

Introduction:

LEA: Santee School District Contact (Name, Title, Email, Phone Number): Dr. Stephanie Pierce, Assistant Superintendent Educational Services,
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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.

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. 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 should comply with instructions and 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. 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 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:

Parent involvement: efforts to seek parent input in decision making, 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

Base Program

The District provides a base program that includes:

- Highly qualified teachers, leaders, and staff
- Standards based instructional materials
- Safe, clean, and functional facilities; and
- Instructional and operational support personnel, equipment, and supplies

The base program is designed 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.

The approximate cost for provision of the Base Program is \$35 million for 2014-15. The Base Program grows in cost each year with automatic Step & Column salary advancements, increases to health and statutory benefits, negotiated salary increases for employees, and inflationary and workload increases for utilities and general services.

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 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 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 engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, 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?
- 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 representative parents of pupils identified in Education Code section 42238.01?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
<p>The District used the following process for stakeholder input (see attached):</p> <ol style="list-style-type: none"> 1) Produced and posted a 5 minute video on its website describing the LCAP, its relationship to the District's Strategic Action Plan, and the stakeholder input process. 2) Collected summary data from stakeholders using an on-line survey on the District's website asking participants to rate the importance of the 8 State Priority areas to them using a 5 point scale from Extremely High Priority to Not a Priority. Comments were also collected. This data was disaggregated by self-proclaimed affiliations. 3) Conducted meetings with bargaining units, Administrators, DAC, DELAC, 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 State Priority, Response Type Category, and Group Affiliation. 4) Stakeholders were provided qualitative and quantitative data on test scores, student attendance, suspension and expulsion rates, parent participation on committees, volunteerism, students per computer ratios, and school connectedness surveys. 5) Submitted a draft LCAP to parents and students at a Town Hall Forum to solicit feedback. 6) Submitted a draft LCAP to DAC and DELAC and solicited their feedback. Written responses were provided for all comments generated. 7) Advertised and conducted a public hearing to seek input on the LCAP. 	<p>Results of the website survey and 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>All stakeholder groups provided input relating to expansion of classroom technology and increased access. Seven of the District's Action Steps were developed to address these areas through a 1:1 initiative, improvement of network infrastructure and support, and increased Professional Development for staff related to implementation of Common Core State Standards and the integration of technology.</p> <p>Input from several stakeholder groups, including DELAC, suggested actions associated with expanding after school opportunities. The District included an Action Step to provide an after school homework club specifically designed to help low socio-economic, English Learner, and Foster Youth students.</p> <p>Substantial input was received from teachers and Administrators asking for curriculum, instructional and intervention materials, professional development, and classroom support for implementation of Common Core State Standards. Eight of the District's Action Steps were developed to address these areas.</p> <p>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.</p> <p>Input from several stakeholder groups focused on increasing communication with parents. One of the District's Action Steps relates to increasing the use</p>

of electronic communication to engage parents.

The District also received numerous responses from stakeholders asking for more electives, music, and the arts. A specific Action Step has not been included in this LCAP to address that goal as the District believes that its limited resources need to be focused in the Core Content areas and to expanding classroom technology. The 1:1 initiative can provide more opportunities for using music and artistic apps in classrooms. The District will continue to review and revisit this area to consider additional actions related to this area when developing and revising future LCAPs.

Section 2: Goals and Progress Indicators

*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, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart 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. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. 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, school site-level advisory groups (e.g., school site 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.

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 “Engagement” (e.g., pupil and parent)?
- 4) What are the LEA’s goal(s) to address locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site 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 subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA’s goals for all pupils?

- 7) What are the specific predicted outcomes/metrics/noticeable changes 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 and/or to review progress toward goals in the annual update?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroup(s) (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP Year 1: 2014-15	LCAP Year 2: 2015-16	LCAP Year 3: 2016-17	
Implementation of the Common Core State Standards in English Language Arts as measured by state and local student assessment data, classroom observations and course audits	<i>[GOAL: A] Improve student learning of Common Core State Standards in English Language Arts (ELA)/English Language Development (ELD) through high quality instruction with technology integration for acquisition of 21st Century Learning skills</i>	All (Including Low Income, English Learners, Hispanic, SPED, and all other significant subgroups)	All		Teaching and learning reflects instructional guides aligned to CCSS, professional development, and district benchmark exams for ELA/ELD and determine baseline for measuring student achievement using local assessment	Teaching and learning reflects continued refinement of instructional guides aligned to CCSS, professional development, and district benchmark exams for ELA/ELD and show an increase in student growth as compared to baseline	Teaching and learning reflects continued refinement of instructional guides aligned to CCSS, professional development, and district benchmark exams for ELA/ELD and show increase in student growth as compared to previous year	1, 2, 3, 4, 7, 8

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Professional Development, alignment of instructional materials and assessment for CCSS ELA/ELD, and technology integration as measured by state and local student assessment data and classroom observations					Professional development will focus on CCSS instructional strategies, assessment items, and technology integration and determine baseline for measuring student achievement using local assessment	Professional development will continue to focus on CCSS instructional strategies, assessment items, and technology integration and show an increase in student growth as compared to baseline	Professional development will continue to focus on CCSS instructional strategies, assessment items, and technology integration show increase in student growth as compared to previous year	
					Technology is integrated into CCSS ELA/ELD student learning experiences	Technology integration continues to improve with a deeper understanding of CCSS ELA/ELD	Technology integration continues to improve with a deeper understanding of CCSS ELA/ELD	

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					Adoption of digital curriculum and bridge materials aligned to the CCSS in ELA/ELD	State adopted materials released in ELA/ELD: Pilot of ELA digital curriculum for core program and supplemental materials for subgroups	Implementation of digital instructional materials for ELA/ELD and professional development on the digital instructional materials as evidenced through student assessment data and classroom observations	
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					Increase in percent of English Learners reclassified as English Proficient (RFEP)	Increase in percent of English Learners reclassified as English Proficient (RFEP) as compared to previous year	Increase in percent of English Learners reclassified as English Proficient (RFEP) as compared to previous year	

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100% Fully credentialed teachers in appropriate assignments as measured by credential audits and review of appropriate assignments pursuant to Education Code section 44258.9					Maintain 100%	Maintain 100%	Maintain 100%	
					Recruit and retain qualified teachers and Teachers on Special Assignment to coach and support implementation of CCSS in ELA	Recruit and retain qualified teachers and Teachers on Special Assignment to coach and support implementation of CCSS in ELA	Recruit and retain qualified teachers and Teachers on Special Assignment to coach and support implementation of CCSS in ELA	

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Implementation of the Common Core State Standards in Mathematics as measured by state and local student assessment data, classroom observations and course audits	<i>[GOAL: B] Improve student learning of Common Core State Standards in Mathematics through high quality instruction with technology integration for acquisition of 21st Century Learning skills</i>	All (Including Low Income, English Learners, Hispanic, SPED, and all other significant subgroups)	All		Teaching and learning reflects instructional guides aligned to CCSS, professional development, and district benchmark exams for Mathematics and determine baseline for measuring student achievement using local assessment	Teaching and learning reflects continued refinement of instructional guides aligned to CCSS, professional development, and district benchmark exams for Mathematics and show an increase in student growth as compared to baseline	Teaching and learning reflects continued refinement of instructional guides aligned to CCSS, professional development, and district benchmark exams for Mathematics and show an increase in student growth as compared to previous year	1, 2, 3, 4, 7, 8

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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Professional Development, alignment of instructional materials and assessment for Mathematics, and technology integration as measured by state and local student assessment data and classroom observations					Professional development will focus on CCSS instructional strategies, assessment items, and technology integration and determine baseline for measuring student achievement using local assessment	Professional development will continue to focus on CCSS instructional strategies, assessment items, and technology integration and show an increase in student growth as compared to baseline	Professional development will continue to focus on CCSS instructional strategies, assessment items, and technology integration and show an increase in student growth as compared to previous year	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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					Adoption of mathematics digital curriculum for core program and supplemental mathematics materials for English Learners and other subgroups	Implementation of instructional materials for Mathematics and professional development on the digital instructional materials as evidenced through student assessment data and classroom observations	Deeper implementation of instructional materials for Mathematics and continued professional learning experiences to improve teaching and learning practice as evidenced through improved student achievement and classroom observations.	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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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					Increase in percent of eligible students are reclassified as English Proficient (RFEP)	Increase in percent of eligible students are reclassified as English Proficient (RFEP) as compared to previous year	Increase in percent of eligible students are reclassified as English Proficient (RFEP) as compared to previous year	
100% Fully credentialed teachers in appropriate assignments as measured by credential audits and review of appropriate assignments pursuant to Education Code section 44258.9					Maintain 100%	Maintain 100%	Maintain 100%	
					Recruit and retain qualified teachers and Teachers on Special Assignment to coach and support implementation of CCSS in Math	Recruit and retain qualified teachers and Teachers on Special Assignment to coach and support implementation of CCSS in Math	Recruit and retain qualified teachers and Teachers on Special Assignment to coach and support implementation of CCSS in Math	

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Improve the district's Academic Performance Index (API) and implement a new state assessment system as measured by CAASPP data and API	<i>[GOAL: C] Improve API annually using the California Assessment of Student Performance and Progress (CAASPP) based on Smarter Balanced Assessment Consortium (SBAC)</i>	All (Including Low Income, English Learners, Hispanic, SPED, and all other significant subgroups)	All		Establish a baseline State designated target on California Assessment of Student Performance and Progress (CAASPP)	All students including subgroups meet or exceed state designated target on California Assessment of Student Performance and Progress (CAASPP)	All students including subgroups meet or exceed state designated target on California Assessment of Student Performance and Progress (CAASPP)	4
Decrease Chronic Absenteeism and truancy as measured by attendance rates, middle school dropout rates, SART contracts, and SARB referrals	<i>[GOAL: D] Engage students in relevant, personalized learning experiences that integrate critical thinking, communication, collaboration, and creativity to promote a passion for learning</i>	All (Including Low Income, English Learners, Hispanic, SPED, and all other significant subgroups)	All		Decrease overall chronic absenteeism and increase attendance rate	Decrease overall chronic absenteeism and increase attendance rate from Year 1	Decrease overall chronic absenteeism and increase attendance rate from Year 2	4, 5, 6

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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	<i>[GOAL: E] Improve and/or increase services to support the social, emotional, and physical well-being of students and their families</i>	All (Including Low Income, English Learners, Hispanic, SPED, and all other significant subgroups)	All		Set baseline 2013-14 data: Administer California Healthy Kids Survey for elementary and middle school	Use baseline data to establish a percentage increase for students' to feel safe and more connected to school as compared to previous year	Use baseline data to establish a percentage increase for students' to feel safe and more connected to school as compared to previous year	1, 6
					Increase the percentage of student sense of safety	Increase the percentage of student sense of safety as compared to previous year	Increase the percentage of student sense of safety as compared to previous year	
Decrease Pupil Suspension rates as measured by suspension rates and expulsion rates					Decrease the number of student suspensions annually	Decrease the number of student suspensions annually	Decrease the number of student suspensions annually	

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Increase parent participation in programs as measured by number of parent volunteers and volunteer hours	<i>[GOAL: F] Improve and/or increase parent participation in their child(ren)'s learning process, including district and school committees</i>	All (Including Low Income, English Learners, Hispanic, SPED, and all other significant subgroups)	All		Increase parent participation in school and district activities	Increase parent participation in school and district activities	Increase parent participation in school and district activities	3
Seek parent input for the decision-making process at the district and site level as measured by number of parents participating in committees and survey data					Increased use of technology to engage parents in the learning environment such as videos on school websites, Facebook, PowerSchool, and online curriculum	Use data from Year 1 to further increase parent input in the decision making process at the district and site level	Use data from Year 2 to further increase parent input in the decision making process at the district and site level	
					Increase use of School Messenger website and survey tools for input	Continue use of School Messenger website, survey tools for input, and other innovative measures	Continue use of School Messenger website, survey tools for input, and other innovative measures	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroup(s) (Identify applicable subgroups (as defined in EC 52052) or indicate “all” for all pupils.)	School(s) Affected (Indicate “all” if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP Year 1: 2014-15	LCAP Year 2: 2015-16	LCAP Year 3: 2016-17	
					Conduct parent institutes in English and Spanish	Continue parent institutes in English and Spanish	Continue parent institutes in English and Spanish	

Section 3: Actions, Services, and Expenditures

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 the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA’s budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. 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 actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 2) How do these actions/services link to identified goals and performance indicators?
- 3) 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?
- 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 5) In the annual update, 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?
- 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
- 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?
 - A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year 1: 2014-15	LCAP Year 2: 2015-16	LCAP Year 3: 2016-17
A, B, C, D	1, 2, 3, 4, 5, 7, 8	(1) Provide a digital device for every student to use daily for classroom instruction and to take on-line assessments	LEA-wide		Purchase and implement devices for Grades 3 - 5 = \$1.4 million [LCFF (Base and Targeted) and Common Core one-time funding]	Purchase and implement devices for Grades 6 - 8 = \$1.5 million [LCFF (Base and Targeted)]	Purchase and implement devices for Grades K - 2 = \$1.6 million [LCFF (Base and Targeted)]
A, B, C, D	1, 2, 4, 5, 7, 8	(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	LEA-wide		Establish and fund an annual contribution amount based on a 5 year life-cycle of devices = \$590,000 [LCFF Base and Targeted]	Continue contribution to the reserve = \$590,000 [LCFF Base and Targeted]	Continue contribution to the reserve = \$590,000 [LCFF Base and Targeted]
A, B, C, D	1, 2, 4, 5, 7, 8	(3) Improve network infrastructure to include increased bandwidth, sufficient wireless access points, scaleable and reliable equipment, physical security, and device and software management systems	LEA-wide		Upgrade to bandwidth capability, increase of wireless access points, implementation of mobile device management and security systems, improvement of network cabling, and addition of physical security components = \$486,000 [LCFF Base and Targeted]	Increase of wireless access points, addition to mobile device management and security systems, improvement of network cabling = \$37,000 [LCFF Base and Targeted]	Increase of wireless access points, addition to mobile device management and security systems, improvement of network cabling = \$31,000 [LCFF Base and Targeted]

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year 1: 2014-15	LCAP Year 2: 2015-16	LCAP Year 3: 2016-17
A, B, C, D	1, 2, 4, 5, 7, 8	(4) Increase technology operations staffing to improve reliability of digital network and devices	LEA-wide		Hire 1 Systems Administrator and 1 Computer Support Technician = \$142,000 [LCFF Base and Targeted]	Hire 1 additional Computer Support Technician = \$67,000 [LCFF Base and Targeted]	Continue funding for additional technology operations staffing
A, B, C, D	1, 2, 4, 5, 7, 8	(5) Explore and implement Digital Learning Software Systems to include Content Management, Learning Management, Student Assessment, and Instructional resources and materials	LEA-wide		Explore, select and implement Systems = \$631,000 [LCFF (Base and Targeted) and Common Core One-Time Funds]	Maintain systems and expand use and functionality; purchase digital core curriculum for math = \$643,000 [LCFF Base and Targeted]	Maintain systems and expand use and functionality; purchase digital core curriculum for ELA/ELD = \$693,000 [LCFF Base and Targeted]
A, B, C, D	1, 2, 4, 5, 7, 8	(6) Hire Teachers on Special Assignment to provide coaching support for classroom teachers in English Language Arts, Mathematics, and Science	LEA-wide		Hire and allocate 4 Teachers on Special Assignment = \$270,000 [LCFF Base and Targeted]	Monitor and evaluate on-going need for Teachers on Special Assignment = \$282,000 (prior year plus step & column) [LCFF Base and Targeted]	Monitor and evaluate on-going need for Teachers on Special Assignment = \$297,000 (prior year plus step & column) [LCFF Base and Targeted]
A, B, C, D	1, 2, 4, 5, 7, 8	(7) Develop and implement a Curriculum Leadership Team comprised of Administrators and Teachers to develop curriculum guides to support classroom instruction	LEA-wide		Select and convene team to develop curriculum guides used by teachers = \$39,000 [LCFF Base and Targeted]	Continue to convene team to refine curriculum guides used by teachers = \$6,000 [LCFF Base and Targeted]	Continue to convene team refine guides used by teachers = \$6,000 [LCFF Base and Targeted]

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year 1: 2014-15	LCAP Year 2: 2015-16	LCAP Year 3: 2016-17
A, B, C, D	1, 2, 4, 5, 7, 8	(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.	LEA-wide		Develop and implement a Professional Development Annual Plan = \$278,000 [LCFF (Base and Targeted) and Common Core one-time funds]	Develop and implement a Professional Development Annual Plan = \$161,000 [LCFF Base and Targeted]	Develop and implement a Professional Development Annual Plan = \$161,000 [LCFF Base and Targeted]
A, B, C, D, E, F	1, 2, 3, 4, 5, 6, 7, 8	(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	School-wide		Create and implement new school funding allocation model. Schools to use portion of funds to increase or improve services for unduplicated count students = \$549,000 [LCFF Base and Targeted]	Continue new school funding allocation model = \$575,000 [LCFF Base and Targeted]	Continue new school funding allocation model = \$591,000 [LCFF Base and Targeted]
A, B, C, D	1, 2, 4	(10) Provide a compensation increase that incorporates standardized school schedules across the District and overall increases to instructional minutes enacted in 2013-14	LEA-wide		Increase salary schedules for all employees by 4% = \$1.4 million [LCFF Base and Targeted]	Review total compensation annually	Review total compensation annually

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year 1: 2014-15	LCAP Year 2: 2015-16	LCAP Year 3: 2016-17
E, F	3, 5, 6	(11) Expand use of electronic methods for parents and students to connect and engage	LEA-wide		Conduct institutes to train parents on how to use technology and support their children. Include translation services. = \$9,000 [LCFF Base and Targeted]	Conduct institutes to train parents on how to use technology and support their children. Include translation services. = \$9,000 [LCFF Base and Targeted]	Conduct institutes to train parents on how to use technology and support their children. Include translation services. = \$9,000 [LCFF Base and Targeted]
					Conduct digital citizenship and informational literacy training for students = \$0	Conduct digital citizenship and informational literacy training for students and integrate student communication systems = \$0	Conduct digital citizenship and informational literacy training for students and integrate student communication systems = \$0
E	1	(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	LEA-wide		Transfer to Deferred Maintenance Fund = \$535,000 [LCFF Base]	Transfer to Deferred Maintenance Fund = \$535,000 [LCFF Base]	Transfer to Deferred Maintenance Fund = \$535,000 [LCFF Base]
E	1	(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	LEA-wide		Evaluate current staffing configuration and non-salary budget and develop plans for revision = \$50,000 [LCFF Base]	Implement revised budget plan = \$290,000 [LCFF Base]	Continue revised budget plan and adjust as appropriate = \$300,000 [LCFF Base]

- B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year 1: 2014-15	LCAP Year 2: 2015-16	LCAP Year 3: 2016-17
A, B, C, D	2, 4, 7	For low income students: (16) Create afterschool homework clubs to provide instructional assistance and wireless access to digital resources	LEA-Wide		Provide 3 days per week in 1 hour blocks with 1/2 hour rotations = \$64,000 [LCFF Targeted]	Provide 3 days per week in 1 hour blocks with 1/2 hour rotations = \$64,000 [LCFF Targeted]	Provide 3 days per week in 1 hour blocks with 1/2 hour rotations = \$64,000 [LCFF Targeted]
A, B, C, D	2, 4, 7	For low income students: (17) Procure and implement supplemental intervention materials for ELA and Mathematics for students with lower academic achievement	LEA-Wide		Explore, review and select Math intervention materials. For English Learners and Foster Youth, do a pre-assessment = \$25,000 [LCFF Targeted]	Implement and review Math intervention materials. For English Learners and Foster Youth, do a pre-assessment = \$25,000 [LCFF Targeted]	Explore, review and select ELA intervention materials. For English Learners and Foster Youth, do a pre-assessment = \$25,000 [LCFF Targeted]
A, B, C, D	1, 2, 4, 5, 7, 8	For English learners: (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.	LEA-Wide		Develop and implement a Professional Development Plan for the CCSS and ELD Standards = \$24,000 (included in Action Step #8) [LCFF Targeted]	Develop and implement a Professional Development Plan for the CCSS and ELD Standards = \$24,000 (included in Action Step #8) [LCFF Targeted]	Develop and implement a Professional Development Plan for the CCSS and ELD Standards = \$24,000 (included in Action Step #8) [LCFF Targeted]

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year 1: 2014-15	LCAP Year 2: 2015-16	LCAP Year 3: 2016-17
A, B, C, D	2, 4, 5, 6	For English learners: (14) Provide Bilingual Assistants to schools to assist English Learner students	LEA-Wide		Allocate Bilingual Assistants based on the needs of students to support ELD instruction = \$125,000 [LCFF Targeted]	Allocate Bilingual Assistants based on the needs of students to support ELD instruction = \$132,000 [LCFF Targeted]	Allocate Bilingual Assistants based on the needs of students to support ELD instruction = \$138,000 [LCFF Targeted]
A, B, C, D	1, 2, 4, 7, 8	For English learners: (15) Provide curriculum guides for English Language Development	LEA-Wide		Select and convene a teacher team to augment curriculum guides used by teachers = \$3,000 (included in Action Step #7) [LCFF Targeted]	Continue to convene team to refine curriculum guides used by teachers = \$500 (included in Action Step #7) [LCFF Targeted]	Continue to convene team to refine curriculum guides used by teachers = \$500 (included in Action Step #7) [LCFF Targeted]
A, B, C, D	1, 2, 4, 7, 8	For English learners: (16) Create afterschool homework clubs to provide instructional assistance and wireless access to digital resources	LEA-Wide		Provide 3 days per week in 1 hour blocks with 1/2 hour rotations = see Action 15 above	Provide 3 days per week in 1 hour blocks with 1/2 hour rotations = see Action 15 above	Provide 3 days per week in 1 hour blocks with 1/2 hour rotations = see Action 15 above
A, B, C, D	2, 4, 7	For English learners: (18) Implement apps and software systems to address the unique needs of low-socioeconomic students, English Learners, and Foster Youth	LEA-Wide		Explore, select, and implement apps and software to support ELD instruction = \$14,200 (included in Action Step #1) [LCFF Targeted]	Maintain apps and software for ELD instruction = \$14,200 (included in Action Step #1) [LCFF Targeted]	Maintain apps and software for ELD instruction = \$14,200 (included in Action Step #1) [LCFF Targeted]

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year 1: 2014-15	LCAP Year 2: 2015-16	LCAP Year 3: 2016-17
A, B, C, D	1, 2, 4, 7, 8	For Foster Youth: (16) Create afterschool homework clubs to provide instructional assistance and wireless access to digital resources	LEA-Wide		Provide 3 days per week in 1 hour blocks with 1/2 hour rotations = see Action 16 above	Provide 3 days per week in 1 hour blocks with 1/2 hour rotations = see Action 16 above	Provide 3 days per week in 1 hour blocks with 1/2 hour rotations = see Action 16 above
A, B, C, D	2, 4, 7	For Foster Youth: (17) Procure and implement supplemental intervention materials for ELA and Mathematics for students with lower academic achievement	LEA-Wide		Explore, review and select Math intervention materials. For English Learners and Foster Youth, do a pre-assessment = See Action 17 above	Implement and review Math intervention materials. For English Learners and Foster Youth, do a pre-assessment = See Action 17 above	Explore, review and select ELA intervention materials. For English Learners and Foster Youth, do a pre-assessment = See Action 17 above
A, B, C, D	2, 4, 7	For redesignated fluent English proficient pupils: (17) Procure and implement supplemental intervention materials for ELA and Mathematics for students with lower academic achievement	LEA-Wide		Monitor, identify, and support low performing RFEP students = see Action 17 above	Monitor, identify, and support low performing RFEP students = see Action 17 above	Monitor, identify, and support low performing RFEP students = see Action 17 above

- C. Describe the LEA's increase in 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 school site 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 priority areas. (See 5 CCR 15496(b) for guidance.)

Describe the LEA's increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils:

The District projects to receive an increase in LCFF funding for 2014-15 of approximately \$3.6 million over the prior year (2013-14), of which \$1,346,667 is attributed to supplemental funding. The projected unduplicated count of low socio-economic students (eligible for free/reduced priced meals), English learners, and foster youth used for determining the 2020-21 target funding level is estimated to be 43.42% of the District's total CBEDs enrollment as of October 2, 2013. Therefore, the District is receiving supplemental funding but no concentration funding. The District plans to use supplemental funding in both a districtwide and schoolwide manner.

Describe how the LEA is expending these funds in the LCAP year:

Districtwide use of the supplemental funds includes the following action steps:

- Provide a personalized learning environment for all students through a digital 1:1 initiative. These devices will be rolled out over 3 years to 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.
- Hire four (4) 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 will be 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.

Schoolwide use of supplemental funding includes the following:

- Increase and realign school budget allocations to more closely match the LCFF methodology of providing increased funding for higher concentrations of unduplicated count students. School budgets will increase districtwide by nearly 9%. Schools will be held accountable for spending these funds in a manner proportionate with their student demographics.

Specific use of supplemental funding for 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 afterschool homework clubs 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:

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 in and outside of the classroom. A districtwide 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.

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 schoolwide 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.

- D. 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). 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). 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.

The District calculates that the percentage by which services for unduplicated pupils must be increased or improved compared to services for all pupils in the LCAP year is 3.38%. This proportionality percentage is met by ensuring that 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. Services to unduplicated count students is further increased or improved by Teachers on Special Assignment who will provide proportionately more services to unduplicated count students. Finally, increasing and realigning school budget allocations consistent with the foundation of the LCFF - Base Grants and Supplemental Funding – will provide increased or improved services for unduplicated count students. The actions specific to unduplicated count students include assignment of bilingual assistants, implementation of after school homework clubs, and provision of intervention materials and software apps specific to the needs of these sub-groups. These specific services, coupled with the district-wide implementation of other services outlined above, will improve student learning for low-socio economic students, English Learners, and Foster Youth.

The District's Mission and Vision were recently revised using input from all stakeholder groups:

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. This includes the 1:1 device initiative. 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 1:1 initiative will allow the District to personalize the learning experience for students. Personalized learning is all about tailoring instruction to meet the needs of each individual student. The 1:1 initiative will enable all students, including unduplicated pupils, to access the internet and software that supports specific learning needs.

The vision for our 1:1 digital learning initiative is for students to be engaged in a purposeful academic environment and a challenging curriculum that is student-

centered and focused on inquiry-based learning.

We envision technology is available and effectively supported for all students and staff:

- *To provide global access to information*
- *To meet the curricular needs of all learners*
- *To enhance critical thinking skills and foster creativity*
- *To provide a medium for communication and to support collaboration*
- *To provide skills necessary for college and career readiness*

The structure listed below contains examples of how personalization could occur:

Grades K-2

- Computer adaptive assessments and instructional supports based on learning targets
- Animations
- Kid-friendly apps based on learners needs
- Writing evolving so that it includes photo/video and includes the community
- Accessing appropriate resources without teacher pre-identifying them

Grades 3-5

- Computer adaptive assessments and instructional supports based on learning targets
- Apps that engage the learner based on needs
- Multimedia approach to content presentation
- Augmented Reality inclusion
- Collaboration amongst other classrooms/schools/etc
- Interactive digital products that make learning come to life
- Virtual tours/Skype with an expert

Grades 6-8

- Computer adaptive assessments and instructional supports based on learning targets
- Apps that engage the learner based on needs
- Integration of content areas
- Digital products – presentations, Google Maps, blogs, videos, digital brochures, etc
- Individual roles/jobs based on interest
- Ongoing collaboration and interaction outside of the classroom

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312. 1-03-14 [California Department of Education]