students, based on needs, integrated and designated ELD and differentiated instruction on CCSS. Supplemental - 1591 \$1,279,425 Teacher on Special Assignment (TOSA) to support EL teaching and learning Supplemental - 1591 \$136,405
English learners and re-designated fluent English proficient students will be assessed with formative assessments ADEPT, AR/STAR reading, CCSS assessment bank.	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)	Continue to assess all English learners with formative assessments. Supplemental - 1593 \$81,000
Instructional/clerical assistant support at Cadwallader, OB Whaley LeyVa and Montgomery	Cadwallader, OB Whaley and Montgomery	<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)	Additional .75 FTE instructional or clerical support will be provided at each school site. Supplemental - 1591 \$162,154
Partner with Sobrato Early Academic Language (SEAL) to implement a unique program to develop language, literacy and academic skills for all children, especially young English Learners.	Holly Oak and Dove Hill Elementary Schools	<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)	Maintain the SEAL model designed to build the capacity of schools to produce engaged, confident, skilled and motivated learners. Provide SEAL professional development and support for teachers and educational leaders focusing on the articulation and implementation of high-leverage instructional strategies aligned to 21st century skills and the Common Core. Supplemental - 1596 \$60,000
Explore options for a Learning Management System (LMS) to more closely record, assess and monitor student learning over time.	District-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	Continue LMS development with Path To Excel Supplemental - 1592 \$20,000

		_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Maintain facilities in good repair.	District-wide	<u>X</u> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Continue current service and evaluate support service for maintaining facilities in good repair. LCFF \$2,662,741 Maintain enhanced custodial service through support staff (1.65 FTE) LCFF \$199,000
Implementation of full-day kindergarten.	Cadwallader, Laurelwood, Montgomery, Katherine Smith and Silver Oak + 5 additional school sites.	<u>X</u> All OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	A full-day TK/K program will be offered. 2.5 hour instructional assistant is needed to support the classroom teacher at each site. Supplemental - 1591 \$151,708 Enhanced classroom budget for full-day TK/K at select sites. Supplemental - 1593 \$2,250

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:

- Students will meet standards on identified technological skills to support mastery of Common Core State Standards (CCSS).
- Students will read and write across content areas as measured by CAASPP, ADEPT, CELDT, English Learner reclassification rates and local assessments.
- Students will increase communication, collaboration, critical thinking and creativity (4 Cs) as evidenced by progress on EdLeader 21/ Danielson rubrics.
- Students will continue the transition to CCSS/ELD content literacy, mathematical practices and foundational skills.
- Students will be instructed in an environment where they feel comfortable and capable of learning.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Develop tool to monitor student proficiency and provide supports for digital citizenship.	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)	Continue to use technology proficiency tool (based on digital competencies (multi-funded). LCFF \$6,750 Continue to use technology proficiency tool (based on digital competencies) (multi-funded). Title II \$6,750 Continue implementation of Common Sense Media, and increase ongoing exposure to digital citizenship concepts, including safety and bullying. Lottery \$5,000 Continue to provide technology staff to support student learning. LCFF \$214,641
Enhance teaching and learning with technology by providing additional hardware and technology support.	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 type="checkbox"/> Other Subgroups: (Specify)	Continue to provide direct to site technology allocation to implement site technology plan. Supplemental - 1592 \$259,402
Offer professional development in technology, digital literacy, Project Based Learning, Common Core, 21st Century skills (4 Cs), differentiated instruction, culturally responsive instruction, and research based instructional strategies.	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	Continue to provide professional development for certificated, classified and administrative staff (multi-funded). Title II \$40,000 Continue to provide professional development for certificated, classified and administrative staff (multi-funded). LCFF \$50,000

		<input type="checkbox"/> Other Subgroups: (Specify)	Continue to provide professional development for certificated, classified and administrative staff (multi-funded). Supplemental - 1596 \$90,477
Provide ELA/ELD instructional materials (adoption) and strategies for students to be actively engaged in learning and motivated.	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)	Continue to provide students with resources to support instruction on CCSS/21st Century strategies and practices that meet their needs. Lottery \$400,000
Provide targeted intervention for students before, during, or after school.	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) At-Risk Students	Recommend and provide appropriate student interventions. Multi-funded with through supplemental "direct to site supplemental/LCFF support." Title III \$135,000 Continue to provide opportunities for under represented families to develop college and career readiness skills through Frontload for Success. Supplemental - 1590 \$5,000
Portion of funding will be allocated directly to schools based on unduplicated student population to enhance specific student needs at the school site to be monitored via the Single Plan for Student Achievement (SPSA).	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 type="checkbox"/> Other Subgroups: (Specify)	Provide supplemental "direct to site support" based on available funding for demonstrating increases or improved services. Supplemental - 1590 \$641,481 Reduce class size and decrease student to teacher ratio at select high-needs schools. Supplemental - 1591 \$672,419 Allocate funding directly to schools based on student enrollment. LCFF \$1,041,042 Provide additional classroom discretionary funds to support students (\$5 per student) Supplemental - 1590 \$60,000
Outdoor Science School.	District-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Continue to allocate funds sufficient to meet the cost of outdoor science school for low-income students. Supplemental - 1593 \$85,000

Support Services	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 type="checkbox"/> Other Subgroups: (Specify)	Continue to provide support services and pay for indirect costs (multi-funded). 2.75 FTE administrator, 3.5 FTE clerical Supplemental - 1591 \$886,465 Continue to provide support services and pay for indirect costs (multi-funded). Indirect costs up to 3.07%, not to exceed \$160,000. Supplemental - 1593 \$71,558
Certificated, classified and administrative staff will receive training on implementation of the aligned CCSS and ELD standards.	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)	Provide professional development for certificated, classified and administrative staff who will receive training on how to scaffold the Common Core State Standards for English learners. Title III \$50,000
Develop and review CCSS math and ELA materials for alignment with ELD standards.	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)	Continue to purchase materials based upon staff inventory of current resources. Lottery \$90,000
Offer project based learning professional development to support EL students in the classroom.	District-wide with emphasis at Carolyn Clark, Cedar Grove, K. Smith, LeyVa and Quimby Oak	<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)	Continue to expand resources, support and professional development for certificated, classified and administrative staff to support project based learning for students through New Tech Network. Supplemental - 1596 \$184,000

English learners will receive differentiated instruction on Common Core curriculum, integrated and designated ELD.	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)	Instructional assistants will assist in providing EL students, based on needs, integrated and designated ELD and differentiated instruction on CCSS. Supplemental - 1591 \$1,307,853 Teacher on Special Assignment (TOSA) to support EL teaching and learning Supplemental - 1591 \$139,212
English learners and re-designated fluent English proficient students will be assessed with formative assessments ADEPT, AR/STAR reading, CCSS assessment bank.	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)	Continue to assess all English learners with formative assessments. Supplemental - 1593 \$81,000
Instructional/clerical assistant support at Cadwallader, OB Whaley LeyVa and Montgomery	Cadwallader, OB Whaley and Montgomery	<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)	Additional .75 FTE Instructional or clerical support will be provided at each school site. Supplemental - 1591 \$164,658
Partner with Sobrato Early Academic Language (SEAL) to implement a unique program to develop language, literacy and academic skills for all children, especially young English Learners.	Holly Oak and Dove Hill Elementary Schools	<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)	Maintain the SEAL model designed to build the capacity of schools to produce engaged, confident, skilled and motivated learners. Provide SEAL professional development and support for teachers and educational leaders focusing on the articulation and implementation of high-leverage instructional strategies aligned to 21st century skills and the Common Core. Supplemental - 1596 \$60,000
Explore options for a Learning Management System (LMS) to more closely record, assess and monitor student learning over time.	District-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	Continue LMS development with Path To Excel Supplemental - 1592 \$20,000

		<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Maintain facilities in good repair	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)	Continue current service and evaluate support service for maintaining facilities in good repair. LCFF \$2,881,952 Maintain enhanced custodial service through support staff (1.65 FTE) LCFF \$199,000
Implementation of full-day kindergarten	Cadwallader, Laurelwood, Montgomery, Katherine Smith and Silver Oak	<input checked="" 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 type="checkbox"/> Other Subgroups: (Specify)	A full-day TK/K program will be offered. 2.5 hour instructional assistant is needed to support the classroom teacher at each site. Supplemental - 1591 \$154,833 Enhanced classroom budget for full-day TK/K at select sites. Supplemental - 1593 \$2250

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

GOAL 2:	Improve Fiscal Health		Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify <u>Aligned to Local Education Agency Plan1A-3, 1B-3, 2C-2</u>	
	Identified Need : Need: Identification of supplemental funding sources to provide students with access to additional programs and resources. Metrics: Grant application data Need: To support student programs, stakeholders will be given the opportunity to receive budget information in multiple venues and be given the opportunity to share their perspectives and input. Metrics: Sign in sheets, surveys, feedback on Website			
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
LCAP Year 1: 2016-2017				
Expected Annual Measurable Outcomes:	• Five to seven community forums will continue to allow stakeholders to receive budget information and provide feedback to guide student program funding. Success will be measured by sign in sheets, surveys and feedback.			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
Parents, teachers, staff, and community (stakeholders) will have multiple venues to receive budget information and be given the opportunity to share their perspectives and input.	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)	Continue to confirm and implement more effective strategies that invite stakeholders' input in the budget process. LCFF \$200 Continue to explore and implement the most effective models/strategies that allow stakeholders to receive information in their primary languages allowing them to be involved in the budget process. (Funded through Actions/Services in Goal 3: increased parent/school communication, survey, and translation)	
The Budget Advisory Committee (BAC) will continue to meet, discuss, and make budgetary recommendations.	District-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	The Budget Advisory Committee (BAC) will continue to meet, discuss, and make budgetary recommendations. No Specific Funding Required	

		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
LCAP Year 2: 2017-2018			
Expected Annual Measurable Outcomes:	• Five to seven community forums will continue to allow stakeholders to receive budget information and provide feedback to guide student program funding. Success will be measured by sign in sheets, surveys and feedback.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Parents, teachers, staff, and community (stakeholders) will have multiple venues to receive budget information and be given the opportunity to share their perspectives and input.	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)	Continue to confirm and implement more effective strategies that invite stakeholders' input in the budget process. LCFF \$200 Continue to explore and implement the most effective models/strategies that allow stakeholders to receive information in their primary languages allowing them to be involved in the budget process. (Funded through Actions/Services in Goal 3: increased parent/school communication, survey, and translation)
The Budget Advisory Committee (BAC) will continue to meet, discuss, and make budgetary recommendations.	District-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	The Budget Advisory Committee (BAC) will continue to meet, discuss, and make budgetary recommendations. No Specific Funding Required
LCAP Year 3: 2018-19			
Expected Annual Measurable Outcomes:	• Five to seven community forums will continue to allow stakeholders to receive budget information and provide feedback to guide student program funding. Success will be measured by sign in sheets, surveys and feedback.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Parents, teachers, staff, and community (stakeholders) will have multiple venues to receive budget information and be given the opportunity to share their perspectives	District-wide	_ All OR: _ Low Income pupils	Continue to confirm and implement more effective strategies that invite stakeholders' input in the budget process. LCFF \$200

and input.		<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)	Continue to explore and implement the most effective models/strategies that allow stakeholders to receive information in their primary languages allowing them to be involved in the budget process. (Funded through Actions/Services in Goal 3: increased parent/school communication, survey, and translation)
The Budget Advisory Committee (BAC) will continue to meet, discuss, and make budgetary recommendations.	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)	The Budget Advisory Committee (BAC) will continue to meet, discuss, and make budgetary recommendations. No Specific Funding Required

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

GOAL 3:	Promote collaboration, transparency, and communication with students, parents, staff, and the broader community.		Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify <u>Aligned to Local Education Agency Plan</u> 1A-1, 1A-3, 2E-1, 2E-2, 2F-1
Identified Need :	Need: To strengthen partnerships between families and schools to support students readiness for college and careers. Metrics: Parent Surveys, sign-in sheets, agendas from district and school meetings, site comparison data for school committees and councils, volunteers, and school based activities. Need: Students must have real world experiences and exposure to career pathways to be college and career ready. Metrics: Parent Surveys, sign-in sheets and agendas from district and school meetings		
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All	
LCAP Year 1: 2016-2017			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Opportunities for additional partnerships between school and home will increase by 10% as evidenced by parent surveys, sign-in sheets and agendas from district and school meetings. • Students will have opportunities through assemblies, guest speakers, and field trips to learn about career pathways as evidenced by parent surveys, sign-in sheets and agendas from district and school meetings as evidenced in each school site'd Single School Plan for Student Achievement. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Additional support in academic expectations for students through increased parent/school communications and programs.	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)	Continue communication with families using multi-media including but not limited to: webinars, Twitter, School Loop, Parent Portal, and virtual meetings. Implement the most effective venues, access points, and opportunity models for informing parents. Funds to support staff, platforms and resources. Supplemental - 1593 \$42,326 Continue to provide family programs and information for parents about student academic expectations. LCFF \$30,000 Seek input from parents with primary languages other than

			<p>English to determine need for materials and meetings in their primary languages. No Specific Funding Required</p> <p>Identify and track data for parent participation to set a baseline and explore strategies to increase parent participation and input to support student learning.</p>
Provide real world experiences and exposure to career pathways.	District-wide	<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>Continue to provide assemblies that provide motivation and exposure to community services and/or career pathways. (Funded through "direct to site supplemental/LCFF support") No Specific Funding Required</p> <p>Continue to seek opportunities to create partnerships with the city of San Jose and local companies to provide real world experiences for students. No Specific Funding Required</p>
Provide parent education opportunities and survey for needs.	District-wide	<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>	Survey needs and continue to provide education opportunities through Parent University. Supplemental - 1595 \$43,430
Provide translations for school to home communications.	District-wide	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	Continue to translate important documents such as student academic reporting tools into Spanish and Vietnamese. Supplemental - 1595 \$30,000
Students will receive additional support in academic expectations for themselves and their foster parent(s) through increased home to school communication and programs.	District-wide	<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>	Maintain, review and/or update materials to inform foster youth and families about educational services available. Supplemental - 1594 \$10,000

		Other Subgroups: (Specify)	
LCAP Year 2: 2017-2018			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> Opportunities for additional partnerships between school and home will increase by 10% as evidenced by parent surveys, sign-in sheets and agendas from district and school meetings. Students will have opportunities through assemblies, guest speakers, and field trips to learn about career pathways as evidenced by parent surveys, sign-in sheets and agendas from district and school meetings as evidenced in each school site'd Single School Plan for Student Achievement. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Additional support in academic expectations for students through increased parent/school communications and programs.	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)	Continue communication with families using multi-media including but not limited to: webinars, Twitter, School Loop, Parent Portal, and virtual meetings. Implement the most effective venues, access points, and opportunity models for informing parents. Supplemental - 1593 \$42,326 Continue to provide family programs and information for parents about student academic expectations. LCFF \$30,000 Seek input from parents with primary languages other than English to determine need for materials and meetings in their primary languages. No Specific Funding Required Identify and track data for parent participation to set a baseline and explore strategies to increase parent participation and input to support student learning.
Provide real world experiences and exposure to career pathways.	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 type="checkbox"/> Other Subgroups: (Specify)	Continue to provide assemblies that provide motivation and exposure to community services and/or career pathways. (Funded through "direct to site supplemental/LCFF support") No Specific Funding Required Continue to seek opportunities to create partnerships with the city of San Jose and local companies to provide real world experiences for students. No Specific Funding Required
Provide parent education opportunities and survey for needs.	District-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Survey needs and continue to provide education opportunities through Parent University. Supplemental - 1595 \$43,430

		<input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Provide translations for school to home communications.	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)	Continue to translate important documents such as student academic reporting tools into Spanish and Vietnamese. Supplemental - 1595 \$31,200
Students will receive additional support in academic expectations for themselves and their foster parent(s) through increased home to school communication and programs.	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 type="checkbox"/> Other Subgroups: (Specify)	Maintain, review and/or update materials to inform foster youth and families about educational services available. Supplemental - 1594 \$10,000
LCAP Year 3: 2018-19			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Opportunities for additional partnerships between school and home will increase by 10% as evidenced by parent surveys, sign-in sheets and agendas from district and school meetings. • Students will have opportunities through assemblies, guest speakers, and field trips to learn about career pathways as evidenced by parent surveys, sign-in sheets and agendas from district and school meetings as evidenced in each school site'd Single School Plan for Student Achievement. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Additional support in academic expectations for students through increased parent/school communications and programs.	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	Continue communication with families using multi-media including but not limited to: webinars, Twitter, School Loop, Parent Portal, and virtual meetings. Implement the most effective venues, access points, and opportunity models for informing parents. Supplemental - 1593 \$42,326 Continue to provide family programs and information for

		_ Other Subgroups: (Specify)	parents about student academic expectations. LCFF \$30,000 Seek input from parents with primary languages other than English to determine need for materials and meetings in their primary languages. No Specific Funding Required Identify and track data for parent participation to set a baseline and explore strategies to increase parent participation and input to support student learning.
Provide real world experiences and exposure to career pathways.	District-wide	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	Continue to provide assemblies that provide motivation and exposure to community services and/or career pathways. (Funded through "direct to site supplemental/LCFF support") No Specific Funding Required Continue to seek opportunities to create partnerships with the city of San Jose and local companies to provide real world experiences for students. No Specific Funding Required
Provide parent education opportunities and survey for needs.	District-wide	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	Survey needs and continue to provide education opportunities through Parent University. Supplemental - 1595 \$43,430
Provide translations for school to home communications.	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)	Continue to translate important documents such as student academic reporting tools into Spanish and Vietnamese. Supplemental - 1595 \$32,448
Students will receive additional support in academic expectations for themselves and their foster parent(s) through increased home to school communication and programs.	District-wide	_ All OR: _ Low Income pupils _ English Learners <input checked="" type="checkbox"/> Foster Youth	Maintain, review and/or update materials to inform foster youth and families about educational services available. Supplemental - 1594 \$10,000

		<div><div><div></div></div><div>Redesignated fluent English proficient</div><div>Other Subgroups: (Specify)</div></div>	
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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 4:	Attract, develop, and retain quality staff at all levels.		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 type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify <u>Aligned to Local Education Agency Plan1E</u>
Identified Need :	Need: To provide high quality instruction and learning opportunities to prepare every student to graduate ready for college or career. Metrics: California Assessment of Student Progress and Performance (CAASPP), California English Language Development Test (CELDT), A Developmental English Proficiency Test (ADEPT), fluency, Accelerated Reader, English Language Learner (ELL) reclassification, school/classroom formative assessments. Need: To provide collaborative instructional planning time to develop high quality lessons and learning experiences for students. Metrics: Rate of teacher misassignment, Williams Reports, sign-in sheets, professional growth opportunity data		
Goal Applies to:	Schools: <input type="checkbox"/> All Applicable Pupil Subgroups: <input type="checkbox"/> All		
LCAP Year 1: 2016-2017			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Baseline CAASPP results • All student groups will receive instruction from teachers with an increased capacity for implementation of the Common Core State Standards. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide high quality instruction and learning opportunities to prepare every student to graduate ready for college or career.	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)	Continue instructional coaches (one 50% coach for each site) to support the shifts in instruction necessary to support Common Core standards, instructional shifts, and technology for students. Supplemental - 1591 \$1,141,718 Provide professional development to support the transition to CCSS, NGSS to support student learning. (Funding allocated in Goal 1)
To provide collaborative instructional planning time to	District-	<input checked="" type="checkbox"/> All	Continue to determine specific needs and structures to provide

develop high quality lessons and learning experiences for students.	wide	OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	collaborative planning opportunities to support student learning. (Funded from multiple budgets– direct support to site) Supplemental - 1597 \$92,000 Continue to provide additional opportunities for students within grades 4-5 teacher preparation period. LCFF \$47,230
Attract and maintain a qualified pool of substitutes.	District-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Evaluate the current daily substitute rate and adjust as needed. LCFF \$107,000
Beginning Teacher Support and Assessment (BTSA)	District-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Retain certification to maintain quality BTSA program Supplemental - 1591 \$61,376
LCAP Year 2: 2017-2018			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> Baseline CAASPP results All student groups will receive instruction from teachers with an increased capacity for implementation of the Common Core State Standards. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide high quality instruction and learning opportunities to prepare every student to graduate ready for college or career.	District-wide	_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners	Continue instructional coaches (one 50% coach for each site) to support the shifts in instruction necessary to support Common Core standards, instructional shifts, and technology for students. Supplemental - 1591 \$1,169,462

		<input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Provide professional development to support the transition to CCSS, NGSS to support student learning. (Funding allocated in Goal 1)
To provide collaborative instructional planning time to develop high quality lessons and learning experiences for students.	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)	Continue to determine specific needs and structures to provide collaborative planning opportunities to support student learning. (Funded from multiple budgets– direct support to site) Supplemental - 1597 \$93,469 <hr/> Continue to provide additional opportunities for students within grades 4-5 teacher preparation period. LCFF \$47,230
Attract and maintain a qualified pool of substitutes.	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)	Evaluate the current daily substitute rate and adjust as needed. LCFF \$107,000
Beginning Teacher Support and Assessment (BTSA)	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)	Retain certification to maintain quality BTSA program Supplemental - 1591 \$62,867

LCAP Year 3: 2018-19			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> Baseline CAASPP results All student groups will receive instruction from teachers with an increased capacity for implementation of the Common Core State Standards. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide high quality instruction and learning opportunities to prepare every student to graduate ready for college or career.	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)	Continue instructional coaches (one 50% coach for each site) to support the shifts in instruction necessary to support Common Core standards, instructional shifts, and technology for students. Supplemental - 1591 \$1,193,553 Provide professional development to support the transition to CCSS, NGSS to support student learning. (Funding allocated in Goal 1)
To provide collaborative instructional planning time to develop high quality lessons and learning experiences for students.	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)	Continue to determine specific needs and structures to provide collaborative planning opportunities to support student learning. (Funded from multiple budgets– direct support to site) Supplemental - 1597 \$94,939 Continue to provide additional opportunities for students within grades 4-5 teacher preparation period. LCFF \$47,230
Attract and maintain a qualified pool of substitutes.	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)	Evaluate the current daily substitute rate and adjust as needed. LCFF \$107,000
Beginning Teacher Support and Assessment (BTSA)	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)	Retain certification to maintain quality BTSA program Supplemental - 1591 \$64,162

		<ul style="list-style-type: none">_ Low Income pupils_ English Learners_ Foster Youth_ Redesignated fluent English proficient_ Other Subgroups: (Specify)	
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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:	Enhance the climate of safety and wellness throughout the District.		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 <u>X</u> 6 <u>X</u> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify <u>Aligned to Local Education Agency Plan</u> 1A-1, 1A-2, 1A-4, 1C-1, 1C-2, 1C-3, 2c-1, 2C-3, 2E-1, 2F
Identified Need :	<p>Need: Students need to feel and be safe at school. Metric: YouthTruth, Healthy Kids Survey</p> <p>Need: Students need to travel safely to and from school. Metrics: Parent and student surveys, Cornerstone survey, Healthy Kids Survey, attendance rates, bullying report data, middle school dropout rate</p> <p>Need: Students need to be resilient and able to adapt to changes. Metrics: Parent and student surveys ,Cornerstone survey, Healthy Kids Survey, District/school suspension and expulsion rates, middle school dropout rate</p> <p>Need: Students need to feel welcomed, respected, and valued to be engaged academically. Metrics: Parent and student surveys ,Cornerstone survey, Healthy Kids Survey, District/school suspension and expulsion rates, attendance data, CAASPP scores, middle school dropout rate</p> <p>Need: Students need to be physically, socially, and emotionally healthy and well nourished so they can focus on learning and be connected to their school. Metrics: Parent and student surveys , Cornerstone survey, Healthy Kids Survey, Attendance rates, Child Nutrition Services survey, M.S. dropout rate</p>		
Goal Applies to:	Schools: All Applicable Pupil Subgroups:	All	

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • District and school protocols and programs will ensure that students will feel and be safer at school as measured by Cornerstone and Youth Truth Surveys. • Students will begin to feel and be safer traveling to and from school as measured by Cornerstone and YouthTruth Surveys. • Students will continue to have programs, resources, services, and interventions provided to them to build resiliency as measured by Cornerstone and Youth Truth Surveys. • Students will start to experience positive interactions with other students and adults on campus allowing them to feel more welcomed, respected, and valued at school ensuring that suspension rates, expulsion rates and middle school dropout rates remain low, attendance rates to remain strong (above 90%). • Students will continue to have their physical, social, emotional, and health needs met through programs and services. • As a result of students enhance connectedness to school and increased focus on climate, district-wide reduction in suspension and expulsion rates will remain low (see school SARC reports).
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Ensure visibility of adults on campus before, during and after school.	District-wide	<u>X</u> All _____ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Continue to evaluate the need for adult visibility on each campus. No Specific Funding Required
Provide parent and guardian notification systems.	District-wide	<u>X</u> All _____ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Provide parents and guardians with information, in multiple languages, on how the notification systems work and the benefits of keeping information current. (Funded through Actions and Services in Goal 3.) Continue to allow access points to pertinent and time sensitive information through parent and guardian notification systems. The District will look at ways of outreach to parents to help them understand and use the notification system. No Specific Funding Required
Ensure protocols to identify campus visitors including substitutes and district employees.	District-wide	<u>X</u> All _____ OR:	Continue to ensure protocols for visitors. The district will provide staff and substitutes with badges. LCFF \$500

		_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Provide training programs for students, staff, noon supervisors, substitutes, volunteers, parents, and other adults on campus to help create an environment where students feel welcomed, respected, and valued.	District-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Continue to provide training programs for students, staff, noon supervisors, substitutes, volunteers, parents and other adults on campus. Project Cornerstone will help create an environment where students feel welcomed, respected, and valued. Supplemental - 1593 \$10,000
Survey and educate students and parents on safety needs to and from school.	District-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Students and parents will be surveyed to assess safety needs to and from school. Based on survey findings students and parents will begin to receive information on how to travel safely to and from school. No Specific Funding Required
Provide interventions, programs, and resources to help students be empowered, strengthen social skills, develop assets, build conflict resolution strategies, and increase skills for success.	District-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Continue to expand PBIS- Positive Behavior Intervention Support programs Supplemental - 1593 \$12,176
Provide opportunities for after school enrichment and sports programs.	District-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth	Provide School Enrichment Activities Team funds to support site activities. LCFF \$112,068

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Provide alternative/new lunch options for students.	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)	Evaluate lunch menus and provide recommendations for alternative/new lunch items to reduce processed foods. Based on recommendations, pilot alternative/new lunch items, if possible. LCFF \$1,000
Bus transportation.	Targeted schools: Dove Hill, Montgomery, LeyVa	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Continue transportation services to ensure student safety to and from highest needs schools. Supplemental - 1593 \$279,043
Administrative support.	Targeted schools: Katherine Smith and O. B. Whaley	<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)	Provide an assistant principal for additional administrative support for safety. Supplemental - 1591 \$251,874
Upon registration, Foster Youth will be referred to the site Marriage Family Therapist (MFT) intern or school counselor/psychologist.	District-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Continue to refer Foster Youth, upon registration, to the site Marriage Family Therapist (MFT) intern or district psychologist to determine needs and/or services. No Specific Funding Required

		(Specify)	
Provide more counselors for students and explore/implement increased mental health services (i.e. contracted social service support) as recommended by the committee.	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)	Continue to provide counselors (3 FTE) at each middle school. Supplemental - 1591 \$319,223 Increased mental health services. Supplemental - 1593 \$100,000
Provide adequate library time for students.	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)	Continue to provide students with access to library services five days per week. LCFF \$625,151
Explore physical education programs.	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)	Continue to explore possible physical education programs and pilot new programs. No Specific Funding Required
Explore expanded breakfast programs.	District-wide	<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)	Continue to explore the feasibility of expanded breakfast programs based on site needs. No Specific Funding Required

Survey student perceptions to help educators accelerate improvements in the area of student engagement, relationship with staff, academic rigor, and school culture.	District-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Continue to provide all students with the YouthTruth Survey. Supplemental - 1593 \$23,000
Continue to provide opportunities for professional development in culturally responsive instruction (CRI)— a pedagogy that empowers students intellectually, socially, emotionally, and politically by using cultural referents to impart knowledge, skills, and attitudes.	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)	Provide systematic CRI professional development Supplemental - 1596 \$15,000
Provide students at targeted grade levels with practical skills and information to reduce their vulnerability and fear (in all situations, including crisis situations), while building confidence in their abilities to solve problems.	District-wide, at targeted grade levels	<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)	Students at targeted grade levels will receive the YWCA Child Assault Prevention Program (CAPP) Supplemental - 1593 \$75,000

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> District and school protocols and programs will ensure that students will feel and be safer at school as measured by Cornerstone and YouthTruth Surveys. Students will begin to feel and be safer traveling to and from school as measured by Cornerstone and YouthTruth Surveys. Students will continue to have programs, resources, services, and interventions provided to them to build resiliency as measured by Cornerstone and YouthTruth Surveys. Students will start to experience positive interactions with other students and adults on campus allowing them to feel more welcomed, respected, and valued at school ensuring that suspension rates, expulsion rates and middle school dropout rates remain low, attendance rates to remain strong (above 90%). Students will continue to have their physical, social, emotional, and health needs met through programs and services. As a result of students enhance connectedness to school and increased focus on climate, district-wide reduction in suspension and expulsion rates will remain low (see school SARC reports).
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Ensure visibility of adults on campus before, during and after school.	District-wide	<u>X</u> All _____ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Continue to evaluate the need for adult visibility on each campus. No Specific Funding Required
Provide parent and guardian notification systems.	District-wide	<u>X</u> All _____ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Provide parents and guardians with information, in multiple languages, on how the notification systems work and the benefits of keeping information current. (Funded through Actions and Services in Goal 3.) Continue to allow access points to pertinent and time sensitive information through parent and guardian notification systems. The district will look at ways of outreach to parents to help them understand and use the notification system. No Specific Funding Required
Ensure protocols to identify campus visitors including substitutes and district employees.	District-wide	<u>X</u> All _____ OR:	Continue to ensure protocols for visitors. The district will provide staff and substitutes with badges. LCFF \$500

		_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Provide training programs for students, staff, noon supervisors, substitutes, volunteers, parents, and other adults on campus to help create an environment where students feel welcomed, respected, and valued.	District-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Continue to provide training programs for students, staff, noon supervisors, substitutes, volunteers, parents and other adults on campus. Project Cornerstone will help create an environment where students feel welcomed, respected, and valued. Supplemental - 1593 \$10,000
Survey and educate students and parents on safety needs to and from school.	District-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Students and parents will be surveyed to assess safety needs to and from school. Based on survey findings students and parents will begin to receive information on how to travel safely to and from school. No Specific Funding Required
Provide interventions, programs, and resources to help students be empowered, strengthen social skills, develop assets, build conflict resolution strategies, and increase skills for success.	District-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Continue to expand PBIS- Positive Behavior Intervention Support programs Supplemental - 1593 \$12,176
Provide opportunities for after school enrichment and sports programs.	District-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth	Provide School Enrichment Activities Team funds to support site activities. LCFF \$112,068

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Provide alternative/new lunch options for students.	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)	Evaluate lunch menus and provide recommendations for alternative/new lunch items to reduce processed foods. Based on recommendations, pilot alternative/new lunch items, if possible. LCFF \$1,000
Bus transportation	Targeted schools: Dove Hill, Montgomery, LeyVa	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Continue transportation services to ensure student safety to and from highest needs schools. Supplemental - 1593 \$279,043
Administrative support.	Targeted schools: Katherine Smith and O. B. Whaley	<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)	Provide an assistant principal for additional administrative support for safety. Supplemental - 1591 \$257,995
Upon registration, Foster Youth will be referred to the site Marriage Family Therapist (MFT) intern or school counselor/psychologist.	District-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:	Continue to refer Foster Youth, upon registration, to the site Marriage Family Therapist (MFT) intern or district psychologist to determine needs and/or services. No Specific Funding Required

		(Specify)	
Provide more counselors for students and explore/implement increased mental health services (i.e. contracted social service support) as recommended by the committee.	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)	Continue to provide counselors (3 FTE) at each middle school. Supplemental - 1591 \$326,980 Increased mental health services. Supplemental - 1593 \$100,000
Provide adequate library time for students.	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)	Continue to provide students with access to library services five days per week. LCFF \$625,151
Explore physical education programs.	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)	Continue to explore possible physical education programs and pilot new programs. No Specific Funding Required
Explore expanded breakfast programs.	District-wide	<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)	Continue to explore the feasibility of expanded breakfast programs based on site needs. No Specific Funding Required

Survey student perceptions to help educators accelerate improvements in the area of student engagement, relationship with staff, academic rigor, and school culture.	District-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Continue to provide all students with the YouthTruth Survey. Supplemental - 1593 \$23,000
Continue to provide opportunities for professional development in culturally responsive instruction (CRI)— a pedagogy that empowers students intellectually, socially, emotionally, and politically by using cultural referents to impart knowledge, skills, and attitudes.	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)	Provide systematic CRI professional development Supplemental - 1596 \$15,000
Provide students at targeted grade levels with practical skills and information to reduce their vulnerability and fear (in all situations, including crisis situations), while building confidence in their abilities to solve problems.	District-wide, at targeted grade levels	<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)	Students at targeted grade levels will receive the YWCA Child Assault Prevention Program (CAPP) Supplemental - 1593 \$75,000

LCAP Year 3: 2018-19**Expected Annual Measurable Outcomes:**

- District and school protocols and programs will ensure that students will feel and be safer at school as measured by Cornerstone and YouthTruth Surveys.
- Students will begin to feel and be safer traveling to and from school as measured by Cornerstone and YouthTruth Surveys.
- Students will continue to have programs, resources, services, and interventions provided to them to build resiliency as measured by Cornerstone and YouthTruth Surveys.
- Students will start to experience positive interactions with other students and adults on campus allowing them to feel more welcomed, respected, and valued at school ensuring that suspension rates, expulsion rates and middle school dropout rates remain low, attendance rates to remain strong (above 90%).
- Students will continue to have their physical, social, emotional, and health needs met through programs and services.
- As a result of students enhance connectedness to school and increased focus on climate, district-wide reduction in suspension and expulsion rates will remain low (see school SARC reports).

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Ensure visibility of adults on campus before, during and after 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 <input type="checkbox"/> Other Subgroups: (Specify)	Continue to evaluate the need for adult visibility on each campus. No Specific Funding Required
Provide parent and guardian notification systems.	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)	Provide parents and guardians with information, in multiple languages, on how the notification systems work and the benefits of keeping information current. (Funded through Actions and Services in Goal 3.) Continue to allow access points to pertinent and time sensitive information through parent and guardian notification systems. The district will look at ways of outreach to parents to help them understand and use the notification system. No Specific Funding Required
Ensure protocols to identify campus visitors including substitutes and district employees.	District-wide	<input checked="" type="checkbox"/> All OR:	Continue to ensure protocols for visitors. The district will provide staff and substitutes with badges. LCFF \$500

		_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Provide training programs for students, staff, noon supervisors, substitutes, volunteers, parents, and other adults on campus to help create an environment where students feel welcomed, respected, and valued.	District-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Continue to provide training programs for students, staff, noon supervisors, substitutes, volunteers, parents and other adults on campus. Project Cornerstone will help create an environment where students feel welcomed, respected, and valued. Supplemental - 1593 \$10,000
Survey and educate students and parents on safety needs to and from school.	District-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Students and parents will be surveyed to assess safety needs to and from school. Based on survey findings students and parents will begin to receive information on how to travel safely to and from school. No Specific Funding Required
Provide interventions, programs, and resources to help students be empowered, strengthen social skills, develop assets, build conflict resolution strategies, and increase skills for success.	District-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Continue to expand PBIS- Positive Behavior Intervention Support programs Supplemental - 1593 \$12,176
Provide opportunities for after school enrichment and sports programs.	District-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth	Provide School Enrichment Activities Team funds to support site activities. LCFF \$112,068

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Provide alternative/new lunch options for students.	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)	Evaluate lunch menus and provide recommendations for alternative/new lunch items to reduce processed foods. Based on recommendations, pilot alternative/new lunch items, if possible. LCFF \$1,000
Bus transportation.	Targeted schools: Dove Hill, Montgomery, LeyVa	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Continue transportation services to ensure student safety to and from highest needs schools. Supplemental - 1593 \$279,043
Administrative support.	Targeted schools: Katherine Smith and O. B. Whaley	<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)	Provide an assistant principal for additional administrative support for safety. Supplemental - 1591 \$263,309
Upon registration, Foster Youth will be referred to the site Marriage Family Therapist (MFT) intern or school counselor/psychologist.	District-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:	Continue to refer Foster Youth, upon registration, to the site Marriage Family Therapist (MFT) intern or district psychologist to determine needs and/or services. No Specific Funding Required

		(Specify)	
Provide more counselors for students and explore/implement increased mental health services (i.e. contracted social service support) as recommended by the committee.	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)	Continue to provide counselors (3 FTE) at each middle school. Supplemental - 1591 \$333,716 Increased mental health services. Supplemental - 1593 \$50,000
Provide adequate library time for students.	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)	Continue to provide students with access to library services five days per week. LCFF \$625,151
Explore physical education programs.	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)	Continue to explore possible physical education programs and pilot new programs. No Specific Funding Required
Explore expanded breakfast programs.	District-wide	<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)	Continue to explore the feasibility of expanded breakfast programs based on site needs. No Specific Funding Required

Survey student perceptions to help educators accelerate improvements in the area of student engagement, relationship with staff, academic rigor, and school culture.	District-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Continue to provide all students with the YouthTruth Survey. Supplemental - 1593 \$23,000
Continue to provide opportunities for professional development in culturally responsive instruction (CRI)— a pedagogy that empowers students intellectually, socially, emotionally, and politically by using cultural referents to impart knowledge, skills, and attitudes.	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)	Provide systematic CRI professional development Supplemental - 1596 \$15,000
Provide students at targeted grade levels with practical skills and information to reduce their vulnerability and fear (in all situations, including crisis situations), while building confidence in their abilities to solve problems.	District-wide, at targeted grade levels	<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)	Students at targeted grade levels will receive the YWCA Child Assault Prevention Program (CAPP) Supplemental - 1593 \$75,000

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

Annual Update

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

Guiding Questions:

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

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

Original GOAL 1 from prior year LCAP:	Promote achievement for all students in a rigorous 21st century learning environment of collaboration, communication, critical thinking, and creativity (4Cs).		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 <input checked="" type="checkbox"/> 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify <u>Aligned to Local Education Agency Plan 2A, 2B, 2C</u>																												
Goal Applies to:	Schools:	All																													
	Applicable Pupil Subgroups:	All																													
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> Students will meet standards on identified technological skills to support mastery of Common Core State Standards (CCSS). Students will read and write across content areas as measured by CAASPP, ADEPT, CELDT, English Learner reclassification rates and local assessments. Students will increase communication, collaboration, critical thinking and creativity (4 Cs) as evidenced by progress on EdLeader 21/ Danielson Rubrics. Students will build CCSS/ELD content literacy, mathematical practices and foundational skills as measured by CAASPP. Students will be instructed in an environment where they feel comfortable and capable of learning. 		Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> In the Danielson Rubric domain of Questioning and Discussion Techniques. The average rubric scores for this past year are as follows: March 2015: 2.52, May 2015: 2.51, October 2015: 2.29, and March 2016: 2.48. In the Danielson Rubric domain of Engaging Students in Learning the average rubric scores for this past year are as follows: March 2015: 2.74, May 2015: 2.75, October: 2.44, March: 2.64. By May of 2015 84% of EL 1s, 2s, 3s in 1st through 8th grade were at a level 3 or 4. By January of 2016 81% of EL 1s, 2s, 3s in 1st through 8th grade were at a level 3 or 4. AMAO 2 (less than 5 years) target was met for the 2014-2015 school year. AMAO 1 target was not met for the 2014-2015 school year. AMAO 2 (more than 5 years) target was not met for the 2014-2015 school year Reclassification Rate: <table border="1"> <tr> <td>ELA</td> <td>All</td> <td>County Average</td> </tr> <tr> <td>Exceeded</td> <td>31</td> <td>31</td> </tr> <tr> <td>Met</td> <td>31</td> <td>21</td> </tr> <tr> <td>Nearly Met</td> <td>18</td> <td>23</td> </tr> <tr> <td>Not Met</td> <td>20</td> <td>25</td> </tr> </table> <table border="1"> <tr> <td>MA</td> <td>All</td> <td>County Average</td> </tr> <tr> <td>Exceeded</td> <td>34</td> <td>31</td> </tr> <tr> <td>Met</td> <td>23</td> <td>21</td> </tr> <tr> <td>Nearly Met</td> <td>22</td> <td>23</td> </tr> </table>	ELA	All	County Average	Exceeded	31	31	Met	31	21	Nearly Met	18	23	Not Met	20	25	MA	All	County Average	Exceeded	34	31	Met	23	21	Nearly Met	22	23
ELA	All	County Average																													
Exceeded	31	31																													
Met	31	21																													
Nearly Met	18	23																													
Not Met	20	25																													
MA	All	County Average																													
Exceeded	34	31																													
Met	23	21																													
Nearly Met	22	23																													

		Not Met 22 25	
		See student perspective index for data regarding student engagement and classroom culture.	
LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Develop tool to monitor student proficiency and provide supports for digital citizenship.	Convene staff to develop technology proficiency tool (based on digital competencies) and pilot (multi-funded). LCFF \$6,750	A Technology Leadership Committee was formed to provide leadership around the District's technology vision, develop/review strategic technology plans, and advise/endorse major technology projects and initiatives. During the 2015-16 school year the team will meet approximately 5 times. September 28-October 2 was designated as Cyber Awareness Week so the entire district could take time to intentionally focus on teaching our students skills that will help them to be safe and responsible digital citizens. The following themes/ideas were discussed: TK/K: Going Places Safely/ "My Favorite Place" Grade 1: Keep It Private/"Keep It Private" Grade 2: Show Respect Online/ "E-mail Edit" Grade 3: Talking Safely Online/ "The Right Answer" and Chatting Safely Checklist Grade 4: The Power of Words/ "The Power of Words" and "Talk and Take Action" Grade 5: The Digital Citizens Pledge/ "We, the Digital Citizens, Pledge To..." Grade 6: Safe Online Talk/ "Take Three" and "Internet Traffic Light" Grade 7: Cyberbullying: Crossing the	Prepare materials from Common Sense Media. LCFF \$575
	Convene staff to develop technology proficiency tool (based on digital competencies) and pilot (multi-funded). Title II \$6,750		Convene staff to develop technology proficiency tool (based on digital competencies) and pilot (multi-funded).
	Continue implementation of Common Sense Media, and increase ongoing exposure to digital citizenship concepts, including safety and bullying. Lottery \$5,000		Continue implementation of Common Sense Media, and increase ongoing exposure to digital citizenship concepts, including safety and bullying.
	Provide technology staff to support student learning. LCFF \$214,641		Provide technology staff to support student learning. LCFF \$214,641

		Line/ "Discussion Guide" Grade 8: Be Upstanding/ "Why Care"	
<div>Scope of Service</div> <div>District-wide</div>		<div>Scope of Service</div> <div>District-wide</div>	
<div>X All</div> <div>OR:</div> <div> <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) </div>		<div>X All</div> <div>OR:</div> <div> <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) </div>	
Enhance teaching and learning with technology by providing additional hardware and technology support.	Provide direct to site technology allocation to implement site technology plan. Supplemental - 1592 \$250,000	Each school site was allocated funds to support a site technology plan. Sites were funded a \$12,000 base and an additional \$6 per unduplicated count.	Direct to site technology allocation. LCFF \$249,888
<div>Scope of Service</div> <div>District-wide</div>		<div>Scope of Service</div> <div>District-wide</div>	
<div>_ All</div> <div>OR:</div> <div> <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) </div>		<div>_ All</div> <div>OR:</div> <div> <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) </div>	
Offer professional development in technology, digital literacy, Project Based Learning, common core, 21st Century skills (4 Cs), differentiated instruction, culturally responsive instruction, and research based instructional strategies.	<div>Provide professional development for certificated, classified and administrative staff (multi-funded). Title II \$40,000</div> <div>Provide professional development for certificated, classified and administrative staff (multi-funded). LCFF \$50,000</div> <div>Provide professional development</div>	Certificated professional development included but was not limited to work within professional learning communities (New Teacher Center Facilitator Trainings, District workgroups), attendance at related conferences (Computer Using Educators, BIE, NewTech Network Leadership, EdLeader 21, Evergreen 21st Century Skills Learning institute),	

	for certificated, classified and administrative staff (multi-funded). Supplemental - 1596 \$270,942	and district trainer led workshops (ELD Twilight Series, EL Summer Institute, Bridges Release , CPM Professional Development, Bridges Professional Development, Google Tools for Teachers and Culturally Responsive Instruction).	
		Buck Institute for Education will Provide PBL 101 and 102 training to support staff in June 2016.	
		Classified instructional assistants meet monthly for 2.5 hours to deepen their instructional assistant skills and hone their techniques for assisting English language learners. They are also invited to attend district-wide professional learning as appropriate.	
		Classified staff were also provided professional learning opportunities in Group Dynamics on September 23, 2015.	
Scope of Service	District-wide	Scope of Service	District-wide
<input checked="" type="checkbox"/> All		<input checked="" type="checkbox"/> All	
OR:		OR:	
<input type="checkbox"/> Low Income pupils		<input type="checkbox"/> Low Income pupils	
<input type="checkbox"/> English Learners		<input type="checkbox"/> English Learners	
<input type="checkbox"/> Foster Youth		<input type="checkbox"/> Foster Youth	
<input type="checkbox"/> Redesignated fluent English proficient		<input type="checkbox"/> Redesignated fluent English proficient	
<input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> Other Subgroups: (Specify)	
Provide ELA/ELD instructional materials (adoption) and strategies for students to be actively engaged in learning and motivated.	Provide students with resources to support instruction on CCSS/21st Century strategies and practices that meet their needs. Lottery \$400,000	Evergreen's team of pilot teachers utilized a rubric to provide qualitative and quantitative data in seven areas (range and quality of texts, questions and tasks, writing to sources and research, foundational skills, language,	

		<p>speaking and listening, and access to the standards). The committee reached consensus and recommended that we move forward with the purchase of Wonders for grades K-5 and Springboard for grades 7-8. The committee was unable to concretely make a recommendation for grade 6. We have determined that it is important for 6th grade staff to continue to engage in the pilot process.</p> <p>Instructional materials alone, regardless of how comprehensive, can never replace the creativity and direction of the classroom teacher. We have and want teacher teams to engage in thoughtful, generative unit design (similar to that of TK, SEAL, and PBL) that allows them to provide students with meaningful and relevant instruction. These materials not only provide comprehensive English language arts support but also support both integrated and designated instruction for slightly over 2,800 English language learners within our District.</p> <p>In addition to materials, classified and certificated staff were provided multiple opportunities for professional learning around engaging English Language learners.</p>	
<div>Scope of Service</div> <div>Distict-wide</div>		<div>Scope of Service</div> <div>District-wide</div>	
<div><input checked="" type="checkbox"/> All</div> <div>OR:</div> <div> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English </div>		<div><input checked="" type="checkbox"/> All</div> <div>OR:</div> <div> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient </div>	

proficient _ Other Subgroups: (Specify)		_ Other Subgroups: (Specify)	
Provide targeted intervention for students before, during, or after school.	<p>Recommend and provide appropriate student interventions. Multi-funded with through supplemental "direct to site supplemental/LCFF support." Supplemental - 1593 \$150,000</p> <p>Provide opportunities for under represented families to develop college and career readiness skills through Frontload for Success. Supplemental - 1593 \$10,000</p>	Approximately 45 middle school students participated in the Frontload for Success program; a multi-tiered program designed to gear students towards college. This year students participated in a glider design challenge and toured San Jose State University.	
<div>Scope of Service</div> <div>District-wide</div> <hr/> <div>_ All</div> <div>OR:</div> <div><input checked="" type="checkbox"/> Low Income pupils</div> <div><input checked="" type="checkbox"/> English Learners</div> <div><input checked="" type="checkbox"/> Foster Youth</div> <div><input checked="" type="checkbox"/> Redesignated fluent English proficient</div> <div><input checked="" type="checkbox"/> Other Subgroups: (Specify)</div> <div><u>At-Risk Students</u></div>		<div>Scope of Service</div> <div>District-wide</div> <hr/> <div>_ All</div> <div>OR:</div> <div><input checked="" type="checkbox"/> Low Income pupils</div> <div><input checked="" type="checkbox"/> English Learners</div> <div><input checked="" type="checkbox"/> Foster Youth</div> <div><input checked="" type="checkbox"/> Redesignated fluent English proficient</div> <div><input checked="" type="checkbox"/> Other Subgroups: (Specify)</div> <div><u>At-Risk Students</u></div>	
Portion of funding will be allocated directly to schools based on unduplicated student population to enhance specific student needs at the school site to be monitored via the Single Plan for Student Achievement (SPSA).	<p>Provide supplemental "direct to site support" based on available funding for demonstrating increases or improved services. Supplemental - 1590 \$726,000</p> <p>Reduce class size and decrease student to teacher ratio at select high-needs schools. Supplemental - 1591 \$1,046,784</p> <p>Allocate funding directly to schools based on student enrollment. LCFF \$1,045,259</p>	<p>Funds were allocated directly to sites to support teaching and learning. School sites provided before, during, or after school intervention programs based upon student needs, teacher recommendation and as articulated in the Single School Plan for Student Achievement as funds were allocated directly to support the sites. Programs included but were not limited to Leveled Literacy, Homework Support, Reading Assistant and Elevate Math Support.</p> <p>A stem teacher was allocated to Katherine Smith in an effort to increase the number of teachers working with</p>	<p>Provide supplemental "direct to site support" based on available funding for demonstrating increases or improved services. Supplemental - 1590 \$726,000</p> <p>Reduce class size and decrease student to teacher ratio at select high-needs schools. Supplemental - 1591 \$1,046,784</p> <p>Allocate funding directly to schools based on student enrollment. LCFF \$1,045,259</p>

		students and effectively reduce the student-teacher ratio. Additional staff was allocated at 2 Title 1 sites and at Bulldog Tech.	
<div>Scope of Service</div> <div>District-wide</div> <div> <div>All</div> <div>OR:</div> <div> <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) </div> </div>		<div>Scope of Service</div> <div>District-wide</div> <div> <div>All</div> <div>OR:</div> <div> <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) </div> </div>	
Outdoor Science School.	Allocate funds sufficient to meet the cost of outdoor science school for low-income students. Supplemental - 1593 \$100,000	We believe that outdoor science school provides a valuable learning opportunity for all students and are committed to supporting the program. In addition to donations collected, these funds ensure that all students who desire may attend. All 15 elementary sites attended outdoor science school in 2015-15. While \$100,000 was allocated, it is estimated that approximately \$80,000 will be utilized.	Allocate funds sufficient to meet the cost of outdoor science school for low-income students. LCFF \$80,000
<div>Scope of Service</div> <div>District-wide</div> <div> <div>All</div> <div>OR:</div> <div> <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </div> </div>		<div>Scope of Service</div> <div>District-wide</div> <div> <div>All</div> <div>OR:</div> <div> <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </div> </div>	
Support Services 1.25 FTE Director, 3.4 FTE Clerical and indirect costs up	Provide support services and pay for indirect costs (multi-funded).	Funds were utilized inadiministrative positions including a salary associated	Provide support services and pay for indirect costs (multi-funded).

to 3.07%, not to exceed \$160,000.		Supplemental - 1591 \$542,477 Provide support services and pay for indirect costs (multi-funded). Supplemental - 1593 \$160,000	with the Director of Instruction and Director of Communications and Community Engagement. Support staff and indirect costs were also supported.	Supplemental - 1591 \$542,477 Provide support services and pay for indirect costs (multi-funded). Supplemental - 1593 \$160,000
Scope of Service	District-wide		Scope of Service	
<div><div>All</div><div>OR: <div><div><input checked="" type="checkbox"/> Low Income pupils</div><div><input checked="" type="checkbox"/> English Learners</div><div><input checked="" type="checkbox"/> Foster Youth</div><div><input checked="" type="checkbox"/> Redesignated fluent English proficient</div><div><input type="checkbox"/> Other Subgroups: (Specify)</div></div></div></div>			<div><div>All</div><div>OR: <div><div><input checked="" type="checkbox"/> Low Income pupils</div><div><input checked="" type="checkbox"/> English Learners</div><div><input checked="" type="checkbox"/> Foster Youth</div><div><input checked="" type="checkbox"/> Redesignated fluent English proficient</div><div><input type="checkbox"/> Other Subgroups: (Specify)</div></div></div></div>	
Certificated, classified and administrative staff will receive training on implementation of the aligned CCSS and ELD standards.		Provide professional development for certificated, classified and administrative staff who will receive training on how to scaffold the Common Core State Standards for English learners. Supplemental - 1596 \$50,000	See professional development in previous.	Provide professional development for certificated, classified and administrative staff who will receive training on how to scaffold the Common Core State Standards for English learners.
Scope of Service	District-wide		Scope of Service	
<div><div>All</div><div>OR: <div><div><input type="checkbox"/> Low Income pupils</div><div><input checked="" type="checkbox"/> English Learners</div><div><input type="checkbox"/> Foster Youth</div><div><input checked="" type="checkbox"/> Redesignated fluent English proficient</div><div><input type="checkbox"/> Other Subgroups: (Specify)</div></div></div></div>			<div><div>All</div><div>OR: <div><div><input type="checkbox"/> Low Income pupils</div><div><input checked="" type="checkbox"/> English Learners</div><div><input type="checkbox"/> Foster Youth</div><div><input checked="" type="checkbox"/> Redesignated fluent English proficient</div><div><input type="checkbox"/> Other Subgroups: (Specify)</div></div></div></div>	
Develop, review and purchase CCSS math and ELA materials for alignment with ELD standards.		Purchase additional materials based upon staff inventory of current resources. Lottery \$90,000	Evergreen's team of pilot teachers utilized a rubric to provide qualitative and quantitative data in seven areas (range and quality of texts, questions and tasks, writing to sources and research, foundational skills, language,	Purchase of Wonders and Springboard instructional materials Lottery \$1,700,000 LCFF \$700,000

		<p>speaking and listening, and access to the standards). The committee reached consensus and recommended that we move forward with the purchase of Wonders for grades K-5 and Springboard for grades 7-8. The committee was unable to concretely make a recommendation for grade 6. We have determined that it is important for 6th grade staff to continue to engage in the pilot process.</p> <p>Instructional materials alone, regardless of how comprehensive, can never replace the creativity and direction of the classroom teacher. We have and want teacher teams to engage in thoughtful, generative unit design (similar to that of TK, SEAL, and PBL) that allows them to provide students with meaningful and relevant instruction. These materials not only provide comprehensive English language arts support but also support both integrated and designated instruction for slightly over 2,800 English language learners within our District.</p>	
<div>Scope of Service</div> <div>District-wide</div> <div> <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) </div>		<div>Scope of Service</div> <div>District-wide</div> <div> <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) </div>	
Offer project based learning professional development to support	Expand resources, support and professional development for		Expand resources, support and professional development for

EL students in the classroom.		certificated, classified and administrative staff to support project based learning for students. Supplemental - 1596 \$185,000		certificated, classified and administrative staff to support project based learning for students.
Scope of Service	District-wide with emphasis at Carolyn Clark, Cedar Grove, K. Smith, LeyVa and Quimby Oak		Scope of Service	District-wide with emphasis at Carolyn Clark, Cedar Grove, K. Smith, LeyVa and Quimby Oak
<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"/> 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)	
English learners will receive differentiated instruction on Common Core curriculum, integrated and designated ELD.		Instructional assistants will assist in providing EL students, based on needs, integrated and designated ELD and differentiated instruction on CCSS. Supplemental - 1591 \$1,118,955	English learner instructional assistants at all 15 elementary schools have adopted the "push-in" model to support teachers in meeting the needs of all English Learners.	Instructional assistants will assist in providing EL students, based on needs, integrated and designated ELD and differentiated instruction on CCSS. Supplemental - 1591 \$1,118,955
Scope of Service	District-wide		Scope of Service	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"/> 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)	
English learners and re-designated fluent English proficient students will be assessed with formative assessments ADEPT, AR/STAR reading, CCSS assessment bank.		Assess all English learners with formative assessments. Supplemental - 1593 \$178,280	Formative assessment systems including ADEPT, AR/STAR reading and SchoolCity were utilized.	Assess all English learners with formative assessments. Supplemental - 1593 \$178,280

Scope of Service	District-wide		Scope of Service	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"/> 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)		
Partner with Sobrato Early Academic Language (SEAL) to implement a unique program to develop language, literacy and academic skills for all children, especially young English learners.	Establish the SEAL model designed to build the capacity of schools to produce engaged, confident, skilled and motivated learners. Provide SEAL professional development and support for teachers and educational leaders focusing on the articulation and implementation of high-leverage instructional strategies aligned to 21st century skills and the Common Core. Supplemental - 1596 \$95,000		The Sobrato Early Academic Language(SEAL) Model is designed as a comprehensive model of intensive, enriched language and literacy education designed for English language learners, starting in preschool and continuing through third grade. It was designed by Dr. Laurie Olsen, a national expert in English language learner education. The SEAL program was established at Dove Hill and Holly Oak in 2015. Teachers in kindergarten and grade one each received 8 days of professional learning throughout the year for unit design. In June there will be a Summer Bridge program to onboard grade 2 and 3 teachers.	Establish the SEAL model designed to build the capacity of schools to produce engaged, confident, skilled and motivated learners. Provide SEAL professional development and support for teachers and educational leaders focusing on the articulation and implementation of high-leverage instructional strategies aligned to 21st century skills and the Common Core. Supplemental - 1596 \$60,000	
Scope of Service Holly Oak and Dove Hill Elementary Schools			Scope of Service Holly Oak and Dove Hill Elementary Schools		
<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
Explore options for a Learning Management System (LMS) to more	Explore various LMS platforms. No		The District has partnered with the All-Stars Foundation to create a custom	Explore various LMS platforms. No	

closely record, assess and monitor student learning over time.	Specific Funding Required	LMS platform that will provide teachers and students digital access to curriculum, learning portfolios and other tools to enhance teaching and learning work flow.	Specific Funding Required
<div> <div>Scope of Service</div> <div>District-wide</div> </div> <hr/> <div> <input checked="" type="checkbox"/> All OR: <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) </div>		<div> <div>Scope of Service</div> <div>District-wide</div> </div> <hr/> <div> <input checked="" type="checkbox"/> All OR: <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) </div>	
Maintain facilities in good repair.	<div>Continue current service and evaluates service for maintaining facilities in good repair. LCFF \$3,100,000</div> <div>Enhance custodial service through additional support staff (1.65 FTE). LCFF \$199,000</div>	<div>AB 104 allows gradual increase to the required 3% contribution to routine restricted maintenance. The full 3% requirement must be in place by full implementation of the LCFF. In 2014-15 and 2015-16, the District has budgeted approximately 2.4% of contribution. This has allowed routine maintenance to continue. There have been no Williams Complaints regarding facilities filed in 2015-16.</div> <div>Enhanced custodial support have ensured clean facilities to support teaching and learning.</div>	<div>Continue current service and evaluates service for maintaining facilities in good repair.</div> <div>Enhance custodial service through additional support staff (1.65 FTE). LCFF \$199,000</div>
<div> <div>Scope of Service</div> <div>District-wide</div> </div> <hr/> <div> <input checked="" type="checkbox"/> All OR: <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 </div>		<div> <div>Scope of Service</div> <div>District-wide</div> </div> <hr/> <div> <input checked="" type="checkbox"/> All OR: <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) </div>	

_ 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?</p>	<ul style="list-style-type: none"> • For the 2016-2017 school year Evergreen School District is extending the TK/K programs at five sites. This change is based on feedback from our community and the value of extending instructional time for students. • After exploring Learning Management System (LMS) options, Evergreen School District is paying the fee to cover the protected data exchange between PowerSchool and Path to Excel. • Based on needs of the school sites and feedback from the survey funding for direct site support for resources and technology will continue with a 3.6% COLA. • Additional \$5 per ADA for teacher budgets will be distributed to site level budgets to support classrooms supplies and resources for students. 		

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

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

Original GOAL 2 from prior year LCAP:	Improve Fiscal Health		Related State and/or Local Priorities: 1 _ 2 <u>X</u> 3 <u>X</u> 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify <u>Aligned to Local Education Agency Plan</u> 1A-3, 1B-3, <u>2C-2</u>	
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> Five to seven community forums will continue to allow stakeholders to receive budget information and provide feedback to guide student program funding. Success will be measured by sign in sheets, surveys and feedback. 		Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> The Budget Advisory Committee has met 4 times this year. The BAC presented budget recommendations to the School Board at the February 11, 2016 board meeting. To see the minutes from the meeting: http://www.eesd.org/page.cfm?p=2813. Based on the LCAP community survey there was a 14% drop in the percentage of community members reporting they are not familiar with the LCAP.
LCAP Year: 2015-2016				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Parents, teachers, staff, and community (stakeholders) will have multiple venues to receive budget information and be given the opportunity to share their perspectives and input.	<p>Confirm and implement more effective strategies that invite stakeholders' input in the budget process.</p> <p>Explore and implement the most effective models/strategies that allow stakeholders to receive information in their primary languages allowing them to be involved in the budget process. (Funded through Actions/Services in Goal 3: increased parent/school communication, survey, and</p>	The Budget Advisory Committee (BAC) was formed in 2014. During the 2015-16 school year, the BAC will meet 5 times. For additional information including agendas and related documents, visit http://www.eesd.org/page.cfm?p=2720 .	<p>Explore and implement the most effective models/strategies that allow stakeholders to receive information in their primary languages allowing them to be involved in the budget process. (Funded through Actions/Services in Goal 3: increased parent/school communication, survey, and translation) LCFF \$200</p>	

		translation) LCFF \$200		
<div> <div>Scope of Service</div> <div>District-wide</div> </div> <div> <div><input type="checkbox"/> All</div> <div>-----</div> <div>OR:</div> <div><input type="checkbox"/> Low Income pupils</div> <div><input checked="" type="checkbox"/> English Learners</div> <div><input type="checkbox"/> Foster Youth</div> <div><input checked="" type="checkbox"/> Redesignated fluent English proficient</div> <div><input type="checkbox"/> Other Subgroups: (Specify)</div> </div>			<div> <div>Scope of Service</div> <div>District-wide</div> </div> <div> <div><input type="checkbox"/> All</div> <div>-----</div> <div>OR:</div> <div><input type="checkbox"/> Low Income pupils</div> <div><input checked="" type="checkbox"/> English Learners</div> <div><input type="checkbox"/> Foster Youth</div> <div><input checked="" type="checkbox"/> Redesignated fluent English proficient</div> <div><input type="checkbox"/> Other Subgroups: (Specify)</div> </div>	
The Budget Advisory Committee (BAC) will continue to meet, discuss, and make budgetary recommendations.	The Budget Advisory Committee (BAC) will continue to meet, discuss, and make budgetary recommendations. No Specific Funding Required		<p>In 2015-2016, the Budget Advisory Committee was tasked with developing policy recommendations to present to the Board of Trustees with the ultimate goal of improving the fiscal health of the District. On February 11, a representative of the BAC made a presentation to the Board which included the following recommendations:</p> <p>1) Minimum Unassigned Fund Balance: The Board intends to maintain a minimum unassigned fund balance in its General Fund ranging from 14 percent to 16 percent of the budgeted expenditures and outgoing transfer. The minimum fund balance goal is to maintain fiscal solvency and stability and to protect the District against unforeseen circumstances. The unassigned fund balance percentage shall be reviewed annually.</p> <p>2) One Time Funds: When able, the Board will prioritize allocation of unrestricted one time State and Federal funds to its reserve (unless that reserve exceeds the annual recommended limit); to the District's GASB 45 obligation; and to one time purchases</p>	The Budget Advisory Committee (BAC) will continue to meet, discuss, and make budgetary recommendations. No Specific Funding Required

		such as technology, instructional materials, etc. The Board approved these policy recommendations on April 14, 2016.	
<div>Scope of Service</div> <div>District-wide</div> <hr/> <div>X All</div> <div>OR:</div> <div> <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) </div>		<div>Scope of Service</div> <div>District-wide</div> <hr/> <div>X All</div> <div>OR:</div> <div> <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) </div>	
<div>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</div>	<ul style="list-style-type: none"> The Budget Advisory Committee met during the 2015-2016 school year. At the direction of Superintendent Gomez will continue to review our budget and formulate recommendations for the school board to support the LCAP goal of Improved Fiscal Health. The Evergreen School District Communications Department will engaged in extended communication strategies to deepen our communities understanding of the district budget and LCAP. Creation of infographics and summary charts have been drafted and will be revised overtime to increase the communities understanding of the LCAP. 		

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

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

Original GOAL 3 from prior year LCAP:	Promote collaboration, transparency, and communication with students, parents, staff, and the broader community.		Related State and/or Local Priorities: 1 _ 2 _ 3 <u>X</u> 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify <u>Aligned to Local Education Agency Plan</u> 1A-1, 1A-3, 2E-1, 2E-2, 2F-1	
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> Opportunities for additional partnerships between school and home will increase by 10% as evidenced by parent surveys, sign-in sheets and agendas from district and school meetings. Students will have opportunities through assemblies, guest speakers, and field trips to learn about career pathways as evidenced by parent surveys, sign-in sheets and agendas from district and school meetings as evidenced in each site's Single School Plans for Student Achievement. 		Actual Annual Measurable Outcomes:	<p>Participation Meeting Type Meeting Total 14-15 Meeting Total 15-16</p> <p>PAC 6 39 6 47(will increase)</p> <p>DAC 6 20 4 50(will increase)</p> <p>DELAC 7 111 TBA TBA</p> <p>Migrant ED PAC 6 240 6 131(will increase)</p> <p>Parent University</p> <p>Fall 2013 Spring 2014 Fall 2014 Spring 2015 Fall 2015</p> <p>Spring 2016</p> <p>285 179 285 264 278 377</p> <p>For LCAP face to face participate we met our goal of a 10% increase in "Opportunities for additional partnerships between school and home".</p> <p>Our Frontload for Success program was again successful this year. The students participated in the Tech Museum Tech Challenge with a local showcase in May.</p> <p>Survey Feedback:</p> <p>14-15 15-16</p> <p>I receive sufficient information about my child' school/district 3.51 3.59</p> <p>I know where to go to find information about budgets... 3.23 3.29</p>

		<p>is applying their learning to real world scenarios 3.72 3.67</p> <p>52.8% of community still report being unfamiliar with the LCAP.</p> <p>All school sites engaged families in fall parent teacher conferences. Bulldog Tech and Katherine Smith piloted formalized student lead conferences. The Transitional Kinder teachers also engaged families in spring conferences in addition to the fall conference.</p>
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LCAP Year: 2015-2016

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Additional support in academic expectations for students through increased parent/school communications and programs.	Increase communication to families using multi-media including but not limited to: webinars, Twitter, School Loop, Parent Portal, and virtual meetings. Implement the most effective venues, access points, and opportunity models for informing parents. LCFF \$100,000	LCAP Webinar March 7, 2016 (31 participants logged into English language presentation 0 participants logged into Spanish language presentation)	Increase communication to families using multi-media including but not limited to: webinars, twitter, school loop, parent portal, and virtual meetings. Implement the most effective venues, access points, and opportunity models for informing parents. LCFF \$100,000
	Implement New Family programs/classes. LCFF \$5,000	All parents have been notified of Parent Portal through a variety approaches, including but not limited to, personalized letters, newsletters, auto calls, and principal presentations.	Implement New Family programs/classes. LCFF \$5,000
	Provide new and updated information for parents about student academic expectations. LCFF \$30,000	We have added an additional 235 Facebook followers thus far this year bringing us to 935 followers and well on our way toward our goal of 1000 followers by summer. Since the beginning of the school year we have created and shared 84 Facebook posts with likes reaching as high as 62 for a single post (on a story on the Cedar Grove taiko program) and with individual post reaches going as high as 3543 (posts on an Evergreen student winning the regional spelling bee and another being chosen as Good Morning America's "kid correspondent" for the Super Bowl both had a reach in excess of 3500). On Twitter we have added 47	Provide new and updated information for parents about student academic expectations.
	Seek input from parents with primary languages other than English to determine need for materials and meetings in their primary languages. No Specific Funding Required		Seek input from parents with primary languages other than English to determine need for materials and meetings in their primary languages No Specific Funding Required
	Identify and track data for parent participation to set a baseline and explore strategies to increase parent participation and input to support student learning. No Specific Funding Required		Identify and track data for parent participation to set a baseline and explore strategies to increase parent participation and input to support student learning. No Specific Funding Required

		<p>followers for a total of 297. We have had 33.3K impressions since the beginning of the school year an average of 125.3 impressions per day. We also launched our first LinkedIn page and have begun posting job ads in recent weeks (at this point it's too early to determine effective data on this tool).</p> <p>The instruction team designed a Math Series that was presented district-wide and at specific sites to share the newly adopted math materials and strategies. We added 3 classes taught in Spanish to the Parent University roster. Project Cornerstone Take It Personally (TIP) was also absorbed under the Parent University umbrella. 20 parents attended 6 sessions of the TIP program</p> <p>We have had 26 different public facing documents formally translated into Spanish and Vietnamese (nearly three times as many as last year), adopted an instant language translator for new school web sites and provided simultaneous translation at more events and meetings than ever before (nearly twice last year).</p>	
<div>Scope of Service</div> <div>District-wide</div> <div>X All</div> <div>OR:</div> <div> <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) </div>		<div>Scope of Service</div> <div>District-wide</div> <div>X All</div> <div>OR:</div> <div> <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) </div>	
Provide real world experiences and	Provide assemblies that provide	The Director of Communications and	

exposure to career pathways as monitored through site SPSA.	motivation and exposure to community services and/or career pathways. (Funded through "direct to site supplemental/LCFF support" monitored by SPSA) Begin to seek opportunities to create partnerships with the city of San Jose and local companies to provide real world experiences for students. No Specific Funding Required	Community Engagement has started to compile a list of community resources to support teaching and learning.	
<div> <div>Scope of Service</div> <div>District-wide</div> </div> <div> <input type="checkbox"/> All </div> <div> OR: <div> <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) </div> </div>		<div> <div>Scope of Service</div> <div>District-wide</div> </div> <div> <input type="checkbox"/> All </div> <div> OR: <div> <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) </div> </div>	
Provide parent education opportunities and survey for needs.	Survey needs and continue to provide education opportunities through Parent University. Supplemental - 1595 \$42,400	Parent University is a well-established program in Evergreen School District. While participation rates fluctuate, there has been greater reach in the last few years. This year parents had the opportunity to register for a variety of classes. 655 parents have participated in Parent University this year.	Survey needs and continue to provide education opportunities through Parent University. Supplemental - 1595 \$42,400
<div> <div>Scope of Service</div> <div>District-wide</div> </div> <div> <input type="checkbox"/> All </div> <div> OR: <div> <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) </div> </div>		<div> <div>Scope of Service</div> <div>District-wide</div> </div> <div> <input type="checkbox"/> All </div> <div> OR: <div> <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) </div> </div>	

Provide translations for school to home communications.	Translate important documents such as student academic reporting tools into Spanish and Vietnamese. Supplemental - 1595 \$60,000	We have had 26 different public facing documents formally translated into Spanish and Vietnamese (nearly three times as many as last year), adopted an instant language translator for new school web sites and provided simultaneous translation at more events and meetings than ever before (nearly twice last year).	Translate important documents such as student academic reporting tools into Spanish and Vietnamese.
<div> <div>Scope of Service</div> <div>District-wide</div> </div> <hr/> <div> <input type="checkbox"/> All </div> <div>OR:</div> <div> <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) </div>		<div> <div>Scope of Service</div> <div>District-wide</div> </div> <hr/> <div> <input type="checkbox"/> All </div> <div>OR:</div> <div> <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) </div>	
Students will receive additional support in academic expectations for themselves and their Foster Parent(s) through increased home to school communication and programs.	Maintain, review and/or update materials to inform Foster Youth and families about educational services available. Supplemental - 1594 \$10,000	<p>The District reached out to and is collaborating with the Santa Clara County Office of Education (SCCOE) to get a good accounting of the Foster Youth who are being served. We have signed a memorandum of understanding (MOU) for data sharing between the District and the SCCOE, which allows us to use the SCCOE's FosterVision Data System to access relevant Foster Youth data.</p> <p>The District invited Foster Parents to participate in a survey to assess the needs of their Foster Youth. We have collaborated with other educational agencies to ensure that Foster Youth are transported to their school of origin when it's in their best interest. Staff is informed about and implement all laws and district policies affecting Foster Youth. Foster Youth are promptly</p>	Maintain, review and/or update materials to inform Foster Youth and families about educational services available. Supplemental - 1594 \$10,000

		enrolled and records transferred, are placed in appropriate classes and the IEP implemented (if applicable).	
<div> <div>Scope of Service</div> <div>District-wide</div> </div>		<div> <div>Scope of Service</div> <div>District-wide</div> </div>	
<div> <div> <div><input type="checkbox"/> All</div> <div>OR:</div> <div><input type="checkbox"/> Low Income pupils</div> <div><input type="checkbox"/> English Learners</div> <div><input checked="" type="checkbox"/> Foster Youth</div> <div><input type="checkbox"/> Redesignated fluent English proficient</div> <div><input type="checkbox"/> Other Subgroups: (Specify)</div> </div> </div>		<div> <div> <div><input type="checkbox"/> All</div> <div>OR:</div> <div><input type="checkbox"/> Low Income pupils</div> <div><input type="checkbox"/> English Learners</div> <div><input checked="" type="checkbox"/> Foster Youth</div> <div><input type="checkbox"/> Redesignated fluent English proficient</div> <div><input type="checkbox"/> Other Subgroups: (Specify)</div> </div> </div>	
<div> <div>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</div> </div>	<div> <div>Develop a plan to assign a mentor to all Foster Youth. This mentor will track progress on all required metrics and provide a link between districts, social workers and parents or the student's educational rights holder. They will also ensure that all Foster Youth have access to necessary education, school counseling and transportation services. This mentor will work with staff to ensure Foster Youth have equal access to all academic and social-emotional supports provided to students, including tutoring and academic enrichment programs, summer school, academic counseling, attendance counseling, mental health services, and extracurricular activities.</div> <div>Development of a District Wide Parent Resource Center in partnership with Parent University will begin the fall of 2016.</div> </div>		

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:	Attract, develop, and retain quality staff at all levels.		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 type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify <u>Aligned to Local</u> <u>Education Agency Plan1E</u>	
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> All student groups will receive instruction from teachers with an increased capacity for implementation of the Common Core State Standards as measured by the California Assessment of Student Progress and Performance (CAASPP), California English Language Development Test (CELDT), A Developmental English Proficiency Test (ADEPT), fluency, Accelerated Reader, English Language Learner (ELL) reclassification, school/classroom formative assessments. All staff members will be highly qualified and appropriately assigned as measured by annual SARC Report. 		Actual Annual Measurable Outcomes:	<p>We continue to attract and retain quality substitutes and have increased the depth of our substitute pool. We have increased the number of substitutes available since 2013-14 by approximately 36%. We have decreased the number of classrooms with no substitute coverage by approximately 53%.</p> <ul style="list-style-type: none"> Substitute Pool: 2013-14 186 subs 2014-15 207 subs 2015-16 252 subs No sub coverage: As of 4/25/16, 116 jobs with no sub coverage. As of 4/25/15, 240 jobs with no sub coverage. <p>The narrative feedback across our survey and face to face meetings all highlighted our staff as an organizational strength.</p> <p>Feels valued by our child's teacher... 2014-15: 4 2015-16: 4.15 When I have a question... 2014-15: 3.74 2015-16: 3.87</p> <p>As measured by the annual SARC report All staff members will be highly qualified and appropriately assigned.</p>

LCAP Year: 2015-2016				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Provide high quality instruction and learning opportunities to prepare every student to graduate ready for college or career.	<p>Continue instructional coaches (one 50% coach for each site) to support the shifts in instruction necessary to support common core standards, instructional shifts, and technology for students. Supplemental - 1591 \$1,026,170</p> <p>Continue professional development to support the transition to CCSS, NGSS to support student learning. (Funding allocated in Goal 1)</p>	<p>Nine instructional coaches (one 50% coach for each site) have continued to support students, teachers, and administrators in shifting practice towards an inquiry based approach. The instructional coaches have formed a PLC and meet regularly to collaborate and discuss their site work. They share best practices and help sites network.</p>	Continue instructional coaches (one 50% coach for each site) to support the shifts in instruction necessary to support common core standards, instructional shifts, and technology for students. Supplemental - 1591 \$1,026,170	
<div>Scope of Service</div> <div>District-wide</div>		<div>Scope of Service</div> <div>District-wide</div>		
<div>X All</div> <div>OR:</div> <div> <div>_ Low Income pupils</div> <div>X English Learners</div> <div>_ Foster Youth</div> <div>X Redesignated fluent English proficient</div> <div>_ Other Subgroups: (Specify)</div> </div>		<div>X All</div> <div>OR:</div> <div> <div>_ Low Income pupils</div> <div>X English Learners</div> <div>_ Foster Youth</div> <div>X Redesignated fluent English proficient</div> <div>_ Other Subgroups: (Specify)</div> </div>		
To provide collaborative instructional planning time to develop high quality lessons and learning experiences for students.	<p>Determine specific needs and structures to provide collaborative planning opportunities to support student learning. (Funded from multiple budgets– direct support to site) Supplemental - 1596 \$85,000</p> <p>Provide additional opportunities for students within grades 4-5 teacher preparation period. LCFF \$47,230</p>	.4 FTE was allocated to support STEM planning and professional development for teachers (and students) at Evergreen and Silver Oak Elementary Schools.	Provide additional opportunities for students within grades 4-5 teacher preparation period. LCFF \$47,230	
<div>Scope of Service</div> <div>District-wide</div>		<div>Scope of Service</div> <div>District-wide</div>		

<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)		<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)	
Attract and maintain a qualified pool of substitutes.	Adjust daily substitute rate. LCFF \$107,000	The daily substitute rate was increased by to \$135 from \$120 and to \$150 from \$135 for long-term.	Adjust substitute daily rate. LCFF \$107,000
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)		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)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Evergreen School District will continue to support the increase to the substitute teacher pay. In support of the Professional Learning Community work at each site and the implementation of new ELA/ELD materials the instructional coaching program will continue.		

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:	Enhance the climate of safety and wellness throughout the District.		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 <u>X</u> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify <u>Aligned to Local</u> <u>Education Agency Plan</u> 1A-1, 1A-2, 1A-4, 1C-1, 1C-2, 1C-3, 2c-1, 2C-3, 2E-1, 2F	
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> District and school protocols and programs will ensure that students will feel and be safer at school as measured by Cornerstone and YouthTruth Surveys. Students will begin to feel and be safer traveling to and from school as measured by Cornerstone and YouthTruth Surveys. Students will continue to have programs, resources, services, and interventions provided to them to build resiliency as measured by Cornerstone and YouthTruth Surveys. Students will start to experience positive interactions with other students and adults on campus allowing them to feel more welcomed, respected, and valued at school ensuring that suspension rates, expulsion rates and middle school drop out rates remain low, attendance rates to remain strong (above 90%). Students will continue to have their physical, social, emotional, and health needs met through programs and services. As a result of students enhance connectedness to school and increased focus on climate, district-wide reduction in suspension and expulsion rates will remain low (see school SARC reports). 		Actual Annual Measurable Outcomes:	Based on the face to face narrative feedback community and parents report that feeling safe is a continued priority. Healthy Kids Data 87% 5th graders report feeling safe 71% of 7th grade students report feeling safe YouthTruth (percentiles) GR 3-6: Classroom Culture: 2014-15: 79th 2015-16: 82nd GR 7-8: Classroom Culture: 2014-15: 46th 2015-16: 59th LCAP Survey: feels safe at school... 2014-15: 4.13 2015-16: 4.14 I understand how the school will keep my child safe in an emergency.... 2014-15: 3.97 2015-16: 3.99 ...is able to travel to and from school safely 2014-15: 3.94 2015-16: 4.02 Our expulsion and suspension rates continue to be low. We have also seen a steady decreases in our truancy rates. Substitute Badges: Elementary has 11, Middle has 16 to use for both classified and certificated subs.

LCAP Year: 2015-2016				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Ensure visibility of adults on campus before, during and after school.	Evaluate the need for adult visibility on each campus. No Specific Funding Required	All sites review and submit Site Emergency Plans for Board approval each year.		
<div>Scope of Service</div> <div>District-wide</div>		<div>Scope of Service</div> <div>District-wide</div>		
<div>X All</div> <div>OR:</div> <div> <div>Low Income pupils</div> <div>English Learners</div> <div>Foster Youth</div> <div>Redesignated fluent English proficient</div> <div>Other Subgroups: (Specify)</div> </div>		<div>X All</div> <div>OR:</div> <div> <div>Low Income pupils</div> <div>English Learners</div> <div>Foster Youth</div> <div>Redesignated fluent English proficient</div> <div>Other Subgroups: (Specify)</div> </div>		
Provide parent and guardian notification systems.	<p>Provide parents and guardians with information, in multiple languages, on how the notification systems work and the benefits of keeping information current. (Funded through Actions and Services in Goal 3.) No Specific Funding Required</p> <p>Continue to allow access points to pertinent and time sensitive information through parent and guardian notification systems. The district will look at ways of outreach to parents to help them understand and use the notification system. No Specific Funding Required</p>	<p>We have had 26 different public facing documents formally translated into Spanish and Vietnamese (nearly three times as many as last year), adopted an instant language translator for new school web sites and provided simultaneous translation at more events and meetings than ever before (nearly twice as many as last year).</p> <p>Parent Portal was implemented at all sites allowing parents the opportunity to update contact information and notification preferences.</p>	<p>Provide parents and guardians with information, in multiple languages, on how the notification systems work and the benefits of keeping information current. (Funded through Actions and Services in Goal 3.) No Specific Funding Required</p> <p>Continue to allow access points to pertinent and time sensitive information through Parent and guardian notification systems. The district will look at ways of outreach to parents to help them understand and use the notification system. No Specific Funding Required</p>	
<div>Scope of Service</div> <div>District-wide</div>		<div>Scope of Service</div> <div>District-wide</div>		
<div>X All</div> <div>OR:</div> <div> <div>Low Income pupils</div> <div>English Learners</div> <div>Foster Youth</div> </div>		<div>X All</div> <div>OR:</div> <div> <div>Low Income pupils</div> <div>English Learners</div> <div>Foster Youth</div> </div>		

_ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Ensure protocols to identify campus visitors including substitutes and district employees.	Ensure protocols for visitors. The district will provide staff and substitutes with badges. LCFF \$500	Employee identification is an important attribute in school safety. Schools are able to effectively identify substitutes with substitute badges. Each elementary site was provided 11 substitute badges and each middle school site was provided with 16 badges. These badges are to use for both classified and certificated substitutes.	Ensure protocols for visitors. The district will provide staff and substitutes with badges. LCFF \$500
<div> <div>Scope of Service</div> <div>District-wide</div> </div> <div> <div>X All</div> <div>OR:</div> <div> _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) </div> </div>		<div> <div>Scope of Service</div> <div>District-wide</div> </div> <div> <div>X All</div> <div>OR:</div> <div> _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) </div> </div>	
Provide training programs for students, staff, noon supervisors, substitutes, volunteers, parents, and other adults on campus to help create an environment where students feel welcomed, respected, and valued.	Continue to provide training programs for students, staff, noon supervisors, substitutes, volunteers, parents and other adults on campus. Project Cornerstone will help create an environment where students feel welcomed, respected, and valued. Supplemental - 1593 \$10,000	The District partnered with Project Cornerstone for support in implementing a variety of programs including Take It Personally, Expect Respect, ABC Parents, and Los Dichos to help create an environment where students feel welcomed, respected and valued.	Continue to provide training programs for students, staff, noon supervisors, substitutes, volunteers, parents and other adults on campus. Project Cornerstone will help create an environment where students feel welcomed, respected, and valued. Supplemental - 1593 \$10,000
<div> <div>Scope of Service</div> <div>District-wide</div> </div> <div> <div>X All</div> <div>OR:</div> <div> _ Low Income pupils _ English Learners _ Foster Youth </div> </div>		<div> <div>Scope of Service</div> <div>District-wide</div> </div> <div> <div>X All</div> <div>OR:</div> <div> _ Low Income pupils _ English Learners _ Foster Youth </div> </div>	

<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Survey and educate students and parents on safety needs to and from school.	Survey students and parents to assess safety needs to and from school. Based on survey findings students and parents will begin to receive information on how to travel safely to and from school. No Specific Funding Required	Crossing guards are a city of San Jose function and service. The Director of Operation coordinates and requests crossing guards at specific district intersections and crosswalks. All schools update their School Safety Plans yearly. This update often requires a school safety needs survey. Principals work with the Director of Pupil Services for support in this area.	Survey students and parents to assess safety needs to and from school. Based on survey findings students and parents will begin to receive information on how to travel safely to and from school. No Specific Funding Required
<div> <div>Scope of Service</div> <div>District-wide</div> </div> <div> <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) </div>		<div> <div>Scope of Service</div> <div>District-wide</div> </div> <div> <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) </div>	
Provide interventions, programs, and resources to help students be empowered, strengthen social skills, develop assets, build conflict resolution strategies, and increase skills for success.	Continue to provide or expand interventions, programs, and resources to help students be empowered, strengthen social skills, develop assets, build conflict resolution strategies, and increase skills for success. Supplemental - 1593 \$12,000		
<div> <div>Scope of Service</div> <div>District-wide</div> </div> <div> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils </div>		<div> <div>Scope of Service</div> <div>District-wide</div> </div> <div> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils </div>	

_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Provide opportunities for after school enrichment and sports programs.	Increase School Enrichment Activities Team funds by 25% to support site activities. LCFF \$107,730	Allocated directly to sites, School Enrichment Activity funds assist sites in providing enhanced community services.	School Enrichment Activities Team funds. LCFF \$107,730
<div>Scope of Service</div> <div>District-wide</div>		<div>Scope of Service</div> <div>District-wide</div>	
X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Provide alternative/new lunch options for students.	Evaluate lunch menus and provide recommendations for alternative/new lunch items to reduce processed foods. Based on recommendations, pilot alternative/new lunch items, if possible. LCFF \$1,000	Up to 10 entrée choices have provided at Quimby & Chaboya with additional vegetarian options at Leyva. Child Nutrition Services received a grant for salad bars for all schools in Evergreen. Full funding is expected next fall. Child Nutrition Services began to implement "Smarter Lunchroom" strategies to help promote and market healthy food choices. This includes catchy menu names, grab & go options, and colorful displays and signage. Child Nutrition Service is piloting Smarter Lunchroom at Montgomery and Chaboya. Enhanced menu names were included in the spring elementary lunch menu.	Evaluate lunch menus and provide recommendations for alternative/new lunch items to reduce processed foods. Based on recommendations, pilot alternative/new lunch items, if possible. LCFF \$1,000

Scope of Service	District-wide		Scope of Service	District-wide	
<input checked="" type="checkbox"/> All			<input checked="" type="checkbox"/> All		
OR:			OR:		
<input type="checkbox"/> Low Income pupils			<input type="checkbox"/> Low Income pupils		
<input type="checkbox"/> English Learners			<input type="checkbox"/> English Learners		
<input type="checkbox"/> Foster Youth			<input type="checkbox"/> Foster Youth		
<input type="checkbox"/> Redesignated fluent English proficient			<input type="checkbox"/> Redesignated fluent English proficient		
<input type="checkbox"/> Other Subgroups: (Specify)			<input type="checkbox"/> Other Subgroups: (Specify)		
Bus transportation.		Continue transportation services to ensure student safety to and from highest needs schools. Supplemental - 1593 \$275,000	Bus transportation services continued along the King Road/Capitol Expressway/Tully Road to help students safely arrive at Montgomery, Dove Hill, and Katherine Smith Elementary Schools.		Continue transportation services to ensure student safety to and from highest needs schools. Supplemental - 1593 \$275,000
Scope of Service	Targeted schools: Dove Hill, Montgomery, LeyVa		Scope of Service	District-wide	
<input type="checkbox"/> All			<input type="checkbox"/> All		
OR:			OR:		
<input checked="" type="checkbox"/> Low Income pupils			<input checked="" type="checkbox"/> Low Income pupils		
<input type="checkbox"/> English Learners			<input type="checkbox"/> English Learners		
<input type="checkbox"/> Foster Youth			<input type="checkbox"/> Foster Youth		
<input type="checkbox"/> Redesignated fluent English proficient			<input type="checkbox"/> Redesignated fluent English proficient		
<input type="checkbox"/> Other Subgroups: (Specify)			<input type="checkbox"/> Other Subgroups: (Specify)		
Administrative support.		Provide an assistant principal for additional administrative support for safety. Supplemental - 1591 \$238,060	Assistant principals were provided at O.B. Whaley and Katherine Smith Elementary Schools.		Assistant principal support Supplemental - 1591 \$238,060
Scope of Service	Targeted schools: Katherine Smith and O. B. Whaley		Scope of Service	Targeted schools: Katherine Smith and O. B. Whaley	
<input checked="" type="checkbox"/> All			<input checked="" type="checkbox"/> All		
OR:			OR:		
<input type="checkbox"/> Low Income pupils			<input type="checkbox"/> Low Income pupils		
<input type="checkbox"/> English Learners			<input type="checkbox"/> English Learners		

_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Upon registration, Foster Youth will be referred to the site Marriage Family Therapist (MFT) intern or school counselor/psychologist.	Refer Foster Youth, upon registration, to the site Marriage Family Therapist (MFT) intern or district psychologist to determine needs and/or services. No Specific Funding Required	MFT (Marriage and Family Therapist) Interns are emerging mental health professionals, under the direction of Licensed Marriage and Family Therapist (LMFT) Clinical Supervisor, who serve 10-12 students (each semester) in general education and special education at all schools in the District. The Interns counsel students experiencing emotional/behavioral issues that impact learning. Counseling services include individual and group play and talk therapy. Students are referred by school site staff or parents.	Refer Foster youth, upon registration, to the site Marriage Family Therapist (MFT) intern or district psychologist to determine needs and/or services. No Specific Funding Required
<div> <div>Scope of Service</div> <div>District-wide</div> </div> <div> <div>All</div> <div>OR:</div> <div> <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </div> </div>		<div> <div>Scope of Service</div> <div>District-wide</div> </div> <div> <div>All</div> <div>OR:</div> <div> <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </div> </div>	
Provide more counselors for students.	Provided counselors (3 FTE) one at each middle school. Supplemental - 1591 \$351,000	Middle school counselors address all students' academic, career and social/emotional development needs by designing, implementing, evaluating and enhancing a comprehensive school counseling program that promotes and enhances student success. Students are assessed, counseled, and referred to community service providers when appropriate. Students can self-refer to services or	Provided counselors (3 FTE) one at each middle school. Supplemental - 1591 \$351,000

		<p>can be referred by school site staff or parents. To meet students' immediate needs and concerns, counselors provide responsive services which may include counseling in individual or small-group settings or crisis response. They provide resources and coordinate services for identified students and families to address mental health concerns; support teachers in developing optimal learning environments for students; develop behavior management and classroom management interventions/plans; conduct educational and/or psychosocial support groups based on identified needs; and consult with school site personnel and collaboratively develop a plan to increase a positive school climate that will foster student achievement.</p> <p>The following service/referrals have been provided:</p> <ul style="list-style-type: none">• 142 students received individual counseling for more than one session (academic and/or social emotional concerns)• 45 students involved in group counseling• 75 students received one-time crisis counseling• 5 students referred to Eastfield Ming-Quong (EMQ) for crisis services• 7 students referred to Child Protective Services (CPS)• 145 teacher conferences for support with students in their classrooms• 137 parent conferences	
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Scope of Service	District-wide		Scope of Service	District-wide	
X All			X All		
OR:			OR:		
<input type="checkbox"/> Low Income pupils			<input type="checkbox"/> Low Income pupils		
<input type="checkbox"/> English Learners			<input type="checkbox"/> English Learners		
<input type="checkbox"/> Foster Youth			<input type="checkbox"/> Foster Youth		
<input type="checkbox"/> Redesignated fluent English proficient			<input type="checkbox"/> Redesignated fluent English proficient		
<input type="checkbox"/> Other Subgroups: (Specify)			<input type="checkbox"/> Other Subgroups: (Specify)		
Provide adequate library time for students.		Provide students with access to library services five days per week. (Four day library service has been included in past budgets) LCFF \$311,005	Students district-wide have access to library services five days per week.		Provide students with access to library services five days per week. LCFF \$311,005
Scope of Service	District-wide		Scope of Service	District-wide	
X All			X All		
OR:			OR:		
<input type="checkbox"/> Low Income pupils			<input type="checkbox"/> Low Income pupils		
<input type="checkbox"/> English Learners			<input type="checkbox"/> English Learners		
<input type="checkbox"/> Foster Youth			<input type="checkbox"/> Foster Youth		
<input type="checkbox"/> Redesignated fluent English proficient			<input type="checkbox"/> Redesignated fluent English proficient		
<input type="checkbox"/> Other Subgroups: (Specify)			<input type="checkbox"/> Other Subgroups: (Specify)		
Explore physical education programs.		Explore possible physical education programs. No Specific Funding Required	Additional exploration is needed.		Additional exploration is needed. No Specific Funding Required
Scope of Service	District-wide		Scope of Service	District-wide	
X All			X All		
OR:			OR:		
<input type="checkbox"/> Low Income pupils			<input type="checkbox"/> Low Income pupils		
<input type="checkbox"/> English Learners			<input type="checkbox"/> English Learners		
<input type="checkbox"/> Foster Youth			<input type="checkbox"/> Foster Youth		
<input type="checkbox"/> Redesignated fluent English			<input type="checkbox"/> Redesignated fluent English proficient		

proficient _ Other Subgroups: (Specify)		_ Other Subgroups: (Specify)	
Explore expanded breakfast programs.	Continue to explore the feasibility of expanded breakfast programs based on site needs. No Specific Funding Required	Second Chance Breakfast is being explored. This service opens up breakfast options to students at recess time to hopefully capture students who aren't able to get to school early enough for regular breakfast.	Continue to explore the feasibility of expanded breakfast programs based on site needs. No Specific Funding Required
<div>Scope of Service</div> <div>District-wide</div>		<div>Scope of Service</div> <div>District-wide</div>	
<div>_ All</div> <div>OR:</div> <div><input checked="" type="checkbox"/> Low Income pupils</div> <div><input checked="" type="checkbox"/> English Learners</div> <div>_ Foster Youth</div> <div><input checked="" type="checkbox"/> Redesignated fluent English proficient</div> <div>_ Other Subgroups: (Specify)</div>		<div>_ All</div> <div>OR:</div> <div><input checked="" type="checkbox"/> Low Income pupils</div> <div><input checked="" type="checkbox"/> English Learners</div> <div>_ Foster Youth</div> <div><input checked="" type="checkbox"/> Redesignated fluent English proficient</div> <div>_ Other Subgroups: (Specify)</div>	
Survey student perceptions to help educators accelerate improvements in the area of student engagement, relationship with staff, academic rigor, and school culture.	Provide all students the YouthTruth Survey. Supplemental - 1593 \$27,000	The Youth Truth survey was given to students in grades 3-8. See data appendix for comprehensive data analysis.	Provide all students the YouthTruth Survey. Supplemental - 1593 \$27,000
<div>Scope of Service</div> <div>District-wide</div>		<div>Scope of Service</div> <div>District-wide</div>	
<div><input checked="" type="checkbox"/> All</div> <div>OR:</div> <div>_ Low Income pupils</div> <div>_ English Learners</div> <div>_ Foster Youth</div> <div>_ Redesignated fluent English proficient</div> <div>_ Other Subgroups: (Specify)</div>		<div><input checked="" type="checkbox"/> All</div> <div>OR:</div> <div>_ Low Income pupils</div> <div>_ English Learners</div> <div>_ Foster Youth</div> <div>_ Redesignated fluent English proficient</div> <div>_ Other Subgroups: (Specify)</div>	
Continue to provide opportunities for professional development in Culturally	Provide systematic CRI professional development. Supplemental - 1596	Approximately 40 teachers and administrators participated in on-going a	Provide systematic CRI professional development Supplemental - 1596

Responsive Instruction (CRI)– a pedagogy that empowers students intellectually, socially, emotionally, and politically by using cultural referents to impart knowledge, skills, and attitudes.	\$25,000	Culturally Responsive Instruction professional learning community. Guest speakers included Sharroky Hollie and Nicole Anderson (ASCA). Blindspot by Mahzarin R. Banaji and Anthony Greenwald was utilized as the mentor text. A grant from the Santa Clara County Office of Education was received to support this work.	\$25,000
<div> <div>Scope of Service</div> <div>District-wide</div> </div> <hr/> <div> <input checked="" type="checkbox"/> All <hr/> OR: <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) </div>		<div> <div>Scope of Service</div> <div>District-wide</div> </div> <hr/> <div> <input checked="" type="checkbox"/> All <hr/> OR: <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) </div>	
Provide students at targeted grade levels with practical skills and information to reduce their vulnerability and fear (in all situations, including crisis situations), while building confidence in their abilities to solve problems.	Students at targeted grade levels will receive the YWCA Child Assault Prevention Program (CAPP) Supplemental - 1593 \$75,000	<p>CAPP (YWCA Child Abuse Prevention Program) – Grades K, 2, 4, 5</p> <p>We believe all children have the right to be safe and healthy at school and at home. Our goal is to teach young people in an engaging and age-appropriate way to recognize, resist, and report abuse. The topics of bullying and sexual abuse are presented and we discuss tools for safety such as: self-assertion, peer support, and telling a trusted adult if there is trouble.</p> <p>TEP (YWCA Teen Empowerment Program) – Grades 6, 7</p> <p>We believe all children have the right to be safe and healthy at school and at home. Our goal is to teach young people in an engaging and age-appropriate way to identify and respond</p>	Students at targeted grade levels will receive the YWCA Child Assault Prevention Program (CAPP) Supplemental - 1593 \$75,000

		to bullying, sexual harassment, and abuse. We discuss tools for safety such as: self-assertion, peer support, and telling a trusted adult if there is trouble.	
<div>Scope of Service</div> <hr/> <div> <input type="checkbox"/> All OR: <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) </div>		<div>Scope of Service</div> <hr/> <div> <input type="checkbox"/> All OR: <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) </div>	
<div>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</div>	<ul style="list-style-type: none"> • \$100,000 to address Mental Health Committee Recommendations (i.e. contracted support services) • Based on survey narrative feedback, student and school safety is a top priority, therefore the LCAP will continue to support the actions and services in the LCAP. • Evergreen School District's Child Nutrition Services received a grant to fund salad bars at every school in the district. This work is the result of feedback to provide more fresh vegetables and fruit to our students. 		

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

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:	\$7,465,075
<p>Evergreen School District believes that a strong instructional program is the entry point for supporting all students – especially at risk students. For this reason, Evergreen has chosen to use the majority of its proportionate share of the total LCFF increase (\$7.1 million supplemental funds for the current LCAP year) to strengthen core instructional programs. In line with Evergreen School District's core vision and goals, Evergreen will offer a variety of programs and supports specifically for English learners, low-income students and foster youth.</p> <p>The District is providing services that exceed the required supplemental expenditures (Refer to Section 2 for specific details and expenses). In addition to service and actions for all students identified in Section 2 of the District's Local Control and Accountability Plan, the following service and actions for low income, foster youth and English learner pupils will be provided districtwide:</p> <ul style="list-style-type: none"> • For low income pupils, additional intervention programs will be provided for students who do not make expected progress. Summer school learning opportunities will be provided for at-risk pupils. • For English learners, support teachers and para-professional staff will provide supplemental instruction to students. Additional intervention programs will be provided for students who do not make expected progress. • Provide supplemental materials specific to the needs of students. • For foster youth, the district will provide individual outreach to families to coordinate services and will provide intervention if necessary. 	

- 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.

8.18	%
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PART B

Evergreen Elementary School District:

The increase in proportionality for English Learners, Low Income Students and Foster Youth is 8.18%

The District's unduplicated count is 5,204 resulting in \$7,465,075 for target supplemental grant funding.

Quantitatively - The expenditure of LCFF funds for additional personnel, materials or services targeted primarily to unduplicated students as detailed in 3A, provides services above and beyond those provided for all students.

- For low income pupils, additional intervention programs will be provided for students who do not make expected progress. Summer school learning opportunities will be provided for at-risk pupils.
- For English learners, support teachers and para-professional staff will provide supplemental instruction to students in conjunction with teachers. Additional intervention programs will be provided for students who do not make expected progress. Enhanced access to ELC core curriculum
- Provide supplemental materials specific to the needs of students.
- For Foster Youth, the District will provide individual outreach to families to coordinate services and will provide intervention if necessary.

Qualitatively – The following additional services will be provided for unduplicated students, with no additional cost:

- Enhanced opportunities for parent engagement.

In order to ensure equity, we recognize the need to improve and expand services for our students in need. Consistent with our vision and goals, the actions and services described are designed specifically to increase achievement for English Learners, Low Income Students, and Foster Youth.

Specific actions to support these key areas include, but are not limited to:

- Continuation and improvement of intervention programs
- Implementation of English Language Development (ELD) standards through the utilization of newly adopted ELA/ELD materials and the purchase of supplemental ELD materials (expository)
- Integrated ELD and Designated ELD will be provided to all English learners
- Interventions provided to students are based on the needs of the targeted subgroups at the sites.
- Professional development related to instructional strategies (i.e. SEAL program)
- Continue to strengthen the Parent University Program. Expand Parent University to include a Resource Center to further provide resources for parents who are not able to attend evening classes. The center will also provide:
 - Literacy Alive Classes for parents
 - Information and referral services
 - Health and Nutrition
 - Behavioral, Health and Physical Screenings
 - Leadership and advocacy opportunities for parents
 - Resources to assist parents with the whole child development (books, pamphlets, online access)
- Instructional Coaches will provide support to teachers on best practices for English learners and Low Income students.
- District Continuing collaborative work with teachers and classified to craft a relevant and meaningful Professional Learning structure that will enhance the work for teachers to meet the needs of ELs, Low Income Students and Foster Youth. (Our Curriculum and Instruction Team)
- Families will be provided increased access to counseling services as needed.

Section 4: Expenditure Summary

Total Expenditures by Funding Source					
Funding Source	Annual Update Budgeted	Year 1	Year 2	Year 3	Year 1-3 Total
All Funding Sources	12,987,133.00	13,289,148.00	13,312,085.00	13,380,607.48	39,981,840.48
	0.00	0.00	0.00	0.00	0.00
LCFF	5,325,315.00	5,097,323.00	5,097,323.00	5,316,534.00	15,511,180.00
Lottery	495,000.00	495,000.00	495,000.00	495,000.00	1,485,000.00
Other	0.00	0.00	0.00	0.00	0.00
Supplemental	0.00	0.00	0.00	0.00	0.00
Supplemental - 1590	726,000.00	698,907.00	700,806.00	706,481.00	2,106,194.00
Supplemental - 1591	4,323,446.00	5,052,452.00	5,074,068.00	5,180,180.00	15,306,700.00
Supplemental - 1592	250,000.00	279,084.00	279,242.00	279,402.00	837,728.00
Supplemental - 1593	997,280.00	812,147.00	797,187.00	731,353.00	2,340,687.00
Supplemental - 1594	10,000.00	10,000.00	10,000.00	10,000.00	30,000.00
Supplemental - 1595	102,400.00	73,430.00	74,630.00	75,878.00	223,938.00
Supplemental - 1596	710,942.00	447,055.00	458,610.00	259,090.48	1,164,755.48
Supplemental - 1597	0.00	92,000.00	93,469.00	94,939.00	280,408.00
Title II	46,750.00	46,750.00	46,750.00	46,750.00	140,250.00
Title III	0.00	185,000.00	185,000.00	185,000.00	555,000.00

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).

LCAP Appendices

LCAP Data

Webinar						
	English	Spanish	Vietnamese		Advisory Groups	
3/7/2016	31	None	NA		PAC	
					3/4/2015	23
Community Forum					3/3/2016	13
	Adults	Students				
3/10/2015	NA	31			DAC	
3/11/2015	38	NA			2014-2015	NA
3/26/2015	13	27			12/9/2015	11
3/9/2016	27	25			4/27/2016	5
Staff Forums					DELAC	
All Staff 3/13/2015	2				3/25/2015	NA
ETA 2/4/16	1				1/27/2016	10
CSEA 2/24/16	20				4/27/2016	11
ETA 3/15/16	30					
					Migrant Ed PAC	
					3/3/2015	25
					3/1/2016	31

EESD				
	2011-2012	2012-2013	2013-2014	2014-2015
Suspension Rate*	1.6	0.8	0.8	
Expulsion Rate*	0	0	0	
Truancy Rate	19.3	16.49	14.42	
ELD Reclass. Rate	15.8	20.2	21.4	
State of California				
	2011-2012	2012-2013	2013-2014	2014-2015
Suspension Rate*	5.7	5.1	4.4	
Expulsion Rate*	0.1	0.1	0.1	
Truancy Rate	28.5	29.28	31.14	
ELD Reclass. Rates	16.3	12.2	12	

LCAP Data

			Participation		Participation		Participation
	Meeting Type	Meeting Total	14-15	Meeting Total	15-16	Meeting Total	16-17
	PAC	6	39	6	63		
	DAC	6	20	4	61		
	DELAC	7	111	6	83(will increase)		
	Migrant ED PAC	6	240	6	131(will increase)		
	Parent University						
	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	
Number of Participants	285	179	285	264	278	377	
		2013-2014	2014-2015	2015-2106	2016-2017		
	Tech Expo	215	278	312			

**Minimum Proportionality Percentage (MPP):
Summary Supplemental & Concentration Grant**

	2016-17	2017-18**	2018-19**	2019-20**	2020-21**
1. LCFF Target Supplemental & Concentration Grant Funding <i>from Calculator tab</i>	7,799,336	7,496,087	7,427,714	7,399,648	7,317,534
2. Prior Year (estimated) Expenditures for Unduplicated Pupils above what was spent on services for all pupils	7,059,165	7,465,075	7,488,011	7,427,714	7,399,648
Prior Year EIA expenditures 2014-15 py exp (2013-14 exp) must >= 2012-13 EIA exp					
3. Difference [1] less [2]	740,171	31,012	(60,297)	(28,066)	(82,114)
4. Estimated Additional Supplemental & Concentration Grant Funding [3] * GAP funding rate	405,910	22,936	(24,854)	(21,094)	(82,114)
GAP funding rate	54.84%	73.96%	41.22%	75.16%	100.00%
5. Estimated Supplemental and Concentration Grant Funding [2] plus [4] (unless [3]<0 then [1]) LCAP Section 3, Part A	7,465,075	7,488,011	7,427,714	7,399,648	7,317,534
6. Base Funding LCFF Phase-In Entitlement less [5], excludes Targeted Instructional Improvement & Transportation	87,340,645	87,136,825	85,702,992	86,130,293	86,129,166
LCFF Phase-In Entitlement	96,263,401	96,082,517	94,588,387	94,987,622	94,904,381
7/8. Minimum Proportionality Percentage* [5] / [6] LCAP Section 3, Part B	8.55%	8.59%	8.67%	8.59%	8.50%

*percentage by which services for unduplicated students must be increased or improved over services provided for all students in the LCAP year
If Step 3a <=0, then calculate the minimum proportionality percentage at Estimated Supplemental & Concentration Grant Funding, step 5

**Regulations only require an LEA to demonstrate how it is meeting the proportionality percentage in the LCAP year, not across all three years

SUMMARY SUPPLEMENTAL & CONCENTRATION GRANT & MPP

	2016-17	2017-18	2018-19	2019-20	2020-21
Current year estimated supplemental and concentration grant funding in the LCAP year	\$ 7,465,075	\$ 7,488,011	\$ 7,427,714	\$ 7,399,648	\$ 7,317,534
Current year Minimum Proportionality Percentage (MPP)	8.55%	8.59%	8.67%	8.59%	8.50%

LCAP Key Goals and Actions 2016-2017

Strategic Plan Goals	 People	 Programs and Services	 Resources
Goal 1: Promote Achievement for all students in a rigorous, 21st Century learning environment of collaboration, communication, and creativity	<ul style="list-style-type: none"> • 2.25 FTE for Tech Dept. Support • Class size staffing at Title 1 schools (S) • Instruction Department Human Resources (MF)(S) • Extended TK and K program (S) • Three Title School Support Staff Positions (S) Expenditure Total: \$1,976,457	<ul style="list-style-type: none"> • ELD Integrated and designated Supports (S) • Expansion of Academic Language program (SEAL) (S) • Intervention (S) • Science Camp (S) • Culturally Responsive Services (S) • Professional Development (MF)(S) • Learning Management System (S) Expenditure Total: \$2,312,506	<ul style="list-style-type: none"> • Direct Site Supports (MF)(S) • Technology (S) • Instructional Materials (MF)(L) • Accelerated Reader and Formative Assessment Tools (S) • Digital Citizenship Resources Expenditure Total: \$2,583,533
Goal 2: Improve Fiscal Health		<ul style="list-style-type: none"> • Continuation of the Budget Advisory Committee 	<ul style="list-style-type: none"> • Survey Tool (S) Expenditure Total: \$200
Goal 3: Promote collaboration, transparency and communication with students, parents, and the broader community	<ul style="list-style-type: none"> • Communications Department, Resources and Director Expenditure Total: 100,000	<ul style="list-style-type: none"> • Parent University (S) • Communications Budget • Translation Services (S) Expenditure Total: \$145,756	<ul style="list-style-type: none"> • Foster Youth Resources (S) • District Wide Parent Resource Center (MF)(S) Expenditure Total: \$10,000
Goal 4: Attract develop and retain quality staff at all levels	<ul style="list-style-type: none"> • .4 FTE STEM Teacher Expenditure Total: \$47,230	<ul style="list-style-type: none"> • Instructional Coaches (S) • Beginning Teacher Support Program (S) Expenditure Total: \$1,203,094	<ul style="list-style-type: none"> • Substitute Release Time (MF)(S) • Maintain Increase in Substitute Rate Expenditure Total: \$199,000
Goal 5: Enhance the climate of safety and wellness throughout the District	<ul style="list-style-type: none"> • Three Assistant Principals (S) • MFTs/Counselors (S) • Mental Health Committee Recommendations (i.e. contracted support services) (S) • Additional Custodial Staff Expenditure Total: \$870,097	<ul style="list-style-type: none"> • Transportation Services (S) • Library Services (MF)(PT) • PBIS (S) • Project Cornerstone (S) • CAPP (S) • Lunch Menu/Revision Expenditure Total: \$1,002,370	<ul style="list-style-type: none"> • YouthTruth Survey • Badges For Substitutes • Student Enrichment Activity Hours • Facility Maintenance Expenditure Total: \$2,798,309

Key: Supplemental (S), Multi-Funded (MF), Parcel Tax (PT), Lottery (L)
Updated 5/31/16

working budget total: \$13,248,552

2015-2016 LCAP Survey Summary_Artifact

LCAP Survey Summary	2014 AVERAGE	2015 AVERAGE	Variance
Promotes Achievement for all Students...			
Ability to use technology as a tools for learning has increased	3.91	3.85	-0.06
Can read, write, apply, and articulate an understanding across content areas	3.11	3.82	0.71
is developing his/her ability to collaborate with others	4.05	3.95	-0.1
is developing his/her critical thinking abilities	3.96	3.88	-0.08
is developing his/her creative side	3.84	3.83	-0.01
is able to effectively communicate with others	3.98	3.86	-0.12
is applying their learning to real world scenarios	3.72	3.67	-0.05
takes pride in his/her learning	4.09	3.96	-0.13
Improve Fiscal Health			
aware of opportunities to learn more about the district budget	3.01	2.94	-0.08
Understand how the district allocates financial resources	2.51	2.53	0.03
Understand how the site allocates financial resources	2.64	2.78	0.14
Promote collaboration, transparency and communication with students...			
Understand the academic expectation for my child/student	4.09	4.06	-0.02
has been exposed to community service learning opportunities	3.2	3.26	0.06
recongizes that their work will help them become college and career ready	3.89	3.79	-0.1
I receive sufficient information about my child's school/district	3.51	3.59	0.09
I know where to go to find information about budgets, school happenings, district happenings	3.23	3.29	0.06
Attract, develop and retain quality staff at all levels			
Feels valued by the school district	2.98	3.01	0.03
Feels valued by the school	3.62	3.72	0.1
Feels valued by our child's teacher	4	4.15	0.15
When I have a question for a teacher, principal, or district staff I am able to get a response and I feel my concerns are taken seriously.	3.74	3.87	0.13
Enhance the climate of safety...			
feels safe at school	4.13	4.14	0.02
I understand how the school will keep my child safe in an emergency	3.97	3.99	0.03
is able to travel to and from school safely	3.94	4.02	0.07
is able to adapt to change	3.97	3.96	-0.01
feels welcome at school	4.21	4.24	0.03
I feel welcome at school	3.99	4.09	0.1
is engageing academically	4.12	4.14	0.02
my child's school encourages my son/daughter to his/her best	4.14	4.26	0.12
Scale 1 to 5, 1 strongly disagree, 5 strongly agree			

Title III LEA Plan Performance Goal 2

All limited English proficient (LEP) students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

CDS Code: 43 69435

LEA Name: Evergreen School District

Title III Improvement Status: Year 4+

Fiscal Year: 2016-2017 LEP

Amount Eligibility: \$248,000

Immigrant Amount Eligibility: N/A

Please summarize information from district-operated programs and provide descriptions of how the LEA is meeting or plans to meet each requirement.

How the LEA will:

A. Required Content	<p>Implement programs and activities in accordance with Title III:</p> <p>The LEA will review pertinent data throughout the year at the district level and consistently with the District Leadership Team (DLT) and the District English Language Coordinating Council (DELCCo). These cohorts will monitor implementation and make program recommendations. The district will provide professional development on strategic and intensive interventions in ELA and, and other subjects after evaluating identified through student performance data. School sites will monitor student transitions in and out of interventions based on ongoing review of student achievement results.</p> <p>The Long Term English Learners (LTELs) will continue to be identified and targeted interventions will be provided for the students. The district will continue to meet the needs of students by providing an opportunity for intentional work focusing on Culturally Responsive Pedagogy and Instruction. Building capacity of teachers to impact student achievement with strategies that will be provided with new ELA/ELD instructional materials will ensure implementation of Designated and Integrated ELD. This will foster a learning environment exemplifying academic language development, and a close alignment to English learner standards and strategies. District and site leaders will monitor instructional practices by continuing the Danielson Framework For Teaching visits at all sites three times a year.</p> <p>Parents will continue to have equitable educational access to all programs. The district will continue to review the implementation rubric from the Family Engagement Framework to enhance programs at sites for empowering and mobilizing parents to reach the highest level of parent engagement that will result in improved student achievement. Site administrators will examine their parent participation practices in efforts to move towards progressive and innovative practices.</p>
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A. Required Content	<p>Use the subgrant funds to meet all annual measurable achievement objectives (AMAOs):</p> <ul style="list-style-type: none"> - Continue to promote <i>Parent University</i>: Parent University will provide over 50 classes for parents to attend throughout the year. Many of the classes are opportunities for the parent to learn with their child. Highly qualified district teachers will be hired as instructors and if needed will be sent to professional development to prepare themselves for the classes. Parents will be given resources to support them in their learning. Food will be provided for the participants so that they can attend right after work and childcare will be provided. Some of the classes are as follows: <ul style="list-style-type: none"> • 21st Century Family Learning Program: The Whole Child, The Whole Family • Building Global Competency and Literacy Through Collaboration, Stories and Projects • 21st Century Global Exchange • Robotics • Habits of Mind • Health and Wellness • Common Core Math • Resiliency: Social and Emotional Learning • Becoming A Proficient Reader and Writer - Continue to review the Family Engagement Framework for further implementation by supporting and helping sites with resources for their progressive and innovative parent practices. - Continue to monitor documentation of parent participation: District will provide a more accurate way to keep track and monitor the attendance at district and site events. - Continue to ensure that parents are actively and fully involved in their child's 21st Century learning process. - Provide opportunities for parents to engage in culturally responsive and globally competent experiences. Parent will be working with Isabel Campoy and teachers to participate in the My Name, My Identity campaign which is designed to build an inclusive and respectful cultural in our community. They will create oral stories, projects and books to share their history and life experiences. Ms. Campoy and selected parents will present their work at the National Association of Bilingual Education (NABE) during the parent engagement module. - Parents and students will participate in the 21st Century Global Exchange class. Teachers will facilitate this class. These classes are a collaboration between the districts and student ambassadors from Beijing, China. - Continuing to build leadership capacity, teachers will have an opportunity to present at NABE around EL strategies and 21st Century Learning. Teachers attend classes to further build their content knowledge enabling them to enhance their instructional practices for English learners and provide Professional Development for teachers and administrators in the district. - All sites will provide interventions for Long Term English Learners or other ELs that are in need of support. - Professional development will be provided for teachers and administrators on ELD Framework, Designated and Integrated ELD by District or outside consultants in addition to offering overview sessions. - Provide SDAIE and ELD strategies for DELCCo members to review policies and procedures for ELs as well as resources for professional development.
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<p style="text-align: center;">A. Required Content</p>	<p>Hold the school sites accountable:</p> <ul style="list-style-type: none"> - Teachers and principals will review data three times a year to inform instruction and determine needed interventions. The following assessments will be reviewed to monitor student achievement: <ul style="list-style-type: none"> • CAASPP • ADEPT • AR STAR • ELA/ELD Embedded Assessments - Principals and teachers will determine the selected Long Term English Language (LTELs) students for targeted intervention. They will review the data for the students and monitor their attendance and adjust intervention three times a year. - Principals and/or teachers will keep parents informed about English learner progress at the site and district level. Parents will participate in the Parent University Goal Setting Class. Parent(s) and child(ren) are able to set goals and objectives at the first Parent University meeting. Progress data will be reviewed among parents, teachers and the principal at school site levels three times during the school year. - Teachers will teach Integrated and Designated ELD in the classroom and Instructional Assistants will support classroom teachers in our push-in program. - Parents will have the opportunity to participate in Assessment Nights at the site and district level to be informed of student progress. Attendees must sign in and documentation must be submitted to the district. - Teachers will be using the newly adopted ELA/ELD instructional materials. The teachers will be trained on these materials and the site and district administrators will monitor the program implementation through classroom walkthroughs three times a year. In addition, principals will also conduct informal classroom visits on a regular basis. - The LEA will review pertinent data throughout the year at the district level five times a year and consistently with the District Leadership Team (DLT) and the District English Language Coordinating Council (DELCCo).
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A. Required Content	Promote parental and community participation in programs for ELs: <ul style="list-style-type: none">- Parents will be informed on how they can assist their child and about the strategies teachers are using through Parent University classes.- Principals and/or teachers will keep parents informed about English learner progress at the site and district level. Parents will participate in the Parent University Goal Setting Class. Parent(s) and child(ren) are able to review their data and set goals and objectives for the year.- Parents will have the opportunity to participate in Assessment Nights at the site and district level to be informed of student progress. Attendees must sign in and documentation must be submitted to the district.- Continue to review the Family Engagement Framework for further implementation to enhance family practices at the sites and at the District level. Encourage principals to review parent engagement practices and research or implement progressive and innovative practices.- Continue Literacy Alive English/literacy classes for parents.- Continue to implement promotional strategies to recruit parents of ELs by collaborating with the Director of Communications- Continue to monitor documentation of parent participation.- Continue to ensure that parents are actively and fully involved in their child’s 21st Century learning process.- Parents will be working with Isabel Campoy, author, educator and teachers to participate in the My Name, My Identity campaign. They will create oral stories, projects and books to share their history and life experiences.- Parents and students will participate in the 21st Century Global Exchange class. Teachers will facilitate this class. These classes are a collaboration with our Young Cultural Ambassador Program in Beijing, China.					
	How the LEA will:		Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source (LEP, Immigrant, or other)
	B. Required Content	Provide high quality language instruction: Books and software for EL student usage. Additional and supplemental expository texts will be purchased to further develop academic language for ELs in small group instruction and support intervention programs.	Denise Williams 8/16-6/17	Books and software for ELs in grades K-8	\$6,000	Title III
		Provide high quality language instruction: Provide intervention programs for LTELs. Specific interventions that can be implemented before, after or integrated within the regular school day. There will be site based programs targeting newcomers, struggling ELs and LTELs	Denise Williams 8/16-6/17	Allocation based on unduplicated site counts	\$126,000	Title III

	Provide high quality professional development: Continue Culturally Responsive Learning/Equity work. Each school will have teacher teams with at least 2 members and the principal. There will be one forum and 3 follow-up PLCs to focus on the needs of ELs and identify culturally responsive strategies to strengthen English proficiency and academic achievement.	Teachers, coaches, principals, Instructional Assistants 9/2016-5/2017	Overtime 36 Teachers X 6.5 hours @ \$45	\$10,530	Title III
			Materials	\$6,470	Title III
	Provide high quality professional development: 21 st Century Learning -The institute is a professional learning opportunity for teachers, administrators and classified staff to develop knowledge and leadership capacity which will highlight ELs' language and cultural assets in building their Global Competency skills.	Teachers, administrators 2/2017	Consultants	\$16,465	Title III
			Materials	\$600	Title III
			Overtime 12 Teachers X 10 hours @ \$45	\$6,400	Title III
	Provide high quality professional development: Enhance teachers' cultural proficiency in collaborating with parents of ELs through a series of transformative educational practices emphasizing on global awareness and developing academic English with Isabel Campoy.	Teachers, administrators, D. Williams 10/2016-5/2016	Consultants	\$5,000	Title III
			Materials	\$2,400	Title III
			Overtime 7 Teachers X 15 hours @ \$45	\$4,725	Title III
	Provide high quality professional development: Provide additional professional learning opportunity for teachers, administrators, instructional assistants to attend the English Learner Summer Institute which will focus on deepening support for ELs through integrated and designated ELD instruction. Designed ELD will focus on developing ELs' academic English.	D. Williams, teachers, administrators, coaches 6/2017	Consultants	\$3,500	Title III
			Overtime 60 Teachers X 5 hours @ \$45	\$13,500	Title III
	Provide high quality professional development: Provide additional book study opportunities for teachers and administrators to focus on EL research and research-based practices.	Teachers, administrators	Menor text qty. 60 X \$30	\$1,800	Title III
	Provide high quality professional development:	D. Williams,	Conference		Title III

	Support teachers and administrators to attend National Association of Bilingual Education or California Association of Bilingual Education. They will be the champions at the district and school site levels to share ongoing EL best-practices and strategies for developing English proficiency during PLCs.	teachers, parents	registration, \$500 X 12	\$6,000	
			Accommodation	\$3,600	
			Air travel	\$2,400	
			Per diem incidentals	\$900	
C. Required for Year 2	Goal 2 Improvement Plan Addendum* (IPA) for items A-B: **NOT APPLICABLE** Please describe the factors contributing to failure to meet AMAO target(s). **NOT APPLICABLE**				
D. Required for Year 4	Goal 2 IPA* for items A-B: Please describe the factors contributing to failure to meet AMAO target(s). 1. Inconsistent implementation of adopted materials. 2. Lack of strategic intervention for EL students to attain proficiency on the CELDT. 3. Additional monitoring is needed to ensure that these strategies (ELD, SDAIE) are being implemented for students enabling them to have access to grade appropriate core curriculum. 4. Additional supplemental literacy (expository) materials are needed to support English Learners in grades 3-8. 5. Assessments for ELs need to occur more frequently and purposeful in assessing language proficiency.				

D. Required for Year 4	<p>Please describe all required modifications to curriculum, program, and method of instruction.</p> <p>Curriculum:</p> <ul style="list-style-type: none"> - The district has adopted a new ELA/ELD program for grades K-8. Teachers will be implementing the newly adopted program. - The district will purchase additional expository reading materials for ELs in all 18 school sites. <p>Program:</p> <ul style="list-style-type: none"> - All teachers will receive training in designated and integrated ELD. They will implement both designated and integrated ELD instruction. - Continued implementation of the Sobrato Early Academic Language Program in two sites. - Offer intervention program in all 18 school sites. <p>Methods of Instruction:</p> <ul style="list-style-type: none"> - Differentiated small groups will be implemented by teachers. - Implement key features and strategies for designated and integrated ELD. - Project Based Learning at various sites. 				
LEAs receiving or planning to receive Title III LEP funding may include allowable activities.		Related Expenditures	Estimated Cost	Funding Source (LEP, Immigrant, or other)	How the LEA will:
	<p>Describe all allowable activities chosen by LEA to: Parents of ELs will be informed on how they can assist their child and about the strategies teachers are using through Parent University classes. Inform parents about the Parent Resource Center.</p>	D. Williams, principals	Resources for registration	\$1,535	Title III

	Principals and/or teachers will keep parents informed about English learner progress at the site and district level. Parents will participate in the Parent University Goal Setting Class. Parent(s) and child(ren) are able to review their data and set goals and objectives for the year.	D. Deguara, D. Williams, R. Radle, other administrators 9/2016-5/2017	Resources for families and staff, folders, surveys	\$2,000	Title III
	Parents of ELs will have the opportunity to participate in Assessment Nights at the site and district level to be informed of student progress. Attendees must sign in and documentation must be submitted to the district.	D. Williams, D. Deguara, Principals, teachers 9/2016-5/2017	Brochures, supplies, resources	\$1,465	Title III
	Continue to review the Family Engagement Framework for further implementation to enhance family practices at the sites and at the District level. Encourage principals to review parent engagement practices and research or implement progressive and innovative practices.	D. Deguara, D. Williams, R. Radle, 9/2016-5/2017	N/A	N/A	Title III
	Continue Literacy Alive English/literacy classes for parents of ELs.	D. Williams, teachers 9/2016-5/2017	1 instructor X 120 hours @ \$45	\$5,400	Title III
			Resources and supplies	\$450	Title III
	Continue to implement promotional strategies to recruit parents of ELs by collaborating with the Director of Communications	D. Williams, C. Crosby 9/2016-5/2017	N/A	N/A	Title III
	Continue to monitor documentation of EL parent participation.	D. Williams, 9/2016-5/2017	Sign-in sheets	N/A	Title III
	Continue to ensure that parents are actively and fully involved in their child's 21 st Century learning process. Collaborate with sites to monitor their attendance in the Parent University classes and also at site events. Parents will receive notices and calls to remind them to attend their classes.	D. Williams, secretaries 9/2016-5/2017	N/A	N/A	Title III
	Parents will be working with Isabel Campoy, author, educator and teachers to participate in the My Name, My Identity campaign. They will create oral stories, projects and books to	D. Williams, Campoy, teachers	Conference registration, \$500 X 6	\$3,000	Title III

	share their history and life experiences. Support parents to attend National Association of Bilingual Education or California Association of Bilingual Education. They will be the champions at the district and school site levels to share ongoing EL best-practices and strategies for developing English proficiency.	9/2016-5/2017	Accommodation	\$3,600	Title III
			Air travel	\$2,400	Title III
			Per diem incidentals	\$900	Title III
F. LEP Overall Budget		LEP 2% Administrative / Indirect Costs:			\$4,960
		LEP Estimated Costs Total:			\$243.040
Plan to Provide Services for Immigrant Students					
G. Immigrant Students: Allowable Activities (Not Applicable)					
H. Immigrant Overall Budget (Not Applicable)		Immigrant 2% Administrative / Indirect Costs:			N/A
		Immigrant Estimated Costs Total:			N/A

LCAP Data

ADEPT			
	1/1/2015	5/1/2015	1/1/2016
Level 1	4%	<3%	3.30%
Level2	20%	13%	15%
Level 3	62%	59%	47%
Level 4	14%	25%	34%
AMAO 1			
	2013-2014	2014-2015	2015-2016
Percentage	63.70%	60.30%	
Met Target	Yes	No	
AMAO 2 Less than 5 Years			
	2013-2014	2014-2015	2015-2016
Percentage	22.8%%	27.50%	
Met Target	Yes	Yes	
AMAO 2 More than 5 Years			
	2013-2014	2014-2015	2015-2016
Percentage	45.90%	49.50%	
Met Target	No	No	

LCAP Data

14-15 EESD Baseline ELA

	3rd	4th	5th	6th	7th	8th	All	County Average
Exceeded	33	37	32	33	25	26	31	31
Met	21	23	33	33	36	39	31	21
Nearly Met	22	17	19	19	19	20	18	23
Not Met	24	24	15	15	20	15	20	25

14-15 EESD Baseline MA

	3rd	4th	5th	6th	7th	8th	All	County Average
Exceeded	30	28	30	38	34	41	34	31
Met	31	25	20	20	23	21	23	21
Nearly Met	20	27	23	21	22	18	22	23
Not Met	19	20	27	21	21		22	25

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ENGLISH LANGUAGE ARTS by sub-groups

		African American	Asian	Filipino	Hispanic / Latino	White	Economically Disadvantaged	English Only	English Learner	Reclassified Fluent English
	Exceeded	13	44	23	6	35	7	36	9	32
	Met	29	34	35	21	34	22	34	16	45
	Nearly Met	25	14	23	27	16	26	17	26	17
	Not Met	33	8	19	45	15	45	13	49	6

MATHEMATICS by sub-groups

		African American	Asian	Filipino	Hispanic / Latino	White	Economically Disadvantaged	English Only	English Learner	Reclassified Fluent English
	Exceeded	13	50	19	6	34	8	39	11	39
	Met	14	26	27	14	28	14	25	16	30
	Nearly Met	31	16	31	30	22	28	21	27	23
	Not Met	41	7	24	51	16	49	15	47	8

LCAP Data

				CST Science 2015							
Result Type	2	3	4	5	6	7	8	9	10	11	
Students Tested				1,445			1,441				
% of Enrollment				94.0 %			93.9 %				
Students with Scores				1,443			1,440				
Mean Scale Score				389			448.8				
% Advanced				37 %			69 %				
% Proficient				35 %			14 %				
% Basic				18 %			10 %				
% Below Basic				6 %			4 %				
% Far Below Basic				4 %			3 %				
				CST Science 2014							
Result Type	2	3	4	5	6	7	8	9	10	11	
Students Tested				1,521			1,558				
Students with Scores				1,519			1,556				
Mean Scale Score				408.2			441.3				
% Advanced				49 %			66 %				
% Proficient				28 %			15 %				
% Basic				15 %			12 %				
% Below Basic				5 %			4 %				
% Far Below Basic				2 %			3 %				
				CST Science 2013							
Result Type	2	3	4	5	6	7	8	9	10	11	
Students Tested				1,462			1,433				
% of Enrollment				95.4 %			94.3 %				
Students with Scores				1,462			1,433				
Mean Scale Score				401.2			450.1				
% Advanced				44 %			66 %				
% Proficient				30 %			17 %				
% Basic				18 %			8 %				
% Below Basic				4 %			6 %				
% Far Below Basic				3 %			3 %				

LCAP Data

Grades 3-6 YouthTruth			Grades 7-8 YouthTruth		
Category	14-15 Percentile	15-16 Percentile	Category	14-15 Percentile	15-16 Percentile
Student Engagement	78th	85th	Student Engagement	40th	49th
Academic Expectations	33rd	48th	Academic Rigor	19th	36th
Relevance	48th	62nd	Relationship with Teachers	35th	44th
Instructional Methods	73rd	80th	Relationship with Peers	70th	65th
Personal Relationships	56th	79th	Classroom Culture	46th	59th
Classroom Culture	79th	82nd	Participation Rate	78%	92%
Participation Rate	82%	89%			
California Healthy Kids 2014-2015					
5th Grade		74% Response Rate	7th Grade		83% Response Rate
Key Indicators of School Climate and Student Well-Being			Key Indicators of School Climate and Student Well-Being		
School Engagement and Supports	Percent	Table	School Engagement and Supports	Percent	Table
School connectedness(high)	62	A4.2	School connectedness (high)	60	A4.4
Academic motivation(high)	49	A4.2	Academic motivation (high)	43	A4.4
Caring adult relationships(high)	61	A4.2	Truant more than a few times†	1	A4.2
High expectations(high)	62	A4.2	Caring adult relationships (high)	32	A4.4
Meaningful participation(high)	22	A4.2	High expectations (high)	48	A4.4
School Safety			Meaningful participation (high)	16	A4.4
Feel safe at school†	87	A7.1	School Safety and Substance Use		
Been hit or pushed	39	A7.2	School perceived as very safe or safe	71	A5.1
Mean rumors spread about you	46	A7.2	Experienced any harassment or bullying†	41	A5.4
Saw a weapon at school‡	10	A7.4	Had mean rumors or lies spread about you†	37	A5.2
Disciplinary Environment			Been afraid of being beaten up†	18	A5.3
Students well-behaved†	60	A6.2	Been in a physical fight†	10	A5.3
Students treated fairly when break school rules†	64	A6.1	Seen a weapon on campus†	18	A5.6
Students treated with respect†	88	A6.1	Been drunk or "high" on drugs at school, ever	1	A6.10
Lifetime Substance Use			Mental and Physical Health		
Alcohol or drug use	17	A9.1	Current alcohol or drug use‡	6	A6.5
Cigarette smoking	1	A10.1	Current binge drinking‡	1	A6.5
E-cigarette	1	A10.1	Very drunk or "high" 7 or more times	1	A6.7
			Current cigarette smoking‡	1	A7.4
			Experienced chronic sadness/hopelessness†	26	A8.4
			Considered suicide†	na	A8.5