

**§ 15497.5. Local Control and Accountability Plan and Annual Update Template.****Introduction:**

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LCAP Year: 2016-2017

***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?

<b>Involvement Process</b>	<b>Impact on LCAP</b>
<p><b>Data Gathering- Stakeholder Input:</b></p> <p><i>2014 California Healthy Kids Survey data gathered from:</i>                      Students grades 5 &amp; 7                      All certificated staff                      All classified staff                      All management staff                      All parents</p> <p><i>Clarity technology survey to:</i>                      Students grades 3-8</p>	<p><i>LCAP advisory group representatives were invited to review the data gathered and then add specific recommendations from their groups after communication with them. This additional feedback plus the survey data led to the draft of the LCAP.</i></p> <p><i>From the data synthesis and stakeholder feedback, we were able to determine the major areas on which to focus over the next three years:</i></p> <p><i>1. Increase Professional Development for teacher and</i></p>

<p>All Teachers All Parents</p> <p><i>PVSD district LCAP survey data gathered from:</i> parents members of the local bargaining units certificated staff classified staff management staff community response via district website Superintendent's Roundtable Committee meetings Chamber of Commerce Education Committee meetings District English Learner Parent Advisory Committee (DELPAC)</p> <p><b>Student Focus Group:</b> Middle school student focus group on school related needs- 4/13/16</p> <p><b>LCAP Stakeholder Committee formed and meetings held:</b> March 8, 2016 LCAP stakeholders committee reviewed the 15/16 LCAP and survey data April 14, 2016 LCAP stakeholders committee reviewed the 15/16 LCAP goals and strategies to determine which to eliminate, modify, or add new to strategies or goals. May 10, 2016 LCAP stakeholders committee reviewed the 16/17 LCAP DRAFT</p> <p><b>LCAP Draft Review with Stakeholder Groups:</b> LCAP Draft Plan submitted for additional review and discussion to District English Learner Parent Advisory Committee (DELPAC) at meeting- May __, 2016. LCAP Draft Plan submitted for review and discussion to representative stakeholders at meeting- May 10, 2016. Supplemental input provided by stakeholder representatives. Written responses to questions were not necessary so Superintendent didn't provide.</p> <p><b>Board Meetings:</b> Written responses were not necessary so Superintendent didn't provide.</p>	<p><i>administrator content, pedagogical, and technological knowledge by providing targeted professional learning and coaching in the State Standards, NGSS standards, and any new curriculum offerings. (Stakeholder surveys from: PVEA, teachers, administrators, parents)</i></p> <ol style="list-style-type: none"> <li><i>2. Increase school connectedness and socio-emotional well-being of students through research-based programs implemented with fidelity (result of California Healthy Kids Surveys and school climate surveys: parent, student, staff input)</i></li> <li><i>3. Develop stakeholder involvement programs based upon national research and resources from CDE (and others) to create meaningful engagement and input into annual LCAP reviews (stakeholder surveys, parent involvement data, California Healthy Kids Surveys)</i></li> <li><i>4. Analyze facility, instructional materials and technology needs to develop a prioritized and sequenced plan to provide all students and school personnel with resources they need for 21<sup>st</sup> Century career and academic success. (stakeholder surveys from student, teacher, administrator, parent, community)</i></li> <li><i>5. Increase Gifted and Talented Education (GATE) programs</i></li> <li><i>6. Maintain English Learner and Low Income student Program support by continuing programs from this year's LCAP.</i></li> <li><i>7. Increase social/emotional services through additional of Counselors/Deans</i></li> <li><i>8. Increase staff recruitment and retention by striving to make salaries and benefits align with County averages (dependent upon negotiations and funding).</i></li> <li><i>9. Increase music in all schools</i></li> </ol>
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<p>Plan timeline and information, presented: 3/8/16          Survey results and update from LCAP committee: 4/21/16          Public Hearing: 6/2/16          Final Vote: 6/16/16</p>	
<p><b>Annual Update:</b></p> <p><b>LCAP Stakeholder Committee meeting held:</b>          March 8, 2016 LCAP stakeholders committee reviewed the 15/16 LCAP and survey data          April 14, 2016 LCAP stakeholders committee reviewed the 15/16 LCAP goals and strategies to determine which to eliminate, modify, or add new to strategies or goals.          May 10, 2016 LCAP stakeholders committee reviewed the 16/17 LCAP DRAFT</p> <p><b>Cabinet meetings:</b>          May 16<sup>th</sup>, 2016 Cabinet reviewed the 15/16 LCAP goals and strategies and discussed the recommendations of the LCAP stakeholder committee regarding the update. They then decided which to eliminate, modify, or add new to strategies or goals.           May 31st, 2016 Cabinet reviewed the 16/17 LCAP draft</p> <p><b>Board Meeting:</b>          Public Hearing: 6/2/16          Final Vote: 6/16/16</p>	<p><b>Annual Update:</b>  <i>LCAP advisory group representative were invited to review the goals, actions, and services in the current year LCAP.</i>  <i>All representatives agreed that no items would be eliminated that are currently offered in the 15/16 LCAP. The amounts allocated may be adjusted to reflect actual spending and a few things will be added to the outgoing years but all programs/strategies, services were felt to be important and effective.</i>  <b>Added items included:</b>  <i>Increase tutoring support, increasing middle school activities, increasing music in schools, increasing GATE program services, increasing district counseling/deans, increasing district reading specialists, increasing digital resources for students-especially for research access, increasing teacher staff development in new state standards, new curriculum and technology.</i></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).

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

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

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

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



Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

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

**Guiding Questions:**

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

GOAL:	Goal #1 – Provide students with greater access to technology per state standards requirements.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3__ 4 <input checked="" type="checkbox"/> 5__ 6__ 7__ 8 <input checked="" type="checkbox"/> COE only: 9__ 10__ Local : Specify _____	
Identified Need :	Need: Goal #1 - Students need full access and greater proficiency with technology to have full access to state standards, NGSS, and 21 <sup>st</sup> century skills.			
Goal Applies to:	Schools:	ALL		
	Applicable Pupil Subgroups:	ALL		
<b>LCAP Year 1: 2016-17</b>				
Expected Annual Measurable Outcomes:	Increase teacher reported student to technology device ratio at school from 60% to 65% by end of 2017. Metric: Local survey (Clarity survey)  Increase actual district student to technology device ratio at school from 60% to 65% by end of 2017. Metric: Local inventory			
<b>Actions/Services</b>		<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
1. Purchase technology devices,		ALL	<input checked="" type="checkbox"/> ALL	1,295,000

<p>applications/software and infrastructure supports. Provide training to teachers and administrators. Provide Teachers on Special Assignment and Instructional Aides to support technology in classrooms and maker spaces. Provide support for integrating instructional technology, professional development and assessment.</p>		<p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Unrestricted (0280)  certificated-317k  classified-benefits-48k  books/supplies-services-  <b>Unrestricted (0260)</b>  certificated-45k  classified-22k  benefits-10k  books/supplies-349k  services-262 k  equip-242k</p>
<p>2. Provide students with technology integrated instruction and security-includes digital citizenship and access monitoring.</p>	<p>ALL</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>543K (0260)  <b>Unrestricted</b>  certificated-0  classified-0  benefits-0  books/supplies-483,K  services-60k</p>
<p>3. Provide funding to sites to purchase technology (working towards equity of access) and provide parent training on school technology including: Zangle, Websites, Social media, digital citizenship, etc.</p>	<p>ALL</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>105K  <b>Unrestricted</b>  certificated-classified-benefits-books/supplies-105k  services-</p>
<p>4. Provide additional technology, access, and</p>	<p>ALL</p>	<p><input type="checkbox"/> ALL</p>	<p>\$82,677(0790)</p>

<p>staffing support to target populations including training and support to teachers and parents.</p>		<p>OR:  <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Unrestricted  certificated-38k  classified-  benefits-6,377k  books/supplies-  48,300k  services-  10 K (0791)  Unrestricted    certificated-  classified-  classified-  benefits-  books/supplies-  10K  services-</p>
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**LCAP Year 2: 2017-18**

<p>Expected Annual Measurable Outcomes:</p>	<p>Increase teacher reported student to technology device ratio at school from 65% to 70% by end of 2018.  Metric: Local survey (Clarity survey)</p>		
<p><b>Actions/Services</b></p>	<p>Scope of Service</p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p>Budgeted Expenditures</p>
<p>1. Continue to purchase technology devices,</p>	<p>ALL</p>	<p><input checked="" type="checkbox"/> ALL</p>	<p>1,300,000</p>

<p>applications/software and infrastructure supports. Continue to provide training to teachers and administrators. Continue to provide Teachers on Special Assignment and Instructional Aides to support technology in classrooms and maker spaces. Continue to provide support for integrating instructional technology, professional development and assessment.</p>		<p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Unrestricted (0280)  certificated-350k  classified- 200k  benefits-100k  books/supplies-250k  services-250k  equip-150k</p>
<p>2. Continue to provide students with technology integrated instruction and security-includes digital citizenship and access monitoring.</p>	<p>ALL</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>350K (0260)  Unrestricted  certificated-0  classified-0  benefits-0  books/supplies-50K  services-300k</p>
<p>3. Continue to provide funding to sites to purchase technology (working towards equity of access) and provide parent training on school technology including: Zangle, Websites, Social media, digital citizenship, etc.</p>	<p>ALL</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>100K  Unrestricted  certificated-  classified-  benefits-  books/supplies-100k  services-</p>
<p>4. Continue to provide additional technology,</p>	<p>ALL</p>	<p><input type="checkbox"/> ALL</p>	<p>\$70k (0790)</p>

<p>access, and staffing support to target populations including training and support to teachers and parents.</p>		<p>OR:  <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Unrestricted                   certificated-classified-20k                  benefits-5k                  books/supplies-45k                  services-5 K (0791)                  Unrestricted                   certificated-classified-benefits-books/supplies-5K                  services-</p>
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**LCAP Year 3: 2018-19**

<p>Expected Annual Measurable Outcomes:</p>	<p>Increase teacher reported student to technology device ratio at school from 70% to 75% by end of 2019.                   Metric: Local survey (Clarity survey)</p>		
<p><b>Actions/Services</b></p>	<p>Scope of Service</p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p>Budgeted Expenditures</p>
<p>1. Continue to purchase technology devices,</p>	<p>ALL</p>	<p><input checked="" type="checkbox"/> ALL</p>	<p>1,100,000</p>

<p>applications/software and infrastructure supports. Continue to provide training to teachers and administrators. Continue to provide Teachers on Special Assignment and Instructional Aides to support technology in classrooms and maker spaces. Continue to provide support for integrating instructional technology, professional development and assessment.</p>		<p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Unrestricted (0280)  certificated-250k  classified- 250k  benefits-100k  books/supplies-200k  services-200k  equip-100k</p>
<p>2. Continue to provide students with technology integrated instruction and security-includes digital citizenship and access monitoring.</p>	<p>ALL</p>	<p><input checked="" type="checkbox"/> ALL  OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>250K (0260)  Unrestricted  certificated-0  classified-0  benefits-0  books/supplies-50K  services-200k</p>
<p>3. Continue to provide funding to sites to purchase technology (working towards equity of access) and provide parent training on school technology including: Zangle, Websites, Social media, digital citizenship, etc.</p>	<p>ALL</p>	<p><input checked="" type="checkbox"/> ALL  OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>90K  Unrestricted  certificated-  classified-  benefits-  books/supplies-90k  services-</p>
<p>4. Continue to provide additional technology,</p>	<p>ALL</p>	<p><input type="checkbox"/> ALL</p>	<p>\$50k (0790)</p>

access, and staffing support to target populations including training and support to teachers and parents.

OR:  
 Low Income pupils  English Learners  
 Foster Youth  Redesignated fluent English proficient  
 Other Subgroups:(Specify)\_\_\_\_\_

Unrestricted  
certificated-  
classified-  
benefits-  
books/supplies-  
50k  
services-  
5 K (0791)  
Unrestricted  
  
certificated-  
classified-  
benefits-  
books/supplies-  
5K  
services-



<p>GOAL:</p>	<p>Goal #2 - Increase student achievement in content areas based on state standards assessments and/or state standards aligned local assessments.</p>	<p>Related State and/or Local Priorities:            1_x 2_x 3_x 4_x 5__ 6__ 7_x 8_x            COE only: 9__ 10__            Local : Specify _____</p>
<p>Identified Need :</p>	<p><b>Need:</b> Goal #2 - All students need to meet or exceed.  <b>Metric:</b> CAASPP (Smarter Balanced Assessment), other state assessments and/or Common Core aligned local benchmark assessments in ELA, ELD, math, NGSS.  <b>Need:</b> Teachers are assigned and credentialed appropriately for the students and subjects they teach  <b>Metric:</b> CALPADS report .2  <b>Need:</b> Continue to provide students access to standards aligned materials  <b>Metric:</b> Williams report demonstrates student access to standards aligned instructional materials  <b>Need:</b> Continue to enroll all students in required areas of study  <b>Metric:</b> Master schedule, enrollment sheets, and lesson plans  <b>Need:</b> English Learners become English proficient  <b>Metric:</b> AMAO 2  <b>Need:</b> Increase English Learners reclassification rate  <b>Metric:</b> Reclassification data in the annual board report</p>	
<p>Goal Applies to:</p>	<p>Schools: ALL            Applicable Pupil Subgroups: ALL</p>	
<p><b>LCAP Year 1: 2016-17</b></p>		

<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> <li>1. Increase percentage of students who meet or exceed state standards in ELA from 62% to 65%.</li> <li>2. Increase percentage of students who meet or exceed state standards in Math from 46% to 51%.</li> <li>3. Maintain 100% Highly Qualified Teachers</li> <li>4. A minimum of 75% of teachers report on surveys that professional development was effective at helping to improve instructional practices.</li> <li>5. Maintain EL reclassification rate of 7% or higher.</li> <li>6. Continue to meet or exceed state AMAO 2 target</li> <li>7. Increase ELA Special Education meet or exceeds from 19% to 22 %</li> <li>8. Increase Math Special Education meet or exceeds from 12% to 14 %</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>1. Purchase and/or develop State Standards aligned instructional materials (print and/or digital) for all core subjects as resources and materials become available to support State Standards. Purchase and/or develop State Standards aligned district assessments.</p>	<p>ALL</p>	<p><u>X</u>_ALL  OR:  __Low Income pupils __English Learners  __Foster Youth __Redesignated fluent English proficient  __Other Subgroups:(Specify)_____</p>	<p>1,090,000  Unrestricted  certificated-  classified-  benefits-  books/supplies-  \$1,090,000  services-</p>
<p>2. Recruit and retain highly qualified</p>	<p>ALL</p>	<p><u>X</u>_ALL</p>	<p>450k</p>

<p>teachers: Employee years of service recognition. Teachers on Special Assignment, additional stipends and hourly pay to support of all Core subjects and English Language Development.</p>		<p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Unrestricted   certificated-390k  classified-benefits-58k  books/supplies-2k  services-</p>
<p>3. New teachers in Beginning Teacher Support &amp; Assessment year one and two programs will have fees, release days and support mentors provided by the district.</p>	<p>ALL</p>	<p><u>X</u>_ALL   OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>52k  Unrestricted   certificated-47k  classified-benefits-5k  books/supplies-services-</p>
<p>4. Professional Development: workshops, conferences, administrative professional development, release time for collaboration, teacher leader facilitation at district trainings, project work stipends, instructional rounds, summer project work and three Staff Development Days. Focus: State standards (ELA, ELD, math, NGSS) , new curriculum. Support for curriculum, professional development and assessment. Include training for long-term and frequently employed substitute teachers.</p>	<p>ALL</p>	<p><u>X</u>_ALL   OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>743k  Unrestricted  293K (0280)  certificated-171k  classified-benefits-22k  books/supplies-services-100k   450K (0000)  certificated-360k  classified-benefits-90k  books/supplies-services-</p>

<p>5. Gifted and Talented Education (GATE):  (.6) Teacher on Special Assignment, clerical support, and programs: testing, GATE teacher certification, in-class differentiation for GATE, increase middle school programs, and pursue enrichment instruction at schools. Additional paid teacher training. Support cross-school collaboration. Increase communications regarding GATE through use of social media (GATE day, field trips, and events with fundraising assistance from parents)</p>	ALL	<p><input type="checkbox"/>_ALL</p> <p>OR:</p> <p><input type="checkbox"/>_Low Income pupils <input type="checkbox"/>_English Learners</p> <p><input type="checkbox"/>_Foster Youth <input type="checkbox"/>_Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/>_Other Subgroups:(Specify)_____GATE_____</p>	<p>49k (0140) Unrestricted</p> <p>certificated-17,595 classified-12,689 benefits-10,294 books/supplies-services-8,422</p> <p>6K (0280) Unrestricted certificated-5,000 benefits-1,000</p>
<p>6. Further increase before /after school tutoring in English and Math for at risk students. Summer school scholarships for at risk students. ELD/ELA coordinator, EL/RFEP testing, monitoring, support, teacher leadership and PD. Additional reading teacher for total of two for support of six elementary schools. Pre-school scholarships, PD, support. Parent ed &amp; participation. School supplies.</p>	ALL	<p><input type="checkbox"/>_ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/>_Low Income pupils <input checked="" type="checkbox"/>_English Learners</p> <p><input checked="" type="checkbox"/>_Foster Youth <input checked="" type="checkbox"/>_Redesignated fluent English proficient</p> <p><input type="checkbox"/>_Other Subgroups:(Specify)_____</p>	<p>640K(0280) Unrestricted</p> <p>certificated-264,400 classified-21,600 benefits-57,000 books/supplies-services-20,000</p>
<p>7. Staff development for Special Education:</p>	ALL	<p><input type="checkbox"/>_ALL</p>	<p>15k (0280)</p>

<p>academic vocabulary, math journals and unpack State Standards for Special Education. Work on Special Education Curriculum projects related to new adoptions.</p>		<p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Special Education</u></p>	<p>Unrestricted                  certificated-\$8,000                  classified-benefits-\$2000                  books/supplies-\$5K                  services-</p>
<p>8. Expand school day music and/or theater opportunities to include music and/or theater program support for all schools. Includes additional section of music at 6-8 funded jointly by PVSD, SOKM, PTA, and grants. Includes Cinemagic funded jointly by PVSD and PVEF.</p>	<p>ALL</p>	<p><input checked="" type="checkbox"/> ALL                  OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>80k (0280)                  50k (9020)                  Unrestricted                  certificated-classified-65k                  benefits-15k                  books/supplies-services-certificated-25k                  classified-15k                  benefits-10k                  books/supplies-services-</p>
<p>9. Title 1 reading specialist to support at-risk students at three title 1 schools. Title 1 funds for targeted instruction and tutoring(SES) (hrly teachers, stipends, contracts)</p>	<p>Title 1 schools:                  Las Posas,                  Pleasant Valley                  School of Engineering and Arts,                  Dos Caminos</p>	<p><input type="checkbox"/> ALL                  OR:  <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>350k                  Restricted                  certificated-87k                  classified-benefits-23k                  books/supplies-services-80k</p>
<p><b>LCAP Year 2: 2017-18</b></p>			

<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> <li>1. Increase percentage of students who meet or exceed state standards in ELA from 65% to 68%.</li> <li>2. Increase percentage of students who meet or exceed state standards in Math from 51% to 53%.</li> <li>3. Maintain 100% Highly Qualified Teachers</li> <li>4. Maintain rate of 75% of teachers report on surveys that professional development was effective at helping to improve instructional practices.</li> <li>5. Maintain EL reclassification rate of 7% or higher.</li> <li>6. Continue to meet or exceed state AMAO 2 target</li> <li>7. Increase ELA Special Education meet or exceeds from 22 % to 25%</li> <li>8. Increase Math Special Education meet or exceeds from 14 % to 16%</li> </ol>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. Purchase and/or develop Common Core State Standards aligned instructional materials (print or digital) for all core subjects as resources and materials become available to support Common Core State Standards. Purchase and/or develop Common Core State Standards aligned district assessments.</p>	<p>ALL</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>500,000 Unrestricted</p> <p>certificated- classified- benefits- books/supplies- \$500,000 services-</p>
<p>2. Recruit and retain highly qualified teachers: Employee years of service recognition, Teachers on Special Assignment, additional stipends or hourly pay to support of all Core subjects and English Language Development.</p>	<p>ALL</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>455k Unrestricted</p> <p>certificated- 390k classified- benefits-60k books/supplies- 5k services-</p>

3. New teachers in Beginning Teacher Support & Assessment year one and two programs will have fees, release days and support mentors provided by the district. (Percent to be determined)	ALL	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	50k Unrestricted certificated-45k classified- benefits-5k books/supplies- services-
4. Professional Development: workshops, conferences, administrative professional development, release time for collaboration, teacher leader facilitation at district trainings, project work stipends, instructional rounds, summer project work and three Staff Development Days. Focus: State standards (ELA, ELD, math, NGSS) , new curriculum. Support for curriculum, professional development and assessment. Include training for long-term and frequently employed substitute teachers.	ALL	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	750k Unrestricted 300K (0280) certificated- 175k classified- benefits-25k books/supplies- services-100k  450K (0000) certificated- 360k classified- benefits-90k books/supplies- services-
5. Gifted and Talented Education (GATE):	ALL	<input type="checkbox"/> ALL	55k (0140)

<p>(.6) Teacher on Special Assignment, clerical support, and programs: testing, GATE teacher certification, in-class differentiation for GATE, increase middle school programs, and pursue enrichment instruction at schools. Additional paid teacher training. Support cross-school collaboration. Increase communications regarding GATE through use of social media (GATE day, field trips, and events with fundraising assistance from parents)</p>		<p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>GATE</u></p>	<p>Unrestricted  certificated-20k  classified-15k  benefits-12k  books/supplies-8k  services-8k    6K (0280)  Unrestricted  certificated-5,000  benefits-1,000</p>
<p>6. Further increase before /after school tutoring in English and Math for at risk students. Summer school scholarships for at risk students. ELD/ELA coordinator, EL/RFEP testing, monitoring, support, teacher leadership and PD. Additional reading teacher for total of two for support of six elementary schools. Pre-school scholarships, PD, support. Parent ed &amp; participation. School supplies.</p>	<p>ALL</p>	<p><u>_</u>ALL  OR:  <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>650K(0280)  Unrestricted  certificated-264,400  classified-21,600  benefits-57,000  books/supplies-30,000  services-30,000</p>
<p>7. Staff development for Special Education:</p>	<p>ALL</p>	<p><u>_</u>ALL</p>	<p>15k (0280)</p>



<p>Work on Special Education Curriculum projects related to new adoptions.</p>		<p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Special Education</u></p>	<p>Unrestricted  certificated-\$8,000  classified-benefits-\$2000  books/supplies-\$5K  services-</p>
<p>8. Expand school day music and/or theater opportunities to include music and/or theater program support for all schools. Includes additional section of music at 6-8 funded jointly by PVSD, SOKM, PTA, and grants. Includes Cinemagic funded jointly by PVSD and PVEF.</p>	<p>ALL</p>	<p><input checked="" type="checkbox"/> ALL  OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>80k (0280)  50k (9020)  Unrestricted  certificated-classified-65k  benefits-15k  books/supplies-services-  certificated-25k  classified-15k  benefits-10k  books/supplies-services-</p>
<p>9. Title 1 reading specialist to support at-risk students at three title 1 schools</p>	<p>Title 1 schools:  Las Posas, El Sescanso, Dos Caminos</p>	<p><input type="checkbox"/> ALL  OR:  <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>120k  Restricted  certificated-95k  classified-benefits-25k  books/supplies-services-</p>

<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> <li>1. Increase percentage of students who meet or exceed state standards in ELA from 68% to 70%.</li> <li>2. Increase percentage of students who meet or exceed state standards in Math from 53% to 55%.</li> <li>3. Maintain 100% Highly Qualified Teachers</li> <li>4. Maintain rate of 75% of teachers report on surveys that professional development was effective at helping to improve instructional practices.</li> <li>5. Maintain EL reclassification rate of 7% or higher.</li> <li>6. Continue to meet or exceed state AMAO 2 target</li> <li>7. Increase ELA Special Education meet or exceeds from 25 % to 27%</li> <li>8. Increase Math Special Education meet or exceeds from 16 % to 18%</li> </ol>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Purchase e State Standards aligned instructional materials (print or digital) for all core subjects as resources and materials become available. Develop State Standards aligned district assessments as needed.	ALL	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	500,000 Unrestricted  certificated- classified- benefits- books/supplies- \$500,000 services-
2. Recruit and retain highly qualified teachers: Employee years of service recognition, Teachers on Special Assignment, additional stipends or hourly pay to support of all Core subjects and English Language Development.	ALL	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	400k Unrestricted  certificated- 350k classified- benefits-50k books/supplies- services-
3. New teachers in Beginning Teacher	ALL	<input checked="" type="checkbox"/> ALL	50k

<p>Support &amp; Assessment year one and two programs will have fees, release days and support mentors provided by the district. (Percent to be determined)</p>		<p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Unrestricted  certificated-45k  classified-  benefits-5k  books/supplies-  services-</p>
<p>4. Professional Development: workshops, conferences, administrative professional development, release time for collaboration, teacher leader facilitation at district trainings, project work stipends, instructional rounds, summer project work and three Staff Development Days. Focus: State standards (ELA, ELD, math, NGSS) , new curriculum. Support for curriculum, professional development and assessment. Include training for long-term and frequently employed substitute teachers.</p>	<p>ALL</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>800k  Unrestricted  300K (0280)  certificated-  175k  classified-  benefits-25k  books/supplies-  services-100k    500K (0000)  certificated-  400k  classified-  benefits-100k  books/supplies-  services-</p>
<p>5. Gifted and Talented Education (GATE):</p>	<p>ALL</p>	<p><input type="checkbox"/> ALL</p>	<p>60k (0140)</p>

<p>(.6) Teacher on Special Assignment, clerical support, and programs: testing, GATE teacher certification, in-class differentiation for GATE, increase middle school programs, and pursue enrichment instruction at schools. Additional paid teacher training. Support cross-school collaboration. Increase communications regarding GATE through use of social media (GATE day, field trips, and events with fundraising assistance from parents)</p>		<p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>GATE</u></p>	<p>Unrestricted  certificated-25k  classified-15k  benefits-15k  books/supplies-5k  services-5k    6K (0280)  Unrestricted  certificated-5,000  benefits-1,000</p>
<p>6. Further increase before /after school tutoring in English and Math for at risk students. Summer school scholarships for at risk students. ELD/ELA coordinator, EL/RFEP testing, monitoring, support, teacher leadership and PD. Additional reading teacher for total of two for support of six elementary schools. Pre-school scholarships, PD, support. Parent ed &amp; participation. School supplies.</p>	<p>ALL</p>	<p><u>_</u>ALL  OR:  <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>650K(0280)  Unrestricted  certificated-264,400  classified-21,600  benefits-57,000  books/supplies-30,000  services-30,000</p>
<p>7. Staff development for Special Education:</p>	<p>ALL</p>	<p><u>_</u>ALL</p>	<p>15k (0280)</p>

<p>Work on Special Education Curriculum projects related to new adoptions.</p>		<p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Special Education</u></p>	<p>Unrestricted  certificated-\$8,000  classified-benefits-\$2000  books/supplies-\$5K  services-</p>
<p>8. Expand school day music and/or theater opportunities to include music and/or theater program support for all schools. Includes additional section of music at 6-8 funded jointly by PVSD, SOKM, PTA, and grants. Includes Cinemagic funded jointly by PVSD and PVEF.</p>	<p>ALL</p>	<p><input checked="" type="checkbox"/> ALL  OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>80k (0280)  50k (9020)  Unrestricted  certificated-classified-65k  benefits-15k  books/supplies-services-  certificated-25k  classified-15k  benefits-10k  books/supplies-services-</p>
<p>9. Title 1 reading specialist to support at-risk students at three title 1 schools.</p>	<p>Title 1 schools:  Las Posas,  EI  Descanso,  Dos Caminos</p>	<p><input type="checkbox"/> ALL  OR:  <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>125k  Restricted  certificated-100k  classified-benefits-25k  books/supplies-services-</p>

<p>GOAL:</p>	<p>Goal #3 – Increase student perceptions of feeling safe, healthy and connected at school as reported by California Healthy Kids Survey and/or local survey.</p>		<p>Related State and/or Local Priorities:          1 <input checked="" type="checkbox"/> 2__ 3 <input checked="" type="checkbox"/> 4__ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7__ 8__          COE only: 9__ 10__          Local : Specify _____</p>
<p>Identified Need :</p>	<p><b>Need:</b> Goal #3 – All Students need to feel safe, healthy, and connected at school. Based on local measures &amp; California Healthy Kids Survey Questions on connectedness scale for grade 5 &amp; 7 -(students feeling safe at school, students feel caring relationship with adults at school, students feel high expectations at school, students meaningful participation at school, students feel personal connectedness at school.) <b>Metric:</b> Local measures and/or California Healthy Kids Survey  <b>Need:</b> Increase efforts to seek parent input <b>Metric:</b> local measures, parent surveys  <b>Need:</b> Increase promotion of parent participation <b>Metric:</b> sign-in sheets at parent events  <b>Need:</b> Maintain facilities in good repair <b>Metric:</b> FIT (Facilities Inspection Tool)  <b>Need:</b> Decrease student suspension rates <b>Metric:</b> annual board report and SARC  <b>Need:</b> Decrease student expulsion rates <b>Metric:</b> annual board report and SARC  <b>Need:</b> Increase School attendance rates <b>Metric:</b> monthly and annual report-P2  <b>Need:</b> Decrease chronic absenteeism rates <b>Metric:</b> Truancy Report (CDE)  <b>Need:</b> Maintain Middle School Dropout rates <b>Metric:</b> report from County            * The following metrics do not apply to our K-8 district: Students who are college and career ready, Advanced Placement exams, EAP exams, high school dropout rates, and high school graduation rates.            * API and CST results from 2013 are measurements used to identify actions and resources for specific subgroups, but they will not be used to measure growth in 2014-15, 2015-16, and 2016-17.</p>		
<p>Goal Applies to:</p>	<p>Schools:</p>	<p>ALL</p>	
	<p>Applicable Pupil Subgroups:</p>	<p>ALL</p>	
<p><b>LCAP Year 1: 2016-17</b></p>			

<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> <li>1. Increase percentage of students reporting feeling safe, healthy, and connected at school by 3% annually per (CHKS) California Healthy Kids Survey or other local measure.</li> <li>2. Increase Parent/family engagement reported per new engagement survey</li> <li>3. Maintain or increase counseling services currently at 4 full time counselors</li> <li>4. Increase percentage of students scoring 5 and 6 on PFT results: grade 5 from 43% to 46 %, grade 7 from 64% to 66%.</li> <li>5. Maintain Suspension rate at 1.5% or below.</li> <li>6. Maintain Expulsion rate at 0%.</li> <li>7. Maintain Attendance P2 rate at 6400 or above.</li> <li>8. Reduce Truancy rate to 16 % or below.</li> <li>9. Maintain district middle school 8<sup>th</sup> grade dropout rate at .3% or below.</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>1. Increase school connectedness: funding to sites to support school-wide goals, attendance incentives, anti-bullying campaign, 40 developmental assets, CHAMPS positive support behavior model, teacher training and support communication (all schools). Increase funding for clubs and activities at middle schools, expand ways to keep students in school including Saturday classes, mentors (6-8).</p>	<p>ALL</p>	<p><u>X</u>_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>125K Unrestricted  certificated-26,285k classified-51,235k benefits-12,829k books/supplies-50,365k services-4,286k</p>
<p>2. Provide clerical support for Student Attendance</p>	<p>ALL</p>	<p><u>X</u>_ALL</p>	<p>2k</p>

<p>Review Board.</p>		<p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Unrestricted   certificated-  classified-  \$1,800  benefits-\$200  books/supplies-  services-</p>
<p>3. Provide Tobacco Use Prevention and Education training and grant coordination, teacher stipends, and program materials through consortium grant participation with county. Emphasis on electronic vapor devices.</p>	<p>6-8</p>	<p><input type="checkbox"/> ALL  OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups:(Specify)_____ 6-8</p>	<p>15,502k  Restricted   certificated-  10,967k  classified-  benefits-1, 777k  books/supplies-  2,574k  services-\$184</p>
<p>4. Increase parent involvement: at school site trainings, in workshops and committees and sponsor community events (i.e. safety committee, anti-bullying workshop, anti-bullying committee, wellness run event, wellness committee)</p>	<p>ALL</p>	<p><input checked="" type="checkbox"/> ALL  OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$500  Unrestricted   certificated-  classified-  benefits-  books/supplies-  services-500k</p>
<p>5. Maintain or increase district counselors and/or</p>	<p>K-5</p>	<p><input type="checkbox"/> ALL</p>	<p>420K (0280)</p>



<p>Deans for social/emotional counseling support and student support resources at high need schools.</p> <p>Increase services by adding social/emotional workshop for families.</p>	<p>K-8 6-8</p>	<p>OR:  <input type="checkbox"/> Low Income pupils   <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth   <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify) _____ K-5, K-8, 6-8</p>	<p>Unrestricted certificated-332k classified- benefits-88k books/supplies- services-\$500 210K (0790) Unrestricted certificated-166k classified- benefits-44k books/supplies- services-</p>
<p>6. Conduct annual analysis of school conditions (FIT report), attend to facility repairs and maintenance, and provide adequate instructional space. Continue safety training and emergency bin prep.</p>	<p>ALL</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:  <input type="checkbox"/> Low Income pupils   <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth   <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>2,211,807 Unrestricted certificated- classified- 637,792, benefits- 253,015 books/supplies- 432,500 services- 888,500</p>
<p>7. Provide specific outreach to parents of targeted student populations to give input and participate in the site trainings &amp; committees, and district level involvement in committees and events. Add a needs survey for parents.</p>	<p>ALL</p>	<p><input type="checkbox"/> ALL</p> <p>OR:  <input checked="" type="checkbox"/> Low Income pupils   <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth   <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$350 (0280) Unrestricted certificated- classified- benefits- books/supplies- services-\$350</p>
<p>8. Maintain hourly PE teachers for 4<sup>th</sup> and 5<sup>th</sup></p>	<p>ALL 4-5</p>	<p><input type="checkbox"/> ALL</p>	<p>120K (0280)</p>

grade		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>4-5 grades</u>	Unrestricted  certificated-110k classified-benefits-10k books/supplies-services-
9. Extend support such as counseling services to youth who have newly transitioned from Foster youth to being adopted.	ALL	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>former foster youth</u>	No additional cost
<b>LCAP Year 2: 2017-18</b>			
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> <li>1. Increase percentage of students reporting feeling safe, healthy, and connected at school by 3% annually per (CHKS) California Healthy Kids Survey or other local measure.</li> <li>2. Increase Parent/family engagement reported per new engagement survey</li> <li>3. Maintain or increase counseling services currently at 5 full time counselors</li> <li>4. Increase percentage of students scoring 5 and 6 on PFT results: grade 5 from 46% to 48 %, grade 7 from 66% to 68%.</li> <li>5. Maintain Suspension rate at 1.5% or below.</li> <li>6. Maintain Expulsion rate at 0%.</li> <li>7. Maintain Attendance P2 rate at 6400 or above.</li> <li>8. Reduce Truancy rate to 16 % or below.</li> <li>9. Maintain district middle school 8<sup>th</sup> grade dropout rate at .3% or below.</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>
1. Increase school connectedness: funding to sites	ALL	<input checked="" type="checkbox"/> ALL	125K

<p>to support school-wide goals, attendance incentives, anti-bullying campaign, 40 developmental assets, CHAMPS positive support behavior model, teacher training and support communication (all schools). Increase funding for clubs and activities at middle schools, expand ways to keep students in school including Saturday classes, mentors (6-8).</p>		<p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p><b>Unrestricted</b>                   certificated-35k                  classified-20k                  benefits-15k                  books/supplies-50k                  services-5k</p>
<p>2. Provide clerical support for Student Attendance Review Board.</p>	<p>ALL</p>	<p><input checked="" type="checkbox"/> ALL                  OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p><b>\$2,500</b>  <b>Unrestricted</b>                   certificated-classified-2k                  benefits-\$500                  books/supplies-services-</p>
<p>3. Provide Tobacco Use Prevention and Education training and grant coordination, teacher stipends, and program materials through consortium grant participation with county. Emphasis on electronic vapor devices.</p>	<p>6-8</p>	<p><input type="checkbox"/> ALL                  OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups:(Specify)_____ 6-8</p>	<p><b>15,502k</b>  <b>Restricted</b>                   certificated-10,967k                  classified-benefits-1, 777k                  books/supplies-2,574k                  services-\$184</p>
<p>4. Increase parent involvement: at school site trainings, in workshops and committees (i.e.; safety committee, anti-bullying workshop, anti-bullying committee, wellness run event, wellness committee)</p>	<p>ALL</p>	<p><input checked="" type="checkbox"/> ALL                  OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p><b>\$500</b>  <b>Unrestricted</b>                   certificated-classified-benefits-books/supplies-services-500k</p>

<p>5. Maintain or increase district counselors and/or Deans for social/emotional counseling support and student support resources at high need schools.</p> <p>Increase services by adding social/emotional workshop for families.</p>	K-5 & K-8	<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>650K (0790)</p> <p>Unrestricted</p> <p>certificated-600k</p> <p>classified-benefits-50k</p> <p>books/supplies-services-</p>
<p>6. Conduct annual analysis of school conditions (FIT report), attend to facility repairs and maintenance, and provide adequate instructional space.</p>	ALL	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____ K-5, K-8</p>	<p>1,950,000</p> <p>Unrestricted</p> <p>certificated-classified-650k,</p> <p>benefits-250k</p> <p>books/supplies-250k</p> <p>services-800k</p>
<p>7. Provide specific outreach to parents of targeted student populations to give input and participate in the site trainings &amp; committees, and district level involvement in committees and events. Add a needs survey for parents.</p>	ALL	<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$350 (0280)</p> <p>Unrestricted</p> <p>certificated-classified-benefits-books/supplies-services-\$350</p>
<p>8. Maintain hourly PE teachers for 4<sup>th</sup> and 5<sup>th</sup> grade</p>	ALL 4-5	<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups:(Specify)_____ 4-5 grades</p>	<p>130K (0280)</p> <p>Unrestricted</p> <p>certificated-110k</p> <p>classified-benefits-20k</p> <p>books/supplies-services-</p>
<p>9. Extend support such as counseling services to</p>	ALL	<p><input type="checkbox"/> ALL</p>	<p>No additional</p>

youth who have newly transitioned from Foster youth to being adopted.	OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>former foster youth</u>	cost
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**LCAP Year 3: 2018-19**

Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> <li>1. Increase percentage of students reporting feeling safe, healthy, and connected at school by 3% annually per (CHKS) California Healthy Kids Survey or other local measure.</li> <li>2. Increase Parent/family engagement reported per new engagement survey</li> <li>3. Maintain or increase counseling services currently at 5 full time counselors</li> <li>4. Increase percentage of students scoring 5 and 6 on PFT results: grade 5 from 48% to 50 %, grade 7 from 68% to 70%.</li> <li>5. Maintain Suspension rate at 1.5% or below.</li> <li>6. Maintain Expulsion rate at 0%.</li> <li>7. Maintain Attendance P2 rate at 6400 or above.</li> <li>8. Reduce Truancy rate to 16 % or below.</li> <li>9. Maintain district middle school 8<sup>th</sup> grade dropout rate at .3% or below.</li> </ol>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Increase school connectedness: funding to sites to support school-wide goals, attendance incentives, anti-bullying campaign, 40 developmental assets, CHAMPS positive support behavior model, teacher training and support communication (all schools). Increase funding for clubs and activities at middle schools, expand ways to keep students in school including Saturday classes, mentors (6-8).	ALL	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	125K Unrestricted certificated-35k classified-20k benefits-15k books/supplies-50k services-5k

2. Provide clerical support for Student Attendance Review Board.	ALL	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$2,500 Unrestricted  certificated- classified-2k benefits-\$500 books/supplies- services-
3. Provide Tobacco Use Prevention and Education training and grant coordination, teacher stipends, and program materials through consortium grant participation with county. Emphasis on electronic vapor devices.	6-8	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>6-8</u>	15,502k Restricted  certificated- 10,967k classified- benefits-1, 777k books/supplies- 2,574k services-\$184
4. Increase parent involvement: at school site trainings, in workshops and committees (i.e.; safety committee, anti-bullying workshop, anti-bullying committee, wellness run event, wellness committee)	ALL	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$500 Unrestricted  certificated- classified- benefits- books/supplies- services-500k
5. Maintain or increase district counselors and/or Deans for social/emotional counseling support and student support resources at high need schools.  Increase services by adding social/emotional workshop for families.	K-5 & K-8	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>K-5, K-8</u>	650K (0790) Unrestricted certificated- 600k classified- benefits-50k books/supplies- services-
6. Conduct annual analysis of school conditions	ALL	<input checked="" type="checkbox"/> ALL	1,850,000

<p>(FIT report), attend to facility repairs and maintenance, and provide adequate instructional space.</p>		<p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Unrestricted  certificated-  classified-650k,  benefits-250k  books/supplies-  150k  services-800k</p>
<p>7. Provide specific outreach to parents of targeted student populations to give input and participate in the site trainings &amp; committees, and district level involvement in committees and events. Add a needs survey for parents.</p>	<p>ALL</p>	<p>__ALL  OR:  <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$350 (0280)  Unrestricted  certificated-  classified-  benefits-  books/supplies-  services-\$350</p>
<p>8. Maintain hourly PE teachers for 4<sup>th</sup> and 5<sup>th</sup> grade</p>	<p>ALL 4-5</p>	<p>__ALL  OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups:(Specify)_____ 4-5 grades_____</p>	<p>135K (0280)  Unrestricted  certificated-  110k  classified-  benefits-25k  books/supplies-  services-</p>
<p>9. Extend support such as counseling services to youth who have newly transitioned from Foster youth to being adopted.</p>	<p>ALL</p>	<p>__ALL  OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups:(Specify)_____ former foster youth</p>	<p>No additional  cost</p>

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

## Annual Update

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

**Guiding Questions:**

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

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



Original GOAL from prior year LCAP:	Goal #1 – Provide students with greater access to technology per Common Core State Standards requirements.		Related State and/or Local Priorities: 1_x 2_x 3__ 4_x 5__ 6__ 7__ 8_x COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	All schools		
Expected Annual Measurable Outcomes:	Increase student reported access to technology by 10% annually (per Clarity survey)	Actual Annual Measurable Outcomes:	Student 1:1 device ratio went from 55% to 60%. An increase of 5% per January 2016 clarity survey	
<b>LCAP Year: 2015-16</b>				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
1. Purchase technology devices, applications/software and infrastructure supports. Provide training to teachers and administrators. Provide Teachers on Special Assignment to support technology in classrooms and at district level. Provide (.5) Curriculum Coordinator to support integrated instructional technology, professional development and assessment.	1,295,000	1. Purchased technology devices, applications/software and infrastructure supports. Provided training to teachers and administrators. Provided Teachers on Special Assignment to support technology in classrooms and at district level. Provided (.5) Curriculum Coordinator to support integrated instructional technology, professional development and assessment.	1,400,000	
Scope of service:		Scope of service:		
X_ALL		X_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

2. Provide students with technology integrated instruction and security-includes digital citizenship and access monitoring.	50K	2. Provided students with technology integrated instruction and security-includes digital citizenship and access monitoring.	380K
Scope of service:		Scope of service:	
X_ALL		X_ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
3. Provide funding to sites to purchase technology (working towards equity of access) and provide parent training on school technology including: Zangle, Websites, Social media, digital citizenship, etc.	300K	3. Provided funding to sites to purchase technology (working towards equity of access) and provided parent training on school technology including: Zangle, Websites, Social media, digital citizenship, etc.	300K
Scope of service:		Scope of service:	
X_ALL		X_ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
4. Provide additional technology, access, and staffing support to target populations including training and support to teachers and parents.	\$100,300	4. Provided additional technology, access, and staffing support to target populations including training and support to teachers and parents.	90K
Scope of service:		Scope of service:	
__ALL		__ALL	

OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	LCAP narrative for update: Goal 1 1-1-exceeded estimated expenditures due to decision to accelerate 1:1 device implementation at the 6-8 grades in order to facilitate adequate devices for state testing. This decision accelerated our expenditure timeline by 1 year. Also purchased technology devices needed for the mixed media/makerspace centers. 1-2- Spent more than projected in this category. With implementation of 1:1 devices starting at our middle schools and the proliferation of chromebooks in our classrooms, we needed to include a robust monitoring system so students are protected for inappropriate content for their age. We selected a monitoring service that was going to grow with us and it has proved very successful in catching inappropriate searches on the chromebooks as well as alerting staff so appropriate steps can be taken. 1-4- Spent slightly less than anticipated this year on technology access and support for targeted populations.  Our goal of increasing technology access for students has been very effective. At the end of this summer we will have makerspaces in every school and a devoted chrome book in the hands of every 6-8 <sup>th</sup> grade student. We have drastically increased our number of devices in the classrooms along with the training and ongoing support teachers need to continue to use technology effectively in the classrooms.  **parent education workshop in online/media safety was provided and all of our district parents were invited to attend including target populations (Low Income, English Learner, Foster Youth, Re-designated Fluent English Proficient.) This also met goal three action regarding cyber bullying awareness and online media safety.	

Original GOAL from prior year LCAP:	Goal #2 - Increase student achievement in content areas based on Smarter Balanced Assessment and/or Common Core aligned local assessments.	Related State and/or Local Priorities: 1_x 2_x 3_x 4_x 5__ 6__ 7_x 8_x COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: All schools Applicable Pupil Subgroups: All students	

<p>Expected Annual Measurable Outcomes:</p>	<p>1) <b>Need:</b> Goal #2 - All students need to be proficient or advanced (<b>met or exceeded</b>) <b>Metric:</b> Increase percentage of students performing at proficient or advanced by 3% annually  <b>Metric:</b> CAASPP (Smarter Balanced Assessment), other state assessments and/or Common Core aligned local benchmark assessments.</p> <p>2) <b>Need:</b> Teachers are assigned and credentialed appropriately for the students and subjects they teach  <b>Metric:</b> CALPADS report .2</p> <p>3) <b>Need:</b> Continue to provide students access to standards aligned materials  <b>Metric:</b> Williams report demonstrates student access to standards aligned instructional materials</p> <p>4) <b>Need:</b> Continue to enroll all students in required areas of study  <b>Metric:</b> Master schedule, enrollment sheets, and lesson plans</p> <p>5) <b>Need:</b> English Learners become English proficient  <b>Metric:</b> CAACPP (AMAO 2)</p> <p>6) <b>Need:</b> Increase English Learners reclassification rate  <b>Metric:</b> Annual board report</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>1) CAASPP 2015 results used. No % increase calculated due to baseline data used.</p> <table border="1" data-bbox="1270 267 1900 657"> <thead> <tr> <th>Grade</th> <th>% met or exceeded ELA 2015</th> <th>% met or exceeded Math 2015</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>55</td> <td>54</td> </tr> <tr> <td>4</td> <td>58</td> <td>45</td> </tr> <tr> <td>5</td> <td>64</td> <td>43</td> </tr> <tr> <td>6</td> <td>58</td> <td>36</td> </tr> <tr> <td>7</td> <td>67</td> <td>51</td> </tr> <tr> <td>8</td> <td>68</td> <td>45</td> </tr> <tr> <td>District-wide</td> <td>62%</td> <td>46%</td> </tr> </tbody> </table> <p>2) CALPADS report 3.4-NCLB Core course section compliance= 100%</p> <p>3) Williams = no findings</p> <p>4) Master schedule, enrollment = 100% of students enrolled in required courses</p> <p>5) AMAO 2 = 2014-15(most recent available)  Cohort #1 (In ELD Program Fewer than 5 years)  36.3%- exceeded target of 24.2%  Cohort #2 (In ELD Program 5+ years)  58.8% - exceeded target of 50.9%</p> <p>6) RFEP rate from board report = 7% for 15-16</p>	Grade	% met or exceeded ELA 2015	% met or exceeded Math 2015	3	55	54	4	58	45	5	64	43	6	58	36	7	67	51	8	68	45	District-wide	62%	46%
Grade	% met or exceeded ELA 2015	% met or exceeded Math 2015																									
3	55	54																									
4	58	45																									
5	64	43																									
6	58	36																									
7	67	51																									
8	68	45																									
District-wide	62%	46%																									

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Purchase and/or develop Common Core State Standards aligned instructional materials (print or digital) for all core subjects as resources and materials become available to support Common Core State Standards. Purchase and/or develop Common Core State Standards aligned district assessments.	1,090,000	1. Purchased State Standards aligned instructional materials (print or digital) for 6-8 math and K-8 ELA/ELD as resources and materials became available. Developed State Standards aligned district assessments.	(large portion likely 16/17 expenditures due to timing) <b>Math 6-8= 260K</b> <b>ELA K-5= \$1,150,000</b> <b>ELA 6-8= 400k</b> <b>Math K-5= 131K(ongoing)</b>
Scope of service:		Scope of service:	
X_ALL		X_ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

<p>2. Recruit and retain highly qualified teachers: Employee years of service recognition. Teachers on Special Assignment, additional stipends or hourly pay to support of all Core subjects and English Language Development.</p>	<p>450k</p>	<p>2. Recruited and retained highly qualified teachers: Provided employee years of service recognition. Teachers on Special Assignment, additional stipends or hourly pay supported of all Core subjects and English Language Development.</p>	<p>420K</p>
<p>Scope of service:</p>	<p style="background-color: #cccccc;"></p>	<p>Scope of service:</p>	<p style="background-color: #cccccc;"></p>
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>3. New teachers in Beginning Teacher Support &amp; Assessment year one and two programs will have fees, release days and support mentors provided by the district.</p>	<p>52k</p>	<p>3. New teachers in Beginning Teacher Support &amp; Assessment year one and two programs had fees, release days and mentors provided by the district.</p>	<p>102k</p>
<p>Scope of service:</p>	<p style="background-color: #cccccc;"></p>	<p>Scope of service:</p>	<p style="background-color: #cccccc;"></p>
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	

<p>4. Professional Development: workshops, conferences, administrative professional development, release time for collaboration, teacher leader facilitation at district trainings, project work stipends, instructional rounds, summer project work and Staff Development Days (3). Focus: universal design training, state standards (ELA, ELD, math, NGSS) , new curriculum. Coordinator for Curriculum, professional development and assessment (.5)</p>	<p>715k</p>	<p>4. Professional Development: provided workshops, conferences, administrative professional development, release time for collaboration, teacher leader facilitation at district trainings, project work stipends, instructional rounds, summer project work and Staff Development Days (3). Focus: universal design training, state standards (ELA, ELD, math, NGSS) , new curriculum. Provided Coordinator for Curriculum, professional development and assessment (.5)</p>	<p>650K</p>
<p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	

<p>5. Gifted and Talented Education (GATE):                  (.5) Teacher on Special Assignment, clerical support, and programs: testing, GATE teacher certification, in-class differentiation for GATE, increase middle school programs, and pursue enrichment instruction at schools. Increase communications regarding GATE through use of social media (GATE day, field trips, and events with fundraising assistance from parents)</p>	<p>50k</p>	<p>5. Gifted and Talented Education (GATE):                  Provided (.5) Teacher on Special Assignment, clerical support, and programs: testing, GATE teacher certification, in-class differentiation for GATE, increased middle school programs, and pursued enrichment instruction at schools. Increased communications regarding GATE through use of social media (GATE day, field trips, and events with fundraising assistance from parents)</p>	<p>49K</p>
<p>Scope of service:</p> <p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>    GATE    </u></p>		<p>Scope of service:</p> <p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>    GATE    </u></p>	



<p>6. Before /after school tutoring in English and Math for at risk students. Summer school scholarships for at risk students. ELD/ELA coordinator, EL/RFEP testing, monitoring, support, teacher leadership and PD. Reading teacher. Pre-school scholarship, PD, support. Parent ed &amp; participation. School supplies.</p>	<p>640K</p>	<p>6. Offered before /after school tutoring in English and Math for at risk students. Provided summer school scholarships for at risk students. Provided ELD/ELA coordinator, EL/RFEP testing, monitoring, support, teacher leadership and PD. Provided Reading teacher. Offered Pre-school scholarship, PD, support. Parent ed &amp; participation. Purchased School supplies.</p>	<p>400K</p>
<p>Scope of service:          __ALL          OR:  <input checked="" type="checkbox"/>_Low Income pupils <input checked="" type="checkbox"/>_English Learners  <input checked="" type="checkbox"/>_Foster Youth <input checked="" type="checkbox"/>_Redesignated fluent English proficient  <input type="checkbox"/>_Other Subgroups:(Specify)_____</p>		<p>Scope of service:          __ALL          OR:  <input checked="" type="checkbox"/>_Low Income pupils <input checked="" type="checkbox"/>_English Learners  <input checked="" type="checkbox"/>_Foster Youth <input checked="" type="checkbox"/>_Redesignated fluent English proficient  <input type="checkbox"/>_Other Subgroups:(Specify)_____</p>	
<p>7. Staff development for Special Education: academic vocabulary and unpack Common Core State Standards for Special Education and interactive math journals</p>	<p>10 K</p>	<p>7. Provided staff development for Special Education: academic vocabulary and unpack Common Core State Standards for Special Education and interactive math journals</p>	<p>6K</p>
<p>Scope of service:          __ALL</p>		<p>Scope of service:          __ALL</p>	

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Special Education</u>		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Special Education</u>	
8. Expand school day music opportunities to include music program support for all schools.	80 K	8. Expanded school day music opportunities to include music program support for all schools.	60K
Scope of service:		Scope of service:	
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>GATE</u>		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>GATE</u>	
9. Title 1 reading specialist to support at-risk students at three title 1 schools(teacher). Title 1 funds for targeted instruction and tutoring(SES) (hrly teachers, stipends, contracts)	350k	9. Employed Title 1 reading specialist to support at-risk students at three title 1 schools. Used Title 1 funds for targeted instruction and tutoring(SES) (hrly teachers, stipends, contracts)	586K
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

LCAP narrative for update: Goal 2-

2-1-cost for 6-8 math adoption was budgeted as the adoption committee chose re-pilot for math. They selected Big Ideas math and the order will be placed after June 3<sup>rd</sup>. Anticipated cost is approx. 260k. The adoption committee also did pilot for K-8 ELA/ELD materials. Order will be placed after June 17<sup>th</sup>. Estimated cost for this will be approx. 1.5 mil. It may come in as a 16/17 expense due to timing of order. Spent less than anticipated on district standards aligned assessments. Spent less than anticipated on online/digital materials.

2-2 spent slightly less than anticipated on teacher recruitment and retention strategy. This is partially due to timing with a significant amount of teacher work projects occurring over the summer.

2-3- spent more than anticipated on BTSA program as there were more new teachers hired than expected.

2-4- spent less than anticipated on professional development to this point although costs will be incurred between now and end of fiscal year for this strategy. Additional professional development will also occur over summer at start of next fiscal year, for which teachers and administrators are registering now.

2-5- Spent slightly less than anticipated from GATE budget but additional costs were incurred and attributed to goal 2.2, 2.4 with teacher GATE certification costs and partial GATE coordinator salary budgeted to those.

2-6- costs significantly lower than anticipated due to summer school scholarships not yet paid and tutoring costs for title 1 schools being covered by title 1 funding in goal 2.9 instead of 2.6. Non-Title 1 schools did not use much of the tutoring money set aside for this purpose. Next year we will make a tutoring plan at the district level for tutoring support at all school and be able to support more students, especially in math. We will also work with library tutors and help train them in the newer math standards and materials.

2-7-Spent less than anticipated on Special Education curriculum alignment and PD due to the timing of new adoptions. Next year we increased the budget to support the work teachers will need to do with the new ELD adoption.

2-8-We provided choral music or theater in all the elementary schools but did not increase in the 6-8 population. We are making plans next year to add music sections at the 6-8 schools. Some may be before or after school as schedules permit.

2-9- Costs increased as we received more funding than anticipated in Title 1. We used the additional funding to provide after school tutoring to Title 1 schools as well as other needed supports.

We have seen positive effects with the strategies we have implemented. Students, teachers and parents are all excited about the new 6-8 math adoption. Early returns show gains in the state math test. We have had a significant increase in GATE participation in middle school which was our focus this year. We have a huge number of teachers registered for summer professional development opportunities. Our English Learner program continues to be very strong with our reclassification rates exceeding state targets. This year we made an outreach effort to train parents on subjects related to academic performance such as new math standards and strategies. Trainings were held at school sites as requested by site administration. Our retention rates have been good. We had 13 retirement & 8 total resignations, however, only one resignation was because of a better offer to move to high school district and be able to coach. Recruitment has been very effective and only a speech position remains unfilled.

<p>Original GOAL from prior year LCAP:</p>	<p>Goal #3 – Increase student perceptions of feeling safe, healthy and connected at school as reported by California Healthy Kids Survey</p> <p><b>Need:</b> Goal #3 – All Students need to feel safe, healthy, and connected at school. Based on local measures &amp; California Healthy Kids Survey Questions on connectedness scale for grade 5 &amp; 7 -(I feel like I am part of this school, teachers at school treat me fairly, I feel safe in my school.) <b>Metric:</b> Local measures and California Healthy Kids Survey</p> <p><b>Need:</b> Increase efforts to seek parent input <b>Metric:</b> local measures, parent surveys</p> <p><b>Need:</b> Increase promotion of parent participation <b>Metric:</b> sign-in sheets at parent events</p> <p><b>Need:</b> Maintain facilities in good repair <b>Metric:</b> FIT (Facilities Inspection Tool)</p> <p><b>Need:</b> Decrease student suspension rates <b>Metric:</b> annual board report and SARC</p> <p><b>Need:</b> Decrease student expulsion rates <b>Metric:</b> annual board report and SARC</p> <p><b>Need:</b> Increase School attendance rates <b>Metric:</b> monthly and annual report-P2</p> <p><b>Need:</b> Decrease chronic absenteeism rates <b>Metric:</b> Absentee report, SARB data</p> <p><b>Need:</b> Maintain Middle School Dropout rates <b>Metric:</b> report from County</p> <p>* The following metrics do not apply to our K-8 district: Students who are college and career ready, Advanced Placement exams, EAP exams, high school dropout rates, and high school graduation rates.</p> <p>* API and CST results from 2013 are measurements used to identify actions and resources for specific subgroups, but they will not be used to measure growth in 2014-15, 2015-16, and 2016-17.</p>	<p>Related State and/or Local Priorities:            1 <u>x</u> 2__ 3 <u>x</u> 4__ 5 <u>x</u> 6 <u>x</u> 7__ 8__            COE only: 9__ 10__</p> <p>Local : Specify _____</p>
	<p>Goal Applies to:</p>	<p>Schools: All schools</p> <p>Applicable Pupil Subgroups: All students</p>

<p style="text-align: center;"><b>Expected Annual Measurable Outcomes:</b></p>	<ol style="list-style-type: none"> <li>1) <b>Metric:</b> Local measures and California Healthy Kids Survey</li> <li>2) <b>Metric:</b> local measures, parent surveys</li> <li>3) <b>Metric:</b> sign-in sheets at parent events</li> <li>4) <b>Metric:</b> FIT (Facilities Inspection Tool)</li> <li>5) <b>Metric:</b> LCFF report from CDE</li> <li>6) <b>Metric:</b> LCFF report from CDE</li> <li>7) <b>Metric:</b> monthly and annual report-P2</li> <li>8) <b>Metric:</b> Truancy report (CDE)</li> <li>9) <b>Metric:</b> LCFF report from CDE</li> </ol> <p>* The following metrics do not apply to our K-8 district: Students who are college and career ready, Advanced Placement exams, EAP exams, high school dropout rates, and high school graduation rates.</p> <p>* API and CST results from 2013 are measurements used to identify actions and resources for specific subgroups, but they will not be used to measure growth in 2014-15, 2015-16, and 2016-17.</p>	<p style="text-align: center;"><b>Actual Annual Measurable Outcomes:</b></p>	<ol style="list-style-type: none"> <li>1) 2014 CHKS results: Grade 5- % students feeling safe:60%, % students caring relationship: 67%, % students high expectations at school: 66%, % students meaningful participation: 20%, % students personal connectedness: 71% Grade 7- % students feeling safe:73%, % students caring relationship: 36%, % students high expectations at school: 54% % students meaningful participation: 16%, % students personal connectedness: 63% (2016 CHKS results not yet available)</li> <li>2) increase parent input: added parent input through parent LCAP survey, parent CHKS, parent clarity survey , superintendent’s round table</li> <li>3) increase parent participation through LCAP committee , wellness committee, superintendent’s round table</li> <li>4) 2015 FIT inspection results: Camarillo Heights School- 100%, Dos Caminos School-100%, Pleasant Valley School of Engineering and Arts-100%, Las Colinas School-99.88%, La Mariposa School-100%, Las Posas School-99.83%, Los Primeros School of Science and Arts-99.83% Monte Vista School-99.82%, Rancho Rosal School-100% Santa Rosa School-100%, Tierra Linda School-100% University Prep (charter)-99.75%, UCMS (charter) 99.70% **All sites are ranked “EXEMPLARY”</li> <li>5) Suspension rates: decrease in suspension rate from 2% in 2014, to 1.5% in 2015 (15-16 LCFF report from CDE) This result attributed to increase training and use of CHAMPS model.</li> <li>6) Expulsion rates: (.01%) in 2014 and (0%) in 2015 (15-16 LCFF report from CDE)</li> <li>7) Attendance P2 rate = attendance increased from 6387.28 in 14/15 to 6424.44 in 15/16 at P2.</li> <li>8) Truancy report (CDE) = Increase in truancy rate from 12.0% in 12/13 to 16.89% in 13/14, decrease in truancy rate to 16.49 in 14/15</li> <li>9) District middle school drop rate = 8<sup>th</sup> grade dropout in 2014 (2=.3% ), in 2015 (2=.3%)</li> </ol>
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<b>LCAP Year: 2015-16</b>			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>1. Increase school connectedness: funding to sites to support school-wide goals, attendance incentives, anti-bullying campaign, 40 developmental assets, CHAMPS positive support behavior model, teacher training and support (all schools). Provide funding for increased opportunities for clubs and activities at middle schools, expand ways to keep students in school including Saturday classes (6-8).</p>	167K	<p>1. Increase school connectedness: funding to sites to support school-wide goals, attendance incentives, anti-bullying campaign, 40 developmental assets, CHAMPS positive support behavior model, teacher training and support (all schools). Provide funding for increased opportunities for clubs and activities at middle schools, expand ways to keep students in school including Saturday classes (6-8).</p>	170K
Scope of service:		Scope of service:	
<u>X</u> ALL		<u>X</u> ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
<p>2. Provide clerical support for Student Attendance Review Board.</p>	2K	<p>2. Provide clerical support for Student Attendance Review Board.</p>	2K
Scope of service:		Scope of service:	
<u>X</u> ALL		<u>X</u> ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

<p>3. Provide Tobacco Use Prevention and Education training and grant coordination, teacher stipends, and program materials through consortium grant participation with county. Emphasis on electronic vapor devices.</p>	<p>15k</p>	<p>3. Provide Tobacco Use Prevention and Education training and grant coordination, teacher stipends, and program materials through consortium grant participation with county. Emphasis on electronic vapor devices.</p>	<p>15K</p>
<p>Scope of service:</p>	<p style="background-color: #cccccc;"></p>	<p>Scope of service:</p>	<p style="background-color: #cccccc;"></p>
<p><input type="checkbox"/> ALL                  OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>6-8</u></p>		<p><input type="checkbox"/> ALL                  OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>6-8</u></p>	
<p>4. Increase parent involvement: at school site trainings, in workshops and committees and sponsor community events (i.e. safety committee, anti-bullying workshop, anti-bullying committee, wellness run event, wellness committee)</p>	<p>\$500</p>	<p>4. Increase parent involvement: at school site trainings, in workshops and committees and sponsor community events (i.e. safety committee, anti-bullying workshop, anti-bullying committee, wellness run event, wellness committee)</p>	<p>2K</p>
<p>Scope of service:</p>	<p style="background-color: #cccccc;"></p>	<p>Scope of service:</p>	<p style="background-color: #cccccc;"></p>
<p><input checked="" type="checkbox"/> ALL                  OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify) _____</p>		<p><input checked="" type="checkbox"/> ALL                  OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	
<p>5. Hire district counselor(s) on special assignment for social/emotional counseling support and resources at elementary and K-8 schools</p>	<p>210K</p>	<p>5. Hire district counselor(s) on special assignment for social/emotional counseling support and resources at elementary and K-8 schools</p>	<p>220k</p>

Scope of service: __ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient X Other Subgroups:(Specify) K-5, K-8		Scope of service: __ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient X Other Subgroups:(Specify) K-5, K-8	
6. Conduct annual analysis of school conditions (FIT report), attend to facility repairs and maintenance, and provide adequate instructional space. Continue safety training and emergency bin prep.	1,546,000	6. Conduct annual analysis of school conditions (FIT report), attend to facility repairs and maintenance, and provide adequate instructional space. Continue safety training and emergency bin prep.	1,817,000
Scope of service: __ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)		Scope of service: X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)	
7. Provide specific outreach to parents of targeted student populations to give input and participate in the site trainings & committees, and district level involvement in committees and events.	\$1,550	7. Provide specific outreach to parents of targeted student populations to give input and participate in the site trainings & committees, and district level involvement in committees and events.	\$500
Scope of service: __ALL OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient __Other Subgroups:(Specify)		Scope of service: __ALL OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient __Other Subgroups:(Specify)	



8. Provide hourly PE teachers for 4 <sup>th</sup> and 5 <sup>th</sup> grade	120K	8. Provide hourly PE teachers for 4 <sup>th</sup> and 5 <sup>th</sup> grade	150k
Scope of service:		Scope of service:	
__ALL		__ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify)____grades 4-5_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify)____grades 4-5_____	
9. Extend support such as counseling services to youth who have newly transitioned from Foster youth to being adopted.	No additional cost	9. Extend support such as counseling services to youth who have newly transitioned from Foster youth to being adopted.	No additional cost
Scope of service:		Scope of service:	
__ALL		__ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify)____former foster youth_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify)____former foster youth_____	

<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p><b>LCAP narrative for update:</b></p> <p><u>Goal 3-</u></p> <p>3-1- additional cost incurred at schools to increase club offerings, start-up electives. These clubs and electives are motivating students to attend school and participate in these classes and clubs.</p> <p>3-4- additional cost for helping sponsor and participate in wellness run and rotary track meet which were both terrific parent involvement events. Also held social media/cyber bully workshop for parents.</p> <p>3-6- additional one-time expenditures in construction costs partially due to conversion of libraries into mixed media/makerspaces.</p> <p>3-7-outreach efforts were made but costs lower due to use of electronic and social media resources that add no additional costs.</p> <p>3-8- cost for hourly PE teachers for grades 4 &amp; 5 were higher than estimated. Teachers and site administrators are very happy with the increased physical activity resulting from having these PE teachers at sites.</p> <p>We are seeing positive results from our strategies intended to increase students' perceptions of feeling safe, healthy, and connected at school. Attendance rates are up and expulsion and suspension rates are down. When we asked middle schools students how they felt about their school experience they said they enjoyed the extra activities offered at the middle schools. Our facilities continue to be maintained at a very high level and building and grounds are beautifully kept. We have more parent participation in committees and events. Our counseling services are increasingly demanded and the wellness program and PE teachers for 4<sup>th</sup> and 5<sup>th</sup> grade are extremely well received by all. All of these results show that the programs we have implemented are effective.</p> <p>Next year the LCAP will reflect a parent outreach effort to recruit and train parents of target populations in order to increase participation in any district wide events sponsored by the district to support goal 3. Budgeted expenses will be adjusted to reflect closer to actual spending from this year after final budget is available.</p>
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**Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.**

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	\$ <u>2,030,816</u>
<p>We don’t receive concentration funding but our supplemental funds are principally directed toward unduplicated students. Because our Unduplicated Pupil Percentage is 31% and these students are distributed throughout the district in all schools, we will support these targeted students on a district-wide basis.</p> <p>Goal #1, #2, #3 -We anticipate receiving approximately \$ <u>2,030,816</u> of supplemental funds so the district will be using the funding to support Low Income, Foster Youth, and English Learners.</p> <p>Research on best use:</p> <ul style="list-style-type: none"> <li>• Targeted Instructional Strategies for all unduplicated students:             <ul style="list-style-type: none"> <li>a. Bellanca, J., and Ron Brandt, Ed. (2010) 21st Century Skills: Rethinking How Students Learn.</li> <li>b. Honigsfeld, A., &amp; Dove, M. G. (2012). Collaborative practices to support all students. <i>Principal Leadership</i>, 12(6), 40- 44.</li> </ul> </li> <li>• Strategies directed towards English Learners             <ul style="list-style-type: none"> <li>a. California Department of Education. 2013. California Common Core State Standards: English Language Arts and Literacy in</li> </ul> </li> </ul>	

History/Social Studies, Science, and Technical Subjects. Sacramento: California Department of Education.

<http://www.cde.ca.gov/be/st/ss/documents/finaelaccsstandards.pdf>

- b. California Department of Education. 2014a. California English Language Development Standards. Sacramento: California Department of Education. <http://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp>
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    - d. State Educational Technology Directors Association (SETDA). *Guide to Technology Requirements (for California)*. <http://gtr.setda.org/chart/#!/california>
  - Increase access to both Gifted & Intervention Programs for all unduplicated students:
    - a. California State Board of Education. (2005) *Recommended Standards for Programs for Gifted and Talented Students*
    - b. Center on Response to Intervention at American Institutes for Research. Resources website. <http://www.rti4success.org/resources/publications>
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  - Other Research that supports our actions:
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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.

4.27	%
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Supplemental funds spent on Low Income, Foster Youth, and English Learners to increase the services by 4.27%. The services are principally directed towards Low Income, English Learner, and Foster Youth students. Services include; Access to technology used for intervention and targeted instruction for Low Income, Foster Youth, and English Learners. Support by Teachers on Special Assignment and hourly teachers or aides for instruction, professional development and parent outreach and training. Access to summer school through need-based scholarships. Increased Deans and Counselors at high need schools and reading teachers for elementary school support of at risk students.

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

**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).

8-22-14 [California Department of Education]