

**Introduction:**

**LEA:** Bellevue Union School District **Contact (Name, Title, Email, Phone Number):** Alicia Henderson, Ph.D., Superintendent, ahenderson@bellevueusd.org, 707-542-5197  
**LCAP Year:** 2014-15

## ***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
<p>On September 16, 2014 a google doc was created to provide monthly updates for all LCAP goal indicators. This google doc was posted on the district webpage. In addition, a link for the community to submit LCAP feedback was put on the webpage.</p>	<p>This allowed us to provide real-time updates on at least a monthly basis to the entire community, and for the community to submit feedback for the LCAP via the webpage.</p>
<p>On February 3, 4, 13 and 20, 2015 Town Hall meetings were held at each school.</p>	<p>An update of the 2014-15 LCAP was presented as well as collecting input for the 2015-16 LCAP. Parents were very positive about what had been accomplished so far, and were supportive of the LCAP plan for year 2 as</p>

<p>On April 14, 2015 an informational report was presented at the regular Board meeting.</p> <p>On April 23, 2015 an informational report was presented at the DELAC meeting</p> <p>On April 28, 2015 a consult meeting was held with both certificated and classified associations</p> <p>On May 14, 2015, a draft of the 2015-16 LCAP was presented to the DELAC.</p> <p>On May 19, 2015 a public hearing will be held at the regular Board meeting</p> <p>On June 16, 2015 approval of the 2015-16 LCAP and budget will be agendized.</p>	<p>written.</p> <p>A review of the metrics for each of the 10 LCAP goals was reviewed. Results of the LCAP survey were presented, as well as results which were available for other LCAP metrics. A review of the LCAP process was explained, including the need to update 2014-15 LCAP as well as the development of the 2015-16 LCAP.</p> <p>The same report given at the April 23 Board meeting was shared with the DELAC. Parents expressed support for the 2014-15 LCAP and support for the 2015-16 LCAP.</p> <p>District staff met with BEA and CSEA leadership to review all goals and actions in the 2014-15 LCAP, as well as a discussion of the direction for the 2015-16 LCAP.</p> <p>A review of the metrics for each of the 10 LCAP goals was reviewed. Results of the LCAP survey were presented, as well as results which were available for other LCAP metrics. A review of the LCAP process was explained, including the need to update 2014-15 LCAP as well as the development of the 2015-16 LCAP.</p> <p>A written reply will be drafted for all questions about the draft 2015-16 LCAP and posted on our District website.</p> <p>A final 2015-16 LCAP will be brought forward for Board approval, along with the 2015-16 budget.</p>
<p><b>Annual Update:</b></p> <p>On September 16, 2014 a google doc was created to provide monthly updates for all LCAP goal indicators. This google doc was posted on the district webpage. In addition, a link for the community to submit LCAP feedback was put on the webpage.</p> <p>On October 7, 13, 20 and 28, 2014 a Town Hall meeting was held at each school.</p> <p>On January 21, 2015 an informational report was presented at the regular Board Meeting.</p> <p>On February 3, 4, 13 and 20, 2015 Town Hall meetings were held at each school.</p> <p>The week of March 30 - April 3, 2015 was designated at the LCAP survey week.</p>	<p><b>Annual Update:</b></p> <p>This allowed us to provide real-time updates on at least a monthly basis to the entire community, and for the community to submit feedback for the LCAP via the webpage.</p> <p>A presentation of the 2014-15 LCAP was made, including highlights at each school. Parents reported very positive support for the LCAP actions.</p> <p>A thorough update of the 2014-15 LCAP implementation was presented, and questions from the Board were answered.</p> <p>An update of the 2014-15 LCAP was presented as well as collecting input for the 2015-16 LCAP. Parents were very positive about what had been accomplished so far, and were supportive of the LCAP plan for year 2 as written.</p> <p>Survey questions were written for the 5 LCAP goals having this data identified as a metric. The questions were written for parents, students (5th &amp; 6th grade)</p>

On April 14, 2015 an informational report was presented at the regular Board meeting.

On April 23, 2015 an informational report was presented at the DELAC meeting

On April 28, 2015 a consult meeting was held with both certificated and classified associations

and employees. The employee and student surveys were administered online. The parent survey was sent home (hard copy). On survey completion rate for parents was 67%, for students was 56% and for employees was 41%. The surveys were analyzed to determine a baseline metric for each of the 5 LCAP goals. goals.

A review of the metrics for each of the 10 LCAP goals was reviewed. Results of the LCAP survey were presented, as well as results which were available for other LCAP metrics. A review of the LCAP process was explained, including the need to update 2014-15 LCAP as well as the development of the 2015-16 LCAP.

The same report given at the April 23 Board meeting was shared with the DELAC. Parents expressed support for the 2014-15 LCAP and support for the 2015-16 LCAP.

District staff met with BEA and CSEA leadership to review all goals and actions in the 2014-15 LCAP, as well as a discussion of the direction for the 2015-16 LCAP.

## 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 1:	Improve school readiness Supporting Goal A: Provide parent Information Meetings for incoming kindergarteners Supporting Goal B: Provide family Literacy and Math Nights Supporting Goal C: Connect Parents with Community Resources Supporting Goal D: Provide a Kinder Academy	Related State and/or Local Priorities: 1 _ 2 _ 3 X 4 X 5 _ 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify	
Identified Need :	The majority of incoming kindergarten students have not attended preschool. Many students come from non-English speaking homes. Baseline is approximately 25% of parents understand processes and practices to support their children in school. Metric: 1) Perceptual survey for parents and staff.		
Goal Applies to:	Schools: LEA-wide Applicable Pupil Subgroups:	All students	
<b>LCAP Year 1: 2015-16</b>			
Expected Annual Measurable Outcomes:	10% Increase in Readiness: Perceptual Survey from Parents and Staff  A. Parents of incoming kindergarteners will have an improved understanding of the school process and how to support their children. Initial school-home relationships will develop. B. Parents will better understand how to support their children with academics in the home. School-home relationships will be strengthened. C. Parents will have information about how to develop English and computer skills which will support their children with academics in the home. D. Incoming kindergarteners will be prepared separate from caregiver, use bathrooms, attend to teacher in small group, follow simple classroom routines, and use words for assistance in kindergarten.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Schools will purchase supplies for Kindergarten information nights and family literacy and math nights	LEA-wide	_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups:	Supplies 4000-4999: Books And Supplies Supplemental 175.00

		(Specify)	
2-week Kinder Academy	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Staff 1000-1999: Certificated Personnel Salaries Concentration 3,000.00 Staff 2000-2999: Classified Personnel Salaries Concentration 2,000.00 Staff 3000-3999: Employee Benefits Concentration 867.00 Supplies 4000-4999: Books And Supplies Concentration 1,000.00
<b>LCAP Year 2: 2016-17</b>			
Expected Annual Measurable Outcomes:	20% Increase in Readiness: Perceptual Survey from Parents and Staff A. Parents of incoming kindergarteners will have an improved understanding of the school process and how to support their children. Initial school-home relationships will develop. B. Parents will better understand how to support their children with academics in the home. School-home relationships will be strengthened. C. Parents will have information about how to develop English and computer skills which will support their children with academics in the home. D. Incoming kindergarteners will be prepared separate from caregiver, use bathrooms, attend to teacher in small group, follow simple classroom routines, and use words for assistance in kindergarten. Parents will better understand the importance of regular school attendance beginning in kindergarten.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Schools will purchase supplies for Kindergarten information nights and family literacy nights	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Supplies 4000-4999: Books And Supplies Supplemental 175.00
2-week Kinder Academy	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Contract with CalServes 5000-5999: Services And Other Operating Expenditures Concentration 5,000.00 Transportation 5000-5999: Services And Other Operating Expenditures Concentration 3,333.00

		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
<b>LCAP Year 3: 2017-18</b>			
Expected Annual Measurable Outcomes:	30% Increase in Readiness: Perceptual Survey from Parents and Staff  A. Parents of incoming kindergarteners will have an improved understanding of the school process and how to support their children. Initial school-home relationships will develop. B. Parents will better understand how to support their children with academics in the home. School-home relationships will be strengthened. C. Parents will have information about how to develop English and computer skills which will support their children with academics in the home. D. Incoming kindergarteners will be prepared separate from caregiver, use bathrooms, attend to teacher in small group, follow simple classroom routines, and use words for assistance in kindergarten. Parents will better understand the importance of regular school attendance beginning in kindergarten.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Schools will purchase supplies for Kindergarten information nights and family literacy and math nights	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Supplies 4000-4999: Books And Supplies Supplemental 175.00
2-week Kinder Academy	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Contract with CalServes 5800: Professional/Consulting Services And Operating Expenditures Concentration 5,000.00  Transportation 5000-5999: Services And Other Operating Expenditures Concentration 3,333.00

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

GOAL 2:	Decrease the rates of absence and truancy.  Supporting Goal A: Adjust attendance boundaries. Supporting Goal B: Provide Parent Liaison at each school Supporting Goal C.: Improve SARB process. Supporting Goal D: Develop system for attendance awards.	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify
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Identified Need :	The rate of truancy (full day absence without an excuse) is 25% for the District (CDE, 2013). This rate exceeds the County rate of 17%. Note this figure counts individual children only once. Hidden from this figure are the chronic absences for some students who repeatedly miss school without an excuse. Our school attendance rate is 94.5%. Metrics: 1) rate of truancy (CDE report) and 2) school attendance rate.
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Goal Applies to:	Schools: LEA-wide	Applicable Pupil Subgroups: All students
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**LCAP Year 1: 2015-16**

Expected Annual Measurable Outcomes:	Truancy rate:17%, Attendance rate: 95%  A. When students miss the home-school transportation (school bus), students can walk to school instead of missing school if the family has no car. B. Consistent outreach and support will be provided to all families regarding consistent school attendance. Families in need of additional assistance will be supported individually, and as necessary, will be connected to community resources. C. All schools will consistently follow up with tardies and absences. The District will follow up with the SARB process at the county level as appropriate. D. Children will be more motivated to attend school on a regular basis.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Parent Liaison for school	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:	Parent Liaison 2000-2999: Classified Personnel Salaries Concentration 15,000.00 Parent Liaison 3000-3999: Employee Benefits Concentration 6,225.00

		(Specify)	
Schools will purchase awards	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Awards 4000-4999: Books And Supplies Supplemental 175.00

**LCAP Year 2: 2016-17**

Expected Annual Measurable Outcomes:	Truancy rate:15%, Attendance rate: 96%  A. When students miss the home-school transportation (school bus), students can walk to school instead of missing school if the family has no car. B. Consistent outreach and support will be provided to all families regarding consistent school attendance. Families in need of additional assistance will be supported individually, and as necessary, will be connected to community resources. C. All schools will consistently follow up with tardies and absences. The District will follow up with the SARB process at the county level as appropriate. D. Children will be more motivated to attend school on a regular basis.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Parent Liaison for each school.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Parent Liaison 2000-2999: Classified Personnel Salaries Supplemental 15,750.00  Parent Liasion 3000-3999: Employee Benefits Supplemental 6,411.00
Schools will purchase awards	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent	Awards 4000-4999: Books And Supplies Supplemental 175.00

		English proficient _ Other Subgroups: (Specify)	
<b>LCAP Year 3: 2017-18</b>			
Expected Annual Measurable Outcomes:	Truancy rate:14%, Attendance rate: 96% A. When students miss the home-school transportation (school bus), students can walk to school instead of missing school if the family has no car. B. Consistent outreach and support will be provided to all families regarding consistent school attendance. Families in need of additional assistance will be supported individually, and as necessary, will be connected to community resources. C. All schools will consistently follow up with tardies and absences. The District will follow up with the SARB process at the county level as appropriate. D. Children will be more motivated to attend school on a regular basis.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Parent Liaison for each school.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Parent Liaisons 2000-2999: Classified Personnel Salaries Supplemental 16,538.00 Parent Liaisons 3000-3999: Employee Benefits Supplemental 6,604.00
Schools will purchase awards	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Awards 4000-4999: Books And Supplies Supplemental 175.00

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

GOAL 3:	Improve 3rd grade literacy. Supporting Goal A: Provide Reading Specialist for each school. Supporting Goal B: Provide Early Literacy Paraprofessional for every K-3rd classroom. Supporting Goal C: Provide Instructional Assistant for every Transitional Kindergarten (TK) classroom. Supporting Goal D: Increase Instructional minutes for K-3rd classrooms	Related State and/or Local Priorities: 1 _ 2 _ 3 <u>X</u> 4 _ 5 _ 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify
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Identified Need : The 3rd grade literacy rate is 26% (proficiency rate on 2013 STAR). This is lower than the County (49%) and the State (48%).  
 Metric:1) literacy proficiency rate on state test.

Goal Applies to: Schools: LEA-wide  
 Applicable Pupil Subgroups: All students

**LCAP Year 1: 2015-16**

Expected Annual Measurable Outcomes: 3rd Grade Literacy: 35%

A. Progress in literacy skills for every student will be closely monitored. Assistance will be provided to struggling students based on literacy data. Assistance will be coordinated. Classroom teachers will be supported to implement best practices to improve literacy.

B. Core ELA instruction will be supported with highly trained paraprofessionals to target foundational literacy skills.

C. TK classrooms will receive support to improve small group instruction

D. K-3rd students will benefit from an additional 100 minutes of instruction with a credentialed teacher every week.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Instructional assistants for TK classes	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	I.A.s 2000-2999: Classified Personnel Salaries Concentration 10,000.00 I.A.s 3000-3999: Employee Benefits Concentration 5,150.00
Early Literacy Paraprofessionals	LEA-wide	<input checked="" type="checkbox"/> All	Paraprofessionals 2000-2999: Classified Personnel Salaries



		OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Concentration 66,300.00 Paraprofessionals 3000-3999: Employee Benefits Concentration 16,000.00
Additional prep time for primary teachers provided by PE teachers	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	PE Teachers 1000-1999: Certificated Personnel Salaries Concentration 23,333.00 PE Teachers 3000-3999: Employee Benefits Concentration 10,200.00

**LCAP Year 2: 2016-17**

Expected Annual Measurable Outcomes:	3rd Grade Literacy: 40% A. Progress in literacy skills for every student will be closely monitored. Assistance will be provided to struggling students based on literacy data. Assistance will be coordinated. Classroom teachers will be supported to implement best practices to improve literacy. B. Core ELA instruction will be supported with highly trained paraprofessionals to target foundational literacy skills. C. TK classrooms will receive support to improve small group instruction D. K-3rd students will benefit from an additional 100 minutes of instruction with a credentialed teacher every week.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Instructional assistants for TK classes	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	I.A.s 2000-2999: Classified Personnel Salaries Concentration 10,500.00 I.A.s 3000-3999: Employee Benefits Concentration 5,304.00
Early Literacy Paraprofessionals	LEA-wide	X All	Paraprofessionals 2000-2999: Classified Personnel Salaries

		OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Concentration 69,615.00 Paraprofessionals 3000-3999: Employee Benefits Concentration 16,480.00
Additional prep time for primary teachers provided by PE teachers	LEA-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	PE Teachers 1000-1999: Certificated Personnel Salaries Supplemental 24,500.00 PE Teachers 3000-3999: Employee Benefits Supplemental 10,506.00

**LCAP Year 3: 2017-18**

Expected Annual Measurable Outcomes:	3rd Grade Literacy: 50% A. Progress in literacy skills for every student will be closely monitored. Assistance will be provided to struggling students based on literacy data. Assistance will be coordinated. Classroom teachers will be supported to implement best practices to improve literacy. B. Core ELA instruction will be supported with highly trained paraprofessionals to target foundational literacy skills. C. TK classrooms will receive support to improve small group instruction D. K-3rd students will benefit from an additional 100 minutes of instruction with a credentialed teacher every week.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Instructional assistants for TK classes	LEA-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	I.A.s 2000-2999: Classified Personnel Salaries Concentration 11,025.00 I.A.s 3000-3999: Employee Benefits Concentration 5,463.00
Early Literacy Paraprofessionals	LEA-wide	<input checked="" type="checkbox"/> All	Early Literacy Paraprofessionals 2000-2999: Classified

		OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Personnel Salaries Concentration 73,096.00 Early Literacy Paraprofessionals 3000-3999: Employee Benefits Concentration 16,974.00
Additional prep time for primary teachers provided by PE teachers	LEA-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	PE Teachers 1000-1999: Certificated Personnel Salaries Supplemental 25,725.00 PE Teachers 3000-3999: Employee Benefits Supplemental 10,821.00

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

<p>GOAL 4:</p>	<p>Improve consistency of high quality instruction in all classrooms.</p> <p>Supporting Goal A: Provide professional development.</p> <p>Supporting Goal B: Establish and use the Bellevue Instructional Model (BIM).</p> <p>Supporting Goal C: Develop and use a coherent assessment system.</p> <p>Supporting Goal D: Provide an instructional response to student learning data.</p> <p>Supporting Goal E: Improve classroom management.</p> <p>Supporting Goal F: Establish and implement curriculum maps for core content.</p> <p>Supporting Goal G: Provide credentialing support for professional staff</p> <p>Supporting Goal H: Develop highly effective teachers.</p> <p>Supporting Goal I: Provide planning/preparation time.</p> <p>Supporting Goal J: Support and develop Professional Learning Communities (PLCs).</p> <p>Supporting Goal K: Avoid combination classes</p> <p>Supporting Goal L: Provide a High Quality teaching staff to all students</p>	<p>Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 _ 7 _ 8 _</p> <p>COE only: 9 _ 10 _</p> <p>Local : Specify</p>
<p>Identified Need :</p>	<p>The quality of classroom instruction is inconsistent. The proficiency level movement for cohorts varies drastically across classrooms. in both ELA and Math. For 3rd grade, the average positive movement in ELA was 8%, with a range of 0-33%. The average negative movement in ELA was 47%, with a range of 11-68%. In the area of Math, the average positive movement was 27%, with a range of 5-56%. The average negative movement for Math was 20%, with a range of 0-58%. (STAR 2013). Baseline for teacher misassignments is 0%. Metrics: 1) variance of proficiency movement for cohorts across classrooms on local and state assessments, and 2) report on teacher misassignments</p>	
<p>Goal Applies to:</p>	<p>Schools: LEA-wide</p> <p>Applicable Pupil Subgroups:</p>	<p>All students</p>

**LCAP Year 1: 2015-16**

Expected Annual Measurable Outcomes: Range of positive cohort growth for 3rd grade ELA: 20--45%, Math 25-60% & Maintain Teacher Misassignment rate at 0%

- A: Students' teachers and all District staff will have improved capacity to meet their learning needs.
- B. Students' will benefit from consistent expectations and instructional practices in all classrooms
- C. Students' academic performance will be assessed on a regular basis so that academic needs can be identified and the appropriate assistance can be provided.
- D. Students will benefit from a robust array of academic interventions to meet their learning needs in any classroom
- E. Students will benefit from consistent behavioral expectations and supports in every classroom
- F. Students will benefit from consistent academic expectations in every classroom at the same grade level.
- G. Students will benefit from District staff who are professionally current with credentialing
- H. Students will benefit from increased engagement in the learning process in all classrooms
- I. & J. Students will benefit from instructional that reflects best practices developed with grade level teams
- K: Students will benefit from a single grade level curriculum being taught in the classroom

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Substitute teachers for PLC training & curriculum mapping for Math	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Substitutes 1000-1999: Certificated Personnel Salaries Supplemental 1,000.00 Substitutes 3000-3999: Employee Benefits Supplemental 167.00
Common prep time provided by PE teachers	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	PE Teachers 1000-1999: Certificated Personnel Salaries Supplemental 23,333.00 PE Teachers 3000-3999: Employee Benefits Supplemental 10,200.00
Additional classes to avoid combination classes.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	Teachers 1000-1999: Certificated Personnel Salaries Supplemental 47,586.00 Teachers 3000-3999: Employee Benefits Supplemental 11,550.00

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Beginning Teacher and Administrator support	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Support Programs 5000-5999: Services And Other Operating Expenditures Supplemental 3,333.00
Provide ELD professional development class	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Professional development 5000-5999: Services And Other Operating Expenditures Supplemental 3,000.00
Stipends for teachers attending professional development outside of school day/year for Common Core, PLC, ELD, best instructional practices.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Stipends 1000-1999: Certificated Personnel Salaries Supplemental 2,500.00 Stipends 3000-3999: Employee Benefits Supplemental 333.00
Maintain a Highly Qualified Teaching Staff	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	Teachers 1000-1999: Certificated Personnel Salaries Base 1,336,183.00 Teachers 3000-3999: Employee Benefits Base 314,471.00

		_ Other Subgroups: (Specify)	
Pay to classified staff for professional development outside of the workday for classified staff on early literacy, behavior management, health/safety	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Supplemental Pay 2000-2999: Classified Personnel Salaries Supplemental 1,000.00 Supplemental Pay 3000-3999: Employee Benefits Supplemental 217.00

**LCAP Year 2: 2016-17**

Expected Annual Measurable Outcomes:	Range of positive cohort growth for 3rd grade ELA: 30--50%, Math 35-60% & Maintain Teacher Misassignment rate at 0% A: Students' teachers and all District staff will have improved capacity to meet their learning needs. B. Students' will benefit from consistent expectations and instructional practices in all classrooms C. Students' academic performance will be assessed on a regular basis so that academic needs can be identified and the appropriate assistance can be provided. D. Students will benefit from a robust array of academic interventions to meet their learning needs in any classroom E. Students will benefit from consistent behavioral expectations and supports in every classroom F. Students will benefit from consistent academic expectations in every classroom at the same grade level. G. Students will benefit from District staff who are professionally current with credentialing H. Students will benefit from increased engagement in the learning process in all classrooms I. & J. Students will benefit from instructional that reflects best practices developed with grade level teams K: Students will benefit from a single grade level curriculum being taught in the classroom
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Substitute teachers for PLC training and curriculum mapping for writing and science	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Substitutes 1000-1999: Certificated Personnel Salaries Supplemental 1,000.00 Substitutes 3000-3999: Employee Benefits Supplemental 167.00
Common prep time provided by PE teachers	PE	<input checked="" type="checkbox"/> All	PE Teachers 1000-1999: Certificated Personnel Salaries

	Teachers	OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Supplemental 24,500.00 PE Teachers 3000-3999: Employee Benefits Supplemental 10,506.00
Additional teachers provided to avoid combination classes	LEA-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Teachers 1000-1999: Certificated Personnel Salaries Supplemental 49,965.00 Teachers 3000-3999: Employee Benefits Supplemental 11,897.00
Beginning Teacher and Administrator support	LEA-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Support Program 5000-5999: Services And Other Operating Expenditures Supplemental 3,333.00
Provide Professional development for ELD	LEA-wide	_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Professional Development 5000-5999: Services And Other Operating Expenditures Supplemental 3,000.00
Stipends for teachers attending professional development outside of school day/year for Common Core, PLC, ELD, best instructional practices.	LEA-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners	Stipends 1000-1999: Certificated Personnel Salaries Supplemental 2,500.00 Stipends 3000-3999: Employee Benefits Supplemental



		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	333.00
Maintain a Highly Qualified Teaching Staff	LEA-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Teachers 1000-1999: Certificated Personnel Salaries Base 1,402,992.00 <hr/> Teachers 3000-3999: Employee Benefits Base 323,905.00
Pay to classified staff for professional development outside of the workday for classified staff on early literacy, behavior management, health/safety	LEA-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Supplemental pay 2000-2999: Classified Personnel Salaries Supplemental 1,050.00 <hr/> Supplemental pay 3000-3999: Employee Benefits Supplemental 223.00

**LCAP Year 3: 2017-18**

Expected Annual Measurable Outcomes: Range of positive cohort growth for 3rd grade ELA: 40--60%, Math 45-70% & Maintain Teacher Misassignment rate at 0%

- A: Students' teachers and all District staff will have improved capacity to meet their learning needs.
- B. Students' will benefit from consistent expectations and instructional practices in all classrooms
- C. Students' academic performance will be assessed on a regular basis so that academic needs can be identified and the appropriate assistance can be provided.
- D. Students will benefit from a robust array of academic interventions to meet their learning needs in any classroom
- E. Students will benefit from consistent behavioral expectations and supports in every classroom
- F. Students will benefit from consistent academic expectations in every classroom at the same grade level.
- G. Students will benefit from District staff who are professionally current with credentialing
- H. Students will benefit from increased engagement in the learning process in all classrooms
- I. & J. Students will benefit from instructional that reflects best practices developed with grade level teams
- K: Students will benefit from a single grade level curriculum being taught in the classroom

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Substitute teachers for PLC training and curriculum mapping for writing	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Substitutes 1000-1999: Certificated Personnel Salaries Supplemental 1,000.00 Substitutes 3000-3999: Employee Benefits Supplemental 167.00
Common prep time provided by PE teachers	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	PE Teachers 1000-1999: Certificated Personnel Salaries Supplemental 25,725.00 PE Teachers 3000-3999: Employee Benefits Supplemental 10,821.00
Additional teachers provided to avoid combination classes	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	Teachers 1000-1999: Certificated Personnel Salaries Supplemental 52,464.00 Teachers 3000-3999: Employee Benefits Supplemental 12,253.00

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Beginning Teacher and Administrator support	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Program 5000-5999: Services And Other Operating Expenditures Supplemental 3,333.00
Provide Professional development for ELD	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Professional Development 5000-5999: Services And Other Operating Expenditures Supplemental 3,000.00
Stipends for teachers attending professional development outside of school day/year for Common Core, PLC, ELD, best instructional practices.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Stipends 1000-1999: Certificated Personnel Salaries Supplemental 2,500.00 Stipends 3000-3999: Employee Benefits Supplemental 333.00
Maintain a Highly Qualified Teaching Staff	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	Teachers 1000-1999: Certificated Personnel Salaries Base 1,473,141.00 Teachers 3000-3999: Employee Benefits Base 333,622.00

		_ Other Subgroups: (Specify)	
Pay to classified staff for professional development outside of the workday for classified staff on early literacy, behavior management, health/safety	LEA-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Supplemental pay 2000-2999: Classified Personnel Salaries Supplemental 1,103.00 <hr/> Supplemental pay 3000-3999: Employee Benefits Supplemental 233.00

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

GOAL 5:	<p>Improve 21st century teaching and learning.</p> <p>Supporting Goal A Secure 21st Century curriculum.</p> <p>Supporting Goal B: Revise report cards.</p> <p>Supporting Goal C: Develop and share parent Information about Common Core Standards</p> <p>Supporting Goal D: Provide support for digital teaching and learning.</p> <p>Supporting Goal E: Optimize use of library/computer labs.</p> <p>Supporting Goal F: Provide support for use of technology.</p> <p>Supporting Goal G: Secure hardware for digital learning</p> <p>Supporting Goal H: Build capacity for keyboarding</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/></p> <p>COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/></p> <p>Local : Specify</p>	
Identified Need :	The District is at an early stage (20%) of implementing the Common Core Standards. Metric: 1) Level of implementation of Common Core Standards.		
Goal Applies to:	<p>Schools: LEA-wide</p> <p>Applicable Pupil Subgroups: All students</p>		
<b>LCAP Year 1: 2015-16</b>			
Expected Annual Measurable Outcomes:	<p>50% Implementation</p> <p>A. Students will have instructional materials to support 21st Century learning</p> <p>B. Students' report cards will reflect mastery of Common Core Standards</p> <p>C. Students' parents will understand the Common Core Standards</p> <p>D. Students will be able to fully engage in digital learning</p> <p>E. Students will benefit from optimized time in library/computer lab</p> <p>F: Students will benefit from instructional staff having capacity for digital teaching</p> <p>G: Students in 5th grade will benefit from having fulltime daily access to internet</p> <p>H: Students will develop capacity for keyboarding</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Supplemental instructional materials such as writing	LEA-wide	<input checked="" type="checkbox"/> All OR:	Instructional materials 4000-4999: Books And Supplies Supplemental 5,000.00

		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Stipend for Technology Panel members	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Stipend 1000-1999: Certificated Personnel Salaries Supplemental 3,333.00 <hr/> Stipend 3000-3999: Employee Benefits Supplemental 500.00
One technology staff to support district	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Staff 2000-2999: Classified Personnel Salaries Supplemental 15,124.00 <hr/> Staff 3000-3999: Employee Benefits Supplemental 5,074.00
Purchase chrome books for 5th graders	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Chromebooks 4000-4999: Books And Supplies Supplemental 23,333.00

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	60% Implementation A. Students will have instructional materials to support 21st Century learning B. Students' report cards will reflect mastery of Common Core Standards C. Students' parents will understand the Common Core Standards D. Students will be able to fully engage in digital learning E. Students will benefit from optimized time in library/computer lab F. Students will benefit from instructional staff having capacity for digital teaching G. Students in 4th grade will benefit from having fulltime daily access to internet H. Students will develop capacity for keyboarding
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Supplemental instructional materials	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Instructional materials 4000-4999: Books And Supplies Supplemental 5,000.00
Stipend for Technology Panel members	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Stipends 1000-1999: Certificated Personnel Salaries Supplemental 3,333.00 Stipends 3000-3999: Employee Benefits Supplemental 500.00
One technology staff to support district	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	Staff 2000-2999: Classified Personnel Salaries Supplemental 15,880.00 Staff 3000-3999: Employee Benefits Supplemental 5,226.00

		_ Other Subgroups: (Specify)	
Purchase chrome books for 4th graders	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Chromebooks 4000-4999: Books And Supplies Concentration 23,333.00

**LCAP Year 3: 2017-18**

Expected Annual Measurable Outcomes:	70% Implementation A. Students will have instructional materials to support 21st Century learning B. Students' report cards will reflect mastery of Common Core Standards C. Students' parents will understand the Common Core Standards D. Students will be able to fully engage in digital learning E. Students will benefit from optimized time in library/computer lab F. Students will benefit from instructional staff having capacity for digital teaching G: Students in 4th grade will benefit from having fulltime daily access to internet H: Students will develop capacity for keyboarding
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Supplemental instructional materials	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Instructional Materials 4000-4999: Books And Supplies Supplemental 5,000.00
Stipend for Technology Panel members	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	Stipend 1000-1999: Certificated Personnel Salaries Supplemental 3,333.00 Stipend 3000-3999: Employee Benefits Supplemental 500.00



		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
One technology staff to support district	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Technology Support 2000-2999: Classified Personnel Salaries Supplemental 16,674.00 Technology Support 3000-3999: Employee Benefits Supplemental 5,383.00
Purchase chrome books for 3rd graders	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Chrome books 4000-4999: Books And Supplies Concentration 23,333.00

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

<p>GOAL 6:</p>	<p>Ensure all students have opportunities and support to reach their potential.</p> <p>Supporting Goal A: Develop and implement a GATE Program.</p> <p>Supporting Goal B: Develop and implement a visual and performing arts (VAPA).</p> <p>Supporting Goal C: Optimize social studies &amp; science instruction</p> <p>Supporting Goal D: Improve system for learning supports.</p> <p>Supporting Goal E: Optimize before &amp; after school programs.</p> <p>Supporting Goal F: Reduce impact of mobility.</p> <p>Supporting Goal G: Utilize intersessions for academic support</p> <p>Supporting Goal H: Extend the instructional school year</p> <p>Supporting Goal I: Individualized ELD instruction for newcomers</p>	<p>Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <u>X</u> 5 <u>X</u> 6 _ 7 <u>X</u> 8 <u>X</u></p> <p>COE only: 9 _ 10 _</p> <p>Local : Specify</p>
<p>Identified Need :</p>	<p>The framework and support for all students to reach their potential is not complete (15%) and is implemented inconsistently across the District. Baseline for English Learners is 33% were Proficient or Advanced on CELDT. Reclassification rate is 8%. Metrics: 1) Level of framework completeness, and 2) Percentage of students making progress towards English proficiency on CELDT and rate of reclassification.</p>	
<p>Goal Applies to:</p>	<p>Schools: LEA-wide</p> <p>Applicable Pupil Subgroups:</p>	<p>All students</p>

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes: 35% Implementation, 60% of ELs will meet CELDT growth targets

- A: Students will benefit from a GATE program
- B: Students will benefit fro VAPA programming
- C: Students will benefit from consistent Social Studies & Science instruction
- D. A process will be in place to identify and respond to learning needs
- E. Students will benefit from assistance in before and after school programs that help with academic success during the school day
- F. Students who move between schools will benefit from the instructional consistency between schools. Students new to the District will benefit from the school's readiness to identify and respond to academic needs.
- G. Struggling students will benefit from a focused period of academic assistance
- H. Students will avoid the summer learning loss in Math & ELA

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Materials and supplies for GATE and VAPA programs	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	GATE & VAPA materials 4000-4999: Books And Supplies Supplemental 1,200.00
GATE & VAPA programming services	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	GATE & VAPA Programs 5000-5999: Services And Other Operating Expenditures Supplemental 1,000.00
Supplemental materials for students needing learning supports.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Instructional Materials 4000-4999: Books And Supplies Supplemental 2,000.00

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Provide instructional support for ELs who are newcomers in 2nd-6th grade with Imagine Learning	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Imagine Learning 4000-4999: Books And Supplies Supplemental 2,500.00
Intersession for academic assistance	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Staff 1000-1999: Certificated Personnel Salaries Concentration 3,333.00 <hr/> Staff 2000-2999: Classified Personnel Salaries Concentration 500.00 <hr/> Staff 3000-3999: Employee Benefits Concentration 667.00 <hr/> Materials 4000-4999: Books And Supplies Concentration 1,000.00
3-week Learning Academy	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	CalServes 5000-5999: Services And Other Operating Expenditures Concentration 86,345.00 <hr/> Transportation 5000-5999: Services And Other Operating Expenditures Concentration 6,750.00
	EL students	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:	ELD instructional program 4000-4999: Books And Supplies Supplemental 5,000.00

		(Specify)	
LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	45% Implementation, 70% of ELs will meet CELDT growth targets A: Students will benefit from a GATE program B: Students will benefit fro VAPA programming C: Students will benefit from consistent Social Studies & Science instruction D. A process will be in place to identify and respond to learning needs E. Students will benefit from assistance in before and after school programs that help with academic success during the school day F. Students who move between schools will benefit from the instructional consistency between schools. Students new to the District will benefit from the school's readiness to identify and respond to academic needs. G. Struggling students will benefit from a focused period of academic assistance H. Students will avoid the summer learning loss in Math & ELA		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Materials and supplies for GATE and VAPA programs	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	GATE & VAPA materials 4000-4999: Books And Supplies Supplemental 1,200.00
GATE and VAPA programming services	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	GATE & VAPA programs 5000-5999: Services And Other Operating Expenditures Supplemental 1,000.00
Supplemental materials for students needing learning assistance	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	Instructional materials 4000-4999: Books And Supplies Supplemental 2,500.00

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Provide instructional support for ELs who are newcomers in 2nd-6th grade with Imagine Learning	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Imagine Learning 4000-4999: Books And Supplies Supplemental 2,500.00
Intersession for academic assistance	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Staff 1000-1999: Certificated Personnel Salaries Concentration 3,333.00 <hr/> Staff 2000-2999: Classified Personnel Salaries Concentration 500.00 <hr/> Staff 3000-3999: Employee Benefits Concentration 667.00 <hr/> Materials 4000-4999: Books And Supplies Concentration 1,000.00
3-week Learning Academy staff, supplies & transportation	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	CalServes 5000-5999: Services And Other Operating Expenditures Concentration 86,345.00 <hr/> Transportation 5000-5999: Services And Other Operating Expenditures Concentration 6,750.00

**LCAP Year 3: 2017-18**

Expected Annual Measurable Outcomes: 55% Implementation, 80% of ELs will meet CELDT growth targets

- A: Students will benefit from a GATE program
- B: Students will benefit fro VAPA programming
- C: Students will benefit from consistent Social Studies & Science instruction
- D. A process will be in place to identify and respond to learning needs
- E. Students will benefit from assistance in before and after school programs that help with academic success during the school day
- F. Students who move between schools will benefit from the instructional consistency between schools. Students new to the District will benefit from the school's readiness to identify and respond to academic needs.
- G. Struggling students will benefit from a focused period of academic assistance
- H. Students will avoid the summer learning loss in Math & ELA

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Materials and supplies for GATE and VAPA programs	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Materials 4000-4999: Books And Supplies Supplemental 1,200.00
GATE and VAPA programming services	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	GATE and VAPA programs 5000-5999: Services And Other Operating Expenditures Supplemental 1,000.00
Supplemental materials for students needing learning assistance	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent	Support materials 4000-4999: Books And Supplies Supplemental 2,000.00

		English proficient _ Other Subgroups: (Specify)	
Provide instructional support for ELs who are newcomers in 2nd-6th grade with Imagine Learning	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	Imagine Learning 4000-4999: Books And Supplies Supplemental 2,500.00
Intersession for academic assistance	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	Teachers 1000-1999: Certificated Personnel Salaries Concentration 3,333.00 Teachers 2000-2999: Classified Personnel Salaries Concentration 500.00 Classified Staff 3000-3999: Employee Benefits Concentration 667.00 Materials 4000-4999: Books And Supplies Concentration 1,000.00
3-week Learning Academy staff, supplies & transportation	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	CalServes 5000-5999: Services And Other Operating Expenditures Concentration 86,345.00 Transportation 5000-5999: Services And Other Operating Expenditures Concentration 6,750.00

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



GOAL 7:	Maintain and improve facilities. Supporting Goal A: Ensure campuses are secure. Supporting Goal B Maximize operations of all facilities and equipment Supporting Goal C: Renovate Kawana School. Supporting Goal D: Provide additional bathrooms at Meadow View. Supporting Goal E: Secure and use an efficient system to manage supplies. Supporting Goal F: Optimize outdoor areas	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/>  COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/>  Local : Specify
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Identified Need :	Our schools consistently pass the Williams FIT assessment with at least "good" ratings, however needs exist to ensure safety and security, as well as they are inconsistent in their ability to support 21st Century teaching and learning. Metrics: 1) FIT survey and 2) perceptual survey from staff
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Goal Applies to:	Schools: LEA-wide Applicable Pupil Subgroups: All students
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**LCAP Year 1: 2015-16**

Expected Annual Measurable Outcomes:	10% increase on Perceptual Survey for students, parents and staff & maintain all good ratings on FITT assessment for Williams A: Students will be safe on campus B. Students will benefit from operational equipment at school & healthy meals being prepared on site. C. Students at Kawana School will benefit from an improved learning environment D. Students at Meadow View will benefit from the additional student bathrooms E. Students will benefit by having more reliable school supplies F. Students will benefit from improved outdoor areas
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Photo ID machine	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent	Photo ID machine 4000-4999: Books And Supplies Supplemental 1,667.00

		English proficient _ Other Subgroups: (Specify)	
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**LCAP Year 2: 2016-17**

Expected Annual Measurable Outcomes:	Increase of 20% on Perceptual Survey for students, parents and staff & maintain all good ratings on FITT assessment for Williams A: Students will be safe on campus B. Students will benefit from operational equipment at school & healthy meals being prepared on site. C. Students at Kawana School will benefit from an improved learning environment D. Students at Meadow View will benefit from the additional student bathrooms E. Students will benefit by having more reliable school supplies F. Students will benefit from improved outdoor areas		
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
		_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Supplemental

**LCAP Year 3: 2017-18**

Expected Annual Measurable Outcomes:	Increase of 20% on Perceptual Survey for students, parents and staff & maintain all good ratings on FITT assessment for Williams A: Students will be safe on campus B. Students will benefit from operational equipment at school & healthy meals being prepared on site. C. Students at Kawana School will benefit from an improved learning environment D. Students at Meadow View will benefit from the additional student bathrooms E. Students will benefit by having more reliable school supplies F. Students will benefit from improved outdoor areas		
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
		_ All	Supplemental

		OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 8:	Improve school-home communication. Supporting Goal A: Distribute monthly school newsletters Supporting Goal B: Update school marquees. Supporting Goal C: Maintain current & useful websites. Supporting Goal D: Provided support for learning Spanish. Supporting Goal E: Hiring practices will recognize Spanish skills	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 _ 6 <input checked="" type="checkbox"/> 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify
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Identified Need :	Home-school communication is not consistent across the District. The majority of our parent community speaks Spanish. Metric: 1) Perceptual survey of parents.
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Goal Applies to:	Schools: LEA-wide
Applicable Pupil Subgroups:	All students

**LCAP Year 1: 2015-16**

Expected Annual Measurable Outcomes:	10% increase on Perceptual Survey for parents and staff A. Students' families will be appraised of school events on a monthly basis B. Students and families will be notified of current events at school C. Students and families will gain information about the classroom anytime via internet D. & E. Spanish-speaking students and families will have greater ability to communicate with staff.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Tuition for Spanish classes at SRJC	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Tuition 5000-5999: Services And Other Operating Expenditures Supplemental 500.00

**LCAP Year 2: 2016-17**

Expected Annual Measurable Outcomes:	20% increase on Perceptual Survey for parents and staff A. Students' families will be appraised of school events on a monthly basis B. Students and families will be notified of current events at school C. Students and families will gain information about the classroom anytime via internet D. & E. Spanish-speaking students and families will have greater ability to communicate with staff.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Tuition for Spanish classes at SRJC	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Tuition 5000-5999: Services And Other Operating Expenditures Supplemental 500.00

**LCAP Year 3: 2017-18**

Expected Annual Measurable Outcomes:	20% increase on Perceptual Survey for parents and staff A. Students' families will be appraised of school events on a monthly basis B. Students and families will be notified of current events at school C. Students and families will gain information about the classroom anytime via internet D. & E. Spanish-speaking students and families will have greater ability to communicate with staff.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Tuition for Spanish classes at SRJC	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Tuition 5000-5999: Services And Other Operating Expenditures Supplemental 500.00

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

<p>GOAL 9:</p>	<p>Improve climate to support learning.</p> <p>Supporting Goal A: Optimize recess.</p> <p>Supporting Goal B: Optimize lunch time</p> <p>Supporting Goal C: Improve student discipline.</p> <p>Supporting Goal D: Support school &amp; district pride.</p> <p>Supporting Goal E: Reduce bullying &amp; support self-regulation.</p> <p>Supporting Goal F: Support after school extra-curriculars</p> <p>Supporting Goal G: Improve student health.</p> <p>Supporting Goal H: Recognize student strengths with competitions</p> <p>Supporting Goal I: Develop annual District track meet.</p> <p>Supporting Goal J: Develop and foster a growth mindset</p>	<p>Related State and/or Local Priorities: 1 _ 2 _ 3 X 4 X 5 X 6 X 7 _ 8 X</p> <p>COE only: 9 _ 10 _</p> <p>Local : Specify</p>
<p>Identified Need :</p>	<p>The climate for student learning is inconsistent across the District. Current expulsion rate is 0% and suspension rate is less than 4%. In 2012-13, 36.5% of 5th graders were rated as "Needs Improvement-High Risk for Body Composition on the California Physical Fitness Test. Metrics: 1) suspension &amp; expulsion rates, 2) body composition of 5th graders, and 3) perceptual survey from students, parents and staff.</p>	
<p>Goal Applies to:</p>	<p>Schools: LEA-wide</p> <p>Applicable Pupil Subgroups:</p>	<p>All students</p>

**LCAP Year 1: 2015-16**

Expected Annual Measurable Outcomes: 10% increase on Perceptual Survey for parents and staff, 33% of 5th graders will be rated as Needs Improvement-High Risk for Body Composition, and maintain 0% expulsion and less than 4% suspension rates

- A: Students will engage in productive physical activity during recess
- B: Students will eat healthy food and engage in proactive physical activity during lunch time.
- C: Students will benefit from a clearly communicated and consistently enforced discipline plan
- D: Students and their families will feel proud of their school and District
- E: Students will feel safe from bullying behavior and empowered with self-regulation skills
- F: Students will have the opportunity to participate in after school activities
- G: Students will have basic health/safety needs and physical education met at school
- H: Students will have the opportunity to participate in competitions
- I: Upper grade students will have the opportunity to participate in a District-wide track meet
- J: Students will develop and be recognized for a growth mindset

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Costs for school competitions	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Supplies 4000-4999: Books And Supplies Supplemental 167.00
Supplies to support school climate	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Supplies 4000-4999: Books And Supplies Supplemental 667.00
Stipends for sports coaches	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	Stipends 1000-1999: Certificated Personnel Salaries Supplemental 3,000.00 Staff 3000-3999: Employee Benefits Supplemental 167.00



		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
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**LCAP Year 2: 2016-17**

Expected Annual Measurable Outcomes:	20% increase on Perceptual Survey for parents and staff, 30% of 5th graders will be rated as Needs Improvement-High Risk for Body Composition, and maintain 0% expulsion and less than 4% suspension rates  A: Students will engage in productive physical activity during recess B: Students will eat healthy food and engage in proactive physical activity during lunch time. C: Students will benefit from a clearly communicated and consistently enforced discipline plan D: Students and their families will feel proud of their school and District E: Students will feel safe from bullying behavior and empowered with self-regulation skills F: Students will have the opportunity to participate in after school activities G: Students will have basic health/safety needs and physical education met at school H: Students will have the opportunity to participate in competitions I: Upper grade students will have the opportunity to participate in a District-wide track meet J: Students will develop and be recognized for a growth mindset
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Costs for school competitions	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Supplies 4000-4999: Books And Supplies Supplemental 333.00
Supplies to support school climate	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:	Supplies 4000-4999: Books And Supplies Supplemental 1,000.00

		(Specify)	
Stipends for sports coaches	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Stipends 1000-1999: Certificated Personnel Salaries Supplemental 3,000.00 Staff 3000-3999: Employee Benefits Supplemental 167.00

**LCAP Year 3: 2017-18**

Expected Annual Measurable Outcomes:	20% increase on Perceptual Survey for parents and staff, 20% of 5th graders will be rated as Needs Improvement-High Risk for Body Composition, and maintain 0% expulsion and less than 4% suspension rates  A. Students will engage in productive physical activity during recess B. Students will eat healthy food and engage in proactive physical activity during lunch time. C. Students will benefit from a clearly communicated and consistently enforced discipline plan D. Students and their families will feel proud of their school and District E. Students will feel safe from bullying behavior and empowered with self-regulation skills F. Students will have the opportunity to participate in after school activities G. Students will have basic health/safety needs and physical education met at school H. Students will have the opportunity to participate in competitions I. Upper grade students will have the opportunity to participate in a District-wide track meet J. Students will develop and be recognized for a growth mindset
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Costs for school competitions	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Supplies 4000-4999: Books And Supplies Supplemental 500.00
Supplies to support school climate	LEA-wide	<input checked="" type="checkbox"/> All OR:	Supplies 4000-4999: Books And Supplies Supplemental 1,333.00

		<ul style="list-style-type: none"> <li>_ Low Income pupils</li> <li>_ English Learners</li> <li>_ Foster Youth</li> <li>_ Redesignated fluent English proficient</li> <li>_ Other Subgroups: (Specify)</li> </ul>	
Stipends for sports coaches	LEA-wide	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All</li> <li>OR:</li> <li>_ Low Income pupils</li> <li>_ English Learners</li> <li>_ Foster Youth</li> <li>_ Redesignated fluent English proficient</li> <li>_ Other Subgroups: (Specify)</li> </ul>	<p>Stipends 1000-1999: Certificated Personnel Salaries Supplemental 3,000.00</p> <hr/> <p>Staff 3000-3999: Employee Benefits Supplemental 167.00</p>

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

GOAL 10:	Develop citizenship and democratic values. Supporting Goal A: Provide leadership opportunities Supporting Goal B: Provide service learning opportunities Supporting Goal C: Develop student portfolios. Supporting Goal D: Provide information about college & career awareness.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 <b>X</b>  COE only: 9 _ 10 _  Local : Specify
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Identified Need : The practices to support the development of citizenship and democratic values are inconsistent across the district. Metrics: Established framework for improve student learning containing all of the elements in this goal, and perceptual survey from students, parents and staff.

Goal Applies to: Schools: LEA-wide  
 Applicable Pupil Subgroups: All students

**LCAP Year 1: 2015-16**

Expected Annual Measurable Outcomes: 10% increase on Perceptual Survey for parents, students and staff  
 A: Student s will have an oppportunity for leadership  
 B. Students will experience service learning  
 C: Students will develop a portfolio of accomplishments  
 D. Students will learn about post-secondary pathways

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Supplies for Career Day and College Information Night	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Supplies 4000-4999: Books And Supplies Supplemental 183.00

**LCAP Year 2: 2016-17**

Expected Annual Measurable Outcomes: 20% increase on Perceptual Survey for parents, students and staff  
 A: Student s will have an opportunity for leadership  
 B. Students will experience service learning  
 C: Students will develop a portfolio of accomplishments  
 D. Students will learn about post-secondary pathways

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Supplies for Career Day and College Information Night	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Supplies 4000-4999: Books And Supplies Supplemental 183.00

**LCAP Year 3: 2017-18**

Expected Annual Measurable Outcomes: 20% increase on Perceptual Survey for parents, students and staff  
 A: Student s will have an opportunity for leadership  
 B. Students will experience service learning  
 C: Students will develop a portfolio of accomplishments  
 D. Students will learn about post-secondary pathways

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Supplies for Career Day and College Information Night	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Supplies 4000-4999: Books And Supplies Supplemental 183.00

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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 1 from prior year LCAP:	Improve school readiness  Supporting Goal A: Provide parent Information Meetings for incoming kindergarteners  Supporting Goal B: Provide family Literacy and Math Nights  Supporting Goal C: Connect Parents with Community Resources  Supporting Goal D: Provide a Kinder Academy	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify	
Goal Applies to:	Schools: Bellevue, Meadow View, Taylor Mountain Applicable Pupil Subgroups: All students		
Expected Annual Measurable Outcomes:	Baseline Year: Perceptual Survey from Parents and Staff  A. Parents of incoming kindergarteners will have an improved understanding of the school process and how to support their children. Initial school-home relationships will develop. B. Parents will better understand how to support their children with academics in the home. School-home relationships will be strengthened. C. Parents will have information about how to develop English and computer skills which will support their children with academics in the home.	Actual Annual Measurable Outcomes: Baseline Data - Parent survey: B (3.40), Student survey: C- (2.29), Employee survey: C+ (2.83)  A. Parent info nights for incoming kindergarteners B. Family math and/or literacy nights C. Parents connected to community resources D. Preparations made for Kinder Academy Fall 2015	
<b>LCAP Year: 2014-15</b>			
<b>Planned Actions/Services</b>		<b>Actual Actions/Services</b>	
	<b>Budgeted Expenditures</b>		<b>Estimated Actual Annual Expenditures</b>
Scope of Service	LEA-wide	Schools will purchase supplies for Kindergarten information nights and family literacy and math nights. This action addressed the goal. It was effective to support the outcomes.	Supplies 4000-4999: Books And Supplies Supplemental 150.00



<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Positive input from stakeholders on goal and activities. Continue with plan. This decision was made based on staff and community input and progress on stated metrics.		

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.

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 2 from prior year LCAP:	Decrease the rates of absence and truancy. Supporting Goal A: Adjust attendance boundaries. Supporting Goal B: Provide Parent Liaison at each school Supporting Goal C.: Improve SARB process. Supporting Goal D: Develop system for attendance awards.	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify	
Goal Applies to:	Schools: Bellevue, Meadow View, Taylor Mountain Applicable Pupil Subgroups: All students		
Expected Annual Measurable Outcomes:	Truancy rate:20%, Attendance rate: 94.75% A. When students miss the home-school transportation (school bus), students can walk to school instead of missing school if the family has no car. B. Consistent outreach and support will be provided to all families regarding consistent school attendance. Families in need of additional assistance will be supported individually, and as necessary, will be connected to community resources. C. All schools will consistently follow up with tardies and absences. The District will follow up with the SARB process at the county level as appropriate. D. Children will be more motivated to attend school on a regular basis.	Actual Annual Measurable Outcomes:	Truancy and attendance rates will be determined at year-end. A. New attendance boundaries B. Parent liaison at each school C.Improved SARB process D. Attendance awards & recognitions
<b>LCAP Year: 2014-15</b>			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Parent Liaison for each school	Parent Liaison 2000-2999: Classified Personnel Salaries Supplemental 17,500.00 Parent Liaison 3000-3999: Employee Benefits Supplemental 3,750.00	Parent Liaison for each school. This action addressed the goal. It was effective to support the outcomes.This action addressed the goal. It was effective to support the outcomes.	Parent Liaison 2000-2999: Classified Personnel Salaries Supplemental 8,581.86 Parent Liaison 3000-3999: Employee Benefits Supplemental 1,838.96

<p>Scope of Service   LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Schools will purchase awards</p>	<p>Awards 4000-4999: Books And Supplies Supplemental 150.00</p>	<p>Schools will purchase awards. This action addressed the goal. It was effective to support the outcomes.</p>	<p>Awards 4000-4999: Books And Supplies Supplemental 150.00</p>
<p>Scope of Service   LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Scope of Service   LEA-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing</p>	<p>Positive input from stakeholders on goal and activities. Continue with plan. This decision was made based on staff and community input and progress on stated metrics.</p>		

past progress and/or changes to goals?	
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Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

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 3 from prior year LCAP:	Improve 3rd grade literacy. Supporting Goal A: Provide Reading Specialist for each school. Supporting Goal B: Provide Early Literacy Paraprofessional for every K-3rd classroom. Supporting Goal C: Provide Instructional Assistant for every Transitional Kindergarten (TK) classroom. Supporting Goal D: Increase Instructional minutes for K-3rd classrooms	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: Bellevue, Meadow View, Taylor Mountain Applicable Pupil Subgroups: All students		
Expected Annual Measurable Outcomes:	3rd Grade Literacy: 30% A. Progress in literacy skills for every student will be closely monitored. Assistance will be provided to struggling students based on literacy data. Assistance will be coordinated. Classroom teachers will be supported to implement best practices to improve literacy. B. Core ELA instruction will be supported with highly trained paraprofessionals to target foundational literacy skills. C. TK classrooms will receive support to improve small group instruction D. K-3rd students will benefit from an additional 100 minutes of instruction with a credentialed teacher every week.	Actual Annual Measurable Outcomes:	Awaiting SBA results for 3rd grade A. Reading specialists at each school B. Literacy paraprofessionals in all K-3rd classrooms C. 2-hr IA support for each TK classroom D. Increase of 100 instructional minutes per week for Tk-3rd
<b>LCAP Year: 2014-15</b>			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Early Literacy Paraprofessionals	Paraprofessionals 2000-2999: Classified Personnel Salaries Supplemental 65,000.00 Paraprofessionals 3000-3999: Employee Benefits Supplemental 20,250.00	Early Literacy Paraprofessionals. This action addressed the goal. It was effective to support the outcomes.	Paraprofessionals 2000-2999: Classified Personnel Salaries Supplemental 69,347.81 Paraprofessionals 2000-2999: Classified Personnel Salaries Supplemental 19,751.83

<p>Scope of Service   LEA-wide</p>		<p>Scope of Service   LEA-wide</p>	
<p>X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p>X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>Beginning Teacher and Administrator support</p>	<p>Support Programs 5800: Professional/Consulting Services And Operating Expenditures Supplemental 1,675.00</p>	<p>Beginning Teacher and Administrator support. This action addressed the goal. It was effective to support the outcomes.</p>	<p>Support Programs 5800: Professional/Consulting Services And Operating Expenditures Supplemental 3,087.02</p>
<p>Scope of Service   LEA-wide</p>		<p>Scope of Service   LEA-wide</p>	
<p>X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p>X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>Additional prep time for primary teachers provided by PE teachers</p>	<p>PE Teachers 1000-1999: Certificated Personnel Salaries Concentration 11,000.00 PE Teachers 3000-3999: Employee Benefits Concentration 2,375.00 Instructional Assistants 2000-2999: Classified Personnel Salaries Concentration 10,000.00 Instructional Assistants 3000-3999: Employee Benefits Concentration 2,750.00</p>	<p>Additional prep time for primary teachers provided by PE teachers. This action addressed the goal. It was effective to support the outcomes.</p>	<p>PE Teachers 1000-1999: Certificated Personnel Salaries Concentration 20,916.40 PE Teachers 3000-3999: Employee Benefits Concentration 5,336.18 Instructional Assistants 2000-2999: Classified Personnel Salaries Concentration 9,495.30 Instructional Assistants 3000-3999: Employee Benefits Concentration 4,136.67</p>
<p>Scope of Service   LEA-wide</p>		<p>Scope of Service   LEA-wide</p>	

<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Positive feedback from stakeholders for LCAP goal. Continue with plan and expand literacy paraprofessionals to 4th-6th. This decision was made based on staff and community input and progress on stated metrics.		

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.

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.

<p>Original GOAL 4 from prior year LCAP:</p>	<p>Improve consistency of high quality instruction in all classrooms.</p> <p>Supporting Goal A: Provide professional development.</p> <p>Supporting Goal B: Establish and use the Bellevue Instructional Model (BIM).</p> <p>Supporting Goal C: Develop and use a coherent assessment system.</p> <p>Supporting Goal D: Provide an instructional response to student learning data.</p> <p>Supporting Goal E: Improve classroom management.</p> <p>Supporting Goal F: Establish and implement curriculum maps for core content.</p> <p>Supporting Goal G: Provide credentialing support for professional staff</p> <p>Supporting Goal H: Develop highly effective teachers.</p> <p>Supporting Goal I: Provide planning/preparation time.</p> <p>Supporting Goal J: Support and develop Professional Learning Communities (PLCs).</p> <p>Supporting Goal K: Avoid combination classes</p> <p>Supporting Goal L: Provide a High Quality teaching staff to all students</p>	<p>Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <u>X</u> 5 <u>X</u> 6 _ 7 _ 8 _</p> <p>COE only: 9 _ 10 _</p> <p>Local : Specify</p>
<p>Goal Applies to: Schools: <u>Bellevue, Meadow View, Taylor Mountain</u></p> <p>Applicable Pupil Subgroups: <u>All students</u></p>		
<p>Expected Annual Measurable Outcomes:</p>	<p>Baseline Year: Establish ELA &amp; Math proficiency levels, &amp; Maintain Teacher Misassignment rate at 0%</p> <p>A: Students' teachers and all District staff will have improved capacity to meet their learning needs.</p> <p>B. Students' will benefit from consistent expectations and instructional practices in all classrooms</p> <p>C. Students' academic performance will be assessed on a regular basis so that academic needs can be identified and the appropriate assistance can be provided.</p>	<p>Actual Annual Measurable Outcomes:</p> <p>Awaiting SBA results for Math &amp; ELA. 0% teacher Misassignment rate maintained.</p> <p>A. Significant professional development provided</p> <p>B. Bellevue Instructional Model (BIM) developed</p> <p>C. Assessment system developed</p> <p>D. Professional development provided to support PLCs</p> <p>E. Support given for classroom management</p> <p>F. ELA curriculum maps developed</p> <p>G. Teacher credentials monitored &amp; BTSA provided</p>



<p>D. Students will benefit from a robust array of academic interventions to meet their learning needs in any classroom</p> <p>E. Students will benefit from consistent behavioral expectations and supports in every classroom</p> <p>F. Students will benefit from consistent academic expectations in every classroom at the same grade level.</p> <p>G. Students will benefit from District staff who are professionally current with credentialing</p> <p>H. Students will benefit from increased engagement in the learning process in all classrooms</p> <p>I. &amp; J. Students will benefit from instruction that reflects best practices developed with grade level teams</p> <p>K: Students will benefit from a single grade level curriculum being taught in the classroom</p> <p>L: Students will be taught by Highly Qualified teachers</p>	<p>H. Support provided for student engagement</p> <p>I. 90 minutes of common prep time per week</p> <p>J. Weekly PLCs develop strategies to improve student learning</p> <p>K. No combination classes in district</p> <p>L. Properly credentialed teachers in every classroom</p>
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**LCAP Year: 2014-15**

Planned Actions/Services		Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures
Scope of Service	LEA-Wide		
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			
Substitutes for teachers working on curriculum maps for Math, PLC training		Substitutes 1000-1999: Certificated Personnel Salaries Supplemental 3,350.00	Substitutes 1000-1999: Certificated Personnel Salaries Supplemental 3,350.00
		Substitutes 3000-3999: Employee Benefits Supplemental 800.00	Substitutes 3000-3999: Employee Benefits Supplemental 800.00
Scope of Service	LEA-wide		
<input checked="" type="checkbox"/> All OR:			

<ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	
<p>Common prep time provided by PE teachers</p>	<p>PE teachers 1000-1999: Certificated Personnel Salaries Supplemental 22,000.00</p> <p>PE teachers 3000-3999: Employee Benefits Supplemental 5,300.00</p>	<p>Common prep time provided by PE teachers. This action addressed the goal. It was effective to support the outcomes.</p>	<p>PE teachers 1000-1999: Certificated Personnel Salaries Supplemental 20,916.40</p> <p>PE teachers 3000-3999: Employee Benefits Supplemental 5,336.18</p>
<p>Scope of Service   LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>		<p>Scope of Service   LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	
<p>Additional classes provided to avoid combination classes</p>	<p>Teachers 1000-1999: Certificated Personnel Salaries Supplemental 46,050.00</p> <p>Teachers 3000-3999: Employee Benefits Supplemental 11,000.00</p>	<p>Additional classes provided to avoid combination classes, This action addressed the goal. It was effective to support the outcomes.</p>	<p>Teachers 1000-1999: Certificated Personnel Salaries Supplemental 82,358.00</p> <p>Teachers 3000-3999: Employee Benefits Supplemental 21,257.00</p>
<p>Scope of Service   LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>		<p>Scope of Service   LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	

Maintain a Highly Qualified Teaching Staff	Teachers 1000-1999: Certificated Personnel Salaries Base 1,471,583.00 Teachers 3000-3999: Employee Benefits Base 278,653.00	Maintain a Highly Qualified Teaching Staff, This action addressed the goal. It was effective to support the outcomes.	Teachers 1000-1999: Certificated Personnel Salaries Base 1,339,549.51 Teachers 3000-3999: Employee Benefits Base 307,142.44
Scope of Service   LEA-wide  <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service   LEA-wide  <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Positive feedback from stakeholders for this LCAP goal. Continue with plan. This decision was made based on staff and community input and progress on stated metrics.		

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.

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.

<p>Original GOAL 5 from prior year LCAP:</p>	<p>Improve 21st century teaching and learning.</p> <p>Supporting Goal A Secure 21st Century curriculum.</p> <p>Supporting Goal B: Revise report cards.</p> <p>Supporting Goal C: Develop and share parent Information about Common Core Standards</p> <p>Supporting Goal D: Provide support for digital teaching and learning.</p> <p>Supporting Goal E: Optimize use of library/computer labs.</p> <p>Supporting Goal F: Provide support for use of technology.</p> <p>Supporting Goal G: Secure hardware for digital learning</p> <p>Supporting Goal H: Build capacity for keyboarding</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 _</p> <p>COE only: 9 _ 10 _</p> <p>Local : Specify</p>	
<p>Goal Applies to: Schools: Bellevue, Meadow View, Taylor Mountain</p> <hr/> <p>Applicable Pupil Subgroups: All students</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>40% Implementation</p> <p>A. Students will have instructional materials to support 21st Century learning</p> <p>B. Students' report cards will reflect mastery of Common Core Standards</p> <p>C. Students' parents will understand the Common Core Standards</p> <p>D. Students will be able to fully engage in digital learning</p> <p>E. Students will benefit from optimized time in library/computer lab</p> <p>F: Students will benefit from instructional staff having capacity for digital teaching</p> <p>G: Students in 6th grade will benefit from having fulltime daily access to internet</p> <p>H: Students will develop capacity for keyboarding</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>40% Implementation</p> <p>A. CCS curriculum for ELA &amp; Math</p> <p>B. CCS updated report cards</p> <p>C. CCS info. brochure given to parents</p> <p>D. Support provided for digital teaching &amp; learning</p> <p>E. Transition plan developed for Media Centers</p> <p>F. Video repository of tutorials established</p> <p>G. Chromebooks for all 6th graders</p> <p>H. Keyboarding starting in Kindergarten</p>

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
Parent brochure for Common Core	Brochure 4000-4999: Books And Supplies Supplemental 150.00	Parent brochure for Common Core. This action addressed the goal. It was effective to support the outcomes.	Brochure 4000-4999: Books And Supplies Supplemental 150.00
Scope of Service	LEA-wide	Scope of Service	LEA-wide
<input checked="" type="checkbox"/> All	-----	<input checked="" type="checkbox"/> All	-----
OR:		OR:	
<input type="checkbox"/> Low Income pupils		<input type="checkbox"/> Low Income pupils	
<input type="checkbox"/> English Learners		<input type="checkbox"/> English Learners	
<input type="checkbox"/> Foster Youth		<input type="checkbox"/> Foster Youth	
<input type="checkbox"/> Redesignated fluent English proficient		<input type="checkbox"/> Redesignated fluent English proficient	
<input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> Other Subgroups: (Specify)	
Stipend for Technology Panel members	Stipend 1000-1999: Certificated Personnel Salaries Supplemental 2,350.00 Stipend 3000-3999: Employee Benefits Supplemental 550.00	Stipend for Technology Panel members. This action addressed the goal. It was effective to support the outcomes.	Stipend 1000-1999: Certificated Personnel Salaries Supplemental 2,000.00 Stipend 3000-3999: Employee Benefits Supplemental 246.60
Scope of Service	LEA-wide	Scope of Service	LEA-wide
<input checked="" type="checkbox"/> All	-----	<input checked="" type="checkbox"/> All	-----
OR:		OR:	
<input type="checkbox"/> Low Income pupils		<input type="checkbox"/> Low Income pupils	
<input type="checkbox"/> English Learners		<input type="checkbox"/> English Learners	
<input type="checkbox"/> Foster Youth		<input type="checkbox"/> Foster Youth	
<input type="checkbox"/> Redesignated fluent English proficient		<input type="checkbox"/> Redesignated fluent English proficient	
<input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> Other Subgroups: (Specify)	
Scope of Service	LEA-wide	Scope of Service	LEA-wide
<input checked="" type="checkbox"/> All	-----	<input checked="" type="checkbox"/> All	-----
OR:		OR:	

<ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	
<p>One technology staff to support district</p>	<p>Staff 2000-2999: Classified Personnel Salaries Supplemental 15,533.00</p> <p>Staff 3000-3999: Employee Benefits Supplemental 3,350.00</p>	<p>One technology staff to support district. This action addressed the goal. It was effective to support the outcomes.</p>	<p>Staff 2000-2999: Classified Personnel Salaries Supplemental 12,454.28</p> <p>Staff 3000-3999: Employee Benefits Supplemental 4,515.62</p>
<p>Scope of Service   LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>		<p>Scope of Service   LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	
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<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Positive feedback from stakeholders about this LCAP goal. Continue with plan. This decision was made based on staff and community input and progress on stated metrics.</p>		

**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.**

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.

<p>Original GOAL 6 from prior year LCAP:</p>	<p>Ensure all students have opportunities and support to reach their potential.</p> <p>Supporting Goal A: Develop and implement a GATE Program.</p> <p>Supporting Goal B: Develop and implement a visual and performing arts (VAPA).</p> <p>Supporting Goal C: Optimize social studies &amp; science instruction</p> <p>Supporting Goal D: Improve system for learning supports.</p> <p>Supporting Goal E: Optimize before &amp; after school programs.</p> <p>Supporting Goal F: Reduce impact of mobility.</p> <p>Supporting Goal G: Utilize intersessions for academic support</p> <p>Supporting Goal H: Extend the instructional school year</p> <p>Supporting Goal I: Individualized ELD instruction for newcomers</p>	<p>Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 _ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/></p> <p>COE only: 9 _ 10 _</p> <p>Local : Specify</p>	
<p>Goal Applies to: Schools: Bellevue, Meadow View, Taylor Mountain</p> <hr/> <p>Applicable Pupil Subgroups: All students</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>25% Implementation, 50% of ELs will meet CELDT growth targets</p> <p>A: Students will benefit from a GATE program</p> <p>B: Students will benefit fro VAPA programming</p> <p>C: Students will benefit from consistent Social Studies &amp; Science instruction</p> <p>D. A process will be in place to identify and respond to learning needs</p> <p>E. Students will benefit from assistance in before and after school programs that help with academic success during the school day</p> <p>F. Students who move between schools will benefit from the instructional consistency between schools. Students new to the District will benefit from the school's readiness to identify and respond to academic needs.</p> <p>G. Struggling students will benefit from a focused period of academic assistance</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>25% of Implementation, awaiting results for ELs meeting CELDT growth targets</p> <p>A. A GATE plan has been developed</p> <p>B. A VAPA plan has been developed</p> <p>C. Social studies and science curriculum are available.</p> <p>D. SST framework has been refreshed</p> <p>E. Academics provided in after school programs have been aligned to core program</p> <p>F. Master schedule and curriculum maps mitigate impact of mobility within district</p> <p>G.Spring 2015 intersession provided for 3rd grade literacy</p> <p>H. 3-week Learning Academy provided in June 2015</p> <p>I. Imagine Learning program provided to newcomers</p>



<p>H. Students will avoid the summer learning loss                  I. Students who are new to the US will have extra support to learn English</p>	
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**LCAP Year: 2014-15**

Planned Actions/Services		Actual Actions/Services					
Budgeted Expenditures		Estimated Actual Annual Expenditures					
Schools will provide materials for Odyssey of the Mind	Supplies 4000-4999: Books And Supplies Supplemental 200.00	Materials were provided to support enrichment and extensions (but not Odyssey of the Mind). This action addressed the goal. It was effective to support the outcomes.	Supplies 4000-4999: Books And Supplies Supplemental 200.00				
<table border="1" style="width: 100%;"> <tr> <td style="width: 10%;">Scope of Service</td> <td>LEA-wide</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	Scope of Service	LEA-wide		<table border="1" style="width: 100%;"> <tr> <td style="width: 10%;">Scope of Service</td> <td>Not implemented</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <p><input type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	Scope of Service	Not implemented	
Scope of Service	LEA-wide						
Scope of Service	Not implemented						
Provide choral program	Choral Program 5000-5999: Services And Other Operating Expenditures Supplemental 2,000.00	Provide choral program. This action addressed the goal. It was effective to support the outcomes.	Choral Program 1000-1999: Certificated Personnel Salaries Supplemental 1,540.00 Choral Program 3000-3999: Employee Benefits Supplemental 53.24 Choral Program 5000-5999: Services And Other Operating Expenditures Supplemental 560.00				
<table border="1" style="width: 100%;"> <tr> <td style="width: 10%;">Scope of Service</td> <td>LEA-wide</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils</p>	Scope of Service	LEA-wide		<table border="1" style="width: 100%;"> <tr> <td style="width: 10%;">Scope of Service</td> <td>Taylor Mountain &amp; Bellevue</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils</p>	Scope of Service	Taylor Mountain & Bellevue	
Scope of Service	LEA-wide						
Scope of Service	Taylor Mountain & Bellevue						

<ul style="list-style-type: none"> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>		<ul style="list-style-type: none"> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>					
<p>Supplemental materials for students needing learning supports</p>	<p>Instructional Materials 4000-4999: Books And Supplies Supplemental 4,250.00</p>	<p>Supplemental materials for students needing learning supports. This action addressed the goal. It was effective to support the outcomes.</p>	<p>Instructional Materials 4000-4999: Books And Supplies Supplemental 4,250.00</p>				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">LEA-wide</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	Scope of Service	LEA-wide		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">LEA-wide</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	Scope of Service	LEA-wide	
Scope of Service	LEA-wide						
Scope of Service	LEA-wide						
<p>3-week Learning Academy staff &amp; supplies</p>	<p>CalServes 5800: Professional/Consulting Services And Operating Expenditures Concentration 88,350.00</p> <p>Transportation 5800: Professional/Consulting Services And Operating Expenditures Concentration 8,350.00</p>	<p>3-week Learning Academy staff &amp; supplies. This action addressed the goal. It was effective to support the outcomes.</p>	<p>CalServes 5800: Professional/Consulting Services And Operating Expenditures Concentration 86,530.25</p> <p>Transportation 5800: Professional/Consulting Services And Operating Expenditures Concentration 7,026.75</p>				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">LEA-wide</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	Scope of Service	LEA-wide		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">LEA-wide</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	Scope of Service	LEA-wide	
Scope of Service	LEA-wide						
Scope of Service	LEA-wide						

<p>Intersession for academic assistance</p>	<p>Staff 1000-1999: Certificated Personnel Salaries Supplemental 5,350.00</p> <p>Staff 3000-3999: Employee Benefits Supplemental 950.00</p> <p>Staff 2000-2999: Classified Personnel Salaries Supplemental 4,000.00</p> <p>Staff 3000-3999: Employee Benefits Supplemental 875.00</p> <p>Materials 4000-4999: Books And Supplies Supplemental 1,000.00</p>	<p>Intersession for academic assistance, This action addressed the goal. It was effective to support the outcomes.</p>	<p>Staff 1000-1999: Certificated Personnel Salaries Supplemental 1,000.00</p> <p>Staff 3000-3999: Employee Benefits Supplemental 123.00</p> <p>Staff 2000-2999: Classified Personnel Salaries Supplemental 1,135.17</p> <p>Staff 3000-3999: Employee Benefits Supplemental 243.16</p> <p>Materials 4000-4999: Books And Supplies Supplemental 1,000.00</p>
<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Provide instructional support for ELs who are newcomers in 2nd-6th grade with Imagine Learning</p>	<p>ELD Instruction 4000-4999: Books And Supplies Supplemental 1,000.00</p>	<p>Provide instructional support for ELs who are newcomers in 2nd-6th grade with Imagine Learning, This action addressed the goal. It was effective to support the outcomes.</p>	<p>ELD Instruction 4000-4999: Books And Supplies Supplemental 1,000.00</p>
<p>Scope of Service LEA-wide</p> <hr/> <p><input type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	

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

Positive feedback from stakeholders for this LCAP goal. Continue with plan. This decision was made based on staff and community input and progress on stated metrics.

**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.**

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<p>Original GOAL 7 from prior year LCAP:</p>	<p>Maintain and improve facilities.</p> <p>Supporting Goal A: Ensure campuses are secure.</p> <p>Supporting Goal B Maximize operations of all facilities and equipment</p> <p>Supporting Goal C: Renovate Kawana School.</p> <p>Supporting Goal D: Provide additional bathrooms at Meadow View.</p> <p>Supporting Goal E: Secure and use an efficient system to manage supplies.</p> <p>Supporting Goal F: Optimize outdoor areas</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _</p> <p>COE only: 9 _ 10 _</p> <p>Local : Specify</p>	
<p>Goal Applies to: Schools: Bellevue, Meadow View, Taylor Mountain</p> <hr/> <p>Applicable Pupil Subgroups: All students</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>Baseline Year for Perceptual Survey for students, parents and staff &amp; maintain all good ratings on FITT assessment for Williams</p> <p>A: Students will be safe on campus</p> <p>B. Students will benefit from operational equipment at school &amp; healthy meals being prepared on site.</p> <p>C. Students at Kawana School will benefit from an improved learning environment</p> <p>D. Students at Meadow View will benefit from the additional student bathrooms</p> <p>E. Students will benefit by having more reliable school supplies</p> <p>F. Students will benefit from improved outdoor areas</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>Baseline Data - Parent survey A- (4.26), Student survey B+ (3.72), Employee Survey B+ (3.76), All good ratings maintained on FITT assessment</p>
<p><b>LCAP Year: 2014-15</b></p>			
<p>Planned Actions/Services</p>		<p>Actual Actions/Services</p>	
<p>Budgeted Expenditures</p>		<p>Estimated Actual Annual Expenditures</p>	
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Original GOAL 8 from prior year LCAP:	Improve school-home communication. Supporting Goal A: Distribute monthly school newsletters Supporting Goal B: Update school marquees. Supporting Goal C: Maintain current & useful websites. Supporting Goal D: Provided support for learning Spanish. Supporting Goal E: Hiring practices will recognize Spanish skills	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 _ 6 <input checked="" type="checkbox"/> 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify	
Goal Applies to:	Schools: Bellevue, Meadow View, Taylor Mountain Applicable Pupil Subgroups: All students		
Expected Annual Measurable Outcomes:	Baseline Year for Perceptual Survey for parents and staff A. Students' families will be appraised of school events on a monthly basis B. Students and families will be notified of current events at school C. Students and families will gain information about the classroom anytime via internet D. & E. Spanish-speaking students and families will have greater ability to communicate with staff.	Actual Annual Measurable Outcomes: Baseline Data - Parent survey: A- (4.27), Student survey: C (2.38), Employee survey: B (3.39) A. Monthly school newsletter each month B. Current marquees C. Current websites with some teacher webpages D. Support for employees to learn Spanish E. Support hiring employees that speak Spanish	
<b>LCAP Year: 2014-15</b>			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Tuition for Spanish classes at SRJC for staff	Tuition 5000-5999: Services And Other Operating Expenditures Supplemental 650.00	Tuition for Spanish classes at SRJC for staff. This action addressed the goal. It was effective to support the outcomes.	Tuition 5000-5999: Services And Other Operating Expenditures Supplemental
Scope of Service	LEA-wide	Scope of Service	LEA-wide
<input checked="" type="checkbox"/> All		<input checked="" type="checkbox"/> All	
OR:		OR:	

<ul style="list-style-type: none"> <li>_ Low Income pupils</li> <li>_ English Learners</li> <li>_ Foster Youth</li> <li>_ Redesignated fluent English proficient</li> <li>_ Other Subgroups: (Specify)</li> </ul>		<ul style="list-style-type: none"> <li>_ Low Income pupils</li> <li>_ English Learners</li> <li>_ Foster Youth</li> <li>_ Redesignated fluent English proficient</li> <li>_ Other Subgroups: (Specify)</li> </ul>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Positive feedback from stakeholders on this LCAP goal. Continue with plan. This decision was made based on staff and community input and progress on stated metrics.</p>		

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

<p>Original GOAL 9 from prior year LCAP:</p>	<p>Improve climate to support learning.</p> <p>Supporting Goal A: Optimize recess.</p> <p>Supporting Goal B: Optimize lunch time</p> <p>Supporting Goal C: Improve student discipline.</p> <p>Supporting Goal D: Support school &amp; district pride.</p> <p>Supporting Goal E: Reduce bullying &amp; support self-regulation.</p> <p>Supporting Goal F: Support after school extra-curriculars</p> <p>Supporting Goal G: Improve student health.</p> <p>Supporting Goal H: Recognize student strengths with competitions</p> <p>Supporting Goal I: Develop annual District track meet.</p> <p>Supporting Goal J: Develop and foster a growth mindset</p>	<p>Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 <input checked="" type="checkbox"/></p> <p>COE only: 9 _ 10 _</p> <p>Local : Specify</p>	
<p>Goal Applies to:</p>	<p>Schools: Bellevue, Meadow View, Taylor Mountain</p> <hr/> <p>Applicable Pupil Subgroups: All students</p>		
<p>Expected Annual Measurable Outcomes:</p>	<p>Baseline Year for Perceptual Survey for parents and staff, 35% of 5th graders will be rated as Needs Improvement-High Risk for Body Composition, and maintain 0% expulsion and less than 4% suspension rates</p> <p>A: Students will engage in productive physical activity during recess</p> <p>B: Students will eat healthy food and engage in productive physical activity during lunch time.</p> <p>C. Students will benefit from a clearly communicated and consistently enforced discipline plan</p> <p>D. Students and their families will feel proud of their school and District</p> <p>E. Students will feel safe from bullying behavior and empowered</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>Baseline Data - Parent survey: A- (4.05), Student survey: B (3.51), Employee survey: B (3.64); Awaiting results from physical fitness testing, maintained 0% expulsion rate and less than 4% suspension rate</p> <p>A. Active recess at all schools</p> <p>B. Staggered lunch times, food prepared at one school</p> <p>C. District-wide BEST training &amp; implementation with SWIS</p> <p>D. Employee and student recognitions</p> <p>E. Anti-bullying programs started at each school</p> <p>F. After school sports encouraged</p> <p>G. Basic first aid and general school safety training provided to office staff</p> <p>H. District-wide science fair</p>

<p>with self-regulation skills</p> <p>F. Students will have the opportunity to participate in after school activities</p> <p>G. Students will have basic health/safety needs and physical education met at school</p> <p>H. Students will have the opportunity to participate in competitions</p> <p>I. Upper grade students will have the opportunity to participate in a District-wide track meet</p> <p>J. Students will develop and be recognized for a growth mindset</p>	<p>I. District-wide track meet</p> <p>J. Little Engine Awards started</p>
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**LCAP Year: 2014-15**

Planned Actions/Services		Actual Actions/Services					
Budgeted Expenditures		Estimated Actual Annual Expenditures					
Schools will purchase supplies for school events & activities (school pride)	Supplies 4000-4999: Books And Supplies Supplemental 500.00	Schools will purchase supplies for school events & activities (school pride)	Supplies 4000-4999: Books And Supplies Supplemental 500.00				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;"><b>Scope of Service</b></td> <td>LEA-wide</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<b>Scope of Service</b>	LEA-wide		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;"><b>Scope of Service</b></td> <td>LEA-wide</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<b>Scope of Service</b>	LEA-wide	
<b>Scope of Service</b>	LEA-wide						
<b>Scope of Service</b>	LEA-wide						
Stipend for sports coaches	Stipen 1000-1999: Certificated Personnel Salaries Supplemental 3,000.00	Stipend for sports coaches	Stipen 1000-1999: Certificated Personnel Salaries Supplemental 2,000.00				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;"><b>Scope of Service</b></td> <td>LEA-wide</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p>	<b>Scope of Service</b>	LEA-wide		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;"><b>Scope of Service</b></td> <td>LEA-wide</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<b>Scope of Service</b>	LEA-wide	
<b>Scope of Service</b>	LEA-wide						
<b>Scope of Service</b>	LEA-wide						

_ Other Subgroups: (Specify)				
Costs for school competitions & track meet		Supplies 4000-4999: Books And Supplies Supplemental 100.00	Costs for school competitions & track meet	Supplies 4000-4999: Books And Supplies Supplemental 100.00
Scope of Service	LEA-wide		Scope of Service	LEA-wide
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Positive feedback from stakeholder for this LCAP goal. Continue with plan. This decision was made based on staff and community input and progress on stated metrics.		

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.

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 10 from prior year LCAP:	Develop citizenship and democratic values. Supporting Goal A: Provide leadership opportunities Supporting Goal B: Provide service learning opportunities Supporting Goal C: Develop student portfolios. Supporting Goal D: Provide information about college & career awareness.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 <input checked="" type="checkbox"/>  COE only: 9 _ 10 _  Local : Specify		
Goal Applies to:	Schools: Bellevue, Meadow View, Taylor Mountain <hr/> Applicable Pupil Subgroups: All students			
Expected Annual Measurable Outcomes:	Baseline Year for Perceptual Survey for parents, students and staff A: Student s will have an opportunity for leadership B. Students will experience service learning C: Students will develop a portfolio of accomplishments and contributions D. Students will learn about post-secondary pathways	Actual Annual Measurable Outcomes:	Baseline Data - Parent survey: B+ (3.94), Student survey: B (3.53), Employee survey: C+ (2.72) A. ASB best practices identified and shared B. At least 1 service learning for 5th & 6th graders C. Electronic portfolios initiated D. Career day at each school	
<b>LCAP Year: 2014-15</b>				
Planned Actions/Services		Actual Actions/Services		
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
Supplies for career day		supplies 4000-4999: Books And Supplies Supplemental 150.00	Supplies for career day supplies 4000-4999: Books And Supplies Supplemental 150.00	
Scope of Service	LEA-wide		Scope of Service	LEA-wide
<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient			<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

_ 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?	Positive feedback from stakeholders on this LCAP goal. Continue with plan. This decision was made based on staff and community input and progress on stated metrics.		

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

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	<u>\$849,761</u>
<p>Kawana’s minimum proportionality percentage for students in the target group is 31.19% calculated using the v16.1e FCMAT Calculator. As is demonstrated in section 3, programs and services have been allocated school-wide to target students in the focus groups. Currently, percentages of eligible students exceed 55% with an average 94%. Nearly 94% of Kawana students can be classified as English Learner, low income, and/or foster youth. To address the unique needs of targeted student subgroups as well as improve the overall educational program for low performing students, Kawana will increase and improve programs and supports such as:</p> <ul style="list-style-type: none"> <li>• Summer and spring intersession new programs</li> <li>• Literary Para Professionals at each school</li> <li>• Providing teachers time to prepare and collaborate</li> <li>• Professional development</li> <li>• Instructional supplies</li> <li>• New and maintained technology</li> <li>• New programs</li> </ul> <p>Kawana recognizes that while these funds are generated in order to serve the focus students, some services may, should the need arise, be utilized by students outside the focus subgroups. While the vast majority of students served will be focus students, there will be other students who benefit from the services. Kawana, by providing many of the services identified without limitation to subgroup, will serve all students, especially focus students. The full list of expenditures is aligned with the goals of the Kawana Local Control and Accountability Plan and addresses the needs of our school’s English Learners, low Income students, and foster youth.</p>	

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.

31.1	%
9	

Kawana's minimum proportionality percentage for students in the target group is 31.19% calculated using the v16.1e FCMAT Calculator. As is demonstrated in section 3, programs and services have been allocated school-wide to target students in the focus groups. Currently, percentages of eligible students exceed 55% with an average 94%. Nearly 94% of Kawana students can be classified as English Learner, low income, and/or foster youth. To address the unique needs of targeted student subgroups as well as improve the overall educational program for low performing students, Kawana will increase and improve programs and supports such as:

- Summer and spring intersession new programs
- Literary Para Professionals at each school
- Providing teachers time to prepare and collaborate
- Professional development
- Instructional supplies
- New and maintained technology
- New programs

Kawana recognizes that while these funds are generated in order to serve the focus students, some services may, should the need arise, be utilized by students outside the focus subgroups. While the vast majority of students served will be focus students, there will be other students who benefit from the services. Kawana, by providing many of the services identified without limitation to subgroup, will serve all students, especially focus students. The full list of expenditures is aligned with the goals of the Kawana Local Control and Accountability Plan and addresses the needs of our school's English Learners, low Income students, and foster youth.

## Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Funding Sources	2,115,994.00	2,050,279.63	2,083,308.00	2,167,370.00	2,259,825.00	6,510,503.00
Base	1,750,236.00	1,646,691.95	1,650,654.00	1,726,897.00	1,806,763.00	5,184,314.00
Concentration	122,825.00	133,441.55	257,670.00	232,160.00	236,819.00	726,649.00
Supplemental	242,933.00	270,146.13	174,984.00	208,313.00	216,243.00	599,540.00

Total Expenditures by Object Type						
Object Type	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Expenditure Types	2,115,994.00	2,050,279.63	2,083,308.00	2,167,370.00	2,259,825.00	6,510,503.00
1000-1999: Certificated Personnel Salaries	1,564,683.00	1,473,630.31	1,446,601.00	1,515,123.00	1,590,221.00	4,551,945.00
2000-2999: Classified Personnel Salaries	112,033.00	120,766.25	109,924.00	113,295.00	118,936.00	342,155.00
3000-3999: Employee Benefits	330,603.00	351,029.05	381,788.00	392,292.00	404,008.00	1,178,088.00
4000-4999: Books And Supplies	7,650.00	7,650.00	44,067.00	37,399.00	37,399.00	118,865.00
5000-5999: Services And Other Operating Expenditures	2,650.00	560.00	100,928.00	109,261.00	104,261.00	314,450.00
5800: Professional/Consulting Services And Operating Expenditures	98,375.00	96,644.02	0.00	0.00	5,000.00	5,000.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Expenditure Types	All Funding Sources	2,115,994.00	2,050,279.63	2,083,308.00	2,167,370.00	2,259,825.00	6,510,503.00
1000-1999: Certificated Personnel Salaries	Base	1,471,583.00	1,339,549.51	1,336,183.00	1,402,992.00	1,473,141.00	4,212,316.00
1000-1999: Certificated Personnel Salaries	Concentration	11,000.00	20,916.40	29,666.00	3,333.00	3,333.00	36,332.00
1000-1999: Certificated Personnel Salaries	Supplemental	82,100.00	113,164.40	80,752.00	108,798.00	113,747.00	303,297.00
2000-2999: Classified Personnel Salaries	Concentration	10,000.00	9,495.30	93,800.00	80,615.00	84,621.00	259,036.00
2000-2999: Classified Personnel Salaries	Supplemental	102,033.00	111,270.95	16,124.00	32,680.00	34,315.00	83,119.00
3000-3999: Employee Benefits	Base	278,653.00	307,142.44	314,471.00	323,905.00	333,622.00	971,998.00
3000-3999: Employee Benefits	Concentration	5,125.00	9,472.85	39,109.00	22,451.00	23,104.00	84,664.00
3000-3999: Employee Benefits	Supplemental	46,825.00	34,413.76	28,208.00	45,936.00	47,282.00	121,426.00



Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
4000-4999: Books And Supplies	Concentration	0.00	0.00	2,000.00	24,333.00	24,333.00	50,666.00
4000-4999: Books And Supplies	Supplemental	7,650.00	7,650.00	42,067.00	13,066.00	13,066.00	68,199.00
5000-5999: Services And Other Operating Expenditures	Concentration	0.00	0.00	93,095.00	101,428.00	96,428.00	290,951.00
5000-5999: Services And Other Operating Expenditures	Supplemental	2,650.00	560.00	7,833.00	7,833.00	7,833.00	23,499.00
5800: Professional/Consulting Services And Operating Expenditures	Concentration	96,700.00	93,557.00	0.00	0.00	5,000.00	5,000.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	1,675.00	3,087.02	0.00	0.00	0.00	0.00

**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).