§ 15497.5. Local Control and Accountability Plan and Annual Update Template.

Introduction:

LEA: Pleasant Valley School District   Contact (Name, Title, Email, Phone Number): Kris DeVillers, Assistant Superintendent, kdevillers@pvsd.k12.ca.us, (805) 445-8662   LCAP Year: 2015-2016

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans

(including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

> *B. Pupil Outcomes:*
>
> ***Pupil achievement:*** *performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)*
>
> ***Other pupil outcomes:*** *pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)*
>
> *C. Engagement:*
>
> ***Parental involvement:*** *efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)*
>
> ***Pupil engagement:*** *school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)*
>
> ***School climate:*** *pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)*

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
Data Gathering- Stakeholder Input: *2014 California Healthy Kids Survey data gathered from:* Students grades 5 & 7 All certificated staff All classified staff All management staff All parents *Clarity technology survey to:* Students grades 3-8 All Teachers	*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.* *From the data synthesis and stakeholder feedback, we were able to determine the major areas on which to focus over the next three years:* *1. Increase Professional Development for teacher and administrator content,*

All Parents *PVSD district LCAP survey data gathered from:* parents certificated staff classified staff management staff community response via district website Superintendent's Roundtable Committee meetings Chamber of Commerce Education Committee meetings **Student Focus Group:** Middle school student focus group on school related needs- 5/14/15 **LCAP Stakeholder Committee formed and meetings held:** March 19, 2015 LCAP stakeholders committee reviewed the 14/15 LCAP and survey data April 23, 2015 LCAP stakeholders committee reviewed the 14/15 LCAP goals and strategies to determine which to eliminate, modify, or add new to strategies or goals. **LCAP Draft Review with Stakeholder Groups:** LCAP Draft Plan submitted for additional review and discussion to District English Learner Parent Advisory Committee (DELPAC) at meeting- June 4th, 2015. LCAP Draft Plan submitted for review and discussion to representative stakeholders at meeting- May 22nd, 2015. Written responses were not necessary so Superintendent didn't provide. **Board Meetings:** Written responses were not necessary so Superintendent didn't provide. Plan timeline and information, presented: 4/20/15 Survey results and update: 5/21/15 Oral report of representative stakeholder meeting input: 5/21/15 Public Hearing: 6/4/15 Final Vote: 6/18/15	*pedagogical, and technological knowledge by providing targeted professional learning and coaching in the Common Core Standards, NGSS standards, and any new curriculum offerings. (Stakeholder surveys from: PVEA, teachers, administrators, parents)* *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)* *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)* *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$_{st}$ Century career and academic success. (stakeholder surveys from student, teacher, administrator, parent, community)* *Advisory group representatives also identified the following items as focus areas to consider in the future as additional funding becomes available:* *5. Increase Gifted and Talented Education (GATE) programs* *6. Maintain English Learner and Low Income student Program support by continuing programs from this year's LCAP..* *7. Increase social/emotional counseling services* *8. Increase staff recruitment and retention by striving to make salaries and benefits align with County averages (dependent upon negotiations and funding).* *9. Increase music in all schools*

Annual Update: **LCAP Stakeholder Committee meeting held:** **April 23, 2015 LCAP stakeholders committee reviewed the 14/15 LCAP goals and strategies to determine which to eliminate, modify, or add new to strategies or goals.** **May 22 2015 LCAP stakeholders committee reviewed the 14/15 LCAP update draft to review their previous input for update.** **Cabinet meetings:** **April 27th, 2015 Cabinet reviewed the 14/15 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 26th, 2015 Cabinet reviewed the 14/15 LCAP update draft following the meeting on May 22nd with the LCAP committee**	**Annual Update:** *LCAP advisory group representative & management team 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.* *All representatives agreed that no items would be eliminated that are currently offered in the 14/15 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 we felt to be important and effective.* *Added items included:* *Extending Foster youth support to newly adopted foster children, increasing music in schools, increasing GATE program, increasing district counseling, maintaining or increasing district reading specialists, adding hourly PE teachers for 4/5, increasing digital resources for students, especially for research access, increasing teacher staff development in new state standards and in new curriculum and technology.*

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 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 _____

Identified Need :	Need: Goal #1 - Students need more access and greater proficiency with technology to meet Common Core State Standards

Goal Applies to:	Schools: ALL
	Applicable Pupil Subgroups: ALL

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	Increase teacher reported student to technology device ratio at school by 10% annually. Metric: Local measure, Clarity survey

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted 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.	ALL	_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	1,295,000 unrestricted certificated-370k classified-2k benefits-56,400 books/supplies-516,600 services-350k

2. Provide students with technology integrated instruction and security-includes digital citizenship and access monitoring.	ALL	_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	50K certificated-0 classified-0 benefits-0 books/supplies-26k services-24k
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.	ALL	_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	300K Unrestricted certificated- classified- benefits- books/supplies-300k services-
4. Provide additional technology, access, and staffing support to target populations including training and support to teachers and parents.	ALL	__ALL OR: X_Low Income pupils X_English Learners X_Foster Youth X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$100,300 Unrestricted certificated-46k classified- benefits-4k books/supplies-50k services-$300

LCAP Year 2: 2016-17	
Expected Annual Measurable Outcomes:	Increase teacher reported student to technology device ratio at school by 10% annually. Metric: Local measure, Clarity survey

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted 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.	ALL	_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	1,295,000 unrestricted certificated-370k classified-2k benefits-56,400 books/supplies-516,600 services-350k
2. Provide students with technology integrated instruction and security-includes digital citizenship and access monitoring.	ALL	_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	50K certificated-0 classified-0 benefits-0 books/supplies-26k services-24k
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.	ALL	_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	300K Unrestricted certificated- classified- benefits- books/supplies-300k services-
4. Provide additional technology, access, and	ALL	__ALL	$100,300

| staffing support to target populations including training and support to teachers and parents. | | OR:
X_Low Income pupils X_English Learners
X_Foster Youth X_Redesignated fluent English proficient
__Other Subgroups:(Specify)_____ | Unrestricted

certificated-46k
classified-
benefits-4k
books/supplies-50k
services-$300 |

LCAP Year 3:2017-18

Expected Annual Measurable Outcomes:	Increase teacher reported student to technology device ratio at school by 10% annually. Metric: Local measure, Clarity survey		
Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted 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.	ALL	X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	1,295,000 unrestricted certificated-370k classified-2k benefits-56,400 books/supplies-516,600 services-350k
2. Provide students with technology integrated	ALL	X_ALL	50K

instruction and security-includes digital citizenship and access monitoring.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	certificated-0 classified-0 benefits-0 books/supplies-26k services-24k
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.	ALL	X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	300K Unrestricted certificated- classified- benefits- books/supplies-300k services-
4. Provide additional technology, access, and staffing support to target populations including training and support to teachers and parents.	ALL	__ALL OR: X_Low Income pupils X_English Learners X_Foster Youth X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$100,300 Unrestricted certificated-46k classified- benefits-4k books/supplies-50k services-$300

GOAL:	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 _____
Identified Need :	**Need:** Goal #2 - All students need to be proficient or advanced. **Metric:** CAASPP (Smarter Balanced Assessment), other state assessments and/or Common Core aligned local benchmark assessments in ELA, ELD, math, NGSS. **Need:** Teachers are assigned and credentialed appropriately for the students and subjects they teach **Metric:** CALPADS report .2 **Need:** Continue to provide students access to standards aligned materials **Metric:** Williams report demonstrates student access to standards aligned instructional materials **Need:** Continue to enroll all students in required areas of study **Metric:** Master schedule, enrollment sheets, and lesson plans **Need:** English Learners become English proficient **Metric:** CAACPP (AMAO 2) **Need:** Increase English Learners reclassification rate **Metric:** Annual board report	
Goal Applies to:	Schools:	ALL

Applicable Pupil Subgroups:	ALL

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	Increase percentage of students performing at proficient or advanced by 3% annually in ELA, ELD, math, NGSS per state assessment.			
Actions/Services	**Scope of Service**	**Pupils to be served within identified scope of service**		**Budgeted 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.	ALL	X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		1,090,000 Unrestricted certificated- classified- benefits- books/supplies- $1,090,000 services-
2. Recruit and retain highly qualified	ALL	X_ALL		450k

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.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Unrestricted certificated-390k classified- benefits-58k books/supplies-2k services-
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.	ALL	_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	52k Unrestricted certificated-47k 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 Staff Development Days (3). Focus: universal design training, state standards (ELA, ELD, math, NGSS) , new curriculum. Coordinator for Curriculum, professional development and assessment (.5)	ALL	_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	715k Unrestricted certificated-537k classified- benefits-78k books/supplies- services-100k
5. Gifted and Talented Education (GATE):	ALL	__ALL	50k

(.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)		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient X_ Other Subgroups:(Specify)_____GATE_____	Unrestricted certificated-22,377 classified-11,405 benefits-11,106 books/supplies-services-5,112
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 & participation. School supplies.	ALL	_ALL OR: x_Low Income pupils x_English Learners x_Foster Youth x_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	640K Unrestricted certificated-264,400 classified-21,600 benefits-57,000 books/supplies-services-20,000
7. Staff development for Special Education: academic vocabulary and unpack Common Core State Standards for Special Education and interactive math journals	ALL	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X__Other Subgroups:(Specify)__ Special Education___	10k Unrestricted certificated-$4,500 classified-benefits-$500 books/supplies-services-
8. Expand school day music opportunities to	ALL	_X_ALL	80k

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
include music program support for all schools.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Unrestricted certificated- classified-74k benefits-6k books/supplies- services-
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)	Title 1 schools: Las Posas, El Descanso, Dos Caminos	__ALL OR: X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	350k Restricted certificated-87k classified- benefits-23k books/supplies- services-80k

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	Increase percentage of students performing at proficient or advanced by 3% annually in ELA, ELD, math, NGSS per state assessment.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Purchase and/or develop Common Core	ALL	x_ALL	1,090,000

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.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Unrestricted certificated- classified- benefits- books/supplies- $1,090,000 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	x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	450k Unrestricted certificated- 390k classified- benefits-58k books/supplies- 2k services-
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	X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	52k Unrestricted certificated-47k classified- benefits-5k books/supplies- services-
4. Professional Development: workshops,	ALL	X_ALL	715k

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), Coordinator for Curriculum, professional development and assessment (.5)		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Unrestricted certificated-537k classified-benefits-78k books/supplies-services-100k
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)	ALL	___ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups:(Specify)____GATE_____	50k Unrestricted certificated-22,377 classified-11,405 benefits-11,106 books/supplies-services-5,112
6. Before /after school tutoring in English	ALL	_ALL	640K

and Math for at risk students. Summer school scholarships for at risk students.		OR: x_Low Income pupils x_English Learners x_Foster Youth x_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Unrestricted certificated-264,400 classified-21,600 benefits-57,000 books/supplies-services-20,000
7. Staff development for Special Education: academic vocabulary and unpack Common Core State Standards for Special Education and interactive math journals	ALL	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X__Other Subgroups:(Specify)__Special Education___	10k Unrestricted certificated-$4,500 classified-benefits-$500 books/supplies-services-
8. Expand school day music opportunities to include music program support for all schools.	ALL	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	80k Unrestricted certificated-classified-74k benefits-6k books/supplies-services-
9. Title 1 reading specialist to support at-risk students at three title 1 schools	Title 1 schools: Las Posas, El Sescanso, Dos Caminos	__ALL OR: X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	350k Restricted certificated-87k classified-benefits-23k books/supplies-services-80k
LCAP Year 3: 2017-18			

Expected Annual Measurable Outcomes:	Increase percentage of students performing at proficient or advanced by 3% annually in ELA, ELD, math, NGSS per state assessment.			
Actions/Services		Scope of Service	**Pupils to be served within identified scope of service**	Budgeted 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.		ALL	X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	1,090,000 Unrestricted certificated- classified- benefits- books/supplies-$1,090,000 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	X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	450k Unrestricted certificated-390k classified- benefits-58k books/supplies-2k services-
3. New teachers in Beginning Teacher		ALL	X_ALL	52k

Support & Assessment year one and two programs will have fees, release days and support mentors provided by the district. (Percent to be determined)		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Unrestricted certificated-47k 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 Staff Development Days (3), Coordinator for Curriculum, professional development and assessment (.5)	ALL	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	715k Unrestricted certificated- 537k classified- benefits-78k books/supplies- services-100k
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)	ALL	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups:(Specify)_____GATE_____	50k Unrestricted certificated- 22,377 classified- 11,405 benefits-11,106 books/supplies- services-5,112

6. Before /after school tutoring in English and Math for at risk students. Summer school scholarships for at risk students.	ALL	_ALL OR: x_Low Income pupils x_English Learners x_Foster Youth x_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	640K Unrestricted certificated-264,400 classified-21,600 benefits-57,000 books/supplies-services-20,000
7. Staff development for Special Education: academic vocabulary and unpack Common Core State Standards for Special Education and interactive math journals	ALL	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X__Other Subgroups:(Specify)___Special Education___	10k Unrestricted certificated-$4,500 classified-benefits-$500 books/supplies-services-
8. Expand school day music opportunities to include music program support for all schools.	ALL	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	80k Unrestricted certificated- classified-74k benefits-6k books/supplies-services-
9. Title 1 reading specialist to support at-risk students at three title 1 schools.	Title 1 schools: Las Posas, El Descanso, Dos Caminos	__ALL OR: X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	350k Restricted certificated-87k classified-benefits-23k books/supplies-services-80k

GOAL:	Goal #3 – Increase student perceptions of feeling safe, healthy and connected at school as reported by California Healthy Kids Survey and/or	Related State and/or Local Priorities: 1 _x_ 2 __ 3 _x_ 4 __ 5 _x_ 6 _x_ 7 __ 8 __ COE only: 9 __ 10 __

	local survey.	Local : Specify _____
Identified Need :	1) **Need:** Goal #3 – All Students need to feel safe, healthy, and connected at school. Based on local measures & California Healthy Kids Survey Questions on connectedness scale for grade 5 & 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.)) **Metric:** Local measures and/or California Healthy Kids Survey **Need:** Increase efforts to seek parent input **Metric:** local measures, parent surveys **Need:** Increase promotion of parent participation **Metric:** sign-in sheets at parent events **Need:** Maintain facilities in good repair **Metric:** FIT (Facilities Inspection Tool) **Need:** Decrease student suspension rates **Metric:** annual board report and SARC **Need:** Decrease student expulsion rates **Metric:** annual board report and SARC **Need:** Increase School attendance rates **Metric:** monthly and annual report-P2 **Need:** Decrease chronic absenteeism rates **Metric:** Absentee report, SARB data **Need:** Maintain Middle School Dropout rates **Metric:** 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.	
Goal Applies to:	Schools:	ALL

Applicable Pupil Subgroups:	ALL

LCAP Year 1: 2015-16	
Expected Annual Measurable Outcomes:	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

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 (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).	ALL	X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	167K Unrestricted certificated-50k classified-50k benefits-13k books/supplies-17k services-37k
2. Provide clerical support for Student Attendance Review Board.	ALL	X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	2k Unrestricted certificated- classified-$1,800 benefits-$200 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	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient X_Other Subgroups:(Specify)_____6-8_____	15k (TBD) Restricted certificated-9k classified- benefits-1k books/supplies-5k services-

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)	ALL	X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$500 Unrestricted certificated- classified- benefits- books/supplies- services-500k
5. Hire district counselor(s) on special assignment for social/emotional counseling support and resources at elementary and K-8 schools	K-5 & K-8	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient X_Other Subgroups:(Specify)_____K-5, K-8_____	210K Unrestricted certificated-166k classified- benefits-44k books/supplies- services-
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 bn prep.	ALL	X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	1,546,000 Unrestricted TBD certificated- classified- benefits- books/supplies- services-
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.	ALL	__ALL OR: X_Low Income pupils X_English Learners X_Foster Youth X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$1,550 Unrestricted certificated- classified- benefits- books/supplies- services-$1,550
8. Provide hourly PE teachers for 4th and 5th grade	ALL 4-5	__ALL	120K

		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_ Other Subgroups:(Specify)_____4-5_grades_____	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	__ALL	No additional cost
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient X_ Other Subgroups:(Specify)___former foster youth___	

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	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

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 (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).	ALL	X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	167K Unrestricted certificated-50k classified-50k benefits-13k books/supplies-17k services-37k
2. Provide clerical support for Student Attendance	ALL	X_ALL	2k

Review Board.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Unrestricted certificated- classified- $1,800 benefits-$200 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	__ALL	15k (TBD) Restricted certificated-9k classified- benefits-1k books/supplies- 5k services-
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient X_Other Subgroups:(Specify)_____6-8_____	
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	X_ALL	$500 Unrestricted certificated- classified- benefits- books/supplies- services-500k
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
5. Hire district counselor(s) on special assignment for social/emotional counseling support and resources at elementary and K-8 schools	K-5 & K-8	__ALL	210K Unrestricted certificated- 166k classified- benefits-44k books/supplies- services-
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient X_Other Subgroups:(Specify)_____	
6. Conduct annual analysis of school conditions	ALL	X_ALL	1,546,000

(FIT report), attend to facility repairs and maintenance, and provide adequate instructional space.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)____K-5, K-8_____	Unrestricted TBD certificated- classified- benefits- books/supplies- services-
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.	ALL	__ALL OR: X_Low Income pupils X_English Learners X_Foster Youth X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$1,550 Unrestricted certificated- classified- benefits- books/supplies- services-$1,550
8. Provide hourly PE teachers for 4th and 5th grade	ALL 4-5	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient X_Other Subgroups:(Specify)_____4-5_grades_____	120K 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	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient X_Other Subgroups:(Specify)____former foster youth	No additional cost

LCAP Year 3: 2017-18	
Expected Annual Measurable Outcomes:	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

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 (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).	ALL	X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	167K Unrestricted certificated-50k classified-50k benefits-13k books/supplies-17k services-37k
2. Provide clerical support for Student Attendance Review Board.	ALL	X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	2k Unrestricted certificated- classified-$1,800 benefits-$200 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	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient X_Other Subgroups:(Specify)_____6-8_____	15k (TBD) Restricted certificated-9k classified- benefits-1k books/supplies-5k services-
4. Increase parent involvement: at school site	ALL	X_ALL	$500

trainings, in workshops and committees (i.e.; safety committee, anti-bullying workshop, anti-bullying committee, wellness run event, wellness committee)		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Unrestricted certificated- classified- benefits- books/supplies- services-500k
5. Hire district counselor(s) on special assignment for social/emotional counseling support and resources at elementary and K-8 schools	K-5 & K-8	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient X_Other Subgroups:(Specify)__K-5, K-8_____	210K Unrestricted certificated- 166k classified- benefits-44k books/supplies- services-
6. Conduct annual analysis of school conditions (FIT report), attend to facility repairs and maintenance, and provide adequate instructional space.	ALL	X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	1,546,000 Unrestricted TBD certificated- classified- benefits- books/supplies- services-
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.	ALL	__ALL OR: X_Low Income pupils X_English Learners X_Foster Youth X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$1,550 Unrestricted certificated- classified- benefits- books/supplies- services-$1,550
8. Provide hourly PE teachers for 4th and 5th grade	ALL 4-5	__ALL	120K

		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_ Other Subgroups:(Specify)_____4-5_grades_____	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	__ALL	No additional cost
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient X_Other Subgroups:(Specify)_____former foster youth	

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		
	Applicable Pupil Subgroups: All students		
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 39% to 55%. An increase of 16% per clarity survey

LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Purchase technology and infrastructure supports	1 mil	1. Purchase technology and infrastructure supports	800K
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 training to teachers and administrators	100K	2. Provide training to teachers and administrators	70K state restricted 15K-unrestricted
Scope of service:		Scope of service:	

X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
3. Purchase applications and software	50K	3. Purchase applications and software	27 K State restricted
Scope of service: X_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)_____	
4. Teachers on Special Assignment to support tech	300K	4. Teachers on Special Assignment to support tech	300K State restricted and unrestricted
Scope of service: X_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)_____	

5. Provide students with technology integrated instruction-includes digital citizenship and program monitoring	100K	5. Provide students with technology integrated instruction-includes digital citizenship and program monitoring	50K State restricted and unrestricted
Scope of service: X_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)_____	
6. Coordinator for Instructional Technology, Professional development and assessment (.5)	65K	6. Coordinator for Instructional Technology, Professional development and assessment (.5)	49K Unrestricted
Scope of service: X_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 funding to sites to purchase technology	300K	7. Provide funding to sites to purchase technology	263K Unrestricted
Scope of service: X_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)_____	
8. Provide parent training on school technology including: Zangle, Websites, Social media, digital citizenship, etc.	5K	8. Provide parent training on school technology including: Zangle, Websites, Social media, digital citizenship, etc.	none
Scope of service: X_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)_____	
For low income pupils: 1. Purchase additional technology devices for small group intervention	50K	For low income pupils: 1. Purchase additional technology devices for small group intervention	55.5K Restricted
Scope of service: _ALL		Scope of service: _ALL	

OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
2. Teacher on Special Assignment or stipend for technology professional development	50K	2. Teacher on Special Assignment or stipend for technology professional development	19K Unrestricted
Scope of service: _ALL		Scope of service: _ALL	
OR: _X__Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
3. Provide parent training in technology use	$500	3. Provide parent training in technology use	none
Scope of service: _ALL		Scope of service: _ALL	
OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
For English learners: 1. Purchase additional technology devices for targeted intervention instruction	25K	For English learners: 1. Purchase additional technology devices for targeted intervention instruction	29K
Scope of service: _ALL		Scope of service: _ALL	

OR: __Low Income pupils __X__English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __X__English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
For English learners: 2. Provide parent training in technology use including translator services and childcare as needed. May include Saturday workshops	$500	For English learners: 2. Provide parent training in technology use including translator services and childcare as needed. May include Saturday workshops	none
Scope of service:		Scope of service:	
_ALL		_ALL	
OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
For foster youth: 1. Purchase additional technology devices for foster youth (approx.18)	7K	For foster youth: 1. Purchase additional technology devices for foster youth (approx.18)	7K
Scope of service:		Scope of service:	
_ALL		_ALL	
OR: __Low Income pupils __English Learners V__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
For foster youth: 2. Provide parents of foster youth training in technology use (digital safety and citizenship to support foster youth)	$500	For foster youth: 2. Provide parents of foster youth training in technology use (digital safety and citizenship to support foster youth)	none
Scope of service:		Scope of service:	

_ALL OR: __Low Income pupils __English Learners X__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		_ALL OR: __Low Income pupils __English Learners X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
For re-designated fluent English proficient pupils: 1. Provide parent training in technology use	$500	For re-designated fluent English proficient pupils: 1. Provide parent training in technology use	No additional expense
Scope of service:		Scope of service:	
_ALL OR: __Low Income pupils __English Learners __Foster Youth X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____		_ALL OR: __Low Income pupils __English Learners __Foster Youth X_Redesignated fluent English proficient __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 A-1-1-after mid-year review, removed 200k from unrestricted budget that we were not going to spend on this strategy A-1-3-less spent on software and apps than anticipated A-1-5- digital citizenship curriculum was found for free so we paid small amount of stipend to teachers to select grade level appropriate lessons and thus spent less than anticipated. A-1-6- coordinator salary was under budget A-1-7- 263K expended for schools on site selected – need based tech improvements A-1-8- handled at site level with existing staff and volunteers- no additional cost B-LI-1-1- spent a little more than anticipated- 55.5 K rather than 50K B-LI-1-2-Title 1 schools were able to hire 1 teacher and 2 aides that started in Feb. due to lower cost with sub and aide costs plus February start date, anticipated cost this year is 19K rather than 50K. B-LI-1-3- training provided at Title 1 schools as needed. Cost assumed by site for this from T1 allocation they received. B-EL-1-1- amount is slightly less than anticipated B-EL-1-2-parent training in technology for parents including EL) was provided as requested at sites. No additional expense was incurred as we used district staff. B-FY- 1-1- devices purchased to have for students as needed B-FY-1-2-parent training in technology for parents (including FY) was provided as requested at sites. No additional expense was incurred as we used district staff. B-RFEP-1-1- parent training in technology for parents (including RFEP) was provided as requested at sites. No additional expense was incurred as we used district staff. Next year we will ensure that parent education technology and online safety is provided for our parents of target populations (Low Income, English Learner, Foster Youth, Re-designated Fluent English Proficient) by the teachers on special assignment at the school sites. Budgeted expenses will be adjusted to reflect closer to actual spending from this year after final budget is available.

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

Expected Annual Measurable Outcomes:	1) **Need:** Goal #2 - All students need to be proficient or advanced **Metric:** Increase percentage of students performing at proficient or advanced by 3% annually **Metric:** CAASPP (Smarter Balanced Assessment), other state assessments and/or Common Core aligned local benchmark assessments. 2) **Need:** Teachers are assigned and credentialed appropriately for the students and subjects they teach **Metric:** CALPADS report .2 3) **Need:** Continue to provide students access to standards aligned materials **Metric:** Williams report demonstrates student access to standards aligned instructional materials 4) **Need:** Continue to enroll all students in required areas of study **Metric:** Master schedule, enrollment sheets, and lesson plans 5) **Need:** English Learners become English proficient **Metric:** CAACPP (AMAO 2) 6) **Need:** Increase English Learners reclassification rate **Metric:** Annual board report	**Actual Annual Measurable Outcomes:**	1) No State assessment available. Local CCSS aligned benchmarks used. No % increase calculated due to baseline data used.

1) No State assessment available. Local CCSS aligned benchmarks used. No % increase calculated due to baseline data used.

Grade	% Prof Math 1	% Prof Math 2	% Prof ELA 1	% Prof ELA 1
3	30.7	15.8	8.8	21.7
4	13.4	63	22.3	34.8
5	17.8	28.4	21.2	13.7
6	7.3	4.9	19.7	17.1
7	10.3	5.8	12.9	13.6
8	12.1	9.1	22.6	33.8

2) CALPADS report 3.4-NCLB Core course section compliance= 95.56%

3) Williams = no findings

4) Master schedule, enrollment = 100% of students enrolled in required courses

5) AMAO 2 = 2013-14(most recent available)
Cohort #1 (In ELD Program Fewer than 5 years) 38.1%
Cohort #2 (In ELD Program 5+ years) 60.1%

6) RFEP rate from board report = 16.11% in 14-15 up from 7.9% in 13-14 from Dataquest

LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures			Estimated Actual Annual Expenditures
1. Purchase and/or develop Common Core State Standards aligned instructional materials for all core subjects as resources and materials become available	2 Mil		1. Purchase and/or develop Common Core State Standards aligned instructional materials for all core subjects as resources and materials become available	400K
Scope of service: X_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)_____	
2. Purchase and/or develop Common Core State Standards aligned district assessments	50K		2. Purchase and/or develop Common Core State Standards aligned district assessments	42.5K
Scope of service: X_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)_____	

3. Purchase online/digital curriculum, applications, and materials to support Common Core State Standards	50K	3. Purchase online/digital curriculum, applications, and materials to support Common Core State Standards	36K
Scope of service: X_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)_____	
4. Recruit and retain highly qualified teachers: Employee years of service recognition, Teachers on Special Assignment and additional teacher leader stipends for support of all Core subjects and English Language Development. Includes: *District Resource Teacher (.5)	450 K	4. Recruit and retain highly qualified teachers: Employee years of service recognition, Teachers on Special Assignment and additional teacher leader stipends for support of all Core subjects and English Language Development. Includes: *District Resource Teacher (.5)	440K
Scope of service: X_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)_____	

5. 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)	20K	5. 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)	4.2K
Scope of service: X_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)_____	
6. Professional Development: workshops, conferences, release time for collaboration, teacher leadership (senate), instructional rounds, summer project work and Staff Development Days (3)	700 K	6. Professional Development: workshops, conferences, release time for collaboration, teacher leadership (senate), instructional rounds, summer project work and Staff Development Days (3)	586.5K
Scope of service: X_ALL		Scope of service: 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)_____	
7. Staff development for Special Education: academic vocabulary and unpack Common Core State Standards for Special Education	10 K	7. Staff development for Special Education: academic vocabulary and unpack Common Core State Standards for Special Education	10K?
Scope of service: __ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient X_Other Subgroups:(Specify)___Special Education_		Scope of service: __ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient X_Other Subgroups:(Specify)___ _Special Education_	
8. Gifted and Talented Education (GATE): Teacher on Special Assignment, clerical support, and programs: testing, GATE teacher certification (GATE day, field trips, and events with fundraising assistance from parents)	47 K	8. Gifted and Talented Education (GATE): Teacher on Special Assignment, clerical support, and programs: testing, GATE day (field trips, and events with fundraising assistance from parents)	50K
Scope of service: __ALL		Scope of service: __ALL	

OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient X_Other Subgroups:(Specify)__GATE_		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient X_Other Subgroups:(Specify)__GATE____	
9. Coordinator for Curriculum, Professional development and assessment (.5)	65 K	9. Coordinator for Curriculum, Professional development and assessment (.5)	49K
Scope of service: X_ALL		Scope of service: 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)_____	
10. Expand school day music opportunities to include music program support for K-5 and K-8 schools	90 K	Expand school day music opportunities to include music program support for K-5 and K-8 schools	62.1K
Scope of service: __ALL		Scope of service: __ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient X_Other Subgroups:(Specify)__K-5 & K-8_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient X _Other Subgroups:(Specify)__K-5 & K-8_____	

11. Before /after school tutoring in English and Math for at risk students	20 K	11. Before /after school tutoring in English and Math for at risk students – provided at EDS, LPS, DCS, RRS K-5, MVS Comprehensive 6-8 school.	6.6K
Scope of service: X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: __ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient X_Other Subgroups:(Specify)__at risk students based on need at school. Some schools did not use	
For low income pupils: 1. Reading Intervention Teacher on Special Assignment –Title 1 schools	100K	For low income pupils: 1. Reading Intervention Teacher on Special Assignment –Title 1 schools	100.9K
Scope of service: __ALL OR: X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: __ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
2. After school primary hour small group instruction grades 1-3	none	2. After school primary hour small group instruction grades 1-3	none
Scope of service:		Scope of service:	

X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
3. Supplemental materials and services (site funds)	144K	3. Supplemental materials and services (site funds)	145,800K
Scope of service: _X_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)_____	
4. Title 1 teachers for targeted instruction (site funds)	160K	4. Title 1 teachers for targeted instruction (site funds)	128K
Scope of service: __ALL OR: X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: __ALL OR: X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
5. Additional tutoring before and after school	80K	5. Additional tutoring before and after school	80K
Scope of service: __ALL		Scope of service: __ALL	

OR: X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
6. Instructional assistance to support learning (professional development)	30K	6. Instructional assistance to support learning (professional development)	12K
Scope of service: __ALL		Scope of service: _ALL	
OR: X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
7. Explore jump start summer school for Title 1 schools	10K	7. Explore jump start summer school for Title 1 schools	No additional cost
Scope of service: _ALL		Scope of service: _ALL	
OR: X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
8. Scholarships for district fee-based summer school for Title 1 students	15K	8. Scholarships for district fee-based summer school for Title 1 students	21K
Scope of service: __ALL		Scope of service: __ALL	

OR: X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
9. Pre-school scholarships, staff development, and support	18K	9. Pre-school scholarships, staff development, and support	18K
Scope of service: __ALL OR: X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: __ALL OR: X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
10. Reading specialist at non-Title 1 elementary schools (.5) * full time position to support at risk Low Income and English Learner students with reading	50K	10. Reading specialist at non-Title 1 elementary schools (.5) * full time position to support at risk Low Income and English Learner students with reading	50K
Scope of service: _ALL OR: X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: _ALL OR: X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
For English learners: Students who are not at grade level will receive additional support in reading and math through targeted interventions. 1. English Learner Coordinator	75K	For English learners: Students who are not at grade level will receive additional support in reading and math through targeted interventions. 1. English Learner Coordinator	75K

Scope of service: __ALL OR: __Low Income pupils X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: __ALL OR: __Low Income pupils X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
For English learners: 2. District Resource Teacher (.5) * full time position to support English language arts and English language development	50K	For English learners: 2. District Resource Teacher (.5) * full time position to support English language arts and English language development	50K
Scope of service: __ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: __ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
For English learners: 3. Supplemental materials/testing	13K	For English learners: 3. Supplemental materials/testing	13K
Scope of service: __ALL OR: __Low Income pupils X__English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: __ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
For English learners: 4. English Learner support: teachers and clerical staff for targeted instruction, district assessment, report and projects	70K	For English learners: 4. English Learner support: teachers and clerical staff for targeted instruction, district assessment, report and projects	70K

Scope of service:			Scope of service:	
__ALL			__ALL	
OR: __Low Income pupils __X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
For English learners: 5. Parent education (Parent Project, English Learner Advisory Council, District English Learner Advisory Council)	10K		For English learners: 5. Parent education (Parent Project, English Learner Advisory Council, District English Learner Advisory Council)	10K
Scope of service:			Scope of service:	
__ALL			__ALL	
OR: __Low Income pupils X__English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils X__English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
For English learners: 6. Staff development (workshops, collaboration time, English Learner Leadership Team)	10K		For English learners: 6. Staff development (workshops, collaboration time, English Learner Leadership Team)	5K
Scope of service:			Scope of service:	
__ALL			__ALL	
OR: __Low Income pupils X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils X _English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

For English learners: 7. Reading support specialist for non-Title 1 elementary schools (.5) based on need Reading specialist at non-Title 1 elementary schools (.5) * full time position to support at risk Low Income and English Learner students with reading	50K	For English learners: 7. Reading support specialist for non-Title 1 elementary schools (.5) based on need Reading specialist at non-Title 1 elementary schools (.5) * full time position to support at risk Low Income and English Learner students with reading	50K
Scope of service: _ALL OR: __Low Income pupils X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: _ALL OR: __Low Income pupils X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
For English learners: 8. Provide funds to sites to support English Learners	132K	For English learners: 8. Provide funds to sites to support English Learners	132K
Scope of service: _ALL OR: __Low Income pupils X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: _ALL OR: __Low Income pupils X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

For foster youth: Students who are not at grade level will receive additional support in reading and math through targeted interventions. 1. Facilitate foster youth parent/teacher communication & education plus new student enrollment support (buddy system, adult mentor)	$500	For foster youth: Students who are not at grade level will receive additional support in reading and math through targeted interventions. 1. Facilitate foster youth parent/teacher communication & education plus new student enrollment support (buddy system, adult mentor)	No additional cost
Scope of service: _ALL OR: __Low Income pupils __English Learners X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: _ALL OR: __Low Income pupils __English Learners X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
For foster youth: 2. Small group instruction/tutoring	none	For foster youth: 2. Small group instruction/tutoring	none
Scope of service: _ALL OR: __Low Income pupils __English Learners X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: _ALL OR: __Low Income pupils __English Learners X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
For foster youth: 3. Supplemental homework help, materials and supplies for school	2K	For foster youth: 3. Grade level materials and supplies for school in backpacks available as needed for Parents of foster youth to pick up form District Office.	2K
Scope of service: _ALL		Scope of service: _ALL	

OR: __Low Income pupils __English Learners X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
For re-designated fluent English proficient pupils: Through ongoing monitoring, students who are not at grade level will receive targeted support in reading and math as needed.	1K	For re-designated fluent English proficient pupils: Through ongoing monitoring, students who are not at grade level will receive targeted support in reading and math as needed.	1K
Scope of service:		Scope of service:	
_ALL		_ALL	
OR: __Low Income pupils __English Learners __Foster Youth X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth X_Redesignated fluent English proficient __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- A-2-1-cost for full K-8 math adoption was set aside but adoption committee chose to use free Engage New York curriculum for this year so only printing costs were incurred. A-2-2 spent less than anticipated on district standards aligned assessments. A-2-3- spent less than anticipated on online/digital materials. A-2-4- spent slightly less than anticipated on teacher recruitment and retention strategy. A-2-5- spent less than anticipated on BTSA program. A-2-6- 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. A-2-8- spent more than anticipated on GATE program. A-2-9- spent less than anticipated on .5 curriculum coordinator A-2-10- spent less than anticipated on music program as we could not implement a band class at Los Primeros school as planned. A-2-11- spent less than anticipated on tutoring program as all schools did not use. Based on at-risk student need. B-LI-2-1- spent a little more than anticipated- for reading intervention specialist teacher at Title 1 schools. B-LI-2-3-spent slightly more for site supplemental materials and included Monte Vista Middle School as Title 1 schools feed into that school. B-LI-2-4- amount spent on Title 1 teachers provided at Title 1 schools was lower than anticipated. B-LI-2-6-spent slightly less for instructional support B-LI-2-7-no additional cost assumed to explore jumpstart program. Determination was made to not proceed at this time. B-LI-2-8-spent slightly more for summer school scholarships. B-EL-2-6- amount spent is slightly less than anticipated for EL targeted staff development. B-FY- 2-1- no additional cost was incurred. District Director/liaison worked with foster parents and teachers as need to facilitate communication. Next year the LCAP will reflect a combined outreach effort to recruit and train parents of target populations as requested subjects related to academic performance such as new math standards and strategies, new science or new or new reading standards or strategies . Training will be mainly concentrated at school sites for increased participation unless a specific district-wide event takes place. Budgeted expenses for this goal will be adjusted to reflect closer to actual spending from this year after final budget is available.

Original GOAL from prior year LCAP:	Goal #3 – Increase student perceptions of feeling safe, healthy and connected at school as reported by California Healthy Kids Survey **Need:** Goal #3 – All Students need to feel safe, healthy, and connected at school. Based on local measures & California Healthy Kids Survey Questions on connectedness scale for grade 5 & 7 -(I feel like I am part of this school, teachers at school treat me fairly, I feel safe in my school.) **Metric:** Local measures and California Healthy Kids Survey **Need:** Increase efforts to seek parent input **Metric:** local measures, parent surveys **Need:** Increase promotion of parent participation **Metric:** sign-in sheets at parent events **Need:** Maintain facilities in good repair **Metric:** FIT (Facilities Inspection Tool) **Need:** Decrease student suspension rates **Metric:** annual board report and SARC **Need:** Decrease student expulsion rates **Metric:** annual board report and SARC **Need:** Increase School attendance rates **Metric:** monthly and annual report-P2 **Need:** Decrease chronic absenteeism rates **Metric:** Absentee report, SARB data **Need:** Maintain Middle School Dropout rates **Metric:** 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.	Related State and/or Local Priorities: 1_x 2__ 3_x 4__ 5_x 6_x 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools:	All schools
	Applicable Pupil Subgroups:	All students

| Expected Annual Measurable Outcomes: | 1) **Need:** Increase percentage of students reporting feeling safe, healthy, and connected at school by 3% annually (California Healthy Kids Survey baseline data 2011-12: Q-3- 5th grade 83%, 7th grade 65%Q-4- 5th grade 90%, 7th grade 56%Q-5- 5th grade 89%, 7th grade 71%) Questions on connectedness scale for grade 5 & 7 -(I feel like I am part of this school, teachers at school treat me fairly, I feel safe in my school.) **Metric:** Local measures and California Healthy Kids Survey
2) **Need:** Increase efforts to seek parent input - Increase by one action. **Metric:** local measures, parent surveys
3) **Need:** Increase promotion of parent participation - Increase by one action. **Metric:** sign-in sheets at parent events
4) **Need:** Maintain facilities in good repair - Maintain Excellent rating for all sites **Metric:** FIT (Facilities Inspection Tool)
5) **Need:** Decrease student suspension rates - Reduce by .25% annually **Metric:** annual board report and SARC
6) **Need:** Decrease student expulsion rates - Reduce by .25% annually **Metric:** annual board report and SARC
7) **Need:** Increase School attendance rates Increase by .25% annually **Metric:** monthly and annual report-P2
8) **Need:** Decrease chronic absenteeism rates Reduce by .25% annually **Metric:** Absentee report, SARB data
9) **Need:** Maintain Middle School Dropout rates Maintain at 0%
--**Metric:** 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. | Actual Annual Measurable Outcomes: | 2) 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%

3) increase parent input: = added 1 action of parent input through parent LCAP survey

4) increase parent participation: = added 1 action of parent participation through LCAP committee participation

5) 2014 FIT inspection results:
Camarillo Heights School- 99.64%, Dos Caminos School-99.88%, El Descanso School-99.63%, Las Colinas School-99.75%, La Mariposa School-99.88%, Las Posas School-99.83%, Los Primeros School of Science and Arts-99.64%
Monte Vista School-100%, Rancho Rosal School-100%
Santa Rosa School-99.83%, Tierra Linda School-99.67%
University Prep (charter)-99.75%
**All sites are ranked "EXEMPLARY"

6) Suspension rates: decrease in suspension rate from 3.2 in 11/12 to 2.0 in 12/13 (most recent SARC data)

7) Expulsion rates: no expulsions in 12/13 (most recent SARC data)

8) Attendance P2 rate = attendance increased from 6353.97 in 13/14 to 6387.28 in 14/15 at P2.

9) Absentee rate report/SARB = Increase truant 6.1% in 11/12 – 12.0% in 12/13

10) County middle school drop rate = (1) 8th grade dropout in 11/12, (0) in 12/13 |

LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Increase school connectedness: "40 Developmental Assets" strategies in all schools (2K), increased communication, provide funding to all sites to support school-wide goals (10K per school)	112K	1. Increase school connectedness: "40 Developmental Assets" strategies in all schools (2K), increased communication, provide funding to all sites to support school-wide goals (10K per school)	112K
Scope of service: X_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)_____	
2. Continue implementation of Positive Behavior Support model -CHAMPS (Conversation, Help, Activity, Movement, Participation, success) through new teacher training & strategy supports	2.5K	2. Continue implementation of Positive Behavior Support model -CHAMPS (Conversation, Help, Activity, Movement, Participation, Success) through new teacher training & strategy supports- at school sites	2.5K

Scope of service: X_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)_____	
3. Increase parent involvement in workshops and committees (i.e.; anti-bullying, wellness)	2K	3. Increase parent involvement in workshops and committees (i.e.; anti-bullying workshop, anti-bullying committee, wellness run event, wellness committee)	No additional cost
Scope of service: X_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)_____	
4. Continue district wide focus on anti-bullying (i.e.; posters in every class, community events, K-8 surveys, counselors and campus supervisors trained, Ally wristbands)	5K	4. Continue district wide focus on anti-bullying (i.e.; posters in every class, student art calendar, K-8 surveys, counselors and campus supervisors trained, Ally wristbands)	5K

Scope of service: X_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)_____	
5. Continue attendance incentives for all schools	17K		5. Continue attendance incentives for all schools	17K
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)_____	
6. Continue safety training for all administrators & staff. Safety committee to organize emergency bins.	6K		6. Continue safety training for all administrators & staff. Safety committee organized emergency bins and classroom emergency supplies.	6K
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. Explore strategies for students to become more connected at school at monthly management & staff mtgs.	none	7. Explore strategies for students to become more connected at school at monthly management & staff mtgs.	none
Scope of service: X_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)_____	
8. Clerical support for Student Attendance Review Board	2K	8. Provided clerical support for Student Attendance Review Board	2K
Scope of service: X_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)_____	

9. Hire district counselor on special assignment for social/emotional counseling support and resources at elementary and K-8 schools	125K	9. Hired district counselor on special assignment for social/emotional counseling support and resources at elementary and K-8 schools. Counselor started mid-year.	105K
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____	
10. Conduct annual analysis of school conditions as part of School Accountability Report Card and district annual facilities report	20K	10. Conduct annual analysis of school conditions as part of School Accountability Report Card and district annual facilities report (FIT report)	No additional cost
Scope of service: X_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)_____	

11. Attend to facility repairs, maintenance	1.3 Mil	11. Attend to facility repairs, maintenance	1.3 Mil
Scope of service: X_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)_____	
12. Provide adequate instructional space	240K	12. Provide adequate instructional space	240K
Scope of service: X_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)_____	
13. Expand Saturday classes and in-house suspension to keep students in school.	30K	13. Expand Saturday classes and in-house suspension to keep students in school.	15K
Scope of service: __ALL		Scope of service: __ALL	

OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient X_Other Subgroups:(Specify)____6-8_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient X_Other Subgroups:(Specify)____6-8_____	
14. Provide increased opportunities for club activities at middle schools during lunch and after school.	10K	14. Provide increased opportunities for club activities at middle schools during lunch and after school.	5K
Scope of service: __ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient X_Other Subgroups:(Specify)_6-8_____		Scope of service: __ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient X_Other Subgroups:(Specify)____6-8_____	
15. Tobacco Use Prevention and Education grant- coordinator (yr. 14/15), teachers stipends, and program materials	18.5K	15. Tobacco Use Prevention and Education grant- coordinator (yr. 14/15), teachers stipends, and program materials	18.5K
Scope of service: X_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)_____	

For low income pupils: Goal #3 – 1. Targeted recruitment of parents for education on safety, connectedness, wellness, & attendance	2K	For low income pupils: Goal #3 – 1. Targeted recruitment of parents for education on safety, connectedness, wellness, & attendance	No additional expense
Scope of service: __ALL OR: X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: __ALL OR: X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
For English learners: Goal #3- 1. Targeted recruitment for parent education on safety, connectedness, wellness, & attendance	2K	For English learners: Goal #3- 1. Targeted recruitment for parent education on safety, connectedness, wellness, & attendance	No additional expense
Scope of service: __ALL OR: __Low Income pupils X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: __ALL OR: __Low Income pupils X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
For foster youth: Goal #3- 1. Targeted recruitment for parent education on safety, connectedness, wellness, & attendance	$50	For foster youth: Goal #3- 1. Targeted recruitment for parent education on safety, connectedness, wellness, & attendance	No additional expense

Scope of service: __ALL OR: __Low Income pupils __English Learners X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			Scope of service: __ALL OR: __Low Income pupils __English Learners X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
For foster youth: Goal #3- 2. Training on Foster youth needs at monthly principals meetings by Student Services plus new student designee support at sites.	No additional cost		For foster youth: Goal #3- 2. Training on Foster youth needs at monthly principals meetings by Student Services plus new student designee support at sites.	No additional cost	
Scope of service: __ALL OR: __Low Income pupils __English Learners X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			Scope of service: __ALL OR: __Low Income pupils __English Learners XFoster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
For re-designated fluent English proficient pupils: Goal #3- 1. Targeted recruitment for parent education on safety, connectedness, wellness, & attendance	2K		For re-designated fluent English proficient pupils: Goal #3- 2. Targeted recruitment for parent education on safety, connectedness, wellness, & attendance	No additional cost	
Scope of service: __ALL			Scope of service: __ALL		

OR: __Low Income pupils __English Learners __Foster Youth X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth X_Redesignated fluent English proficient __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 3- A-3-3- no additional cost incurred to increase parent involvement. Used existing systems. A-3-9- District counselor started late in school year so costs came in under estimate. A-3-10- no additional cost incurred to conduct FIT report. Used existing staff. A-3-13- costs for Saturday school and in-house suspension were less than anticipated. A-3-14- schools spent less than anticipated on additional activities and clubs for students. B-LI-3-1- training and recruitment of parents provided at Title 1 schools as needed. Cost assumed by site for this from T1 allocation they received. B-EI-3-1-parent training and recruitment for EL parents was provided as requested at sites. No additional expense was incurred as we used district staff. B-FY- 3-1- parent training and recruitment for foster youth parents was provided as requested at sites. No additional expense was incurred as we used district staff. B-RFEP-3-1-parent training and recruitment for RFEP parents was provided as requested at sites. No additional expense was incurred as we used district staff. 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 o be adjusted to reflect closer to actual spending from this year after final budget is available.		

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:	$ 1,705,426

We don't receive concentration funding but our supplemental funds are principally directed toward unduplicated students.

Goal #1, #2, #3 -We anticipate receiving approximately $ 1,705,426 of supplemental funds so the district will be using the funding to support Low
Income, Foster Youth, and English Learners.

Best Use: Because our targeted students (Low Income, Foster Youth, and English Learners= 31%) are distributed throughout the district in all schools, we will support these targeted students on a district-wide basis.

Research on best use:

3. Bellanca, J., and Ron Brandt, Ed. (2010) 21st Century Skills: Rethinking How Students Learn.

4. California Department of Education. 2013. California Common Core State Standards: English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects. Sacramento: California Department of Education.
   http://www.cde.ca.gov/be/st/ss/documents/finalelaccssstandards.pdf

5. 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

6. California Department of Education. Empowering Learning A Blueprint for California Education Technology 2014– 2017.

7. California Dept. of Education. Family Engagement Framework, A tool for California school districts. 2014. http://www.wested.org/online_pubs/cpei/family-engagement-framework.pdf

8. California State Board of Education. LCFF State Priorities and Related Data Elements. WestEd 2014 http://lcff.wested.org/wp-content/uploads/2014/09/required-data-for-8-areas-july-2014-update.pdf

9. California State Board of Education. (2005) Recommended Standards for Programs for Gifted and Talented Students

10. Center on Response to Intervention at American Institutes for Research. Resources website.

11. http://www.rti4success.org/resources/publications

12. Cosmah, M., & Saine, P. (2013). Targeting digital technologies in common core standards: A framework for professional development. New England Reading Association Journal, 48(2), 81-88.

13. Hill, L., Margaret Weston, and Joseph M. Hayes. January 2014. "Reclassification of English Learner Students in California. Public Policy Institute of California.

14. Honigsfeld, A., & Dove, M. G. (2012). Collaborative practices to support all students. Principal Leadership, 12(6), 40- 44.

15. Magaña, Sonny, and Robert J. Marzano. (2014) Enhancing the Art & Science of Teaching with Technology. Bloomington, IN: Marzano Research Laboratory.

16. Mattos, M., Austin Buffum, Chris Weber. (2008) Pyramid response to intervention. RTI, Professional Learning Communities, and How to Respond When Kids Don't Learn. Bloomington, IN: Solution Tree.

17. Sprick, R. (2009). CHAMPS: A Proactive & Positive Approach to Classroom Management, 2nd ed. Eugene, OR: Pacific Northwest Publishing

18. State Educational Technology Directors Association (SETDA). Guide to Technology Requirements (for California). http://gtr.setda.org/chart/#!/california

19. Vera, E. M., Israel, M. S., Coyle, L., Cross, J., Knight-Lynn, L., Moallem, I., Goldberger, N. (2012). Exploring the educational involvement of parents of English Learners. School Community Journal, 22(2), 183-202.

Zwiers, J., Susan O'Hara, and Robert Pritchard. 2014. Common Core Standards in Diverse Classrooms: Essential Practices for Developing Academic Language and Disciplinary Literacy. Portland, ME: Stenhouse.

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

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

3.77   %

Supplemental funds spent on Low Income, Foster Youth, and English Learners to increase the services by 3.77%. The services are: 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.

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]