## 2016-17 LCAP Annual Update Stakeholder Input Process Summary

| Involvement Process | Impact on LCAP |
|---|---|
| The District used the following process for stakeholder input:<br><br>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.<br><br>2) Conducted meetings with bargaining units, Administrators, teachers, 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.<br><br>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).<br><br>4) Provided a draft of our 2016 LCAP on the district website for all stakeholders to review. Submitted a draft LCAP to DAC and DELAC and solicited their feedback. Written responses from the Superintendent were provided for all comments.<br><br>5) Advertised and conducted a public hearing to seek input on the LCAP. | 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.<br><br>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 related to implementation of Common Core State Standards and the integration of technology.<br><br>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.<br><br>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.<br><br>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.<br><br>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. |

**2016-17 LCAP Annual Update Stakeholder Input Process Summary**

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| | 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.<br><br>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.<br><br>PHYSICAL EDUCATION: All stakeholder groups provided input regarding expanding Physical Education programs with equipment and professional development. One Action Step is included to continue to address this area. |
| **Annual Update:**<br>The District used the following process to report progress for 2015-16 LCAP and seek stakeholder input for the 2016-17 Annual Update:<br>1. Developed a Needs Assessment<br>   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.<br>   b. Assembled available data into a user-friendly format to report trends with data from 3 prior years or to establish baseline data<br>2. Developed an LCAP Executive Summary document for sharing with stakeholder groups and seeking input on the Annual Update<br>3. Provided a link on the District's website for submitting stakeholder input through email throughout development of the LCAP Annual Update.<br>4. Convened 8 stakeholder group meetings to solicit input from teachers, parents, administrators, classified staff members, bargaining units, students, PTA Presidents, and community members<br>   a. Used LCAP Executive Summary to report progress, highlight possible needs, and seek input on revision considerations for the LCAP<br>   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 | **Annual Update:**<br>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:<br>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.<br>   a. LCAP IMPACT: This theme is addressed in the following Actions:<br>      i. Continuing Actions #1, #2, #3, #4, #5, #6, #7, #8, #16, #17, and #25<br>      ii. New Actions #19, #21, #23, and #24<br>2. Expand elective course offerings such as coding, visual and performing arts, STEM (Science, Technology, Engineering, Math) related opportunities, etc.<br>   a. LCAP IMPACT: This theme is addressed in the following Actions: |

**2016-17 LCAP Annual Update Stakeholder Input Process Summary**

LCAP designed specifically for students and a questionnaire specially designed for student feedback was used to gather student input.

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 and DELAC 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.

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

| # | Goal | Associated State Priority Areas | Actions/Services | | | | | | | | | | | | | | | | | | | | | | | | |
|---|------|---------------------------------|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 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 | 1, 2, 4, 7 | x | x | x | x | x | x | x | x | | x | | | | x | x | x | x | | x | | x | | X | x | x |
| B | Demonstrate annual growth as measured by the new California State Accountability System which includes California Assessment of Student Performance and Progress (CAASPP) | 4 | x | x | x | | | | | | x | | | | | x | x | | | | | | x | | | | x |
| C | Engage students in relevant, personalized learning experiences that integrate critical thinking, communication, collaboration, and creativity to promote a passion for learning | 5, 7 | x | x | x | | x | x | | x | x | | | | | | | | x | | | x | | | | | x | x |
| D | Improve and/or increase services to support the social, emotional, and physical well-being of students and their families | 1, 6, 8 | | | | | | | | | x | | x | x | x | | | | | x | | | | x | | | x |
| E | Improve and/or increase parent participation in their child(ren)'s learning process, including district and school committees | 3, 5 | | | | | | | | | x | | x | | | | | | | | | | | | | | |

2016-17 LCAP Annual Update Summary

| # | Action | LCFF Base | LCFF Supp | Other Funds | UPC Focus | Associated Goal(s) | Associated State Priority Areas | 2016-17 Estimated Costs | Sub-Actions | 2017-18 Estimated Costs | Sub-Actions | 2018-19 Estimated Costs | Sub-Actions |
|---|--------|-----------|-----------|-------------|-----------|--------------------|----------------------------------|-------------------------|-------------|-------------------------|-------------|-------------------------|-------------|
| 1 | Provide a digital device for every student to use daily for classroom instruction and to take on-line assessments | x | x | | | A,B,C | 1, 2, 4, 5, 7 | $125,000 | Implement devices for new students. Provide new/revised apps and software as appropriate. | $85,000 | Implement devices for new students. Provide new/revised apps and software as appropriate. | $85,000 | Implement devices for new students. Provide new/revised apps and software as appropriate. |
| 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 | x | x | | | A,B,C | 1, 2, 4, 5, 7 | $802,000 | 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. | $802,000 | 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. | $802,000 | 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. |
| 3 | Improve network infrastructure to include increased bandwidth, sufficient wireless access points, scaleable and reliable equipment, physical security, and device and software management systems | x | x | | | A,B,C | 1, 2, 4, 5, 7 | $250,000 | 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 | $40,000 | Monitor and adjust bandwidth capacity and wireless access points as needed, improve network cabling as needed, and evaluate on-going technology infrastructure needs | $40,000 | Monitor and adjust bandwidth capacity and wireless access points as needed, improve network cabling as needed, and evaluate on-going technology infrastructure needs |
| 4 | Increase technology operations staffing to improve reliability of digital network and devices | x | | | | A | 1, 2, 4, 7 | $239,000 | Monitor and evaluate needs and optimal service levels to determine appropriate staffing configuration. Continue additional staffing levels, as appropriate. | $251,000 | Monitor and evaluate needs and optimal service levels to determine appropriate staffing configuration. Continue additional staffing levels, as appropriate. | $264,000 | Monitor and evaluate needs and optimal service levels to determine appropriate staffing configuration. Continue additional staffing levels, as appropriate. |

2016-17 LCAP Annual Update Summary

| # | Action | LCFF Base | LCFF Supp | Other Funds | UPC Focus | Associated Goal(s) | Associated State Priority Areas | 2016-17 Estimated Costs | 2016-17 Sub-Actions | 2017-18 Estimated Costs | 2017-18 Sub-Actions | 2018-19 Estimated Costs | 2018-19 Sub-Actions |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 5 | Provide Digital Learning Software Systems to include Content Management, Learning Management, Student Assessment, and Instructional resources and materials | x | x | x | | A,C | 1, 2, 4, 5, 7 | $250,000 | 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 | $300,000 | 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 | $300,000 | 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 |
| 6 | Provide Teachers on Special Assignment to provide coaching support for classroom teachers in English Language Arts, Mathematics, Science, and technology integration | x | x | x | | A,C | 1, 2, 4, 5, 7 | $534,000 | 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 | $551,000 | 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 | $568,000 | 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 |
| 7 | Develop and implement a Curriculum Leadership Team comprised of Administrators and Teachers to inform decision-making regarding adoption of curriculum | x | x | | | A | 1, 2, 4, 7 | $22,500 | Convene team for adoption of ELA/ELD curriculum | $6,000 | Convene team for adoption of Science Curriculum | $6,000 | Continue to convene team, as needed |
| 8 | Increase Professional Development opportunities for teachers and paraprofessionals to support implementation of Common Core State Standards, including English Language Development | x | x | x | | A,C | 1, 2, 4, 5, 7 | $780,000 | 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. | $780,000 | 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. | $780,000 | 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. |

2016-17 LCAP Annual Update Summary

| # | Action | LCFF Base | LCFF Supp | Other Funds | UPC Focus | Associated Goal(s) | Associated State Priority Areas | 2016-17 Estimated Costs | 2016-17 Sub-Actions | 2017-18 Estimated Costs | 2017-18 Sub-Actions | 2018-19 Estimated Costs | 2018-19 Sub-Actions |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 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. | x | x | | | C,D,E | 1, 3, 5, 6, 7, 8 | $410,000 | Continue new school funding allocation model and incorporate revisions for centrally funded school purchases and provision of district-wide resources | $410,000 | Continue new school funding allocation model and incorporate revisions for centrally funded school purchases and provision of district-wide resources | $410,000 | Continue new school funding allocation model and incorporate revisions for centrally funded school purchases and provision of district-wide resources |
| 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. | x | | | | A,B | 1, 2, 4, 7 | TBD | 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. | TBD | 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. | TBD | 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. |

2016-17 LCAP Annual Update Summary

| # | Action | LCFF Base | LCFF Supp | Other Funds | UPC Focus | Associated Goal(s) | Associated State Priority Areas | Estimated Costs (2016-17) | Sub-Actions (2016-17) | Estimated Costs (2017-18) | Sub-Actions (2017-18) | Estimated Costs (2018-19) | Sub-Actions (2018-19) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 11 | Expand use of electronic and face-to-face methods for parents and students to connect and engage within the school community | x | | | | D,E | 1, 3, 5, 6, 8 | $9,000 | 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. | $9,000 | 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. | $9,000 | 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. |
| 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 | x | | | | D | 1 | $535,000 | Make transfer to Deferred Maintenance Fund and Develop/Implement plan for use of funds | $535,000 | Make transfer to Deferred Maintenance Fund and Develop/Implement plan for use of funds | $535,000 | Make transfer to Deferred Maintenance Fund and Develop/Implement plan for use of funds |
| 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. | x | | | | D | 1 | $470,000 | Continue to evaluate maintenance staffing configuration and non-salary budget in view of needs and develop plans for revision, as appropriate | $494,000 | Continue to evaluate maintenance staffing configuration and non-salary budget in view of needs and develop plans for revision, as appropriate | $519,000 | Continue to evaluate maintenance staffing configuration and non-salary budget in view of needs and develop plans for revision, as appropriate |
| 14 | Provide Bilingual Assistants to schools to assist English Learner students | | x | | x | A,B | 2, 4, 7 | $142,000 | Allocate Bilingual Assistants based on the needs of students to support ELD instruction | $150,000 | Allocate Bilingual Assistants based on the needs of students to support ELD instruction | $158,000 | Allocate Bilingual Assistants based on the needs of students to support ELD instruction |

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| # | Action | LCFF Base | LCFF Supp | Other Funds | UPC Focus | Associated Goal(s) | Associated State Priority Areas | 2016-17 Estimated Costs | 2016-17 Sub-Actions | 2017-18 Estimated Costs | 2017-18 Sub-Actions | 2018-19 Estimated Costs | 2018-19 Sub-Actions |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 15 | Create a summer bridge program for unduplicated count students to receive academic intervention services with integration of digital resources | | x | | x | A,B | 2, 4, 7 | $109,000 | Implement summer bridge program July 2016 | $109,000 | Continue summer bridge program | $109,000 | Continue summer bridge program |
| 16 | Procure and implement supplemental intervention materials for ELA and Mathematics for students with lower academic achievement | | x | | x | A | 1, 2, 4, 7 | $25,000 | Explore, review and select ELA intervention materials in Program 4 | $25,000 | Implement ELA intervention materials in Program 4 | $25,000 | Continue to explore, review and select curriculum intervention materials. |
| 17 | Implement apps and software systems to address the unique needs of low-socioeconomic students, English Learners, students with exceptional needs, and Foster Youth | | x | | x | A,C | 1, 2, 4, 5, 7 | $15,000 | Maintain apps and software for ELD instruction. Continue to research apps and software and implement, when appropriate. | $15,000 | Maintain apps and software for ELD instruction. Continue to research apps and software and implement, when appropriate. | $15,000 | Maintain apps and software for ELD instruction. Continue to research apps and software and implement, when appropriate. |
| 18 | Provide more Physical Education equipment and training for teachers to deliver Physical Education instruction aligned with State standards | x | | | | D | 1, 8 | $130,000 | Provide one-time allocations to schools based on enrollment to purchase PE equipment | $10,000 | Develop and implement plan to train teachers on delivering PE instruction | $10,000 | Continue PE training for teachers, as needed |
| 19 | Implement plan to ensure every non-management certificated staff member has a laptop for their productivity and teaching preparation | x | | | | A | 2, 4 | $95,000 | Purchase and provide laptops in accordance with Year 2 of 4 year rollout plan | $70,000 | Purchase and provide laptops in accordance with Year 3 of 4 year rollout plan | $50,000 | Purchase and provide laptops in accordance with Year 4 of 4 year rollout plan |
| 20 | Expand elective course offerings such as coding, visual and performing arts, STEM (Science, Technology, Engineering, Math) related opportunities, etc. | x | x | | | C | 5, 7 | $495,000 | Explore and plan for additional middle school electives. Provide allocations to schools for purchasing science equipment. | $0 | Schools to submit plans for approval. Implement additional middle school electives in accordance with school plans | $0 | Continue additional middle school electives in accordance with school plans |

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| # | Action | LCFF Base | LCFF Supp | Other Funds | UPC Focus | Associated Goal(s) | Associated State Priority Areas | 2016-17 Estimated Costs | 2016-17 Sub-Actions | 2017-18 Estimated Costs | 2017-18 Sub-Actions | 2018-19 Estimated Costs | 2018-19 Sub-Actions |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 21 | Provide curriculum and instructional materials for implementation of Common Core State Standards | x | x | | | A,B | 1, 2, 4, 7 | $2,300,000 | 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. | $800,000 | Implement core curriculum for ELA/ELD (Program 2) and Grades 6 through 8 Math; Pilot, select, and purchase core curriculum for NGSS, if available | $10,000 | Implement core curriculum for NGSS, if available |
| 22 | Provide academic and behavioral supports to address the social and emotional learning needs of students | x | x | | | D | 6 | $170,000 | Increase availability of Counselors/Social Workers to improve service and response time for students | $182,000 | Evaluate Counselor/Social Worker need and adjust, as appropriate | $195,000 | Evaluate Counselor/Social Worker need and adjust, as appropriate |
| 23 | Provide support for teachers new to the teaching profession to acquire the necessary knowledge and skills | x | | | | A | 1 | $25,000 | Reimburse new teachers who complete a State required induction program (BTSA: Beginning Teacher Support and Assessment) once they become permanent in the district | $25,000 | 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 | $25,000 | 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 |
| 24 | Provide Personnel and Instructional Materials for intervention with students who are performing at lower academic levels to support personalized learning | | x | | x | A,C | 2, 4, 7 | $933,000 | Provide a Language Arts Specialist or Intervention Resource Teacher for each school site | $952,000 | Provide a Language Arts Specialist or Intervention Resource Teacher for each school site | $972,000 | Provide a Language Arts Specialist or Intervention Resource Teacher for each school site |
| 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 | x | | | | A,B,C,D | 1, 2, 4, 5, 6, 7, 8 | $42,500,000 | 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. | $46,100,000 | 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. | $47,000,000 | 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. |
| | District-Total | | | | | | | $51,365,500 | | $52,701,000 | | $52,887,000 | |

## 2016-17 LCAP Annual Update Section 3 Summary

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 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 and any local priority areas.  (See 5 CCR 15496(b) for guidance.)

| Total amount of Supplemental and Concentration grant funds calculated: | $3,444,418 |
| --- | --- |

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

**District-wide use of the supplemental funds includes the following action steps:**

- 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

## 2016-17 LCAP Annual Update Section 3 Summary

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).

## 2016-17 LCAP Annual Update Section 3 Summary

References:

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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).

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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

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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 activiites 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

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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).

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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.

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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.

| 7.34 | % |
| --- | --- |

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.

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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.