

Introduction:

LEA: Santee School District **Contact (Name, Title, Email, Phone Number):** Dr. Stephanie Pierce, Assistant Superintendent Educational Services, stephanie.pierce@santeesd.net, 619-258-2351 **LCAP Year:** 2016-17

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
<p>The District used the following process for stakeholder input:</p> <ol style="list-style-type: none"> 1) Produced and posted a video on our website of our District's One to One initiative as a major initiative supporting all students identified through our LCAP stakeholder process. We have posted the two previous LCAP videos for stakeholders to review our LCAP strategic planning process over time. 2) Conducted meetings with bargaining units, Administrators, teachers, 	<p>Results of stakeholder input sessions were entered into a database to identify trends and categories. The District used this data to inform decision-making regarding the development of goals and action steps for the LCAP.</p> <p>TECHNOLOGY: All stakeholder groups provided input relating to expansion of classroom technology and increased access. Eight of the District’s Action Steps address these areas through a 1:1 initiative, ongoing improvement of network infrastructure and support, and increased Professional Development for staff</p>

classified staff, DAC, DELAC, School Site Councils, ELACs, parents/community members, and students during which participants were asked to provide answers to the question (in varying forms): “What should the District consider when developing goals and actions steps to.....”(address each of the State Priorities). Answers were assembled in a database and categorized by themes. The following dates were for some of the stakeholder input meetings:
 Student Forums held from October 22, 2016 through January 29, 2016 at each school

LCAP Annual Review and Stakeholder Input meeting on March 7, 2016

DAC Stakeholder Input meeting held on March 10, 2016

DELAC Stakeholder Input meeting held on March 11, 2016

3) Stakeholders were provided qualitative and quantitative data on test scores, student attendance, suspension and expulsion rates, parent participation on committees, volunteerism, and school connectedness surveys (metrics addressing all of the eight state priority areas). This information was consolidated into our Executive Summary used at all the above Stakeholder meetings listed in 2.

4) Provided a draft of our 2016 LCAP on the district website for all stakeholders to review prior to all public comment meetings. Submitted a draft LCAP to DAC and DELAC and solicited their feedback at the May 6, 2016 DELAC meeting and May 12, 2016 DAC meeting for written responses by the Superintendent. Written responses from the Superintendent were provided for all comments.

5) Advertised and conducted a public hearing to seek input on the LCAP at the June 7, 2016 Governing Board meeting.

6) Adopted the LCAP at the June 21, 2016 Governing Board meeting.

related to implementation of Common Core State Standards and the integration of technology.

CURRICULUM AND INSTRUCTIONAL MATERIALS: Substantial input was received from teachers and Administrators requesting curriculum, instructional and intervention materials, professional development, and classroom support for implementation of Common Core State Standards, specifically in the areas of English Language Arts and English Language Development (ELA/ELD). Eight of the District’s Action Steps address these areas.

FACILITIES: Some responses were received from stakeholder groups relating to keeping facilities functional, in good repair, and aesthetically appealing. Two of the District’s Action Steps relate to these goals.

PARENT INVOLVEMENT: Input from several stakeholder groups focused on increasing communication with parents and learning opportunities such as parent workshops. One of the District’s Action Steps relates to increasing the use of electronic and face to face communication to engage parents and offering district-wide and school based parent workshops.

ELECTIVES: The District also received numerous responses from stakeholders asking for more electives, including music and the arts. A specific Action Step has been included in this LCAP to address expansion of electives for students.

STUDENT SOCIAL AND EMOTIONAL WELL-BEING: Input from several stakeholder groups focused on increasing support for the social and emotional well-being of all students, which can include character education, anti-bullying programs, and counseling services. An Action Step was added to the LCAP to address this need.

STUDENT ENGAGEMENT: Several stakeholder groups identified the need to reduce and/or eliminate chronic absenteeism. An Action Step for increasing counseling/social worker service was added which will help address absenteeism.

PHYSICAL EDUCATION: All stakeholder groups provided input regarding expanding Physical Education programs with equipment and professional

	<p>development. One Action Step is included to continue to address this area.</p>
<p>Annual Update: The District used the following process to report progress for 2015-16 LCAP and seek stakeholder input for the 2016-17 Annual Update:</p> <ol style="list-style-type: none"> 1. Developed a Needs Assessment <ol style="list-style-type: none"> a. Identified data elements to measure progress in each of the State Priority Areas and some locally defined areas within the categories of Conditions of Learning, Pupil Outcomes, and Engagement. b. Assembled available data into a user-friendly format to report trends with data from 3 prior years or to establish baseline data 2. Developed an LCAP Executive Summary document for sharing with stakeholder groups and seeking input on the Annual Update 3. Provided a link on the District’s website for submitting stakeholder input through email throughout development of the LCAP Annual Update. 4. Convened 8 stakeholder group meetings to solicit input from teachers, parents, administrators, classified staff members, bargaining units, students, PTA Presidents, and community members <ol style="list-style-type: none"> a. Used LCAP Executive Summary to report progress, highlight possible needs, and seek input on revision considerations for the LCAP b. Created a process for student stakeholder engagement at each of the 9 school sites with focus groups of students from grades K - 8th grade. A special presentation was created to explain the metrics and LCAP designed specifically for students and a questionnaire specially designed for student feedback was used to gather student input. c. The following dates were for some of the stakeholder input meetings: Student Forums held from October 22, 2016 through January 29, 2016 at each school LCAP Annual Review and Stakeholder Input meeting on March 7, 2016 DAC Stakeholder Input meeting held on March 10, 2016 	<p>Annual Update: Stakeholder input was categorized into the areas of Conditions of Learning, Pupil Outcomes, and Engagement. This data was analyzed to identify themes for suggested changes to the LCAP. The following general themes were identified for consideration by the District:</p> <ol style="list-style-type: none"> 1. Continue to improve student learning with a high quality Common Core aligned instructional program and resources; such as digital devices, on-line curriculum programs, professional development for both teachers and classified staff, etc. <ol style="list-style-type: none"> a. LCAP IMPACT: This theme is addressed in the following Actions: <ol style="list-style-type: none"> i. Continuing Actions #1, #2, #3, #4, #5, #6, #7, #8, #16, #17, and #25 ii. New Actions #19, #21, #23, and #24 2. Expand elective course offerings such as coding, visual and performing arts, STEM (Science, Technology, Engineering, Math) related opportunities, etc. <ol style="list-style-type: none"> a. LCAP IMPACT: This theme is addressed in the following Actions: <ol style="list-style-type: none"> i. Action Steps pertaining to the Digital Learning Initiative provides the opportunity for expanding elective course offerings ii. New Action #20 3. Improve physical education program and resources: provide professional development for teachers <ol style="list-style-type: none"> a. LCAP IMPACT: This theme is addressed in the following Actions: <ol style="list-style-type: none"> i. Continuing Action #18 4. Continue to improve and/or increase services to address the social, emotional, and physical well-being of students, including improving attendance <ol style="list-style-type: none"> a. LCAP IMPACT: This theme is addressed in the following Actions <ol style="list-style-type: none"> i. Continuing Actions #9, #12, #13, and #25 ii. New Action #22 b. This theme is also addressed through on-going relationships with community partners and colleges/universities; and local, state, and federal

DELAC Stakeholder Input meeting held on March 11, 2016

5. Attended Countywide Foster Care Stakeholder meeting to obtain input on needs of Foster Youth

6. Categorized stakeholder input into themes and analyzed for possible LCAP revisions

7. Presented draft of LCAP Annual Update to DAC on May 12, 2016 and DELAC on May 6, 2016 and solicited their feedback. Written responses by the Superintendent were provided for all comments generated.

8. Advertised and conducted a public hearing to seek input on the LCAP at the June 7, 2016 Governing Board meeting.

9. Adopted the LCAP at the June 21, 2016 Governing Board meeting.

grants.

5. Increase parent participation in school and district committees, meetings, activities, and classroom support opportunities

a. LCAP IMPACT: This theme is addressed in the following Actions

i. Continuing Actions #9 and #11

6. Ensure facilities are functional, in good repair, and aesthetically appealing

a. LCAP IMPACT: This theme is addressed in the following Actions

i. Continuing Actions #12 and #13

7. One stakeholder group identified other potential areas of need including custodial service, clerical support, and staffing formulas. The District will be analyzing these areas during the 2016-17 school year in order to inform decision-making for the 2017-18 Annual 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:	[GOAL: A] Improve student learning of Common Core State Standards in English Language Arts (ELA)/English Language Development (ELD) and Mathematics through high quality instruction with technology integration for acquisition of 21st Century Learning skills	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 4 <input checked="" type="checkbox"/> 5 _ 6 7 <input checked="" type="checkbox"/> 8 _ COE only: 9 _ 10 _ Local : Specify
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Identified Need :	Our stakeholder identified needs are: 1. Assure the highest level of educational achievement through implementation of the CCSS and continue support for California Standards implementation in ELA/ELD and mathematics. 2. Increase the annual rate of reclassification of English Learner students to English Proficient as measured by CELDT, reclassification rate, and other state and local student assessment data. 3. 100% fully credentialed teachers in appropriate assignments as measured by credential audits and review of appropriate assignments pursuant to Education Code section 44258.9.
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
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LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	1. Implementation of California State Standards for all students as measured by classroom observation tool 2. Programs and services specific for English Learners to access California State Standards that support academic content knowledge and the English Language Proficiency as measured by master schedule 3. 1% increase in, or maintain, percent of English Learners reclassified as English Proficient (RFEP) with a baseline of 11.1%. 4. English Learners will meet or exceed the state target of 62% as measured on AMAO 1 (annual growth) 5. English Learners will meet or exceed the state target of 25.4% AMAO 2 5 years 6. Maintain 100% fully credentialed teacher rate 7. Maintain 0% Teacher misassignment rate 8. Maintain 100% of students with access to standards aligned textbooks as evidenced by the Annual Resolution of Sufficiency of Instructional Materials 9. Maintain 100% overall School Facility Rate of good or better on FIT 10. Increase Local Facility Inspection Rate with a baseline of 2.56 (district created tool on a scale of 1 to 4 and 4 being the highest) 11. College and career readiness (not applicable) 12. AP Exam pass rate (not applicable) 13. EAP rate (not applicable)
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
(1) Provide a digital device for every student to use daily for classroom instruction and to take on-line assessments	District-wide	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils	Implement devices for new students. Provide new/revised apps and software as appropriate. 4000-4999: Books And

		<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) <u>Students with Exceptional Needs and Homeless students</u>	Supplies LCFF Base and Targeted \$125,000
(2) Establish and fund a technology reserve to provide sufficient funding for replenishment of teacher devices, student devices, and infrastructure equipment as they become obsolete	District-wide	<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 checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with Exceptional Needs and Homeless students</u>	Fund an annual contribution amount based on a 4 year life-cycle for devices. Add set-aside for replacement of teacher laptops on a 5 year cycle. 7000-7439: Other Outgo LCFF Base and Targeted \$802,000
(3) Improve network infrastructure to include increased bandwidth, sufficient wireless access points, scaleable and reliable equipment, physical security, and device and software management systems	District-wide	<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 checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with Exceptional Needs and Homeless students</u>	Install upgraded network equipment with higher speed capability and improved functionality; install fiber optic cabling between various locations to increase bandwidth capability; and protect sensitive network equipment with new Uninterruptible Power Supplies 0000: Unrestricted LCFF Base and Targeted \$250,000
(4) Provide sufficient technology operations staffing to improve and maintain reliability of digital network and devices	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)	Monitor and evaluate needs and optimal service levels to determine appropriate staffing configuration. Continue additional staffing levels, as appropriate. 2000-2999: Classified Personnel Salaries LCFF Base \$239,000

<p>(5) Provide Digital Learning Software Systems to include Content Management, Learning Management, Student Assessment, and Instructional resources and materials contingent upon available funding</p>	<p>District-wide</p>	<p><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 checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with Exceptional Needs and Homeless students</u></p>	<p>Continue to operate Safari Montage (Educational Content Management), SchoolNET (Student Data Management System), Dreambox (Math Learning System), and Achieve 3000 (Reading System) and expand use and functionality 5000-5999: Services And Other Operating Expenditures LCFF Base and Targeted \$170,000 5000-5999: Services And Other Operating Expenditures Lottery \$80,000</p>
<p>(6) Provide Teachers on Special Assignment to provide coaching support for classroom teachers in English Language Arts, Mathematics, Science, and technology integration</p>	<p>District-wide</p>	<p><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 checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with Exceptional Needs and Homeless students</u></p>	<p>Continue providing 4.0 FTE District Teachers on Special Assignment and 0.5 FTE for designated school. Monitor and evaluate on-going need and adjust, when appropriate 1000-1999: Certificated Personnel Salaries LCFF Base and Targeted \$412,000 Educator Effectiveness Funds 1000-1999: Certificated Personnel Salaries Other \$122,000</p>
<p>(7) Develop and implement a Curriculum Leadership Team comprised of Administrators and Teachers to inform decision-making regarding adoption of curriculum</p>	<p>District-wide</p>	<p><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 checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with Exceptional Needs and Homeless students</u></p>	<p>Convene team for adoption of ELA/ELD curriculum 1000-1999: Certificated Personnel Salaries LCFF Base and Targeted \$22,500</p>
<p>(8) Increase Professional Development opportunities for teachers and paraprofessionals to support implementation of Common Core State Standards, including English Language Development</p>	<p>District-wide</p>	<p><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 checked="" type="checkbox"/> Redesignated fluent English proficient</p>	<p>Develop and implement a Professional Development Annual Plan to include professional development for Certificated and Classified staff. Continue to utilize Personalized Learning Plan for certificated staff. Extend time for Professional Growth Activities to occur on a regular basis in accordance with new bargaining unit contract provisions. 0000: Unrestricted LCFF Base and Targeted \$733,000</p>

		<input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with</u> <u>Exceptional Needs and</u> <u>Homeless students</u>	Educator Effectiveness Funds 1000-1999: Certificated Personnel Salaries Other \$7,000 <hr/> 1000-1999: Certificated Personnel Salaries Title I \$40,000
(10) Provide a compensation package of salary, health benefits, and retirement benefits that attracts and retains high quality staff members and increases or improves services for all 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)	TBD 0000: Unrestricted LCFF Base TBD
(14) Provide Bilingual Assistants to schools to assist English Learner students	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 type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Allocate Bilingual Assistants based on the needs of students to support ELD instruction 2000-2999: Classified Personnel Salaries LCFF Targeted \$142,000
(15) Create a summer bridge program for unduplicated count students to receive academic intervention services with integration of digital resources	District-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with</u> <u>Exceptional Needs and</u> <u>Homeless students</u>	Implement summer bridge program July 2016 0000: Unrestricted LCFF Targeted \$109,000
(16) Procure and implement supplemental intervention materials for ELA and Mathematics for students with lower academic achievement	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	Pilot, select, and purchase ELA/ELD intervention materials in Program 4 4000-4999: Books And Supplies LCFF Targeted \$375,000

		English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with exceptional needs and Homeless students</u>	
(17) Implement apps and software systems to address the unique needs of low-socioeconomic students, English Learners, students with exceptional needs, and Foster Youth	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) <u>Students with exceptional needs and Homeless students</u>	Maintain apps and software for ELD instruction. Continue to research apps and software and implement, when appropriate. 0000: Unrestricted LCFF Targeted Included in Action #1
(19) Implement plan to ensure every non-management certificated staff member has a laptop for their productivity and teaching preparation	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)	Purchase and provide laptops in accordance with Year 2 of 4 year rollout plan 4000-4999: Books And Supplies LCFF Base \$95,000
(21) Provide curriculum and instructional materials for implementation of Common Core State Standards	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)	Pilot, select and purchase core curriculum for ELA/ELD (Program 2) with designated/integrated language support. Pilot, select and purchase core curriculum for Math Grades 6 through 8. 4000-4999: Books And Supplies LCFF Base \$1,950,000
(23) Provide support for teachers new to the teaching profession to acquire the necessary knowledge and skills	District-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Reimburse new teachers who complete a State required induction program (BTSA: Beginning Teacher Support and Assessment) once they become permanent in the district 5000-5999: Services And Other Operating Expenditures LCFF Base \$25,000

		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
(24) Provide Personnel and Instructional Materials for intervention with students who are performing at lower academic levels to support personalized learning	District-wide	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Homeless students</u>	Provide a Language Arts Specialist or Intervention Resource Teacher for each school site 1000-1999: Certificated Personnel Salaries LCFF Targeted \$933,000
(25) Provide a core program with highly qualified teachers, administrators, counselors, social workers, nursing staff, and other instructional and operational support personnel; the instructional program; and safe, clean, and functional facilities; to assure students receive a quality education and are empowered to achieve academic excellence and develop life skills needed for success in a diverse and changing society	District-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Fund on-going cost increases for automatic Step & Column salary advancements, increases to health and statutory benefits, negotiated salary increases for employees not specifically linked to other LCAP Actions/Services, and inflationary and workload increases for utilities and general services. 0000: Unrestricted LCFF Base \$42,700,000

LCAP Year 2: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> 1. Implementation of California State Standards for all students as measured by classroom observation tool 2. Programs and services specific for English Learners to access California State Standards that support academic content knowledge and the English Language Proficiency as measured by master schedule 3. 1% increase in, or maintain, percent of English Learners reclassified as English Proficient (RFEP) with a baseline of 11.1%. 4. English Learners will meet or exceed the state target of 62% as measured on AMAO 1 (annual growth) 5. English Learners will meet or exceed the state target of 25.4% AMAO 2 5 years 6. Maintain 100% fully credentialed teacher rate 7. Maintain 0% Teacher misassignment rate 8. Maintain 100% of students with access to standards aligned textbooks as evidenced by the Annual Resolution of Sufficiency of Instructional Materials 9. Maintain 100% overall School Facility Rate of good or better on FIT 10. Increase Local Facility Inspection Rate with a baseline of 2.56 (district created tool on a scale of 1 to 4 and 4 being the highest) 11. College and career readiness (not applicable) 12. AP Exam pass rate (not applicable) 13. EAP rate (not applicable)
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
(1) Provide a digital device for every student to use daily for classroom instruction and to take on-line assessments	District-wide	<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 checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with Exceptional Needs and Homeless students</u>	Implement devices for new students. Provide new/revised apps and software as appropriate. 4000-4999: Books And Supplies LCFF Base and Targeted \$85,000
(2) Establish and fund a technology reserve to provide sufficient funding for replenishment of teacher devices, student devices, and infrastructure equipment as they become obsolete	District-wide	<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 checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with Exceptional Needs and</u>	Fund an annual contribution amount based on a 4 year life-cycle for devices. Add set-aside for replacement of teacher laptops on a 5 year cycle. 7000-7439: Other Outgo LCFF Base and Targeted \$802,000

		<u>Homeless students</u>	
(3) Improve network infrastructure to include increased bandwidth, sufficient wireless access points, scaleable and reliable equipment, physical security, and device and software management systems	District-wide	<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 checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with Exceptional Needs and Homeless students</u>	Monitor and adjust bandwidth capacity and wireless access points as needed, improve network cabling as needed, and evaluate on-going technology infrastructure needs 0000: Unrestricted LCFF Base and Targeted \$40,000
(4) Provide sufficient technology operations staffing to improve and maintain reliability of digital network and devices	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)	Monitor and evaluate needs and optimal service levels to determine appropriate staffing configuration. Continue additional staffing levels, as appropriate. 2000-2999: Classified Personnel Salaries LCFF Base \$251,000
(5) Provide Digital Learning Software Systems to include Content Management, Learning Management, Student Assessment, and Instructional resources and materials contingent upon available funding	District-wide	<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 checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with Exceptional Needs and Homeless students</u>	Continue to operate Safari Montage (Educational Content Management), SchoolNET (Student Data Management System), Dreambox (Math Learning System), and Achieve 3000 (Reading System) and expand use and functionality 5000-5999: Services And Other Operating Expenditures LCFF Base and Targeted \$300,000
(6) Provide Teachers on Special Assignment to provide coaching support for classroom teachers in English Language Arts, Mathematics, Science, and technology integration	District-wide	<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 checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:	Continue providing 4.0 FTE District Teachers on Special Assignment and 0.5 FTE for designated school. Monitor and evaluate on-going need and adjust, when appropriate 1000-1999: Certificated Personnel Salaries LCFF Base and Targeted \$426,000 Educator Effectiveness Funds 1000-1999: Certificated Personnel Salaries Other \$125,000

		(Specify) Students with Exceptional Needs and Homeless students	
(7) Develop and implement a Curriculum Leadership Team comprised of Administrators and Teachers to inform decision-making regarding adoption of curriculum	District-wide	<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 checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Students with Exceptional Needs and Homeless students	Convene team for adoption of Science Curriculum 1000-1999: Certificated Personnel Salaries LCFF Base and Targeted \$6,000
(8) Increase Professional Development opportunities for teachers and paraprofessionals to support implementation of Common Core State Standards, including English Language Development	District-wide	<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 checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Students with Exceptional Needs and Homeless students	Develop and implement a Professional Development Annual Plan to include professional development for Certificated and Classified staff. Continue to utilize Personalized Learning Plan for certificated staff. Extend time for Professional Growth Activities to occur on a regular basis in accordance with new bargaining unit contract provisions. 0000: Unrestricted LCFF Base and Targeted \$733,000 Educator Effectiveness Funds 0000: Unrestricted Other \$7,000 0000: Unrestricted Title I \$40,000
(10) Provide a compensation package of salary, health benefits, and retirement benefits that attracts and retains high quality staff members and increases or improves services for all 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)	Provide a compensation package of salary, health benefits, and retirement benefits that attracts and retains high quality staff members and increases or improves services for all students. 0000: Unrestricted LCFF Base TBD
(14) Provide Bilingual Assistants to schools to assist English Learner students	District-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Allocate Bilingual Assistants based on the needs of students to support ELD instruction 2000-2999: Classified Personnel Salaries LCFF Targeted \$150,000

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
(15) Create a summer bridge program for unduplicated count students to receive academic intervention services with integration of digital resources	District-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with exceptional needs and Homeless students</u>	Continue summer bridge program 0000: Unrestricted LCFF Targeted \$109,000
(16) Procure and implement supplemental intervention materials for ELA and Mathematics for students with lower academic achievement	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) <u>Students with exceptional needs and Homeless students</u>	Implement ELA/ELD intervention materials in Program 4 4000-4999: Books And Supplies LCFF Targeted \$25,000
(17) Implement apps and software systems to address the unique needs of low-socioeconomic students, English Learners, students with exceptional needs, and Foster Youth	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) <u>Students with exceptional needs and Homeless students</u>	Maintain apps and software for ELD instruction. Continue to research apps and software and implement, when appropriate. 0000: Unrestricted LCFF Targeted Included in Action #1
(19) Implement plan to ensure every non-management certificated staff member has a laptop for their	District-wide	<input checked="" type="checkbox"/> All OR:	Purchase and provide laptops in accordance with Year 3 of 4 year rollout plan 4000-4999: Books And Supplies LCFF Base

<p>productivity and teaching preparation</p>		<p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>\$70,000</p>
<p>(21) Provide curriculum and instructional materials for implementation of Common Core State Standards</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Implement core curriculum for ELA/ELD (Program 2) and Grades 6 through 8 Math; Pilot, select, and purchase core curriculum for NGSS, if available 4000-4999: Books And Supplies LCFF Base \$800,000</p>
<p>(23) Provide support for teachers new to the teaching profession to acquire the necessary knowledge and skills</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Continue to reimburse new teachers who complete a State required induction program (BTSA: Beginning Teacher Support and Assessment) once they become permanent in the district 5000-5999: Services And Other Operating Expenditures LCFF Base \$25,000</p>
<p>(24) Provide Personnel and Instructional Materials for intervention with students who are performing at lower academic levels to support personalized learning</p>	<p>District-wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Homeless students</p>	<p>Provide a Language Arts Specialist or Intervention Resource Teacher for each school site 1000-1999: Certificated Personnel Salaries LCFF Targeted \$952,000</p>
<p>(25) Provide a core program with highly qualified teachers, administrators, counselors, social workers, nursing staff, and other instructional and operational support personnel; the instructional program; and safe, clean, and functional facilities; to assure students</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth</p>	<p>Fund on-going cost increases for automatic Step & Column salary advancements, increases to health and statutory benefits, negotiated salary increases for employees not specifically linked to other LCAP Actions/Services, and inflationary and workload increases for utilities and general</p>

<p>receive a quality education and are empowered to achieve academic excellence and develop life skills needed for success in a diverse and changing society</p>		<p><input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>services. 0000: Unrestricted LCFF Base \$46,200,000</p>
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LCAP Year 3: 2018-19

<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> 1. Implementation of California State Standards for all students as measured by classroom observation tool 2. Programs and services specific for English Learners to access California State Standards that support academic content knowledge and the English Language Proficiency as measured by master schedule 3. 1% increase in, or maintain, percent of English Learners reclassified as English Proficient (RFEP) with a baseline of 11.1%. 4. English Learners will meet or exceed the state target of 62% as measured on AMAO 1 (annual growth) 5. English Learners will meet or exceed the state target of 25.4% AMAO 2 5 years 6. Maintain 100% fully credentialed teacher rate 7. Maintain 0% Teacher misassignment rate 8. Maintain 100% of students with access to standards aligned textbooks as evidenced by the Annual Resolution of Sufficiency of Instructional Materials 9. Maintain 100% overall School Facility Rate of good or better on FIT 10. Increase Local Facility Inspection Rate with a baseline of 2.56 (district created tool on a scale of 1 to 4 and 4 being the highest) 11. College and career readiness (not applicable) 12. AP Exam pass rate (not applicable) 13. EAP rate (not applicable)
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>(1) Provide a digital device for every student to use daily for classroom instruction and to take on-line assessments</p>	<p>District-wide</p>	<p><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 checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Students with <u>Exceptional Needs and Homeless students</u></p>	<p>Implement devices for new students. Provide new/revised apps and software as appropriate. 4000-4999: Books And Supplies LCFF Base and Targeted \$85,000</p>
<p>(2) Establish and fund a technology reserve to provide sufficient funding for replenishment of teacher devices, student devices, and infrastructure equipment as they become obsolete</p>	<p>District-wide</p>	<p><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</p>	<p>Fund an annual contribution amount based on a 4 year life-cycle for devices. Add set-aside for replacement of teacher laptops on a 5 year cycle. 7000-7439: Other Outgo LCFF Base and Targeted \$802,000</p>

		<input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with Exceptional Needs and Homeless students</u>	
(3) Improve network infrastructure to include increased bandwidth, sufficient wireless access points, scaleable and reliable equipment, physical security, and device and software management systems	District-wide	<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 checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with Exceptional Needs and Homeless students</u>	Monitor and adjust bandwidth capacity and wireless access points as needed, improve network cabling as needed, and evaluate on-going technology infrastructure needs 0000: Unrestricted LCFF Base and Targeted \$40,000
(4) Provide sufficient technology operations staffing to improve and maintain reliability of digital network and devices	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)	Monitor and evaluate needs and optimal service levels to determine appropriate staffing configuration. Continue additional staffing levels, as appropriate. 2000-2999: Classified Personnel Salaries LCFF Base \$264,000
(5) Provide Digital Learning Software Systems to include Content Management, Learning Management, Student Assessment, and Instructional resources and materials contingent upon available funding	District-wide	<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 checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with Exceptional Needs and Homeless students</u>	Continue to operate Safari Montage (Educational Content Management), SchoolNET (Student Data Management System), Dreambox (Math Learning System), and Achieve 3000 (Reading System) and expand use and functionality 5000-5999: Services And Other Operating Expenditures LCFF Base and Targeted \$300,000
(6) Provide Teachers on Special Assignment to provide coaching support for classroom teachers in English	District-wide	<input checked="" type="checkbox"/> All OR:	Continue providing 4.0 FTE District Teachers on Special

<p>Language Arts, Mathematics, Science, and technology integration</p>		<p><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) <u>Students with Exceptional Needs and Homeless students</u></p>	<p>Assignment and 0.5 FTE for designated school. Monitor and evaluate on-going need and adjust, when appropriate 1000-1999: Certificated Personnel Salaries LCFF Base and Targeted \$568,000</p>
<p>(7) Develop and implement a Curriculum Leadership Team comprised of Administrators and Teachers to inform decision-making regarding adoption of curriculum</p>	<p>District-wide</p>	<p><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 checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with Exceptional Needs and Homeless students</u></p>	<p>Continue to convene team, as needed 1000-1999: Certificated Personnel Salaries LCFF Base and Targeted \$6,000</p>
<p>(8) Increase Professional Development opportunities for teachers and paraprofessionals to support implementation of Common Core State Standards, including English Language Development</p>	<p>District-wide</p>	<p><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 checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with Exceptional Needs and Homeless students</u></p>	<p>Develop and implement a Professional Development Annual Plan to include professional development for Certificated and Classified staff. Continue to utilize Personalized Learning Plan for certificated staff. Extend time for Professional Growth Activities to occur on a regular basis in accordance with new bargaining unit contract provisions. 0000: Unrestricted LCFF Base and Targeted \$740,000 1000-1999: Certificated Personnel Salaries Title I \$40,000</p>
<p>(10) Provide a compensation package of salary, health benefits, and retirement benefits that attracts and retains high quality staff members and increases or improves services for all students.</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Provide a compensation package of salary, health benefits, and retirement benefits that attracts and retains high quality staff members and increases or improves services for all students. 0000: Unrestricted LCFF Base TBD</p>

<p>(14) Provide Bilingual Assistants to schools to assist English Learner students</p>	<p>District-wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Allocate Bilingual Assistants based on the needs of students to support ELD instruction 2000-2999: Classified Personnel Salaries LCFF Targeted \$158,000</p>
<p>(15) Create a summer bridge program for unduplicated count students to receive academic intervention services with integration of digital resources</p>	<p>District-wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with exceptional needs and Homeless students</u></p>	<p>Continue summer bridge program 0000: Unrestricted LCFF Targeted \$109,000</p>
<p>(16) Procure and implement supplemental intervention materials for ELA and Mathematics for students with lower academic achievement</p>	<p>District-wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with exceptional needs and Homeless students</u></p>	<p>Continue to explore, review and select curriculum intervention materials. 4000-4999: Books And Supplies LCFF Targeted \$25,000</p>
<p>(17) Implement apps and software systems to address the unique needs of low-socioeconomic students, English Learners, students with exceptional needs, and Foster Youth</p>	<p>District-wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:</p>	<p>Maintain apps and software for ELD instruction. Continue to research apps and software and implement, when appropriate. 0000: Unrestricted LCFF Targeted Included in Action #1</p>

		(Specify) Students with exceptional needs and Homeless students	
(19) Implement plan to ensure every non-management certificated staff member has a laptop for their productivity and teaching preparation	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)	Purchase and provide laptops in accordance with Year 4 of 4 year rollout plan 4000-4999: Books And Supplies LCFF Base \$50,000
(21) Provide curriculum and instructional materials for implementation of Common Core State Standards	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)	Implement core curriculum for NGSS, if available 4000-4999: Books And Supplies LCFF Base \$10,000
(23) Provide support for teachers new to the teaching profession to acquire the necessary knowledge and skills	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 reimburse new teachers who complete a State required induction program (BTSA: Beginning Teacher Support and Assessment) once they become permanent in the district 5000-5999: Services And Other Operating Expenditures LCFF Base \$25,000
(24) Provide Personnel and Instructional Materials for intervention with students who are performing at lower academic levels to support personalized learning	District-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify)	Provide a Language Arts Specialist or Intervention Resource Teacher for each school site 1000-1999: Certificated Personnel Salaries LCFF Targeted \$972,000

<p>(25) Provide a core program with highly qualified teachers, administrators, counselors, social workers, nursing staff, and other instructional and operational support personnel; the instructional program; and safe, clean, and functional facilities; to assure students receive a quality education and are empowered to achieve academic excellence and develop life skills needed for success in a diverse and changing society</p>	<p>District-wide</p>	<p><u>Homeless students</u></p> <p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Fund on-going cost increases for automatic Step & Column salary advancements, increases to health and statutory benefits, negotiated salary increases for employees not specifically linked to other LCAP Actions/Services, and inflationary and workload increases for utilities and general services. 0000: Unrestricted LCFF Base \$47,200,000</p>
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 2:	[GOAL: B] Demonstrate annual growth as measured by the new California State Accountability System which includes California Assessment of Student Performance and Progress (CAASPP)	Related State and/or Local Priorities: 1 2 3 4 <input checked="" type="checkbox"/> 5 6 7 8 COE only: 9 10 Local : Specify
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Identified Need :	Our stakeholder identified needs are: Improve the district’s Academic Performance as measured by CAASPP data and continue to implement the new state assessment system (Alternative Assessment for student with disabilities). Baseline for new State Accountability system.
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Goal Applies to:	Schools: All
	Applicable Pupil Subgroups: All

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	1. Baseline for CAASPP ELA overall ALD 3 and 4 is 54%. Increase student performance on ELA. 2. Baseline for CAASPP Mathematics overall ALD 3 and 4 is 43%. Increase student performance on Mathematics. 3. No API: California State Accountability System under development
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
(1) Provide a digital device for every student to use daily for classroom instruction and to take on-line assessments	District-wide	<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 checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with Exceptional Needs and Homeless students</u>	See Expenditure Information in Goal A
(2) Establish and fund a technology reserve to provide sufficient funding for replenishment of teacher devices, student devices, and infrastructure equipment as they become obsolete	District-wide	<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	See Expenditure Information in Goal A

		<input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with Exceptional Needs and Homeless students</u>	
(3) Improve network infrastructure to include increased bandwidth, sufficient wireless access points, scaleable and reliable equipment, physical security, and device and software management systems	District-wide	<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 checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with Exceptional Needs and Homeless students</u>	See Expenditure Information in Goal A
(10) Provide a compensation package of salary, health benefits, and retirement benefits that attracts and retains high quality staff members and increases or improves services for all 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)	See Expenditure Information in Goal A
(14) Provide Bilingual Assistants to schools to assist English Learner students	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 type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	See Expenditure Information in Goal A
(15) Create a summer bridge program for unduplicated count students to receive academic intervention services with integration of digital resources	District-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners	See Expenditure Information in Goal A

		<input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with exceptional needs and Homeless students</u>	
(21) Provide curriculum and instructional materials for implementation of Common Core State Standards	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)	See Expenditure Information in Goal A
(25) Provide a core program with highly qualified teachers, administrators, counselors, social workers, nursing staff, and other instructional and operational support personnel; the instructional program; and safe, clean, and functional facilities; to assure students receive a quality education and are empowered to achieve academic excellence and develop life skills needed for success in a diverse and changing society	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)	See Expenditure Information in Goal A
LCAP Year 2: 2017-18			
Expected Annual Measurable Outcomes:	1. Baseline for CAASPP ELA overall ALD 3 and 4 is 54%. Increase student performance on ELA. 2. Baseline for CAASPP Mathematics overall ALD 3 and 4 is 43%. Increase student performance on Mathematics. 3. No API: California State Accountability System under development		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
(1) Provide a digital device for every student to use daily for classroom instruction and to take on-line assessments	District-wide	<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	See Expenditure Information in Goal A

		<input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with Exceptional Needs and Homeless students</u>	
(2) Establish and fund a technology reserve to provide sufficient funding for replenishment of teacher devices, student devices, and infrastructure equipment as they become obsolete	District-wide	<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 checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with Exceptional Needs and Homeless students</u>	See Expenditure Information in Goal A
(3) Improve network infrastructure to include increased bandwidth, sufficient wireless access points, scaleable and reliable equipment, physical security, and device and software management systems	District-wide	<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 checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with Exceptional Needs and Homeless students</u>	See Expenditure Information in Goal A
(10) Provide a compensation package of salary, health benefits, and retirement benefits that attracts and retains high quality staff members and increases or improves services for all 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)	See Expenditure Information in Goal A
(14) Provide Bilingual Assistants to schools to assist English Learner students	District-wide	<input type="checkbox"/> All -----	See Expenditure Information in Goal A

		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)	
(15) Create a summer bridge program for unduplicated count students to receive academic intervention services with integration of digital resources	District-wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with exceptional needs and Homeless students</u>	See Expenditure Information in Goal A
(21) Provide curriculum and instructional materials for implementation of Common Core State Standards	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)	See Expenditure Information in Goal A
(25) Provide a core program with highly qualified teachers, administrators, counselors, social workers, nursing staff, and other instructional and operational support personnel; the instructional program; and safe, clean, and functional facilities; to assure students receive a quality education and are empowered to achieve academic excellence and develop life skills needed for success in a diverse and changing society	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)	See Expenditure Information in Goal A

LCAP Year 3: 2018-19

<p>Expected Annual Measurable Outcomes:</p>	<p>1. Baseline for CAASPP ELA overall ALD 3 and 4 is 54%. Increase student performance on ELA. 2. Baseline for CAASPP Mathematics overall ALD 3 and 4 is 43%. Increase student performance on Mathematics. 3. No API: California State Accountability System under development</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>(1) Provide a digital device for every student to use daily for classroom instruction and to take on-line assessments</p>	<p>District-wide</p>	<p><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 checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with Exceptional Needs and Homeless students</u></p>	<p>See Expenditure Information in Goal A</p>
<p>(2) Establish and fund a technology reserve to provide sufficient funding for replenishment of teacher devices, student devices, and infrastructure equipment as they become obsolete</p>	<p>District-wide</p>	<p><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 checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with Exceptional Needs and Homeless students</u></p>	<p>See Expenditure Information in Goal A</p>
<p>(3) Improve network infrastructure to include increased bandwidth, sufficient wireless access points, scaleable and reliable equipment, physical security, and device and software management systems</p>	<p>District-wide</p>	<p><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 checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify)</p>	<p>See Expenditure Information in Goal A</p>

		<u>Students with Exceptional Needs and Homeless students</u>	
(10) Provide a compensation package of salary, health benefits, and retirement benefits that attracts and retains high quality staff members and increases or improves services for all 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)	See Expenditure Information in Goal A
(14) Provide Bilingual Assistants to schools to assist English Learner students	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 type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	See Expenditure Information in Goal A
(15) Create a summer bridge program for unduplicated count students to receive academic intervention services with integration of digital resources	District-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with exceptional needs and Homeless students</u>	See Expenditure Information in Goal A
(21) Provide curriculum and instructional materials for implementation of Common Core State Standards	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:	See Expenditure Information in Goal A

		(Specify)	
<p>(25) Provide a core program with highly qualified teachers, administrators, counselors, social workers, nursing staff, and other instructional and operational support personnel; the instructional program; and safe, clean, and functional facilities; to assure students receive a quality education and are empowered to achieve academic excellence and develop life skills needed for success in a diverse and changing society</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>See Expenditure Information in Goal A</p>

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

GOAL 3:	[GOAL: C] Engage students in relevant, personalized learning experiences that integrate critical thinking, communication, collaboration, and creativity to promote a passion for learning	Related State and/or Local Priorities: 1 2 3 4 5 <input checked="" type="checkbox"/> 6 7 <input checked="" type="checkbox"/> 8 COE only: 9 10 Local : Specify
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Identified Need :	Our stakeholder identified needs are: 1. Decrease Chronic Absenteeism and truancy as measured by attendance rates, middle school dropout rates, SART contracts, and SARB referrals
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Goal Applies to:	Schools: All
	Applicable Pupil Subgroups: All

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	1. Decrease overall chronic absenteeism rate by .02% (current rate 5.88%) 2. Increase attendance rate by .02% (current rate 96.46%) 3. Improve SART contract rate by .05% 4. Improve SARB referral rate by .05% 5. Maintain pupil enrollment in a broad course of study as measured by the master schedule 6. Maintain 0% Middle School Dropout Rate 7. High School Dropout Rate (not applicable) 8. High School Graduation Rate (not applicable)
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
(1) Provide a digital device for every student to use daily for classroom instruction and to take on-line assessments	District-wide	<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 checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Students with Exceptional Needs and Homeless students	See Expenditure Information in Goal A
(2) Establish and fund a technology reserve to provide	District-	<input checked="" type="checkbox"/> All	See Expenditure Information in Goal A

<p>sufficient funding for replenishment of teacher devices, student devices, and infrastructure equipment as they become obsolete</p>	<p>wide</p>	<p>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) <u>Students with Exceptional Needs and Homeless students</u></p>	
<p>(3) Improve network infrastructure to include increased bandwidth, sufficient wireless access points, scaleable and reliable equipment, physical security, and device and software management systems</p>	<p>District-wide</p>	<p><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 checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with Exceptional Needs and Homeless students</u></p>	<p>See Expenditure Information in Goal A</p>
<p>(5) Provide Digital Learning Software Systems to include Content Management, Learning Management, Student Assessment, and Instructional resources and materials contingent upon available funding</p>	<p>District-wide</p>	<p><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 checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with Exceptional Needs and Homeless students</u></p>	<p>See Expenditure Information in Goal A</p>
<p>(6) Provide Teachers on Special Assignment to provide coaching support for classroom teachers in English Language Arts, Mathematics, Science, and technology integration</p>	<p>District-wide</p>	<p><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 checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:</p>	<p>See Expenditure Information in Goal A</p>

		(Specify) Students with Exceptional Needs and Homeless students	
(8) Increase Professional Development opportunities for teachers and paraprofessionals to support implementation of Common Core State Standards, including English Language Development	District-wide	<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 checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Students with Exceptional Needs and Homeless students	See Expenditure Information in Goal A
(9) Align school budget allocations to mirror the new Local Control Funding Formula by providing augmentations for schools with higher populations of low socio-economic students, English Learners, and Foster Youth. Schools to use funds for parent workshops and institutes, school connectedness endeavors, attendance and behavioral incentives, and other student well-being initiatives.	District-wide	<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 checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Students with Exceptional Needs and Homeless students	Continue new school funding allocation model and incorporate revisions for centrally funded school purchases and provision of district-wide resources 0000: Unrestricted LCFF Base and Targeted \$410,000
(17) Implement apps and software systems to address the unique needs of low-socioeconomic students, English Learners, students with exceptional needs, and Foster Youth	District-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Students with exceptional needs and Homeless students	See Expenditure Information in Goal A
(20) Expand elective course offerings such as coding, visual and performing arts, STEM (Science, Technology, Engineering, Math) related opportunities, etc.	District-wide	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils	Explore and plan for additional middle school electives. Provide allocations to schools for purchasing equipment and instructional materials. 0000: Unrestricted LCFF Base and

		<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) <u>Students with Exceptional Needs and Homeless students</u>	Targeted \$495,000
(24) Provide Personnel and Instructional Materials for intervention with students who are performing at lower academic levels to support personalized learning	District-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Homeless students</u>	See Expenditure Information in Goal A
(25) Provide a core program with highly qualified teachers, administrators, counselors, social workers, nursing staff, and other instructional and operational support personnel; the instructional program; and safe, clean, and functional facilities; to assure students receive a quality education and are empowered to achieve academic excellence and develop life skills needed for success in a diverse and changing society	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)	See Expenditure Information in Goal A

LCAP Year 2: 2017-18

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|--------------------------------------|--|
| Expected Annual Measurable Outcomes: | <ul style="list-style-type: none"> 1. Decrease overall chronic absenteeism rate by .02% (current rate 5.88%) 2. Increase attendance rate by .02% (current rate 96.46%) 3. Improve SART contract rate by .05% 4. Improve SARB referral rate by .05% 5. Maintain pupil enrollment in a broad course of study as measured by the master schedule 6. Maintain 0% Middle School Dropout Rate 7. High School Dropout Rate (not applicable) 8. High School Graduation Rate (not applicable) |
|--------------------------------------|--|

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
(1) Provide a digital device for every student to use daily for classroom instruction and to take on-line assessments	District-wide	<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 checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with</u> <u>Exceptional Needs and</u> <u>Homeless students</u>	See Expenditure Information in Goal A
(2) Establish and fund a technology reserve to provide sufficient funding for replenishment of teacher devices, student devices, and infrastructure equipment as they become obsolete	District-wide	<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 checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with</u> <u>Exceptional Needs and</u> <u>Homeless students</u>	See Expenditure Information in Goal A
(3) Improve network infrastructure to include increased bandwidth, sufficient wireless access points, scaleable and reliable equipment, physical security, and device and software management systems	District-wide	<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	See Expenditure Information in Goal A

		<input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with Exceptional Needs and Homeless students</u>	
(5) Provide Digital Learning Software Systems to include Content Management, Learning Management, Student Assessment, and Instructional resources and materials contingent upon available funding	District-wide	<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 checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with Exceptional Needs and Homeless students</u>	See Expenditure Information in Goal A
(6) Provide Teachers on Special Assignment to provide coaching support for classroom teachers in English Language Arts, Mathematics, Science, and technology integration	District-wide	<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 checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with Exceptional Needs and Homeless students</u>	See Expenditure Information in Goal A
(8) Increase Professional Development opportunities for teachers and paraprofessionals to support implementation of Common Core State Standards, including English Language Development	District-wide	<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 checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with Exceptional Needs and Homeless students</u>	See Expenditure Information in Goal A

<p>(9) Align school budget allocations to mirror the new Local Control Funding Formula by providing augmentations for schools with higher populations of low socio-economic students, English Learners, and Foster Youth. Schools to use funds for parent workshops and institutes, school connectedness endeavors, attendance and behavioral incentives, and other student well-being initiatives.</p>	<p>District-wide</p>	<p><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 checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with Exceptional Needs and Homeless students</u></p>	<p>Continue new school funding allocation model and incorporate revisions for centrally funded school purchases and provision of district-wide resources 0000: Unrestricted LCFF Base and Targeted \$410,000</p>
<p>(17) Implement apps and software systems to address the unique needs of low-socioeconomic students, English Learners, students with exceptional needs, and Foster Youth</p>	<p>District-Wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with exceptional needs and Homeless students</u></p>	<p>See Expenditure Information in Goal A</p>
<p>(20) Expand elective course offerings such as coding, visual and performing arts, STEM (Science, Technology, Engineering, Math) related opportunities, etc.</p>	<p>District-wide</p>	<p><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 checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with Exceptional Needs and Homeless students</u></p>	<p>Schools to submit plans for approval. Implement additional middle school electives in accordance with school plans 0000: Unrestricted LCFF Base and Targeted \$0</p>
<p>(24) Provide Personnel and Instructional Materials for intervention with students who are performing at lower academic levels to support personalized learning</p>	<p>District-wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p>	<p>See Expenditure Information in Goal A</p>

		<input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Homeless students</u>	
(25) Provide a core program with highly qualified teachers, administrators, counselors, social workers, nursing staff, and other instructional and operational support personnel; the instructional program; and safe, clean, and functional facilities; to assure students receive a quality education and are empowered to achieve academic excellence and develop life skills needed for success in a diverse and changing society	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)	See Expenditure Information in Goal A

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. Decrease overall chronic absenteeism rate by .02% (current rate 5.88%) 2. Increase attendance rate by .02% (current rate 96.46%) 3. Improve SART contract rate by .05% 4. Improve SARB referral rate by .05% 5. Maintain pupil enrollment in a broad course of study as measured by the master schedule 6. Maintain 0% Middle School Dropout Rate 7. High School Dropout Rate (not applicable) 8. High School Graduation Rate (not applicable)
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
(1) Provide a digital device for every student to use daily for classroom instruction and to take on-line assessments	District-wide	<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 checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with Exceptional Needs and Homeless students</u>	See Expenditure Information in Goal A
(2) Establish and fund a technology reserve to provide sufficient funding for replenishment of teacher devices, student devices, and infrastructure equipment as they become obsolete	District-wide	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners	See Expenditure Information in Goal A

		<input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with Exceptional Needs and Homeless students</u>	
(3) Improve network infrastructure to include increased bandwidth, sufficient wireless access points, scaleable and reliable equipment, physical security, and device and software management systems	District-wide	<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 checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with Exceptional Needs and Homeless students</u>	See Expenditure Information in Goal A
(5) Provide Digital Learning Software Systems to include Content Management, Learning Management, Student Assessment, and Instructional resources and materials contingent upon available funding	District-wide	<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 checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with Exceptional Needs and Homeless students</u>	See Expenditure Information in Goal A
(6) Provide Teachers on Special Assignment to provide coaching support for classroom teachers in English Language Arts, Mathematics, Science, and technology integration	District-wide	<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 checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with Exceptional Needs and</u>	See Expenditure Information in Goal A

		<u>Homeless students</u>	
(8) Increase Professional Development opportunities for teachers and paraprofessionals to support implementation of Common Core State Standards, including English Language Development	District-wide	<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 checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with Exceptional Needs and Homeless students</u>	See Expenditure Information in Goal A
(9) Align school budget allocations to mirror the new Local Control Funding Formula by providing augmentations for schools with higher populations of low socio-economic students, English Learners, and Foster Youth. Schools to use funds for parent workshops and institutes, school connectedness endeavors, attendance and behavioral incentives, and other student well-being initiatives.	District-wide	<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 checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with Exceptional Needs and Homeless students</u>	Continue new school funding allocation model and incorporate revisions for centrally funded school purchases and provision of district-wide resources 0000: Unrestricted LCFF Base and Targeted \$410,000
(17) Implement apps and software systems to address the unique needs of low-socioeconomic students, English Learners, students with exceptional needs, and Foster Youth	District-wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with exceptional needs and Homeless students</u>	See Expenditure Information in Goal A
(20) Expand elective course offerings such as coding, visual and performing arts, STEM (Science, Technology, Engineering, Math) related opportunities, etc.	District-wide	<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 checked="" type="checkbox"/> Redesignated fluent	Continue additional middle school electives in accordance with school plans 0000: Unrestricted LCFF Base and Targeted \$0

		English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with Exceptional Needs and Homeless students</u>	
(24) Provide Personnel and Instructional Materials for intervention with students who are performing at lower academic levels to support personalized learning	District-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Homeless students</u>	See Expenditure Information in Goal A
(25) Provide a core program with highly qualified teachers, administrators, counselors, social workers, nursing staff, and other instructional and operational support personnel; the instructional program; and safe, clean, and functional facilities; to assure students receive a quality education and are empowered to achieve academic excellence and develop life skills needed for success in a diverse and changing society	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)	See Expenditure Information in Goal A

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

GOAL 4:	[GOAL: D] Improve and/or increase services to support the social, emotional, and physical well-being of students and their families	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 3 4 5 6 <input checked="" type="checkbox"/> 7 8 <input checked="" type="checkbox"/> COE only: 9 10 Local : Specify
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Identified Need :	Our stakeholder identified needs are: 1. Increase percentage of students that report a sense of safety and school connectedness as measured by California Healthy Kids Survey and Caring Schools survey data 2. Decrease Pupil Suspension and Expulsion rates as measured by suspension rates and expulsion rates 3. Improve condition of district facilities as measured by local Facility Inspection Rating Matrix 4. Increase the percent of students meeting the Physical Fitness Test
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Goal Applies to:	Schools: All Applicable Pupil Subgroups: All
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LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	1. Improve the rate of student reported school connectedness on the California Healthy Kids Survey for elementary and middle school. 2. Increase the percentage of student sense of safety by 1% annually. 3. Decrease the student suspension rate annually by .05%. 4. Maintain 0% Student Expulsion rate. 5. Increase the percent of students meeting the Physical Fitness Test (at least five of the six Healthy Fitness Zone standards) annually by 0.5%. 6. Increase the Local Facility Inspection rate.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
(9) Align school budget allocations to mirror the new Local Control Funding Formula by providing augmentations for schools with higher populations of low socio-economic students, English Learners, and Foster Youth. Schools to use funds for parent workshops and institutes, school connectedness endeavors, attendance and behavioral incentives, and other student well-being initiatives.	District-wide	<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 checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Students with <u>Exceptional Needs and Homeless students</u>	See Expenditure Information in Goal C

<p>(11) Expand use of electronic and face-to-face methods for parents and students to connect and engage within the school community</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Conduct institutes to train parents on how to use technology and support their children. Convene district and site committees to obtain input on district decisions. Include translation services. Conduct digital citizenship and informational literacy training for students and integrate student communication systems. All of these actions will include or focus on parents of English Learner, low-socioeconomic, and Foster Youth students and students with exceptional needs. 0000: Unrestricted LCFF Base Included in Action #9</p>
<p>(12) Fund Deferred Maintenance Account at levels necessary to address significant facility component repair/replacement needs to ensure school facilities are maintained in a safe condition and in good repair</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Make transfer to Deferred Maintenance Fund and Develop/Implement plan for use of funds 0000: Unrestricted LCFF Base \$535,000</p>
<p>(13) Fund Routine Restricted Maintenance Account in accordance with State requirements and optimal staffing configuration to expedite work order response time and maintain district facilities in good working order.</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Continue to evaluate maintenance staffing configuration and non-salary budget in view of needs and develop plans for revision, as appropriate 0000: Unrestricted LCFF Base \$470,000</p>
<p>(18) Provide more Physical Education equipment and training for teachers to deliver Physical Education instruction aligned with State standards</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Provide one-time allocations to schools based on enrollment to purchase PE equipment 0000: Unrestricted LCFF Base \$130,000</p>
<p>(22) Provide academic and behavioral supports to address the social and emotional learning needs of students</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> All OR:</p>	<p>Increase availability of Counselors/Social Workers to improve service and response time for students contingent upon</p>

		<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) <u>Students with Exceptional Needs and Homeless students</u>	available funding 1000-1999: Certificated Personnel Salaries LCFF Base and Targeted \$170,000
(25) Provide a core program with highly qualified teachers, administrators, counselors, social workers, nursing staff, and other instructional and operational support personnel; the instructional program; and safe, clean, and functional facilities; to assure students receive a quality education and are empowered to achieve academic excellence and develop life skills needed for success in a diverse and changing society	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)	See Expenditure Information in Goal A

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. Improve the rate of student reported school connectedness on the California Healthy Kids Survey for elementary and middle school. 2. Increase the percentage of student sense of safety by 1% annually. 3. Decrease the student suspension rate annually by .05%. 4. Maintain 0% Student Expulsion rate. 5. Increase the percent of students meeting the Physical Fitness Test (at least five of the six Healthy Fitness Zone standards) annually by 0.5%. 6. Increase the Local Facility Inspection rate.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
(9) Align school budget allocations to mirror the new Local Control Funding Formula by providing augmentations for schools with higher populations of low socio-economic students, English Learners, and Foster Youth. Schools to use funds for parent workshops and institutes, school connectedness endeavors, attendance and behavioral incentives, and other student well-being initiatives.	District-wide	<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 checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with</u>	See Expenditure Information in Goal A

		<u>Exceptional Needs and Homeless students</u>	
(11) Expand use of electronic and face-to-face methods for parents and students to connect and engage within the school community	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)	Conduct institutes to train parents on how to use technology and support their children. Convene district and site committees to obtain input on district decisions. Include translation services. Conduct digital citizenship and informational literacy training for students and integrate student communication systems. All of these actions will include or focus on parents of English Learner, low-socioeconomic, and Foster Youth students and students with exceptional needs. 0000: Unrestricted LCFF Base Included in Action #9
(12) Fund Deferred Maintenance Account at levels necessary to address significant facility component repair/replacement needs to ensure school facilities are maintained in a safe condition and 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)	Make transfer to Deferred Maintenance Fund and Develop/Implement plan for use of funds 0000: Unrestricted LCFF Base \$535,000
(13) Fund Routine Restricted Maintenance Account in accordance with State requirements and optimal staffing configuration to expedite work order response time and maintain district facilities in good working order.	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 maintenance staffing configuration and non-salary budget in view of needs and develop plans for revision, as appropriate 0000: Unrestricted LCFF Base \$494,000
(18) Provide more Physical Education equipment and training for teachers to deliver Physical Education instruction aligned with State standards	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)	Develop and implement plan to train teachers on delivering PE instruction 0000: Unrestricted LCFF Base \$10,000

<p>(22) Provide academic and behavioral supports to address the social and emotional learning needs of students</p>	<p>District-wide</p>	<p><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 checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with Exceptional Needs and Homeless students</u></p>	<p>Evaluate Counselor/Social Worker need and adjust, as appropriate contingent upon available funding 1000-1999: Certificated Personnel Salaries LCFF Base and Targeted \$182,000</p>
<p>(25) Provide a core program with highly qualified teachers, administrators, counselors, social workers, nursing staff, and other instructional and operational support personnel; the instructional program; and safe, clean, and functional facilities; to assure students receive a quality education and are empowered to achieve academic excellence and develop life skills needed for success in a diverse and changing society</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>See Expenditure Information in Goal A</p>

LCAP Year 3: 2018-19

<p>Expected Annual Measurable Outcomes:</p>	<p>1. Improve the rate of student reported school connectedness on the California Healthy Kids Survey for elementary and middle school. 2. Increase the percentage of student sense of safety by 1% annually. 3. Decrease the student suspension rate annually by .05%. 4. Maintain 0% Student Expulsion rate. 5. Increase the percent of students meeting the Physical Fitness Test (at least five of the six Healthy Fitness Zone standards) annually by 0.5%. 6. Increase the Local Facility Inspection rate.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>(9) Align school budget allocations to mirror the new Local Control Funding Formula by providing augmentations for schools with higher populations of low socio-economic students, English Learners, and Foster Youth. Schools to use funds for parent workshops and institutes, school connectedness endeavors, attendance and behavioral incentives, and other student well-being initiatives.</p>	<p>District-wide</p>	<p><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 checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:</p>	<p>See Expenditure Information in Goal A</p>

		(Specify) Students with <u>Exceptional Needs and</u> <u>Homeless students</u>	
(11) Expand use of electronic and face-to-face methods for parents and students to connect and engage within the school community	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) Students with <u>Exceptional Needs and</u> <u>Homeless students</u>	Conduct institutes to train parents on how to use technology and support their children. Convene district and site committees to obtain input on district decisions. Include translation services. Conduct digital citizenship and informational literacy training for students and integrate student communication systems. All of these actions will include or focus on parents of English Learner, low-socioeconomic, and Foster Youth students and students with exceptional needs. 0000: Unrestricted LCFF Base Included in Action #9
(12) Fund Deferred Maintenance Account at levels necessary to address significant facility component repair/replacement needs to ensure school facilities are maintained in a safe condition and 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)	Make transfer to Deferred Maintenance Fund and Develop/Implement plan for use of funds 0000: Unrestricted LCFF Base \$535,000
(13) Fund Routine Restricted Maintenance Account in accordance with State requirements and optimal staffing configuration to expedite work order response time and maintain district facilities in good working order.	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 maintenance staffing configuration and non-salary budget in view of needs and develop plans for revision, as appropriate 0000: Unrestricted LCFF Base \$519,000
(18) Provide more Physical Education equipment and training for teachers to deliver Physical Education instruction aligned with State standards	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 PE training for teachers, as needed 0000: Unrestricted LCFF Base \$10,000

		_ Other Subgroups: (Specify)	
(22) Provide academic and behavioral supports to address the social and emotional learning needs of students	District-wide	<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 checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with Exceptional Needs and Homeless students</u>	Evaluate Counselor/Social Worker need and adjust, as appropriate contingent upon available funding 1000-1999: Certificated Personnel Salaries LCFF Base and Targeted \$195,000
(25) Provide a core program with highly qualified teachers, administrators, counselors, social workers, nursing staff, and other instructional and operational support personnel; the instructional program; and safe, clean, and functional facilities; to assure students receive a quality education and are empowered to achieve academic excellence and develop life skills needed for success in a diverse and changing society	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)	See Expenditure Information in Goal A

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

GOAL 5:	[GOAL: E] Improve and/or increase parent participation in their child(ren)'s learning process, including district and school committees	Related State and/or Local Priorities: 1 2 3 <input checked="" type="checkbox"/> 4 5 <input checked="" type="checkbox"/> 6 7 8 COE only: 9 10 Local : Specify
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Identified Need :	Our stakeholder identified needs are: 1. Increase parent participation in programs as measured by number of parent volunteers and volunteer hours 2. Seek parent input for the decision-making process at the district and site level for all students including unduplicated students and students with exceptional needs as measured by number of parents participating in district and site committees and meeting minutes
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Goal Applies to:	Schools: All Applicable Pupil Subgroups: All
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LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	1. Increase the number of volunteer hours 2. Increase the parent participation in programs for unduplicated students, programs for individuals with exceptional needs and, school and district committees by the number of meetings held. 3. Maintain parent input by review of committee meeting minutes.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
(9) Align school budget allocations to mirror the new Local Control Funding Formula by providing augmentations for schools with higher populations of low socio-economic students, English Learners, and Foster Youth. Schools to use funds for parent workshops and institutes, school connectedness endeavors, attendance and behavioral incentives, and other student well-being initiatives.	District-wide	<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 checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with Exceptional Needs and Homeless students</u>	See Expenditure Information in Goal C
(11) Expand use of electronic and face-to-face methods for parents and students to connect and engage within the school community	District-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	See Expenditure Information in Goal D

		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
LCAP Year 2: 2017-18			
Expected Annual Measurable Outcomes:	1. Increase the number of volunteer hours 2. Increase the parent participation in programs for unduplicated students, programs for individuals with exceptional needs and, school and district committees by the number of meetings held. 3. Maintain parent input by review of committee meeting minutes.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
(9) Align school budget allocations to mirror the new Local Control Funding Formula by providing augmentations for schools with higher populations of low socio-economic students, English Learners, and Foster Youth. Schools to use funds for parent workshops and institutes, school connectedness endeavors, attendance and behavioral incentives, and other student well-being initiatives.	District-wide	<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 checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with Exceptional Needs and Homeless students</u>	See Expenditures in Goal C
(11) Expand use of electronic and face-to-face methods for parents and students to connect and engage within the school community	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)	See Expenditures in Goal D

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	1. Increase the number of volunteer hours 2. Increase the parent participation in programs for unduplicated students, programs for individuals with exceptional needs and, school and district committees by the number of meetings held. 3. Maintain parent input by review of committee meeting minutes.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
(9) Align school budget allocations to mirror the new Local Control Funding Formula by providing augmentations for schools with higher populations of low socio-economic students, English Learners, and Foster Youth. Schools to use funds for parent workshops and institutes, school connectedness endeavors, attendance and behavioral incentives, and other student well-being initiatives.	District-wide	<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 checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with Exceptional Needs and Homeless students</u>	See Expenditures in Goal C
(11) Expand use of electronic and face-to-face methods for parents and students to connect and engage within the school community	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)	See Expenditures in Goal D

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.

<p>Original GOAL 1 from prior year LCAP:</p>	<p>[GOAL: A] Improve student learning of Common Core State Standards in English Language Arts (ELA)/English Language Development (ELD) and Mathematics through high quality instruction with technology integration for acquisition of 21st Century Learning skills</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify</p>
<p>Goal Applies to: Schools: All Applicable Pupil Subgroups: All</p>		
<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> 1. Implementation of California State Standards for all students as measured by classroom observation tool 2. Programs and services specific for English Learners to access California State Standards that support academic content knowledge and the English Language Proficiency as measured by master schedule 3. 1% increase in, or maintain, percent of English Learners reclassified as English Proficient (RFEP) 4. English Learners will meet or exceed the state target of 59% as measured on AMAO 1 (annual growth) 5. English Learners will meet or exceed the state target for AMAO 2 5 year. 6. Maintain 100% fully credentialed teacher rate 7. Maintain 100% Highly Qualified Teacher rate 8. Maintain 0% Credentialed Teacher teaching outside of subject area rate 9. Maintain 0% Teacher misassignment rate 10. Maintain 0% Teacher of English Learners misassignment rate 11. Maintain 0% Student Lacking Own Copy of Textbook Rate 12. Maintain 100% overall School Facility Rate 13. Recruit and retain qualified teachers and Teachers on Special Assignment to coach and support implementation of CCSS in ELA 14. College and career readiness (not applicable) 15. AP Exam pass rate (not applicable) 16. EAP rate (not applicable) 	<p>Actual Annual Measurable Outcomes:</p> <ol style="list-style-type: none"> 1. Our classroom observation tool has been development and we are collecting the data for the 2015-16 school year. 2. We provided courses to support English Learners, students with exceptional needs, low socio-economic status students, and Foster youth as demonstrated in our master schedules. We have added 5 additional courses for the increase of English Learners and 2 additional electives to support other students. Additionally we provided personalized learning programs to support unduplicated count students such as Dreambox Learning, Achieve 3000, Safari Montage and apps to support technology integration. 3. Did not increase the English learner reclassification rate. 4. Increase in AMAO1 by 0.5 %. Santee School District exceeds state target in AMAO1 (Annual Measureable Achievement Objective). 5. Decrease in AMAO2<5 years by -0.4%. AMAO2<5 years in EL program cohort; exceeds State target. Decrease in AMAO2 5> years by -4.1%. AMAO2 5> years in EL program cohort; exceeds State target. 6. Maintained 100% fully credentialed teaching rate. 7. Increased by 0.1% Highly Qualified Teacher Rate now 100% 8. Maintained 0% Credentialed Teacher teaching outside of subject area rate 9. Maintained 0% Teacher missassignment rate 10. Maintained 0%Teacher of English Learner misassignment rate 11. Maintained 0% Student Lacking Own Copy of Textbook Rate 12. Maintained 100% Overall School Facility Rate 13. 4 (four) teachers on Special Assignment to coach teachers in

		implementation of CCSS. 14. College and career ready (not applicable) 15. AP Exam pass rate (not applicable) 16. EAP rate (not applicable)					
LCAP Year: 2015-16							
Planned Actions/Services		Actual Actions/Services					
	Budgeted Expenditures		Estimated Actual Annual Expenditures				
(1) Provide a digital device for every student to use daily for classroom instruction and to take on-line assessments: Deploy and implement devices for Grades 6 - 8. Purchase, deploy, and implement devices for Grades K - 2.	LCFF Base and Targeted \$1,100,000	Approximately 2400 IPADs deployed for Grade 6 - 8 students September 2015. Approximately 2100 IPADs deployed to Grade K - 2 students. K-8 deployment complete. We have found technology integration to be an effective practice supporting students in personalized goal setting and pacing at their individual level, more creativity in student work samples, greater access to information and increased quality of student work, greater collaboration among students and teachers on projects and increased student motivation.	4000-4999: Books And Supplies LCFF Base and Targeted \$1,100,000				
<table border="1"> <tr> <td>Scope of Service</td> <td>District-wide</td> </tr> </table>	Scope of Service	District-wide		<table border="1"> <tr> <td>Scope of Service</td> <td>District-wide</td> </tr> </table>	Scope of Service	District-wide	
Scope of Service	District-wide						
Scope of Service	District-wide						
<u>X</u> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		<u>X</u> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)					
(2) Establish and fund a technology reserve to provide sufficient funding for replenishment of teacher devices, student devices, and infrastructure equipment as they become obsolete: Fund an annual contribution amount	LCFF Base and Targeted \$720,000	\$720,000 transfer to Fund 40 budgeted and completed. Board allocated an additional \$705,000 for 2015-16. Additional on-going \$82,000 transfer made for replenishment of teacher laptops. This step is identified in	7000-7439: Other Outgo LCFF Base and Targeted \$802,000				

<p>based on a 4 year life-cycle for devices</p>		<p>research as an essential step for sustainability of the 1:1 program supporting student learning see action step 1.</p>	
<p>Scope of Service District-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service District-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>(3) Improve network infrastructure to include increased bandwidth, sufficient wireless access points, scalable and reliable equipment, physical security, and device and software management systems: Monitor and adjust bandwidth capacity and wireless access points as needed, replace existing core switch, replace existing storage device for virtual servers and network shares, replace PBX voice communication system, improve network cabling as needed, and evaluate on-going technology infrastructure needs</p>	<p>LCFF Base and Targeted \$412,000</p>	<p>PBX voice communication system and storage device for virtual servers replaced Summer 2015. Core switch replacement tentatively scheduled for Summer 2016. Bandwidth and wireless usage continues to be monitored and analyzed for potential improvement. This step is identified in research as an essential step for sustainability of the 1:1 program supporting student learning see action step 1.</p>	<p>6000-6999: Capital Outlay LCFF Base and Targeted \$370,000</p>
<p>Scope of Service District-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service District-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	

<p>(4) Increase technology operations staffing to improve reliability of digital network and devices: Monitor and evaluate needs and optimal service levels to determine appropriate staffing configuration. Continue additional staffing, as appropriate.</p>	<p>LCFF Base and Targeted \$200,000</p>	<p>Staffing levels from 2014-15 maintained to include increase of 3.0 FTE. Staffing levels and workload continue to be monitored for possible additional or reconfigured staffing need to maintain and improve reliability of digital devices and network.</p>	<p>2000-2999: Classified Personnel Salaries LCFF Base \$224,000</p>
<p>Scope of Service: District-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: District-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>(5) Explore and implement Digital Learning Software Systems to include Content Management, Learning Management, Student Assessment, and Instructional resources and materials: Maintain systems and expand use and functionality; purchase digital core curriculum for math</p>	<p>LCFF Base and Targeted \$1,100,000</p>	<p>Continued to operate Safari Montage (Educational Content Management), SchoolNET (Student Data Management System), Dreambox (Math Learning System), and Achieve 3000 (Reading System). Math Core Curriculum with digital component (Math Expressions: Houghton Mifflin Harcourt) selected by teacher pilot committee. Purchase of materials and Professional Development for implementation completed. Dreambox Learning has been effective in supporting personalized learning experiences for all learners in mathematics. Achieve 3000 has effectively supported reading growth for all students and each student has increased his/her lexile level. SchoolNet has been an effective tool for teachers to monitor student learning over the school year and determine next steps for improving growth for each individual child in the classroom.</p>	<p>3000-3999: Employee Benefits LCFF Base and Targeted \$1,300,000</p>

<p>Scope of Service District-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service District-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>(6) Hire Teachers on Special Assignment to provide coaching support for classroom teachers in English Language Arts, Mathematics, and Science: Continue providing Teachers on Special Assignment. Monitor and evaluate on-going need and adjust, when appropriate</p>	<p>LCFF Base and Targeted \$270,000</p>	<p>Continued provision of 4 Curriculum Resource Teachers. Added 0.50 FTE Demonstration Teacher for Hill Creek. The teachers on special assignment have provided effective coaching and instructional support to teachers throughout the school district. They coach teachers effectively using lesson study, just in time instructional feedback, and grade level PLCs to support improving student learning and outcomes.</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Base and Targeted \$501,000</p>
<p>Scope of Service District-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service District-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>(7) Develop and implement a Curriculum Leadership Team comprised of Administrators and Teachers to develop curriculum guides to support classroom instruction: Continue to convene team, as needed, to refine curriculum guides</p>	<p>LCFF Base and Targeted \$6,000</p>	<p>Curriculum Leadership Team is convened as needed. Tentatively scheduled to convene in May.</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Base and Targeted \$5,850</p>

used by teachers							
<table border="1"> <tr> <td data-bbox="100 164 243 240">Scope of Service</td> <td data-bbox="243 164 569 240">District-wide</td> </tr> </table> <hr/> <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		<table border="1"> <tr> <td data-bbox="1031 164 1182 240">Scope of Service</td> <td data-bbox="1182 164 1514 240">District-wide</td> </tr> </table> <hr/> <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	
Scope of Service	District-wide						
Scope of Service	District-wide						
<p>(8) Increase Professional Development opportunities for teachers and paraprofessionals to support implementation of Common Core State Standards, including English Language Development, by initiating personalized learning through release time, after school workshops, conference attendance, webinars, MOOCs, etc.: Develop and implement a Professional Development Annual Plan to include</p>	<p>LCFF Base and Targeted \$200,000</p>	<p>Professional Development completed for digital learning for Grades 6 - 8 and K - 2 to include teachers, Instructional Aides, and Instructional Media Techs. Site Professional Development for implementation of Achieve 3000 and Dreambox being conducted and will be on-going. Site Professional Development for implementation of school vision to be conducted as needed. Professional Learning Plan stipends for teachers implemented again for 2015-16. Autism training offered to Special Ed Instructional Aides.</p>	<p>0000: Unrestricted LCFF Base and Targeted \$140,000</p>				
<table border="1"> <tr> <td data-bbox="100 1015 243 1091">Scope of Service</td> <td data-bbox="243 1015 569 1091">District-wide</td> </tr> </table> <hr/> <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		<table border="1"> <tr> <td data-bbox="1031 1015 1182 1091">Scope of Service</td> <td data-bbox="1182 1015 1514 1091">District-wide</td> </tr> </table> <hr/> <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	
Scope of Service	District-wide						
Scope of Service	District-wide						
<p>(9) Increase and realign school budget allocations to mirror the new Local</p>	<p>LCFF Base and Targeted \$430,000</p>	<p>Continued school budget allocations based on LCFF model and revised to</p>	<p>0000: Unrestricted LCFF Base and Targeted \$430,000</p>				

<p>Control Funding Formula by providing augmentations for schools with higher populations of low socio-economic students, English Learners, and Foster Youth. Schools to use funds for parent workshops and institutes, school connectedness endeavors, attendance and behavioral incentives, and other student well-being initiatives.: Continue new school funding allocation model and incorporate revisions for centrally funded school purchases and district-wide instructional resources</p>		<p>provide district level purchase of IPAD keyboards and instructional resources including those described in Action #5. Individual school sites review and select specific intervention instructional resources using their school budget allocations.</p>	
<p>Scope of Service School-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service School-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>(10) Provide a compensation package of salary, health benefits, and retirement benefits that attracts and retains high quality staff members and increases or improves services for all students.</p>	<p>TBD LCFF Base</p>	<p>Increased contributions to STRS and PERS by approximately \$700,000 for retirement benefits in accordance with statutory requirements. Professional Learning Plan stipend of \$315 per individual offered to teachers. Completed negotiations with Santee Teachers Association for dedicated time for on-going Professional Development and compensation increase related to salary and increasing the health benefits CAP over 2 years. Completed negotiations with Classified School Employees Association for compensation increase related to salary and increasing the health benefits CAP for 2015-16.</p>	<p>Costs included in Action #20 0000: Unrestricted LCFF Base \$3,000,000</p>

<p>Scope of Service District-wide</p>		<p>Scope of Service District-wide</p>	
<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>(14) Provide Bilingual Assistants to schools to assist English Learner students: Allocate Bilingual Assistants based on the needs of students to support ELD instruction</p>	<p>LCFF Targeted \$125,000</p>	<p>Continued provision of 3.50 FTE bilingual assistants and added 0.50 FTE for increased enrollment and need.</p>	<p>2000-2999: Classified Personnel Salaries LCFF Targeted \$133,000</p>
<p>Scope of Service District-wide</p>		<p>Scope of Service District-wide</p>	
<p><input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>(15) Provide curriculum guides for English Language Development: Continue to convene team to refine curriculum guides used by teachers, as needed</p>	<p>Included in Action Step #7 LCFF Targeted</p>	<p>Action expanded to include providing instructional resources specifically for English Learners. 38 licenses purchased for Rosetta Stone for teaching English. Bilingual Assistants and Language Arts Specialists continue to work on instructional sequencing.</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF Targeted \$13,600</p>
<p>Scope of Service District-wide</p>		<p>Scope of Service District-wide</p>	
<p><input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils</p>		<p><input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils</p>	

<input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
<p>(16) Create a summer bridge program for unduplicated count students to receive academic intervention services with integration of digital resources: Develop plan for providing a 2 week summer bridge program twice during the Summer of 2016. Develop and implement criteria for determining participation. Purchase needed instructional materials.</p>	<p>LCFF Targeted \$80,000</p>	<p>Hired Administrator to begin planning for Summer 2016 program with two, 2 week sessions. Recruitment of teachers scheduled for late Spring. Materials to be purchased in May/June.</p>	<p>0000: Unrestricted LCFF Targeted \$5,000</p>
<p>Scope of Service: District-wide</p> <hr/> <input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<p>Scope of Service: District-wide</p> <hr/> <input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
<p>(17) Procure and implement supplemental intervention materials for ELA and Mathematics for students with lower academic achievement: Review and implement Math intervention materials. Conduct pre-assessments.</p>	<p>LCFF Targeted \$25,000</p>	<p>Supplemental intervention materials included with new Math adoption to support all students. 38 licenses for Rosetta Stone purchased for English Language Development.</p>	<p>Included in estimated cost for Actions #5 and #15 LCFF Targeted</p>
<p>Scope of Service: District-wide</p> <hr/> <input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners		<p>Scope of Service: District-wide</p> <hr/> <input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners	

<p><input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with Exceptional needs</u></p>		<p><input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with Exceptional needs</u></p>	
<p>(18) Implement apps and software systems to address the unique needs of low-socioeconomic students, English Learners, students with exceptional needs, and Foster Youth: Maintain apps and software for ELD instruction. Continue to research apps and software and implement, when appropriate.</p>	<p>Included in Action Step #1 LCFF Targeted</p>	<p>Purchased creation apps such as Book Creator, Explain Everything, Near Pod, Typing Agent, etc. to support the unique needs of Unduplicated Count students. Achieve 3000 and Dreambox provide personalized learning opportunities for all students, including those in the Unduplicated Count.</p>	<p>Included in estimated cost for Action #1 LCFF Targeted</p>
<p>Scope of Service: District-wide</p> <hr/> <p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with Exceptional needs</u></p>		<p>Scope of Service: District-wide</p> <hr/> <p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with Exceptional needs</u></p>	
<p>(20) Provide a core program that provides highly qualified teachers, administrators, counselors, social workers, nursing staff, and other instructional and operational support personnel; the instructional program; and safe, clean, and functional facilities; to assure students receive a quality education and are empowered to achieve academic excellence and develop life skills needed for success in a diverse and changing society: Fund on-going cost increases for automatic Step & Column salary advancements, increases to health and statutory benefits, negotiated salary increases for employees not</p>	<p>LCFF Base \$42,000,000</p>	<p>Funded existing core program. Added 5 FTE General Education teachers for increased enrollment. Added 0.50 Admin Intern for Pepper Drive for increased enrollment. Added 1.5 FTE Special Education teachers for increased need.</p>	<p>0000: Unrestricted LCFF Base \$41,500,000</p>

specifically linked to other LCAP Actions/Services, and inflationary and workload increases for utilities and general services.				
Scope of Service	District-wide		Scope of Service	District-wide
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input 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)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Based on stakeholder input and identification of needs from data analysis, the following changes are being made to the 2016-17 LCAP: 1) Added Action #19 to ensure each non-management certificated staff member is provided a laptop for their productivity and teaching preparation 2) Added Action #21 for purchasing and implementing curriculum and instructional materials for implementation of Common Core State Standards 3) Added Action #23 to reimburse teachers who are new to the teaching profession for completion of a State required induction program 4) Added Action #24 to provide a Language Arts Specialist for each school 5) Increased amount for Action #2 by \$82,000 to annually set-aside funds for replacement of teacher laptops incorporated in Action #19 when they become obsolete 6) Increased expenditures for Action #8 by \$608,000 to account for compensation increase for teachers associated with extending their workday once each week to engage in Professional Growth Activities 7) Deleted Action #15 for developing ELD Curriculum Guides as this action is incorporated in Action #7		

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:	[GOAL: B] Demonstrate annual growth as measured by the new California State Accountability System which includes California Assessment of Student Performance and Progress (CAASPP)	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	1. Establish a baseline State designated target on California Assessment of Student Performance and Progress (CAASPP) and baseline on API if available.	Actual Annual Measurable Outcomes: 1. Baseline for CAASPP ELA overall ALD 3 and 4 is 54% Baseline for CAASPP Mathematics overall ALD 3 and 4 is 43% No API: California State Accountability System under development Meet AYP	
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
(1) Provide a digital device for every student to use daily for classroom instruction and to take on-line assessments: Deploy and implement devices for Grades 6 - 8. Purchase, deploy, and implement devices for Grades K - 2.	See Expenditures in Goal A	See details in Goal A	See Estimated Expenditures in Goal A
Scope of Service: District-wide		Scope of Service: District-wide	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input 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)	

<p>(2) Establish and fund a technology reserve to provide sufficient funding for replenishment of teacher devices, student devices, and infrastructure equipment as they become obsolete: Fund an annual contribution amount based on a 4 year life-cycle for devices</p>	<p>See Expenditures in Goal A</p>	<p>See details in Goal A</p>	<p>See Estimated Expenditures in Goal A</p>
<p>Scope of Service District-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service District-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>(3) Improve network infrastructure to include increased bandwidth, sufficient wireless access points, scalable and reliable equipment, physical security, and device and software management systems: Monitor and adjust bandwidth capacity and wireless access points as needed, replace existing core switch, replace existing storage device for virtual servers and network shares, replace PBX voice communication system, improve network cabling as needed, and evaluate on-going technology infrastructure needs</p>	<p>See Expenditures in Goal A</p>	<p>See details in Goal A</p>	<p>See Estimated Expenditures in Goal A</p>
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_ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
(4) Increase technology operations staffing to improve reliability of digital network and devices: Monitor and evaluate needs and optimal service levels to determine appropriate staffing configuration. Continue additional staffing, as appropriate.	See Expenditures in Goal A	See details in Goal A	See Estimated Expenditures in Goal A
Scope of Service District-wide <hr/> <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 <hr/> <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)	
(5) Explore and implement Digital Learning Software Systems to include Content Management, Learning Management, Student Assessment, and Instructional resources and materials: Maintain systems and expand use and functionality; purchase digital core curriculum for math	See Expenditures in Goal A	See details in Goal A	See Estimated Expenditures in Goal A
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(6) Hire Teachers on Special Assignment to provide coaching support for classroom teachers in English Language Arts, Mathematics, and Science: Continue providing Teachers on Special Assignment. Monitor and evaluate on-going need and adjust, when appropriate	See Expenditures in Goal A	See details in Goal A	See Estimated Expenditures in Goal A
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(7) Develop and implement a Curriculum Leadership Team comprised of Administrators and Teachers to develop curriculum guides to support classroom instruction: Continue to convene team, as needed, to refine curriculum guides used by teachers	See Expenditures in Goal A	See details in Goal A	See Estimated Expenditures in Goal A
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<p>(8) Increase Professional Development opportunities for teachers and paraprofessionals to support implementation of Common Core State Standards, including English Language Development, by initiating personalized learning through release time, after school workshops, conference attendance, webinars, MOOCs, etc.: Develop and implement a Professional Development Annual Plan to include professional development for Certificated and Classified staff</p>	<p>See Expenditures in Goal A</p>	<p>See details in Goal A</p>	<p>See Estimated Expenditures in Goal A</p>
<p>Scope of Service District-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service District-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>(9) Increase and realign school budget allocations to mirror the new Local Control Funding Formula by providing augmentations for schools with higher populations of low socio-economic students, English Learners, and Foster Youth. Schools to use funds for parent workshops and institutes, school connectedness endeavors, attendance and behavioral incentives, and other student well-being initiatives.: Continue new school funding allocation model and incorporate revisions for centrally funded school purchases and district-wide instructional resources</p>	<p>See Expenditures in Goal A</p>	<p>See details in Goal A</p>	<p>See Estimated Expenditures in Goal A</p>

<p>Scope of Service School-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service School-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>(10) Provide a compensation package of salary, health benefits, and retirement benefits that attracts and retains high quality staff members and increases or improves services for all students.</p>	<p>See Expenditures in Goal A</p>	<p>See details in Goal A</p>	<p>See Estimated Expenditures in Goal A</p>
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<p>(14) Provide Bilingual Assistants to schools to assist English Learner students: Allocate Bilingual Assistants based on the needs of students to support ELD instruction</p>	<p>See Expenditures in Goal A</p>	<p>See details in Goal A</p>	<p>See Estimated Expenditures in Goal A</p>
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<p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>(15) Provide curriculum guides for English Language Development: Continue to convene team to refine curriculum guides used by teachers, as needed</p>	<p>See Expenditures in Goal A</p>	<p>See details in Goal A</p>	<p>See Estimated Expenditures in Goal A</p>
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<p>(16) Create a summer bridge program for unduplicated count students to receive academic intervention services with integration of digital resources: Develop plan for providing a 2 week summer bridge program twice during the Summer of 2016. Develop and implement criteria for determining participation. Purchase needed instructional materials.</p>	<p>See Expenditures in Goal A</p>	<p>See details in Goal A</p>	<p>See Estimated Expenditures in Goal A</p>
<p>Scope of Service: District-wide</p> <hr/> <p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p>		<p>Scope of Service: District-wide</p> <hr/> <p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	

_ Other Subgroups: (Specify)			
(17) Procure and implement supplemental intervention materials for ELA and Mathematics for students with lower academic achievement: Review and implement Math intervention materials. Conduct pre-assessments.	See Expenditures in Goal A	See details in Goal A	See Estimated Expenditures in Goal A
Scope of Service: District-wide <hr/> _ 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) Students with Exceptional needs		Scope of Service: District-wide <hr/> _ 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) Students with Exceptional needs	
(18) Implement apps and software systems to address the unique needs of low-socioeconomic students, English Learners, students with exceptional needs, and Foster Youth: Maintain apps and software for ELD instruction. Continue to research apps and software and implement, when appropriate.	See Expenditures in Goal A	See details in Goal A	See Estimated Expenditures in Goal A
Scope of Service: District-wide <hr/> _ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Students with Exceptional needs		Scope of Service: District-wide <hr/> _ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Students with Exceptional needs	

<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Based on stakeholder input and identification of needs from data analysis, the following changes are being made to the 2016-17 LCAP:</p> <ol style="list-style-type: none">1) Added Action #21 for purchasing and implementing curriculum and instructional materials for implementation of Common Core State Standards2) Increased amount for Action #2 by \$82,000 to annually set-aside funds for replacement of teacher laptops incorporated in Action #19 when they become obsolete3) Increased expenditures for Action #8 by \$608,000 to account for compensation increase for teachers associated with extending their workday once each week to engage in Professional Growth Activities4) Deleted Action #15 for developing ELD Curriculum Guides as this action is incorporated in Action #7
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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:	[GOAL: C] Engage students in relevant, personalized learning experiences that integrate critical thinking, communication, collaboration, and creativity to promote a passion for learning	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 <input checked="" type="checkbox"/> 6 _ 7 <input checked="" type="checkbox"/> 8 _ COE only: 9 _ 10 _ Local : Specify		
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All			
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. Decrease overall chronic absenteeism rate by .02% and increase attendance rate by .05% 2. Establish SART contract rate. 3. Establish SARB referral rate. 4. Maintain pupil enrollment in a broad course of study 5. Maintain 0% Middle School Dropout Rate 6. High School Dropout Rate (not applicable) 7. High School Graduation Rate (not applicable) 	<table border="1"> <tr> <td>Actual Annual Measurable Outcomes:</td> <td> <ol style="list-style-type: none"> 1. Did not decrease Chronic absenteeism rate and exceeded previous year's attendance rate 2. Baseline data of 3.48% SART contract rate 3. Baseline data for SARB 11 students referred 4. Maintained pupil enrollment and added 2 elective courses 5. Maintained 0% Middle School Dropout rate 6. High School Dropout Rate (not applicable) 7. High School Graduation Rate (not applicable) </td> </tr> </table>	Actual Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. Did not decrease Chronic absenteeism rate and exceeded previous year's attendance rate 2. Baseline data of 3.48% SART contract rate 3. Baseline data for SARB 11 students referred 4. Maintained pupil enrollment and added 2 elective courses 5. Maintained 0% Middle School Dropout rate 6. High School Dropout Rate (not applicable) 7. High School Graduation Rate (not applicable)
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LCAP Year: 2015-16				
Planned Actions/Services		Actual Actions/Services		
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(1) Provide a digital device for every student to use daily for classroom instruction and to take on-line assessments: Deploy and implement devices for Grades 6 - 8. Purchase, deploy, and implement devices for Grades K - 2.	See Expenditures in Goal A	See details in Goal A	See estimated expenditures in Goal A	
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(2) Establish and fund a technology reserve to provide sufficient funding for replenishment of teacher devices, student devices, and infrastructure equipment as they become obsolete: Fund an annual contribution amount based on a 4 year life-cycle for devices	See Expenditures in Goal A	See details in Goal A	See estimated expenditures in Goal A
Scope of Service District-wide <hr/> <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 <hr/> <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)	
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Scope of Service District-wide		Scope of Service District-wide	

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Scope of Service School-wide <hr/> X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service School-wide <hr/> X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
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(14) Provide Bilingual Assistants to schools to assist English Learner students: Allocate Bilingual Assistants based on the needs of students to support ELD instruction	See Expenditures in Goal A	See details in Goal A	See estimated expenditures in Goal A
Scope of Service District-wide		Scope of Service 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 type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>(15) Provide curriculum guides for English Language Development: Continue to convene team to refine curriculum guides used by teachers, as needed</p>	<p>See Expenditures in Goal A</p>	<p>See details in Goal A</p>	<p>See estimated expenditures in Goal A</p>
<p>Scope of Service District-wide</p>		<p>Scope of Service District-wide</p>	
<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>(16) Create a summer bridge program for unduplicated count students to receive academic intervention services with integration of digital resources: Develop plan for providing a 2 week summer bridge program twice during the Summer of 2016. Develop and implement criteria for determining participation. Purchase needed instructional materials.</p>	<p>See Expenditures in Goal A</p>	<p>See details in Goal A</p>	<p>See estimated expenditures in Goal A</p>
<p>Scope of Service District-wide</p>		<p>Scope of Service District-wide</p>	
<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p>		<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p>	

<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)		<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)	
(17) Procure and implement supplemental intervention materials for ELA and Mathematics for students with lower academic achievement: Review and implement Math intervention materials. Conduct pre-assessments	See Expenditures in Goal A	See details in Goal A	See estimated expenditures in Goal A
Scope of Service: District-wide <hr/> <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) Students with Exceptional needs		Scope of Service: District-wide <hr/> <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) Students with Exceptional needs	
(18) Implement apps and software systems to address the unique needs of low-socioeconomic students, English Learners, students with exceptional needs, and Foster Youth: Maintain apps and software for ELD instruction. Continue to research apps and software and implement, when appropriate.	See Expenditures in Goal A	See details in Goal A	See estimated expenditures in Goal A
Scope of Service: District-wide <hr/> <input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth		Scope of Service: District-wide <hr/> <input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth	

<input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with Exceptional needs</u>		<input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with Exceptional needs</u>			
<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Scope of Service</td> <td>District-wide</td> </tr> </table> <hr/> <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Scope of Service	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)	
Scope of Service	District-wide				
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Based on stakeholder input and identification of needs from data analysis, the following changes are being made to the 2016-17 LCAP: 1) Added Action #20 to expand elective course offerings 2) Added Action #24 to provide a Language Arts Specialist for each school 3) Increased amount for Action #2 by \$82,000 to annually set-aside funds for replacement of teacher laptops incorporated in Action #19 when they become obsolete 4) Increased expenditures for Action #8 by \$608,000 to account for compensation increase for teachers associated with extending their workday once each week to engage in Professional Growth Activities 5) Deleted Action #15 for developing ELD Curriculum Guides as this action is incorporated in Action #7				

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:	[GOAL: D] Improve and/or increase services to support the social, emotional, and physical well-being of students and their families	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 checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. Set baseline 2013-14 data: Administer California Healthy Kids Survey for elementary and middle school connectedness. 2. Increase the percentage of student sense of safety by 1% annually as measured by local safety measure. 3. Decrease the student suspension rate annually by .05%. 4. Maintain 0% Student Expulsion rate. 5. Increase the percent of students meeting the Physical Fitness Test (at least five of the six Healthy Fitness Zone standards) annually by 0.5%. 6. Develop local Facility Inspection Rating Matrix and obtain baseline data 	Actual Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. Baseline data available in 2015-16 school year for California Healthy Kids Survey to measure school connectedness 2. Did not increase percent of 4th - 8th graders feeling safe at school: a decrease of -0.79% of students 4th - 8th grade reporting feeling safe at school from 90.01% to 89.22% 3. Did not decrease suspension rate which includes both in-school and out-of-school suspensions with an increase of 1.20% 4. Maintained 0% Expulsion rate 5. Did not increase percentage of students meeting the Physical Fitness Test (at least five of the six Healthy Fitness Zone standards) with a decrease of -0.89% 6. Baseline data rate of 2.56 on a scale from 1 to 4 (4 being the highest).
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
(9) Increase and realign school budget allocations to mirror the new Local Control Funding Formula by providing augmentations for schools with higher populations of low socio-economic students, English Learners, and Foster Youth. Schools to use funds for parent workshops and institutes, school connectedness endeavors, attendance and behavioral incentives, and other student well-being initiatives.: Continue new school	See Expenditures in Goal A	See details in Goal A	See estimated expenditures in Goal A

<p>funding allocation model and incorporate revisions for centrally funded school purchases and district-wide instructional resources</p>			
<p>Scope of Service School-wide</p>		<p>Scope of Service School-wide</p>	
<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>(11) Expand use of electronic and face-to-face methods for parents and students to connect and engage within the school community: Conduct institutes to train parents on how to use technology and support their children. Convene district and site committees to obtain input on district decisions. Include translation services. Conduct digital citizenship and informational literacy training for students and integrate student communication systems. All of these actions will include or focus on parents of English Learner, low-socioeconomic, and Foster Youth students and students with exceptional needs.</p>	<p>LCFF Base and Targeted \$9,000</p>	<p>Increased parent participation on District Advisory Council (DAC). Schools and District Office offering parent institutes on various topics. More parents involved with social media connections. Digital Citizenship training provided for all students. We have found effective practices designed for elementary parents with interactive homework, parent workshops, regular teacher contact, preparing reading materials to read at home. We have also been able to increase parent involvement through planned activities to engage parents in the school through breakfast club, Everyone a Reader program, etc.</p>	<p>0000: Unrestricted LCFF Base and Targeted \$9,000</p>
<p>Scope of Service District-wide</p>		<p>Scope of Service District-wide</p>	
<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English</p>		<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p>	

proficient _ Other Subgroups: (Specify)		_ Other Subgroups: (Specify)	
(12) Establish an annual set-aside for addressing significant facility component repair/replacement needs to ensure school facilities are maintained in a safe condition and in good repair: Make transfer to Deferred Maintenance Fund and Develop/Implement plan for use of funds	LCFF Base \$535,000	\$535,000 transferred to Fund 14 for Deferred Maintenance needs. Additional one-time allocation of \$500,000 approved by Board for transfer to Fund 40 for other facility needs.	7000-7439: Other Outgo LCFF Base \$1,035,000
Scope of Service District-wide <hr/> <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 <hr/> <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)	
(13) Increase Routine Restricted Maintenance Account to 3% of Total General Fund outgo and adjust budget allocations to improve staffing configuration for faster work order response time: Increase transfer to RRMA to equal 3% of total outgo. Continue to evaluate staffing configuration and non-salary budget in view of needs and develop plans for revision, as appropriate	LCFF Base \$338,000	Transfer to Routine Restricted Maintenance revised to approximately 2.35% in accordance with State Budget flexibility.	7000-7439: Other Outgo LCFF Base \$417,000
Scope of Service District-wide <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners		Scope of Service District-wide <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	

_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)					
(19) Provide additional Physical Education equipment and training for teachers to deliver Physical Education instruction aligned with State standards: Provide one-time allocations to schools based on enrollment to purchase PE equipment	LCFF Base \$30,000	\$30,000 allocated to schools for purchase of PE equipment for 2015-16. Board allocated an additional \$130,000 for PE equipment and curriculum over a 2 year period. Use of additional funds and structure of program still being researched and developed.	0000: Unrestricted LCFF Base \$30,000				
<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Scope of Service</td> <td>District-wide</td> </tr> </table> <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		<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Scope of Service</td> <td>District-wide</td> </tr> </table> <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	
Scope of Service	District-wide						
Scope of Service	District-wide						
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Based on stakeholder input and identification of needs from data analysis, the following changes are being made to the 2016-17 LCAP: 1) Added Action #22 to increase counseling/social worker service in order to provide academic and behavioral supports to address the social and emotional learning needs of students 2) Increased expenditures for Action #19 by \$130,000 to provide additional funds for purchasing PE equipment						

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:	[GOAL: E] Improve and/or increase parent participation in their child(ren)'s learning process, including district and school committees	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	1. Increase the number of volunteer hours 2. Increase the parent participation in programs for unduplicated students, programs for individuals with exceptional needs and, school and district committees by the number of meetings held. 3. Increase parent input by review of committee meeting minutes.	Actual Annual Measurable Outcomes: 1. Exceeded previous year volunteer hours to 38,522 2. Did not meet the increase of parent committee members with a decrease of -15 parent representatives. 3. Increase in parent input through review of meeting minutes of DAC, BAC, DELAC and Special Education Advisory as well as site committees.	
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
(9) Increase and realign school budget allocations to mirror the new Local Control Funding Formula by providing augmentations for schools with higher populations of low socio-economic students, English Learners, and Foster Youth. Schools to use funds for parent workshops and institutes, school connectedness endeavors, attendance and behavioral incentives, and other student well-being initiatives.: Continue new school funding allocation model and incorporate revisions for centrally funded school purchases and district-wide instructional resources	See Expenditures in Goal A	See details in Goal A	See estimated expenditures in Goal A
Scope of Service	School-wide	Scope of Service	School-wide

<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	
<p>(11) Expand use of electronic and face-to-face methods for parents and students to connect and engage within the school community: Conduct institutes to train parents on how to use technology and support their children. Convene district and site committees to obtain input on district decisions. Include translation services. Conduct digital citizenship and informational literacy training for students and integrate student communication systems. All of these actions will include or focus on parents of English Learner, low-socioeconomic, and Foster Youth students and students with exceptional needs.</p>	<p>See Expenditures in Goal D</p>	<p>See details in Goal D</p>	<p>See estimated expenditures in Goal D</p>
<p>Scope of Service: District-wide</p> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 		<p>Scope of Service: District-wide</p> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing</p>	<p>No significant changes were made to the actions, services, or expenditures for this goal.</p>		

past progress and/or changes to goals?	
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Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	<u>\$3,514,079</u>
<p>Describe how the LEA is expending these funds in the LCAP year:</p> <p>District-wide use of the supplemental funds includes the following action steps:</p> <ul style="list-style-type: none"> • Provide a personalized learning environment for all students through a Digital 1:1 Learning Initiative. These devices give all students by grade span access to on-line resources, digital instructional materials, and software applications to improve their learning. Our objectives are to personalize learning for each student based on grade span and individual need using technology devices. Unduplicated count students would benefit from individualized applications and software specific to their instructional needs. The Digital 1:1 Learning Initiative includes Action Steps to set-aside funds to replace/refresh devices as they become obsolete, to improve network infrastructure, and to provide adequate technical staff to support the initiative. (Provided at all schools, benefits all students although principally directed to unduplicated count students) • Provide 4.5 FTE centralized Teachers on Special Assignment (“TOSAs”) to work with classroom teachers at all schools to enhance and improve their teaching methods for all students, including unduplicated count students, in the areas of English Language Arts, Mathematics, and Science. TOSAs work assignments are divided between schools on particular days of the week. However, schools with higher concentrations of unduplicated students will receive proportionately more services from the TOSAs to provide specialized assistance for teachers with unduplicated count students in their classrooms. (Provided at all schools, benefits all students although principally directed to unduplicated count students) • Provide 9 FTE Language Arts Specialist or Intervention Resource Teachers to support students reading and writing below grade level for academic support and English Language Development instruction for English Learners. (Provided at all schools, benefits all students although principally directed to unduplicated count students) • Increase and realign school budget allocations to more closely match the LCFF methodology of providing increased funding for higher concentrations of unduplicated count students. In accordance with an agreement with Principals, the District deducts amounts from school budgets for centralized purchase of digital device accessories and instructional resources. Schools will be held accountable for spending their funds in a manner proportionate with their student demographics. • Expand professional growth and development opportunities through extension of the on-site workday for teachers; establishing a fund for classified staff members to voluntarily participate in various workshops and trainings; use of teacher developed learning plans personalized for each individual; and job embedded professional development for digital learning, curriculum, and instructional practices. • Expand elective course offerings 	

- Increase counselor/social worker service for students
- Purchase and implement new English Language Arts/English Language Development curriculum for grades K-8

Specific use of supplemental funding and principally directed to unduplicated count students includes the following:

- Provide Bilingual Assistants to schools to assist English Learner students
- Provide instructional materials and curriculum guides for English Language Development
- Create a summer bridge program to provide instructional assistance and wireless access to digital resources
- Procure and implement supplemental intervention materials for ELA and Mathematics for students with lower academic achievement
- Implement apps and software systems to address the unique needs of low-socioeconomic students, English Learners, and Foster Youth

Describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state priority areas:

DIGITAL LEARNING CURRICULUM:

The District believes that the district-wide use of supplemental funds for a 1:1 initiative is the most effective use of the funds to increase student learning. The 1:1 initiative ensures every student has a digital device to deepen their learning experience inside and outside of the classroom. A district-wide implementation of a 1:1 initiative provides economies of scale for purchase, configuration, maintenance and upkeep, and professional development and allows the district to save on the costs of printed textbooks and instructional materials. The 1:1 initiative also provides access to and equity for programs and resources throughout the District and for all sub-groups of students. (Provided at all schools, benefits all students although principally directed to unduplicated count students)

As evidenced in multiple studies, the use of computing devices in the classroom has led to increased student achievement (Kulik, 1994). These achievement gains have occurred in both regular and special needs children (Bialo & Sivin-Kachala, 1996). Learning through mobile devices also allows for consistent involvement with others. This involvement increases engagement, and leads into authentic activities by participants (Beckmann, 2010). Furthermore, students tend to learn more in less time when they are receiving computer-based instruction (Kulik, 1994). When using computer supported learning environments, such as Edmodo, students have shown increased depth of understanding, reflection, and overall achievement (Scardamalia & Bereiter, 1996).

References:

- Beckmann, E. A. (2010). Learners on the move: Mobile modalities in development studies. *Distance Education*, 31(2), 159-173.
- Bialo, E. R., & Sivin-Kachala, J. (1996). The effectiveness of technology in schools: A summary of recent research. *SLMQ*, 25(1), 1996.
- Kulik, J. A. (1994). Meta analytic studies of findings on computer-based instruction. In E.L. Baker and H.F. O'Neil (Eds.). *Technology Assessment in Education and Training*, Hillsdale, NJ: Erlbaum.
- Montrieux H, Vanderlinde R, Schellens T, De Marez L (2015) Teaching and Learning with Mobile Technology: A Qualitative Explorative Study about the Introduction of Tablet Devices in Secondary Education. *PLoS ONE* 10(12): e0144008. doi:10.1371/journal.pone.0144008
- Scardamalia, M., & Bereiter, C. (1996). Computer support for knowledge-building communities. In T. Koschmann, (Ed.). *CSSL: Theory and practice of an emerging paradigm*. Mahwah, NJ: Erlbaum.

Dreambox Math is Common Core aligned tutorial software that keeps all learners, from struggling to advanced, in their optimal learning zone. The program is designed to build conceptual understanding and fluency in the critical areas of numbers and operations, place value, and number sense (Dreambox, 2012). This type of adaptive learning

technology can extend the capacity of the teacher to individualize instruction and, thus, enhance learning by readily adapting to the skill and needs of each learner (ATP, 2005). Creating a learning experience that captures a student's imagination and holds their ongoing interest is vital. Immersive environments, such as Dreambox, that personalize learning with games and themes that feel game-like increase engagement, as do collecting rewards and certificates to help learners build confidence and a sense of accomplishment (Dreambox, 2014). (Provided at all schools, benefits all students although principally directed to unduplicated count students).

References:

ATP focused program: Advanced learning systems. (2005, April 12). Retrieved from <http://www.atp.nist.gov/focus/als.htm>

Dreambox Learning. (2012). Dreambox Learning white paper on helping children be successful at math [White paper]. Retrieved from http://www.dreambox.com/whitepapers/dreambox_helping_children_be_successful_in_math

Dreambox Learning. (2014). Dreambox learning white paper on how adaptive learning technology helps students excel in math [White paper]. Retrieved from http://www.dreambox.com/whitepapers/dreambox_adaptive_learning_for_math_proficiency

Achieve3000® provides students in grades 3 - 8 with differentiated instruction for nonfiction reading and writing tailored to each student's Lexile® reading level (Achieve3000, 2016). Achieve3000 systems are designed to meet the needs of classrooms with a diverse mix of student reading abilities; every student reads the same grade-appropriate content at their individual reading level, empowering students to participate in whole-class instruction and discussion. Achieve 3000's adaptive content system integrates ongoing assessment, engaging nonfiction content, and linguistic supports for struggling readers and English Learners. The system accelerates learning gains and empowers all students to build critical college and career literacy skills (Achieve3000, 2016).

Achieve 3000's 2014-2015 National Lexile Study, with a sample size of nearly 880,000 students in grades 2 - 12, indicated that students who complete at least two reading activities per week, on average, achieved two times the Lexile growth expected through typical instruction (Achieve3000, 2015). (Provided at all schools, benefits all students although principally directed to unduplicated count students).

Schoolnet for PowerSchool brings together the district's student information system and a full data analysis solution to give Santee School District the data-informed insight to improve student performance every day. Bringing PowerSchool and Schoolnet together provides our educators with the ability to effectively analyze assessment results to improve teaching and student learning (Provided at all schools, benefits all students although it is principally directed to unduplicated count students):

- A district-wide assessment platform
- Dynamic tools to identify struggling students and personalize learning
- Reporting and analysis tools
- Robust instructional planning tools (digital lesson planner)
- Formative classroom assessment scheduling and results shared with PowerTeacher Gradebook
- Detailed student assessment results and summaries shared with the PowerSchool Parent Portal

References:

Boudett, K., City, E., & Murnane, R. (2005). *Data Wise*. Cambridge, Massachusetts: Harvard Education Press.

Pearson. (2012). Austin Independent School District – A Success Story [White paper]. Retrieved from <http://www.pearsonschoolsystems.com/pdf/casestudies/pearson-austin-2012.pdf>

LANGUAGE ARTS SPECIALIST OR INTERVENTION RESOURCE TEACHERS:

The district provides a Language Arts Specialist or Intervention Resource Teacher at each school site. The Language Arts Specialist or the Intervention Resource Teacher shall provide site level leadership to the staff in the implementation of the common core standards, curriculum, and targeted intervention program, including English Language Development (ELD) instruction. Assistance shall be provided through diagnostic/prescriptive planning, staff development, training of support staff, demonstration teaching and direct instruction with whole class, small groups and individual students. They provide teacher leadership in the implementation of common core state standards, especially in

the area of ELA/ELD. (Provided at all schools, benefits all students although principally directed to unduplicated count students).

CURRICULUM RESOURCE TEACHERS:

The use of district-level Teachers on Special Assignment allows the District to target their services in an efficient manner rather than having each school decide on their work distribution separately. Schools with higher populations of unduplicated count students will receive proportionately more services from these district level staff members. The Curriculum Resource Teachers facilitate the integration of technology with a focus on pedagogy, content knowledge, and technological skills through a coaching model at school sites. They provide teacher leadership for implementation of common core state standards, instructional support for our one to one digital initiative, and personalized learning experiences for students, especially unduplicated count students. (Provided at all schools, benefits all students although principally directed to unduplicated count students).

SCHOOL BUDGET ALLOCATIONS:

The district-wide use of supplemental funding in the increase and realignment of school budgets will allow each school to target these funds in ways that best meet the needs of their unique student population. (Provided at schools that have unduplicated count students and principally directed to unduplicated count students).

COUNSELORS/SOCIAL WORKERS:

The district-wide use of supplemental funding to increase counseling/social worker service allows for case management of students that need support in social/emotional well-being to improve their academic performance. Counselors/Social workers can setup learning plans for Foster Youth, help remove obstacles to learning for low socio-economic students, and do academic goal setting for English Learners.

PROFESSIONAL GROWTH AND DEVELOPMENT:

Professional development on ELA/ELD standards will be conducted with adoption of ELA/ELD curriculum. Extension of the on-site workday once each week will allow teachers time to analyze student data, make instructional decisions, research effective instructional strategies, and engage in collaboratively planning with peers.

CURRICULUM AND INSTRUCTIONAL MATERIALS:

Adoption of new ELA/ELD curriculum and instructional materials will provide additional learning resources for unduplicated count students, including English Learners. The District will also be adopting specific intervention materials for students with special needs.

ELECTIVES:

Expanding course offerings increases student engagement for all students, including unduplicated count students, by giving them choices to address and broaden their interests.

- B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

7.47

%

The District's Mission and Vision are as follows:

Mission: Santee School District assures a quality education, empowering students to achieve academic excellence and to develop life skills needed for success in a diverse and changing society.

Vision: Santee School District will be an innovative leader in education, inspiring students to realize their unique potential.

The District's goals include identifying ways for the school system to achieve high quality education for every student in every school. The LCAP has been developed with the support of stakeholder input to achieve these goals. The District believes that low-income students, foster youth, and English learners as well as other significant subgroups will benefit from the increased services to improve their learning with several initiatives. The District believes that high quality instruction, curriculum and assessment are the foundation for students to achieve enriched lives, develop the skills and knowledge to succeed in a rapidly changing society, and engage actively in the civic community.

The Unduplicated Count Students will receive increased or improved services through the following actions/services:

DIGITAL 1:1 LEARNING INITIATIVE: Increases learning resources and provides a personalized learning environment for unduplicated count students. The 1:1 initiative ensures every student has a digital device to deepen their learning experience inside and outside of the classroom and provides access to and equity for programs and resources throughout the District and for all sub-groups of students. Each unduplicated count student has a digital device that can allow them to access digital instructional materials, software programs, apps, and on-line resources tailored to their unique needs.

LANGUAGE ARTS SPECIALIST OR INTERVENTION RESOURCE TEACHERS: Increases the number of adults available to support all unduplicated count students. The district provides a Language Arts Specialist or Intervention Resource Teacher at each school site. The Language Arts Specialist or the Intervention Resource Teacher shall provide site level leadership to the staff in the implementation of the common core standards, curriculum, and targeted intervention program, including English Language Development (ELD) instruction.

CURRICULUM RESOURCE TEACHERS: Increases the number of adults available to support all unduplicated count students. Schools with higher populations of unduplicated count students will receive proportionately more services from these district level staff members. The Curriculum Resource Teachers facilitate the integration of technology with a focus on pedagogy, content knowledge, and technological skills through a coaching model at school sites. They provide teacher leadership for implementation of common core state standards, instructional support for our one to one digital initiative, and personalized learning experiences for students, especially unduplicated count students.

SCHOOL BUDGET ALLOCATIONS: Provides additional/specific funds for schools for intervention materials, professional development, and increasing parent involvement for unduplicated counts students.

COUNSELORS/SOCIAL WORKERS: Increases the number of adults available to support all unduplicated count students. Expanding counseling/social worker service allows for case management of students that need support in social/emotional well-being to improve their academic performance. Counselors/Social workers can setup learning plans for Foster Youth, help remove obstacles to learning for low socio-economic students, and do academic goal setting for English Learners.

PROFESSIONAL GROWTH AND DEVELOPMENT: Increases the capacity of staff to address the specific needs of unduplicated count students.

Professional development on ELD standards will be conducted with adoption of ELA/ELD curriculum. Extension of the on-site workday once each week will allow teachers time to analyze student data, make instructional decisions, research effective instructional strategies, engage in collaboratively planning with peers, and develop methods for

personalizing learning for unduplicated count students.

CURRICULUM AND INSTRUCTIONAL MATERIALS: Provides additional learning resources for unduplicated count students.

ELECTIVES: Increases access to a variety of courses for increasing student engagement for unduplicated count students who would not ordinarily have access to a breadth of academic activities.

Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-18	2018-19	2016-17- 2018-19 Total
All Funding Sources	47,580,000.0 0	51,015,450.0 0	51,541,500.0 0	52,777,000.0 0	53,063,000.0 0	157,381,500. 00
LCFF Base	42,903,000.0 0	46,206,000.0 0	46,144,000.0 0	48,385,000.0 0	48,613,000.0 0	143,142,000. 00
LCFF Base and Targeted	4,447,000.00	4,657,850.00	3,589,500.00	2,984,000.00	3,146,000.00	9,719,500.00
LCFF Targeted	230,000.00	151,600.00	1,559,000.00	1,236,000.00	1,264,000.00	4,059,000.00
Lottery	0.00	0.00	80,000.00	0.00	0.00	80,000.00
Other	0.00	0.00	129,000.00	132,000.00	0.00	261,000.00
Title I	0.00	0.00	40,000.00	40,000.00	40,000.00	120,000.00

Total Expenditures by Object Type						
Object Type	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-18	2018-19	2016-17- 2018-19 Total
All Expenditure Types	0.00	51,015,450.0 0	51,541,500.0 0	52,777,000.0 0	53,063,000.0 0	157,381,500. 00
0000: Unrestricted	0.00	45,114,000.0 0	45,832,000.0 0	48,578,000.0 0	49,563,000.0 0	143,973,000. 00
1000-1999: Certificated Personnel Salaries	0.00	506,850.00	1,706,500.00	1,691,000.00	1,781,000.00	5,178,500.00
2000-2999: Classified Personnel Salaries	0.00	357,000.00	381,000.00	401,000.00	422,000.00	1,204,000.00
3000-3999: Employee Benefits	0.00	1,300,000.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	0.00	1,100,000.00	2,545,000.00	980,000.00	170,000.00	3,695,000.00
5000-5999: Services And Other Operating Expenditures	0.00	13,600.00	275,000.00	325,000.00	325,000.00	925,000.00
6000-6999: Capital Outlay	0.00	370,000.00	0.00	0.00	0.00	0.00
7000-7439: Other Outgo	0.00	2,254,000.00	802,000.00	802,000.00	802,000.00	2,406,000.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-18	2018-19	2016-17- 2018-19 Total
All Expenditure Types	All Funding Sources	0.00	51,015,450. 00	51,541,500. 00	52,777,000. 00	53,063,000. 00	157,381,50 0.00
0000: Unrestricted	LCFF Base	0.00	44,530,000. 00	43,835,000. 00	47,239,000. 00	48,264,000. 00	139,338,00 0.00
0000: Unrestricted	LCFF Base and Targeted	0.00	579,000.00	1,888,000.0 0	1,183,000.0 0	1,190,000.0 0	4,261,000.0 0
0000: Unrestricted	LCFF Targeted	0.00	5,000.00	109,000.00	109,000.00	109,000.00	327,000.00
0000: Unrestricted	Other	0.00	0.00	0.00	7,000.00	0.00	7,000.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-18	2018-19	2016-17- 2018-19 Total
0000: Unrestricted	Title I	0.00	0.00	0.00	40,000.00	0.00	40,000.00
1000-1999: Certificated Personnel Salaries	LCFF Base and Targeted	0.00	506,850.00	604,500.00	614,000.00	769,000.00	1,987,500.0 0
1000-1999: Certificated Personnel Salaries	LCFF Targeted	0.00	0.00	933,000.00	952,000.00	972,000.00	2,857,000.0 0
1000-1999: Certificated Personnel Salaries	Other	0.00	0.00	129,000.00	125,000.00	0.00	254,000.00
1000-1999: Certificated Personnel Salaries	Title I	0.00	0.00	40,000.00	0.00	40,000.00	80,000.00
2000-2999: Classified Personnel Salaries	LCFF Base	0.00	224,000.00	239,000.00	251,000.00	264,000.00	754,000.00
2000-2999: Classified Personnel Salaries	LCFF Targeted	0.00	133,000.00	142,000.00	150,000.00	158,000.00	450,000.00
3000-3999: Employee Benefits	LCFF Base and Targeted	0.00	1,300,000.0 0	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	LCFF Base	0.00	0.00	2,045,000.0 0	870,000.00	60,000.00	2,975,000.0 0
4000-4999: Books And Supplies	LCFF Base and Targeted	0.00	1,100,000.0 0	125,000.00	85,000.00	85,000.00	295,000.00
4000-4999: Books And Supplies	LCFF Targeted	0.00	0.00	375,000.00	25,000.00	25,000.00	425,000.00
5000-5999: Services And Other Operating Expenditures	LCFF Base	0.00	0.00	25,000.00	25,000.00	25,000.00	75,000.00
5000-5999: Services And Other Operating Expenditures	LCFF Base and Targeted	0.00	0.00	170,000.00	300,000.00	300,000.00	770,000.00
5000-5999: Services And Other Operating Expenditures	LCFF Targeted	0.00	13,600.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Lottery	0.00	0.00	80,000.00	0.00	0.00	80,000.00
6000-6999: Capital Outlay	LCFF Base and Targeted	0.00	370,000.00	0.00	0.00	0.00	0.00
7000-7439: Other Outgo	LCFF Base	0.00	1,452,000.0 0	0.00	0.00	0.00	0.00
7000-7439: Other Outgo	LCFF Base and Targeted	0.00	802,000.00	802,000.00	802,000.00	802,000.00	2,406,000.0 0

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).