

**Introduction:**

The Santa Clara Elementary School District is a single school district located in Ventura County midway between the cities of Fillmore and Santa Paula. Affectionately known as the "Little Red Schoolhouse," Santa Clara is both a historic landmark and a place for up-to-date education. School staff is dedicated to providing the kindergarten through sixth grade students a safe, respectful and accepting atmosphere where every student can learn. We are a K-6 district established in 1896, serving the families of Santa Paula for over 120 years.

**LEA:** Santa Clara Elementary

**Contact:** Kari Skidmore, Superintendent, kskidmore@scesd.k12.ca.us, (805)525-4573

**LCAP Year:** 2016-17

***Local Control and Accountability plan and Annual Update Template***

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

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

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

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

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

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

### **State Priorities**

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

#### **A. Conditions of Learning:**

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

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

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

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

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

**B. Pupil Outcomes:**

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

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

**C. Engagement:**

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

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

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

## Section 1: Stakeholder Engagement

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

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

### Guiding Questions:

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

Involvement Process	Impact on LCAP
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<p>School Board Meetings (August 2015-ongoing/monthly)</p> <p>Public Hearing 5/18/16</p> <p>Board Approval 6/15/16</p> <p>School Site Council Meetings (9/14/15, 1/11/16, 3/14/16, 5/9/16)</p> <p>Staff Meetings (August 2015-ongoing/weekly) No Local Bargaining Units</p> <p>Parent Survey (May 2016)</p> <p>Student Council Meetings (1/13/16, 5/5/16)</p>	<p>All District groups were noticed of LCAP and opportunities to provide input both at public meetings and in parent survey. Notices went out to students, parents, staff and administration by multiple means, including email, newsletters, postings, SSC meetings, staff meetings, Student Council meetings and public School Board meetings.</p> <p>Stakeholders reviewed the data collected on the 2015-16 LCAP metrics and provided input through SSC meetings, staff meetings, Student Council meetings and parent survey. No concerns were noted that necessitated a response by the Superintendent.</p> <p>The LCAP Committee decided to continue with 2015-16 LCAP Goals.</p>
<p><b>Annual Update:</b></p> <p>An LCAP Advisory Committee was formed 8/15.</p> <p>The Superintendent developed a schedule for data collection on the metrics.</p> <p>Data was separated and reviewed by the Superintendent and Teachers to report on the progress of English Learners, Low Income Students, Foster Youth, and Special Education Students to make sure that all subgroups were making progress on all 3 goals.</p> <p>Data was shared with the School Site Council at the meetings in September, January, March and May.</p> <p>Data was shared with teachers at staff meetings in October, November, December, January, February, March, and April.</p> <p>Data was shared at public School Board meetings in February and March.</p> <p>Updates were provided to the SSC, the staff and to the School Board on the implementation of Actions/Services and Budget.</p>	<p><b>Annual Update:</b></p> <p>Base line data will be collected on CAASPP summative assessments in grades 3-6. District assessment data was collected in ELA and Math in grade 2. CELDT data was collected.</p> <p>FIT data was collected. The district maintained a FIT score of Good.</p> <p>Attendance rates collected remained a consistent 97%.</p> <p>Expulsion and Suspension data collected maintained 0%</p> <p>Chronic Absenteeism data collected maintained 0%.</p> <p>Parent participation rates increased to 75% or higher at school sponsored events.</p> <p>Parent participation rates in parent survey maintained 50% or higher with 52% of families returning survey.</p> <p>Staff identified the area of greatest need to be the achievement gap that still exists for students identified as Low Income and English Learners. The group reviewed the actions and services identified in the LCAP 2015-16 that addressed the need as the RTI Intervention Tutor and the Instructional Aide positions to support instruction.</p>

**Section 2: Goals, Actions, Expenditures, and Progress Indicators**

**Instructions:**

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

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

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

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

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

**Goal:** Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

52052.

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

**Guiding Questions:**

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

<b>GOAL:</b>	Increase Student Achievement	Related State and/or Local Priorities: X 1 X 2 _3 X 4 _5 _6 X 7 X 8 Local: N/A
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<b>Identified Need:</b>	Needs:Overall improvement of student achievement Metrics: 1.Performance on standardized tests 2.Performance on district tests 3.Academic Performance Index (N/A) 4. Rate teachers are assigned and credentialed appropriately for students 5. Maintain facilities in good repair 6. Student access to standards-aligned instructional materials 7. Degree of implementation of common core standards 8. Student access and enrollment in all required areas of study 9. Percent of English Learners Classified to Fluent English Proficient 10. Percent of English Learners that become English Proficient (AMAO2 on CELDT) 11. Broad course of study (N/A) 12. Broad course of study for unduplicated students, exceptional needs(N/A) 13. A-G (N/A) 14. EAP Rate (N/A) 15. AP Pass Rate (N/A)	
<b>Goal Applies to:</b>	<b>Schools:</b>	Santa Clara Elementary: One School District: Districtwide Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th
	<b>Applicable Pupil Subgroups:</b>	All
<b>LCAP Year 1</b>		

<b>Expected Annual Measurable Outcomes:</b>	<ol style="list-style-type: none"> <li>1. 61% of students overall districtwide, Met or Exceeded the Standard in ELA/Literacy and 64% of students overall districtwide, Met or Exceeded the Standard in Mathematics. 2014-15 Baseline ELA/Literacy SBAC districtwide results for 2014-15 represent 61% meeting or exceeding the standard in ELA/Literacy and 64% meeting or exceeding the standard in Mathematics, each year standard met or exceeded will increase that percentage by 3%.</li> <li>2. 85% of students will score proficient or above on district assessments</li> <li>3. API (N/A)</li> <li>4. Maintain 100% fully credentialed teachers</li> <li>5. Maintain FIT score of Good</li> <li>6. Maintain 100% access to standards-aligned instructional materials (adopted textbook programs or supplemental resources to provide CA State Standards instruction; CCSS, ELD, NGSS, ETC))</li> <li>7. 100% of teachers will align at least 75% of their instruction to the CA State Standards (CCSS, ELD, NGSS, ETC)</li> <li>8. Maintain 100% of student access and enrollment in all required areas of study</li> <li>9. 40% of English Learners will be reclassified to Fluent English Proficient</li> <li>10. 85% of English Learners will become English Proficient</li> <li>11. Broad course of study (N/A)</li> <li>12. Broad course of study for unduplicated students, exceptional needs(N/A)</li> <li>13. A-G (N/A)</li> <li>14. EAP Rate (N/A)</li> <li>15. AP Pass Rate (N/A)</li> </ol>		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>

<p>Pilot/Adopt and purchase Common Core Aligned ELA Textbooks. (Purchase to be made in 2017-18 after Pilot/Adoption.)</p>	<p>Santa Clara Elementary: One school district: Districtwide  Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Approved Textbooks; Unrestricted  \$0</p>
<p>Purchase common core aligned supplementary materials to support common core instruction</p>	<p>Santa Clara  Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Materials and Supplies; Restricted  1,000</p>
<p>Provide Professional Development: common core, technology, best instructional practices, ELD and NGSS</p>	<p>Santa Clara  Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Travel and Conference; Unrestricted  1,000  Certificated Salaries and Benefits; Unrestricted  1,000</p>

<p>Provide additional intervention/acceleration to students in the following subgroups: Low income, English learner/Redesignated Fluent English learner, Foster Youth</p>	<p>Santa Clara Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Classified Salaries and Benefits; Unrestricted/Restricted Federal 37,600</p>
<p>Provide additional intervention/acceleration to students in the following subgroups: Low income, English learner/Redesignated Fluent English learner, Foster Youth</p>	<p>Santa Clara Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Materials and Supplies; Unrestricted 1,000</p>
<p><b>LCAP Year 2</b></p>			

<b>Expected Annual Measurable Outcomes:</b>	<ol style="list-style-type: none"> <li>1. Standard met or exceeded will increase by 3%.</li> <li>2. 90% of students will score proficient or above on district assessments.</li> <li>3. API (N/A)</li> <li>4. Maintain 100% fully credentialed teachers</li> <li>5. Maintain FIT score of Good</li> <li>6. Maintain 100% access to standards-aligned instructional materials (adopted textbook programs or supplemental resources to provide common core instruction)</li> <li>7. 100% of teachers will align at least 75% of their instruction to the common core standards</li> <li>8. Maintain 100% of student access and enrollment in all required areas of study</li> <li>9. Maintain 40% of English Learners will be reclassified to Fluent English Proficient, contingent on number of EL students</li> <li>10. Maintain 85% of English Learners will become English Proficient, contingent on numer of EL students</li> <li>11. Broad course of study (N/A)</li> <li>12. Broad course of study for unduplicated students, exceptional needs(N/A)</li> <li>13. A-G (N/A)</li> <li>14. EAP Rate (N/A)</li> <li>15. AP Pass Rate (N/A)</li> </ol>		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>

Pilot/Adopt and Purchase Common Core Aligned ELA Textbooks.	Santa Clara Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Approved Textbooks; Unrestricted  20,000
Purchase common core aligned supplementary materials to support common core	Santa Clara Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Materials and Supplies; Restricted  1,000
Provide Professional Development: common core, technology, best instructional practices, ELD and NGSS	Santa Clara Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Travel and Conference; Unrestricted  1,000  Certificated Salaries and Benefits; Unrestricted  1,000

<p>Provide additional intervention/acceleration to students in the following subgroups: Low income, English learner/Redesignated Fluent English learner, Foster Youth</p>	<p>Santa Clara Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Classified Salaries and Benefits; Unrestricted/Restricted Federal 37,800</p>
<p>Provide additional intervention/acceleration to students in the following subgroups: Low income, English learner/Redesignated Fluent English learner, Foster Youth</p>	<p>Santa Clara Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Materials and Supplies: Unrestricted 1,000</p>
<p><b>LCAP Year 3</b></p>			

<p><b>Expected Annual Measurable Outcomes:</b></p>	<ol style="list-style-type: none"> <li>1. Standard met or exceeded will increase by 3%.</li> <li>2. 90% of students will score proficient or above on district assessments</li> <li>3. API (N/A)</li> <li>4. Maintain 100% fully credentialed teachers</li> <li>5. Maintain FIT score of Good</li> <li>6. Maintain 100% access to standards-aligned instructional materials (adopted textbook programs or supplemental resources to provide common core instruction)</li> <li>7. 100% of teachers will align at least 75% of their instruction to the common core standards</li> <li>8. Maintain 100% of student access and enrollment in all required areas of study</li> <li>9. Maintain 40% of English Learners will be reclassified to Fluent English Proficient, contingent on number of EL students</li> <li>10. Maintain 85% of English Learners will become English Proficient, contingent on number of EL students</li> <li>11. Broad course of study (N/A)</li> <li>12. Broad course of study for unduplicated students, exceptional needs(N/A)</li> <li>13. A-G (N/A)</li> <li>14. EAP Rate (N/A)</li> <li>15. AP Pass Rate (N/A)</li> </ol>		
<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>

Pilot/Adopt and Purchase Common Core Aligned Social Studies Textbooks.	Santa Clara Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Approved Textbooks; Unrestricted  15,000
Purchase common core aligned supplementary materials to support common core	Santa Clara Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Materials and Supplies; Restricted  1,000
Provide Professional Development: common core, technology, best instructional practices, ELD and NGSS	Santa Clara Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Travel and Conference; Unrestricted  1,000
Provide additional intervention/acceleration to students in the following subgroups: Low income, English learner/Redesignated Fluent English learner, Foster Youth	Santa Clara Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th	_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless _ Other	Classified Salaries and Benefits; Restricted/Unrestricted Federal  38,100

<p>Provide additional intervention/acceleration to students in the following subgroups: Low income, English learner/Redesignated Fluent English learner, Foster Youth</p>	<p>Santa Clara Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Materials and Supplies; Unrestricted 1,000</p>
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<b>GOAL:</b>	Increase Student Engagement		Related State and/or Local Priorities: _1 _2 _3 _4 X 5 X 6 _7 _8 Local: N/A
<b>Identified Need:</b>	<p>Needs: Overall improvement of student engagement and attitude toward learning</p> <p>Metrics:</p> <ol style="list-style-type: none"> <li>1.Attendance rates: Maintain 98%</li> <li>2.Suspension/Expulsion/Drop Out rates: Maintain 0%</li> <li>3.Student survey results: 85% of students surveyed will indicate positive attitudes toward school</li> <li>4. Chronic absenteeism: Maintain 0%</li> <li>5. Middle School Dropout Rate (N/A)</li> <li>6. High School Dropout Rate (N/A)</li> <li>7. High School Graduation Rate (N/A)</li> </ol>		
<b>Goal Applies to:</b>	<b>Schools:</b>	Santa Clara Elementary: One School District: Districtwide	
		Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th	
	<b>Applicable Pupil Subgroups:</b>	All	
<b>LCAP Year 1</b>			

<b>Expected Annual Measurable Outcomes:</b>	Needs: Overall improvement of student engagement and attitude toward learning Metrics: 1.Attendance rates, maintain 98% 2.Suspension/Expulsion/Drop Out rates, maintain 0% 3.Student survey results, maintain at least 85% of students surveyed will indicate positive attitudes toward school 4. Chronic absenteeism, maintain 0% 5. Middle School Dropout Rate (N/A) 6. High School Dropout Rate (N/A) 7. High School Graduation Rate (N/A)		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
Involve students in community service projects	Santa Clara Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Materials and Supplies; Unrestricted \$1,000
Involve students in school field trips and assemblies based on Science and Social Science Standards	Santa Clara Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Professional Services; Unrestricted \$3,000

<p>Create a liaison for Foster Youth to ensure immediate enrollment and smooth transition</p>	<p>Santa Clara Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$0</p>
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**LCAP Year 2**

<p><b>Expected Annual Measurable Outcomes:</b></p>	<ol style="list-style-type: none"> <li>1. Attendance rates: Maintain 98%</li> <li>2. Suspension/Expulsion rates: Maintain 0%</li> <li>3. Maintain at least 85% of students surveyed will indicate positive attitudes toward school</li> <li>4. Maintain chronic absenteeism at 0%</li> <li>5. Middle School Dropout Rate (N/A)</li> <li>6. High School Dropout Rate (N/A)</li> <li>7. High School Graduation Rate (N/A)</li> </ol>
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<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>
<p>Involve students in community service projects</p>	<p>Santa Clara Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Materials and Supplies; Unrestricted \$1,000</p>

<p>Involve students in school field trips and assemblies based on Science and Social Science Standards</p>	<p>Santa Clara Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Professional Services; Unrestricted \$3,000</p>
<p>Create a liaison for Foster Youth to ensure immediate enrollment and smooth transition</p>	<p>Santa Clara Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th</p>	<p>_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$0</p>
<p><b>LCAP Year 3</b></p>			
<p><b>Expected Annual Measurable Outcomes:</b></p>	<ol style="list-style-type: none"> <li>1. Attendance rates: Maintain 98%</li> <li>2. Suspension/Expulsion rates: Maintain 0%</li> <li>3. Maintain at least 85% of students surveyed will indicate positive attitudes toward school</li> <li>4. Maintain chronic absenteeism at 0%</li> <li>5. Middle School Dropout Rate (N/A)</li> <li>6. High School Dropout Rate (N/A)</li> <li>7. High School Graduation Rate (N/A)</li> </ol>		
<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>

<p>Involve students in community service projects</p>	<p>Santa Clara Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Materials and Supplies; Unrestricted \$1000</p>
<p>Involve students in school field trips and assemblies based on Science and Social Science Standards</p>	<p>Santa Clara Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Professional Services; Unrestricted 3000</p>
<p>Create a liaison for Foster Youth to ensure immediate enrollment and smooth transition</p>	<p>Santa Clara Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th</p>	<p>_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$0</p>

<b>GOAL:</b>	Increase Parent Engagement and Participation		Related State and/or Local Priorities: _1 _2 X 3 _4 _5 _6 _7 _8 Local: N/A
<b>Identified Need:</b>	Needs: Overall improvement of parent engagement and participation  Metrics: 1.Parent Participation rates at school sponsored events 2.Parent Participation rates in parent survey		
<b>Goal Applies to:</b>	<b>Schools:</b>	Santa Clara Elementary: One school District: Districtwide  Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th	
	<b>Applicable Pupil Subgroups:</b>	All	
<b>LCAP Year 1</b>			
<b>Expected Annual Measurable Outcomes:</b>	1. 75% parent participation in school sponsored events, as measured by sign in sheets  2. 2016-17 Establish a baseline for online survey with 50% return, as measured by online survey results		
	<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>
	Family Events scheduled to build school community  Santa Clara  Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th		X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other
			\$0

<p>Parent Survey on general school performance, academic excellence, school programs and activities, student experience, and the family experience.</p>	<p>Santa Clara Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$0</p>	
<p>Provide access to technology and resources to facilitate parent understanding of educational program. Targeted parents of low income, English learners, Redesignated Fluent English Proficient and Foster Youth</p>	<p>Santa Clara Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th</p>	<p>_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless _ Other</p>	<p>\$0</p>	
<p><b>LCAP Year 2</b></p>				
<p><b>Expected Annual Measurable Outcomes:</b></p>	<p>1. 80% parent participation in school sponsored events, as measured by sign in sheets 2. Increase by 5% of return of parent surveys, as measured by online survey results</p>			
<p><b>Actions/Services</b></p>		<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>
<p>Family Events scheduled to build school community</p>		<p>Santa Clara Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$0</p>

<p>Parent Survey on general school performance, academic excellence, school programs and activities, student experience, and the family experience.</p>	<p>Santa Clara Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$0</p>
<p>Provide access to technology and resources to facilitate parent understanding of educational program. Targeted parents of low income, English learners, Redesignated Fluent English Proficient and Foster Youth</p>	<p>Santa Clara Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th</p>	<p>_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless _ Other</p>	<p>\$0</p>
<p><b>LCAP Year 3</b></p>			
<p><b>Expected Annual Measurable Outcomes:</b></p>	<p>1. 85% parent participation in school sponsored events, as measured by sign in sheets 2. Increase by 5% of online parent surveys, as measured by online survey results</p>		
<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>
<p>Family Events scheduled to build school community</p>	<p>Santa Clara Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$0</p>

<p>Parent Survey on general school performance, academic excellence, school programs and activities, student experience, and the family experience.</p>	<p>Santa Clara Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$0</p>
<p>Provide access to technology and resources to facilitate parent understanding of educational program. Targeted parents of low income, English learners, Redesignated Fluent English Proficient and Foster Youth</p>	<p>Santa Clara Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$0</p>

## Annual Update

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

### Guiding Questions:

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

<b>Original Goal from prior year LCAP:</b>	Goal 1: Increase student achievement		Related State and/or Local Priorities: X 1 X 2 _3 X 4 _5 _6 X 7 X 8 Local:
Goal Applies to:	Schools:	Santa Clara Elementary: One school district:  Districtwide  Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th	
	Applicable Pupil Subgroups:	All	

Expected Annual Measurable Outcomes:		Actual Annual Measurable Outcomes:	
	<ol style="list-style-type: none"> <li>1. 85% of students will score proficient or above on standardized assessments</li> <li>2. 85% of students will score proficient or above on district assessments</li> <li>3. API (N/A)</li> <li>4. Maintain 100% fully credentialed teachers</li> <li>5. Maintain FIT score of Good</li> <li>6. Maintain 100% access to standards-aligned instructional materials (adopted textbook programs or supplemental resources to provide common core instruction)</li> <li>7. 100% of teachers will align at least 75% of their instruction to the common core standards</li> <li>8. Maintain 100% of student access and enrollment in all required areas of study</li> <li>9. 40% of English Learners will be reclassified to Fluent English Proficient</li> <li>10. 85% of English Learners will become English Proficient</li> <li>11. Broad course of study (N/A)</li> <li>12. Broad course of study for unduplicated students, exceptional needs(N/A)</li> <li>13. A-G (N/A)</li> <li>14. EAP Rate (N/A)</li> <li>15. AP Pass Rate (N/A)</li> </ol>		<ol style="list-style-type: none"> <li>1. Standardized Tests-61% ELA and 64% Math met or exceeded proficiency on SBAC 2014-15</li> <li>2. 80% of students scored proficient or above on district assessments</li> <li>3. API (N/A)</li> <li>4. Maintained 100% fully credentialed teachers</li> <li>5. Maintained FIT score of Good</li> <li>6. Maintained 100% access to standards-aligned instructional materials (adopted textbook programs or supplemental resources to provide common core instruction)</li> <li>7. 100% of teachers aligned at least 75% of their instruction to the common core standards</li> <li>8. Maintained 100% student access and enrollment in all required areas of study</li> <li>9. 33% of English Learners reclassified to Fluent English Proficient (1 of the 3 EL students)</li> <li>10.33% of English Learners became English Proficient (1 of the 3 EL students)</li> </ol>

LCAP Year: 2015-16					
Planned Actions/Services		Actual Actions/Services			
		Budgeted Expenditures			Estimated Actual Annual Expenditures
Pilot/Adopt and purchase common core aligned textbooks. (Purchase to be made in 2016-17 after Pilot/Adoption.)		Common Core Math Textbooks, Grades K-6  Unrestricted  \$0	Piloted common core aligned math textbooks, Houghton Mifflin Hartcourt Expressions in grades K-6. Purchased in 2015-16. Cost was increased due to the purchase in 2015-16.		Approved Textbooks; Unrestricted  23,370
<b>Scope of service:</b>	Santa Clara Elementary: One school district: Districtwide  Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th		Scope of service:	Santa Clara Elementary  Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

Purchase common core aligned supplementary materials to support common core instruction		Subscriptions to Weekly Readers in Social Studies or Science  Restricted State  \$1000	Purchased common core aligned supplementary materials to support common core instruction, subscriptions to Weekly readers in Social Studies and Science and Science Supplies.	Materials and Supplies; Unrestricted  385
<b>Scope of service:</b>	Santa Clara Elementary  Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th		<b>Scope of service:</b>  Santa Clara Elementary  Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
Provide Professional Development: common core, technology, best instructional practices, ELD and NGSS		Staff Development  Unrestricted  \$1,000	Provided 3 Professional Development Days to 3 Teachers: common core, technology, best instructional practices. Budget was decreased due to free training included with Math pilot.	Travel and Conference; Unrestricted  100
<b>Scope of service:</b>	Santa Clara Elementary  Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th		<b>Scope of service:</b>  Santa Clara Elementary  Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	
<p>Provide additional intervention/acceleration to students in the following subgroups: Low income, English learner/Redesignated Fluent English learner, Foster Youth</p>		<p>2 Part-Time Instructional aides and 1 Part-Time Certificated Instructional Tutor</p> <p>Unrestricted</p> <p>Classified Salaries and Benefits</p> <p>\$22,500</p> <p>Restricted</p> <p>\$15,100</p>	<p>1.1.a. Provided additional intervention/acceleration to 55 students in grades K-6 in Language Arts, Math and Science</p>	<p>Classified Salaries and Benefits; Unrestricted/Restricted Federal</p> <p>35,607</p>
<p><b>Scope of service:</b></p>	<p>Santa Clara Elementary</p> <p>Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th</p>		<p><b>Scope of service:</b></p>	<p>Santa Clara Elementary</p> <p>Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th</p>

_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless X Other (Special Education as needed)			_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless _Other	
Provide additional intervention/acceleration to students in the following subgroups: Low income, English learner/Redesignated Fluent English learner, Foster Youth		Purchase intervention/acceleration materials  Unrestricted  Materials and Supplies  \$1,000	Provided intervention/acceleration materials free with math pilot	\$0
<b>Scope of service:</b>	Santa Clara  Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th		<b>Scope of service:</b>	Santa Clara Elementary  Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th
_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless X Other (Special Education as needed)			_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless _Other	

**What changes in actions, services, and expenditures**

We purchased Common Core Math for the 2016-17 school year. We plan to pilot Common Core ELA for the 2016-17 school year. We will continue to provide Professional Development that is aligned with Common Core. We will continue to provide intervention/acceleration to students with Part-Time Instructional aides and 1 Part-Time Certificated Instructional Tutor. EL results may vary year to year based on enrollment.

<b>Original Goal from prior year LCAP:</b>	Goal 2: Increase student engagement		Related State and/or Local Priorities: _1 _2 _3 _4 X5 X6 _7 _8 Local:	
Goal Applies to:	Schools:	Santa Clara Elementary		
	Grades:	K, 1st, 2nd, 3rd, 4th, 5th, 6th		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> <li>1. Attendance rates: Maintain 98%</li> <li>2. Suspension/Expulsion rates: Maintain 0%</li> <li>3. 80% of students surveyed will indicate positive attitudes toward school</li> <li>4. Maintain chronic absenteeism at 0%</li> <li>5. Middle School Dropout Rate (N/A)</li> <li>6. High School Dropout Rate (N/A)</li> <li>7. High School Graduation Rate (N/A)</li> </ol>		Actual Annual Measurable Outcomes:	<ol style="list-style-type: none"> <li>1. Attendance rates: Maintained 97%</li> <li>2. Suspension/Expulsion/Drop Out rates: Maintained 0%</li> <li>3. 100% of students surveyed indicated positive attitudes toward school</li> <li>4. Maintained chronic absenteeism at 0%</li> </ol>
<b>LCAP Year: 2015-16</b>				
<b>Planned Actions/Services</b>			<b>Actual Actions/Services</b>	
		<b>Budgeted Expenditures</b>	<b>Estimated Actual Annual Expenditures</b>	
Involve students in community service projects		Organize 1 year-long service projects  Unrestricted  \$1,000	Involved students in a community service project for playground improvements on 5/27/16. Costs decreased as many supplies were donated by parent groups.    Materials and Supplies; Unrestrict  350	

<b>Scope of service:</b>	Santa Clara Elementary Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th		<b>Scope of service:</b>	Santa Clara Elementary Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Involve students in school field trips and assemblies based on Science and Social Science Standards		School Field Trip/Assembly Fees  Unrestricted  \$3,000	Chartered a school bus and paid admission for all students in grades K-6 to the Los Angeles Discovery Cube on 6/8/16. Costs decreased as we received a Target grant to pay the student admission fee.		Professional Services; Unrestricted/Restricted  1,525
<b>Scope of service:</b>	Santa Clara Elementary Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th		<b>Scope of service:</b>	Santa Clara Elementary Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 6th	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

Create a liaison for Foster Youth to ensure immediate enrollment and smooth transition		Designate appropriated personnel to act as a liaison \$0	Created a liaison for Foster Youth to ensure immediate enrollment and smooth transition	\$0
<b>Scope of service:</b>	Santa Clara Elementary Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th		Scope of service: Santa Clara Elementary Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th	
_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
<b>What changes in actions, services, and expenditures</b>		We will continue to Involve students in community service projects with no change in expenditures. We will continue to involve students in school field trips and assemblies based on the Science and Social Science Standards. We have maintained the budget as the PTO has budgeted money to support field trips. We will continue to provide a Foster Youth liaison with no increase in the expenditures.		

<b>Original Goal from prior year LCAP:</b>	Goal 3: Increase parent engagement and participation		Related State and/or Local Priorities: _1 _2 X 3 _4 _5 _6 _7 _8 Local:	
Goal Applies to:	Schools:	Santa Clara Elementary		
		Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	1. 75% parent participation in school sponsored events 2. 75% return of parent surveys		Actual Annual Measurable Outcomes:	1. 75% parent participation in school sponsored events, as measured by sign in sheets 2. 52% return of parent surveys, as measured by online survey results
<b>LCAP Year: 2015-16</b>				
<b>Planned Actions/Services</b>			<b>Actual Actions/Services</b>	
		<b>Budgeted Expenditures</b>		<b>Estimated Actual Annual Expenditures</b>
Family Events scheduled to build school community		Hold 4 Family Events \$0	Held 4 Family Events; including Back to School Night 9/17/15, Silent Auction 11/7/15, Winter Music Program 12/17/15, and an Open House/Art Fair 5/19/16.	\$0
<b>Scope of service:</b>	Santa Clara Elementary Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th		Scope of service:	Santa Clara Elementary Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Parent Survey on general school performance, academic excellence, school programs and activities, student experience, and the family experience.		Parent Survey \$0	Administered Parent Survey Online to 36 families on 5/13/16. 19 of 36 families completed the survey.		\$0
<b>Scope of service:</b>	Santa Clara Elementary  Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th		Scope of service:	Santa Clara Elementary  Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Provide access to technology and resources to facilitate parent understanding of educational program. Targeted parents of low income, English learners, Redesignated Fluent English Proficient and Foster Youth		Provide access during and after school hours \$0	Provided access to technology, including laptops, ipads, printers, Xerox machine, curriculum and resources to facilitate parent understanding of educational program. Targeted parents of low income, English learners, Redesignated Fluent English Proficient and Foster Youth		\$0

<b>Scope of service:</b>	Santa Clara Elementary Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th		<b>Scope of service:</b>	Santa Clara Elementary Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th	
<input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (Special Education as needed)			<input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other		
<b>What changes in actions, services, and expenditures</b>	We will continue our goal of holding 4 family events with \$0 expenditures. We administered the parent surveys online during the 2015-16 school year with a 52% return rate. We met our goal of 50% return rate. We will continue to administer the parent survey with \$0 expenditures. We will continue to provide access to technology and resources to facilitate parent understanding of educational program. We will continue to target parents of low income, English learners, Redesignated Fluent English Proficient and Foster Youth with \$0 expenditures.				

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

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

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

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

<b>Total amount of Supplemental and Concentration grant funds calculated:</b>	16028
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Santa Clara has 23.21% unduplicated pupils in the LCFF subgroups. In the school year 2016-17, the Supplemental/Concentration funding will be about \$16,028. The funds expended from the Supplemental/Concentration funding sources align with the goals of the LCAP. Actual costs to support Goals 1 and 2 for unduplicated students exceed additional funding for these student subgroups. Funds are to assist in the purchase of intervention/acceleration materials (Mattos 2008) and services and to pay for services to promote student and parent engagement (Bradshaw 2009). The school will provide access to parents after school hours to use technology. Instructional aides will be used to provide services to unduplicated students.

- 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.

3.60	%
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Funds are principally directed to students in the subgroups they help to increase academic achievement by increasing their time and access to intervention/acceleration materials and services and their parents' access to technology. By improving student and parent engagement in the school community, student and parents will increase their understanding of what proficient student achievement is and how to obtain proficiency. Services for student within the subgroups will be increased or improve by about 3.60%, compared to all students. The expenditures for the subgroups meet or exceed the 3.60% threshold.

### LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

- (a) "Chronic absenteeism rate" shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1– June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
  - (3) Divide (1) by (2).
- (b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.
- (c) “High school dropout rate” shall be calculated as follows:
- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
  - (2) The total number of cohort members.
  - (3) Divide (1) by (2).
- (d) “High school graduation rate” shall be calculated as follows:
- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
  - (2) The total number of cohort members.
  - (3) Divide (1) by (2).
- (e) “Suspension rate” shall be calculated as follows:
- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
  - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
  - (3) Divide (1) by (2).

(f) “Expulsion rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).