

Introduction:

LEA: Sebastopol Union Elementary School **Contact (Name, Title, Email, Phone Number):** Linda Irving, Superintendent, lirving@sebusd.org, (707) 829-4570 **LCAP Year:** 2016-17

Local Control and Accountability Plan and Annual Update Template

SEBASTOPOL UNION SCHOOL DISTRICT

Our Beliefs:

We believe that every human being has inherent worth.

We believe that family is the foundation of self and society.

We believe that caring, trusting relationships cultivate success.

We believe that individuals have a responsibility to contribute to the health and well-being of family, community and society.

We believe that a healthy community supports its members.

We believe that embracing diversity strengthens community.

Our Mission:

As a progressive district that is an integral part of its engaged and diverse community, Sebastopol Union School District graduates all of its students as globally-minded citizens, critical and creative thinkers, skilled collaborators, and fully-engaged learners who achieve academic excellence and are socially and emotionally resilient; we accomplish this with inspired teaching of a rigorous and meaningful curriculum in a dynamic learning environment where we support and challenge every student in partnership with families and community.

Our Objectives:

Each student will demonstrate increased proficiency in reading and math as measured at set intervals throughout the school year using districtwide formative assessments and annually by state standardized tests.

All students will graduate as competent critical and creative thinkers having had multiple experiences at every level throughout their school careers.

Every student will demonstrate, on an annual basis, an increased understanding of his/her role as a globally-minded citizen.

One hundred percent of 8th graders will meet or exceed graduation requirements by 2016.

Our Strategies:

We will create and implement formative assessments in reading and math districtwide to inform and improve instruction in order to increase student achievement.

We will study our financial resources, assets and realities – state funding, decreasing enrollment – and recommend options to best ensure the long-term fiscal health of our district in order to best achieve our mission.

We will create and implement a system that ensures our students graduate with the following competencies: critical and creative thinking and global-minded citizenship.

Our Parameters:

All site decisions will be consistent with our mission and objectives.

No program or service will be accepted unless it is consistent with the Strategic Plan, benefits clearly exceed costs, and provisions are made for staff development and program evaluation.

We will not retain any program or service unless it contributes to achieving our mission and objectives, and benefits exceed costs.

We will make all decisions in the best interest of children and through the lens of our strategic plan.

There will be an annual reflective review and analysis of the Strategic Plan and, if necessary, revisions will be made to ensure that Sebastopol Union School District remains a dynamic organization.

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
Site level Open House meetings with the community were held	Community was informed of district focus for the year.
Site Council meetings	
	Site Councils were our main, ongoing, review group for the 14-15 Annual Update, providing information at each of our two school sites. They reviewed each goal and attainment in detail. This was done along with the Single Plan for Student Achievement, as the goals were the same. This group met monthly and determined that clear steps were needed to clearly denote progress

Board meeting to review assessment results

Strategic Planning meeting held

Students in grades 5 and 8 take Healthy Kids Survey in fall 2015

December-May - Facility Committee meeting to focus on improvements to site level facilities to increase programming

October-May - ELAC/DELAC mtgs ELAC/DELAC (ELAC - Site English Learner Advisory Committee, DELAC - District level ELAC) meeting to discuss LCAP and provide input from and information to EL families on program.

Student Focus groups

December - Teachers/Students/Parents Completed Brighbytes Tech Surveys

January 4th - Teachers met to review student test results and make recommendations for program improvement

January 12 - Met with Preschool/After school Director regarding goals and next steps

February - May

Teacher committee meetings on LCAP input

Parent and Teacher surveys sent out

towards goals. These monthly meets provide additional areas of focus for the district in the area of school climate, parent involvement, and student engagement. They wanted to see more parent involvement and offerings of fine arts to increase student engagement.

Site Council meetings at both sites spent time at EACH monthly meeting reviewing the goals and at their Spring meetings did a review of the LCAP goals specifically

Board reviewed SBAC results with particular attention to low achieving sub groups, EL, sped...

Committee reviewed progress on the Strategic Plan and revised goals to be included in the LCAP

Healthy Kid Survey Results will be available in spring and evaluated
Committee met to discuss facility improvements

DELAC meeting, EL parents identified that it would be beneficial to have a bilingual liaison to promote engagement of Hispanic/Latino parents. They would also like to see lower class sizes.

The student focus group meeting identified changes to instructional practices and grading that have the promise of increasing student learning.

Tech Survey - The District has seen marked improvement on the technology implementation in the District and by students. Teacher technology survey identifies that teachers want and need additional training in technology

Teacher meeting resulted in a recommendation to the Board on program adjustment to provide better service delivery to all students.

Preschool and After school at SUSD is an integrated part of our program. They have been a part of the planning process and provided meaningful feedback in service delivery and parent engagement.

Surveys identified that parents want to continue innovative educational programs such as the multi-age program, strong elective and IB programs.

February-March - Negotiations also focused on District goals and next steps, feeding into the LCAP

January and March - 5-8 Programming meeting with all middle school teachers to set direction/goals for next school year regarding offerings, CCS, STEM, PBL...

February 9 - Marketing Committee - Marketing group meets to review next steps in District promotion, of which increased enrollment is a goal of the District

March/April - Bond Oversight Committee - Review district expenditures and planned direction for facilities

Board updates

Site Councils Review LCAP

March/May - Parent Advisory Meeting - Full review of LCAP - LCAP Advisory Committee reviews and provides feedback on the final LCAP. Superintendent responds in writing to questions/comments per Ed Code. Notes on feedback are recorded and used either for edits or future reference.

May 1 - Community notified about the availability of the LCAP and encouraged to submit comments orally at a Parent Advisory meeting or in writing

6/9/16 - Public Hearing Board Meeting addressing LCAP. A separate public hearing is held for the budget.

6/13/16 - Board Meeting adopt LCAP and 15/16 Budget

Annual Update:

December - Teachers/Students/Parents Completed Brighbytes Tech Surveys

Negotiations served to share the information at the Union level of the above meetings. Union would like more staff professional development days on the calendar to focus on implementation of the Common Core Standards and technology

Middle School Teachers conducted frank discussions about program offering and improvement. Outcome was a focus on celebration of success, movement toward Project Based Learning, and coordination of projects

Marketing group reviewed next steps in District promotion, of which increased enrollment is a goal of the District, promoting school climate, achievement, and safety

Bond Oversight Committee reviewed facility improvements utilizing Bond funds. Major work has been done on the technology retrofit, wiring and safety upgrades. The Committee also reviewed the plans moving forward.

Each Month the Superintendent updates the Board on progress towards District goals. This provides discussion for the Board around attainment and next steps. The Board did not change the goals in this process.

Site Council reviewed and gave input on attendance and the important of. Also informed about parent/teacher surveys for completion

Added input and feedback on goals and actions. Spent most time on attendance and parent involvement.

Annual Update:

Tech Survey - The District has seen marked improvement on the technology implementation in the District and by students. Teacher technology survey identifies that teachers want and need additional training in technology

January 14th - Teachers met to discuss configuration on the District and goals. Represented were a cross section of school site personnel and grade levels.

Teacher meeting resulted in a recommendation to the Board on program adjustment to provide better service delivery to all students.

January 22nd - Special Board Meeting focused on District Goals and next steps
January 13 - Met with Preschool/After school Director regarding goals and next steps

Special Board meeting focused on Community engagement for the Stakeholder Preschool and After school at SUSD is an integrated part of our program. They have been a part of the planning process and provided meaningful feedback in service delivery and parent engagement.

February - 6 Stakeholder meetings were held:

- 1) After school Round Table at Park Side 2/2 - attended by teachers, parents, 2 board members and admin
- 2) After school Round Table at Brook HAVEN 2/3 - attended by teachers, parents, 2 board members and admin
- 3) Second Cup of Coffee at Brook Haven 2/4- attended by teachers, parents, 2 board members and admin
- 4) Second Cup of Coffee at Park Side 2/5 -attended by teachers, parents, 2 board members and admin
- 5)ELAC/DELAC meeting - 2/6 - Attended by teachers, admin and parents of English Learners.
- 6) Evening facilitated meeting with Dinner and Child Care - posted as a Board meeting so all Board members could attend - 75+ in attendance representing parents, community members teachers, the press, board and administration

Stakeholder meetings provided direction for the district on a variety of topics from program, support services, values, engagement and the like. All remarks were captured and QandA documents developed for the Community. The goal was clear communication to all Stakeholders; those present and those not. These documents are available on request.

February 3rd - Negotiations on Feb 3rd also focused on District goals and next steps, feeding into the LCAP

Negotiations served to share the information at the Union level of the above meetings. Union would like more staff professional development days on the calendar to focus on implementation of the Common Core Standards and

	technology
February 26 - 6-8 Programming meeting with all middle school teachers to set direction/goals for 15-16 school year regarding offerings, CCS, STEM, PBL...	Middle School Teachers conducted frank discussions about program offering and improvement. Outcome was a focus on celebration of success, movement toward Project Based Learning, and coordination of projects
March 5 - ELAC/DELAC (ELAC - Site English Learner Advisory Committee, DELAC • District level ELAC) meeting to discuss LCAP and provide input	DELAC meeting, EL parents identified that it would be beneficial to have a bilingual liaison to promote engagement of Hispanic/Latino parents. They would also like to see lower class sizes.
March 9 - Bond Oversight Committee - Review district expenditures and planned direction for facilities	Bond Oversight Committee reviewed facility improvements utilizing Bond funds. Major work has been done on the technology retrofit, wiring and safety upgrades. The Committee also reviewed the plans moving forward.
March 10 - Marketing group meets to review next steps in District promotion, of which increased enrollment is a goal of the District	Marketing group reviewed next steps in District promotion, of which increased enrollment is a goal of the District, promoting school climate, achievement, and safety
March 17th - Special Education Open House held to gather stakeholder input meetings to discuss program goals, configuration, priorities, and next steps.	Special Education Open House was not well attended, leading us to assume parents are pleased with the program
April 13 - West County Response to Intervention (RtI) group meets to discuss goals on intervention for low achieving students	RtI provided a focus for the 15-16 LCAP. Worked with collaborate West County teachers to discuss strategies, feeding into goals
April 21 - Site Councils Review LCAP	Site Council meetings a both sites spent time at EACH monthly meeting reviewing the goals and at their Spring meetings did a review of the LCAP goals specifically
April 24 - Meeting with SCOE personnel (LCAP and Strategic)	Meetings with SCOE clarified requirements for the LCAP as new information was available
April 24 - Parent Advisory briefly discussed LCAP and would like a full presentation at May 28 meeting	Parent Advisory Group requested presentation of LCAP at next meeting
April 30 Board Retreat scheduled to review LCAP goals and Strategic plan	The Board Retreat - Board discussed combining the Strategic Plan and the

Students in grades 5 and 8 take Healthy Kids Survey in late Spring

May 1 - Parent and Teacher surveys sent out

May 1 - Community notified about the availability of the LCAP and encouraged to submit comments orally at a Parent Advisory meeting or in writing

April 28 and May 6 - SETA (Teachers' Union) reviews LCAP and gives input on priorities

May 28 - Parent Advisory Meeting - Full review of LCAP - LCAP Advisory Committee reviews and provides feedback on the final LCAP. Superintendent responds in writing to questions/comments per Ed Code. Notes on feedback are recorded and used either for edits or future reference.

6/11/15 - Public Hearing Board Meeting addressing LCAP. A separate public hearing is held for the budget.

6/23/15 - Board Meeting adopt LCAP and 15/16 Budget
parents are pleased with the program

LCAP into one document and reviewed goals

Healthy Kid Survey Results will be available in mid summer

Surveys identified that parents want to continue innovative educational programs such as the multi-age program, strong elective and IB programs.

SETA would like to see more Professional Development days on the Common Core and Technology for all teachers.

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:	1) The District will continue to have NCLB highly qualified teachers and teachers will meet state requirements for assignments.		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
Identified Need :	1) Highly trained teachers; NCLB fully credentialed teachers from DataQuest and SCOE reports. (Note: The District prepared a detailed analysis of all state priorities to determine which of the state priorities would meaningfully increase student achievement. The reviewer is advised to look at this document. For the reader's convenience, summary baseline rates will be repeated in this template.) Maintain 100% NCLB teachers and 100% of teachers certified as appropriately assigned based on state standards		
Goal Applies to:	Schools:	Park Side and Brook Haven Schools - District-wide	
	Applicable Pupil Subgroups:	All	
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	Students will continue to have fully qualified teachers with no misassignments as evidenced by spreadsheet of teacher placements and credentials		
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service
	Keep updated the excel spreadsheet that includes seniority list, credential held and expiration date(s). Provide this list to the Teachers' Union (SETA) annually to share with members. Highlight expiration of credentials.	LEA-wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)
			Review credential status to teacher assignments to ensure 100% highly qualified teachers Cost = LCFF resource 0000 object 2400 2000-2999: Classified Personnel Salaries Base \$11,375

LCAP Year 2: 2017/18

Expected Annual Measurable Outcomes:	Students will continue to have fully qualified teachers with no misassignments as evidenced by spreadsheet of teacher placements and credentials		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Keep updated the excel spreadsheet that includes seniority list, credential held and expiration date(s). Provide this list to the Teachers' Union (SETA) annually to share with members. Highlight expiration of credentials.	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)	Review credential status to teacher assignments to ensure 100% highly qualified teachers Cost = LCFF resource 0000 object 2400 2000-2999: Classified Personnel Salaries Base \$11,375

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	Students will continue to have fully qualified teachers with no misassignments as evidenced by spreadsheet of teacher placements and credentials		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Keep updated the excel spreadsheet that includes seniority list, credential held and expiration date(s). Provide this list to the Teachers' Union (SETA) annually to share with members. Highlight expiration of credentials.	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)	Review credential status to teacher assignments to ensure 100% highly qualified teachers Cost = LCFF resource 0000 object 2400 2000-2999: Classified Personnel Salaries Base \$11,375

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

GOAL 2:	Facility - The District will maintain an optimal environment for learning through development and implementation its Facilities Master Plan as scheduled (EC 17002(d)).	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 : 2) Facilities in good repair; as per Facilities Master Plan. (Note: The District has a FIT report FIT data is included in the LCAP supporting document but it is not a meaningful baseline given that the District is in the process of completing bond funded facility projects.)

Goal Applies to: Schools: Park Side and Brook Haven Schools - District-wide including CASTLE Preschool and After School programs.
 Applicable Pupil Subgroups: All

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes: Facilities will be maintained to support the instructional program as evidenced by Ticket System report and Facility Master Plan will be developed and available for review. The District will receive a FIT rating of good or better.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> Architect to work with the District on development of a Master Plan and implementation of such 	LEA-wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Maintain facilities in good condition and replace equipment as needed Bond Fund 5800: Professional/Consulting Services And Operating Expenditures Other \$31,145 Work with new Architect to implement projects and create a Facilities Master Plan Bond 5000-5999: Services And Other Operating Expenditures Other \$35,000
Implementation of a "Ticket system" to monitor facility work and upgrades	LEA-wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Continue to implement a 'ticket system' to monitor Facilities projects Resources 8150 5000-5999: Services And Other Operating Expenditures Base \$1,000

<p>-Work with Maintenance and District Office Staff to operate a quality facilities program. and complete the annual FIT report</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Coordinate Maintenance/Custodian staff workload and maintain a Facility Use calendar Resource 8150 Object 2200 2000-2999: Classified Personnel Salaries Base \$36,665</p>
<p>Conduct and update Prop 39 evaluation and progress</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Use of Prop 39 funds for energy savings Resource 6230 5000-5999: Services And Other Operating Expenditures Other \$14,400</p>
<p>-Continue with technology upgrades to infrastructure including wireless, phone and energy management system</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Continue with Technology upgrades and maintenance Bond Fund 5800: Professional/Consulting Services And Operating Expenditures Other \$25,000</p>

LCAP Year 2: 2017/18

<p>Expected Annual Measurable Outcomes:</p>	<p>Facilities will be maintained to support the instructional program as evidenced by Ticket System report and Facility Master Plan will be developed and available for review. The District will receive a FIT rating of good or better.</p>
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<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<ul style="list-style-type: none"> Architect to work with the District on development of a Master Plan and implementation of such 	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners</p>	<p>Maintain facilities and develop a Facilities Master Plan to plan repairs or replace equipment as needed to maintain facilities in good condition. Bond Fund 5800: Professional/Consulting Services And Operating Expenditures Other \$31,145</p>

		Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Work with new Architect to implement projects and create a Facilities Master Plan Bond 5000-5999: Services And Other Operating Expenditures Other \$35,000
Implementation of a "Ticket system" to monitor facility work and upgrades	LEA-wide	<u>X</u> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Continue to implement a 'ticket system' to monitor Facilities projects Resources 8150 5000-5999: Services And Other Operating Expenditures Base \$1,000
-Work with Maintenance and District Office Staff to operate a quality facilities program. and complete the annual FIT report	LEA-wide	<u>X</u> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Coordinate Maintenance/Custodian staff workload and maintain a Facility Use calendar Resource 8150 Object 2200 2000-2999: Classified Personnel Salaries Base \$36,665
Conduct and update Prop 39 evaluation and progress	LEA-wide	<u>X</u> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Use of Prop 39 funds for energy savings Resource 6230 5000-5999: Services And Other Operating Expenditures Other \$14,400
-Continue with technology upgrades to infrastructure including wireless, phone and energy management system	LEA-wide	<u>X</u> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent	Continue with Technology upgrades and maintenance Bond Fund 5800: Professional/Consulting Services And Operating Expenditures Other \$25,000

		English proficient Other Subgroups: (Specify)	
LCAP Year 3: 2018-19			
Expected Annual Measurable Outcomes:	Facilities will be maintained to support the instructional program as evidenced by Ticket System report and Facility Master Plan will be developed and available for review. The District will receive a FIT rating of good or better.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> Architect to work with the District on development of a Master Plan and implementation of such 	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)	Maintain facilities and develop a Facilities Master Plan to plan repairs or replace equipment as needed to maintain facilities in good condition. Bond Fund 5800: Professional/Consulting Services And Operating Expenditures Other \$31,145 Work with new Architect to implement projects and create a Facilities Master Plan Bond 5000-5999: Services And Other Operating Expenditures Other \$35,000
Implementation of a "Ticket system" to monitor facility work and upgrades	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)	Continue to implement a 'ticket system' to monitor Facilities projects Resources 8150 5000-5999: Services And Other Operating Expenditures Base \$1,000
-Work with Maintenance and District Office Staff to operate a quality facilities program. and complete the annual FIT report	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)	Coordinate Maintenance/Custodian staff workload and maintain a Facility Use calendar Resource 8150 Object 2200 2000-2999: Classified Personnel Salaries Base \$36,665

<p>Conduct and update Prop 39 evaluation and progress</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Use of Prop 39 funds for energy savings Resource 6230 5000-5999: Services And Other Operating Expenditures Other \$14,400</p>
<p>-Continue with technology upgrades to infrastructure including wireless, phone and energy management system</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Continue with Technology upgrades and maintenance Bond Fund 5800: Professional/Consulting Services And Operating Expenditures Other \$25,000</p>

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

GOAL 3:	<p>Teachers provide a rigorous, high quality and engaging educational program to support each student and every significant subgroup in mastering the CCSS and preparing them with 21st Century Learning skills defined in the District's Strategic Plan.</p> <p>Implementation of CCSS aligned District curriculum by piloting/adopting instructional materials for a broad course of study, providing sustained professional development and benchmark/formative assessments with technology integration for all students.</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/></p> <p>COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/></p> <p>Local : Specify</p>
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Identified Need :	<p>Students need to be taught and engaged in learning the CCSS, ELD Standards and 21st Century learning skills. On average, 30% of teachers report via survey that they are not prepared to teach CCSS, EL students and/or 21st Century learning skills.</p> <p>CCSS Aligned materials in Mathematics have been piloted and expected to be adopted formally for use in 16/17. ELA/ELD adoption pilot will take place in 16/17 for adoption in 17/18. An ELA/ELD adopted committee was identified in 15-16 to assist with piloting and recommended adoption.</p> <p>Student Data Analysis:</p> <p>SBAC English Language Arts - LEA wide Sebastopol was 35% proficient in ELA, with White students at 41% Hispanic/Latino and Socioeconomically Disadvantaged were both at 26% and English Learners 18%.</p> <p>SBAC Mathematics – LEA wide Sebastopol was 27% proficient in Math and Hispanic/Latino – 14%, Socioeconomic Disadvantaged – 23% and English Learners 21%.</p> <p>The majority of English Learners are in the CELDT Intermediate range (41%) with the distribution falling in a bell curve.</p> <p>This data points the needs to:</p> <ul style="list-style-type: none"> • increase the achievement in all subject areas of subgroups including: Hispanic/Latino, Socioeconomically Disadvantaged and English Learners • increase focus on math achievement of all learners • investigate CCSS aligned instructional materials for adoption • provide structured ELD instruction for English Learners <p>The majority of English Learners are in the Intermediate range (41%) with the distribution falling in a bell curve.</p> <p>All students, including unduplicated students and students with exceptional needs need to be enrolled in a broad course of study. Programs and services that meet the needs of unduplicated students and students with exceptional needs are needed.</p>	
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Goal Applies to:	Schools: Park Side and Brook Haven Schools - District-wide
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Applicable Pupil Subgroups:	All
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LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	<p>100% of students will continue to have standards-aligned instructional materials as evidenced by annual public hearing on sufficiency of instructional materials</p> <p>Instructional strategies will be used including Rtl, ELD best practices, technology integration and other supports as measured by teacher training and surveys. Student academic improvement will be measured by analysis of district adopted benchmark assessments in ELA, SBAC interim assessments and iXL in math that are aligned to the CCSS, annual CELDT results and reclassification rates. Instructional Assistants will help with small group instruction to increase student achievement</p> <p>District EL students will meet the AMAO #1 and #2 targets set by the state and NCLB. Our goal is 25% of ELs gaining at least one CELDT level in one year and Reclassification rate will also increase by 5% at minimum.</p> <p>Professional development attendance will be tracked and collaborative agendas available for review to show trainings, topics and agendas to promote engagement with the Common Core, ELD strategies, Rtl, PBL, STEM and technology. Teacher will be surveyed annually to evaluate status of implementation and student focus groups will be conducted for input; results of which will be available. At least 90% of teachers surveyed will report that they are prepared to teach CCSS, EL students and/or 21st Century learning skills.</p> <p>API, UC, CSU Career Tech course completion, AP testing, and EAP are not applicable.</p> <p>100% of students, including unduplicated student and students with exceptional needs will be enrolled in a broad course of study.</p> <p>100% of unduplicated students and students with exceptional needs will be provided with programs and services that meet their needs.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide benchmark/formative assessments and training per the Strategic Plan	LEA-wide	<p><u>X</u> All</p> <p>OR:</p> <p>Low Income pupils</p> <p>English Learners</p> <p>Foster Youth</p> <p>Redesignated fluent English proficient</p> <p>Other Subgroups: (Specify)</p>	<p>Teacher time for training and collaboration on formative/benchmark assessments 1000-1999: Certificated Personnel Salaries Title III \$5,000</p> <p>Cost for purchase of Formative/Benchmark Assessments 4000-4999: Books And Supplies \$8,500</p>
Review ELD program and supplemental instructional materials for these groups as well as best practices		<p>All</p> <p>OR:</p>	<p>Staff time for review of instructional materials Resource 0000 Object 1100 (Supplemental) 1000-1999: Certificated</p>

		<p>Low Income pupils <input checked="" type="checkbox"/> English Learners Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Personnel Salaries Base \$4,570 Professional development on EL instructional materials LCFF Resource 0000 Object 1100 (Supplemental) 1000-1999: Certificated Personnel Salaries Base \$2,747 Teachers review and receive refresher training on EL strategies for the classroom LCFF Resource 0000 (supplemental) 1000-1999: Certificated Personnel Salaries Base \$5,600 ELD Program Cost 1000-1999: Certificated Personnel Salaries Supplemental \$21,000 Assess EL students using the CELDT, analyze data for program placement (Redesignation, ELD...) 1000-1999: Certificated Personnel Salaries Title III \$5,500</p>
<p>Adoptions: <ul style="list-style-type: none"> Continue refining math implementation Pilot ELA/ELD instructional materials for adoption for the 17-18 School year </p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>-Continue refining math implementation through professional development LCFF =\$1,957,485 1000-1999: Certificated Personnel Salaries Base \$12,500 Cost for ELA/ELD adoption- Resource 0000 Object 4310 4000-4999: Books And Supplies Supplemental \$51,000 Staff time for review and pilot 1000-1999: Certificated Personnel Salaries Other \$5,000</p>
<p>Continue to evaluate STEM/PBL program through adoption of instructional materials, professional development and collaborative work time.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>-Confirm timeline for implementing science instructional materials. LCFF Resource 0000 Object 1300 1000-1999: Certificated Personnel Salaries Base \$1,350 -Certificated staff Collaboration time for STEM/PBL 1000-1999: Certificated Personnel Salaries Base \$5,000</p>
<p>Integrate Technology into curriculum through implementation of a quality Chromebook/gmail/google program for students. -Continue training of using technology as an instructional tool and to give students access to 21st Century learning skills.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>-Integrate Chomebooks for student use Bond Fund object 4402 4000-4999: Books And Supplies Other \$10,000 Provide Google training to teachers Resource 0004 Object 5840 5000-5999: Services And Other Operating Expenditures Locally Defined \$5,000 Work with Tech support to implement Gmail accounts Resource 0004 Object 5840 5800: Professional/Consulting Services And Operating Expenditures Locally Defined \$3000</p>

			<p>-Continue training of using technology as an instructional tool and to give students access to 21st Century learning skills. 1000-1999: Certificated Personnel Salaries Title I \$13,000</p>
<p>-Review RtI strategies and programs for implementation with struggling learners including reading pull out and small group instruction</p>	<p>LEA-wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Special Ed</p>	<p>-Review RtI strategies and programs for implementation with struggling learners 1000-1999: Certificated Personnel Salaries Base \$3300</p> <p>-Offer Reading supports for struggling readers in grades K-3 1000-1999: Certificated Personnel Salaries Title I \$76,521</p> <p>Provide small group instruction for struggling learners 2000-2999: Classified Personnel Salaries Supplemental \$89,516</p>
<p>Technology enhancements, supplemental materials and program placements for special education students will be utilized along with evaluation program placements for this population</p>	<p>LEA-wide</p>	<p><input type="checkbox"/> All OR: Low Income pupils English Learners <input checked="" type="checkbox"/> Foster Youth Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Special Education</p>	<p>Trainings and staff time to evaluation best practices program and placements 4000-4999: Books And Supplies Other \$9,800</p> <p>Cost for alternative placement and transportation for special education students. 5000-5999: Services And Other Operating Expenditures Special Education \$100,000</p>

LCAP Year 2: 2017/18

Expected Annual Measurable Outcomes:

100% of students will continue to have standards-aligned instructional materials as evidenced by annual public hearing on sufficiency of instructional materials

Instructional strategies will be used including RtI, ELD best practices, technology integration and other supports as measured by teacher training and surveys. Student academic improvement will be measured by analysis of district adopted benchmark assessments in ELA, SBAC interim assessments and iXL in math that are aligned to the CCSS, annual CELDT results and reclassification rates. Instructional Assistants will help with small group instruction to increase student achievement

AMAO 1 will meet or exceed target (59.0 14/15) and for succeeding school years. AMAO 2 > 5 years will meet or exceed target (22.8% 14/15), AMAO 2 < 5 years (49.0 14/15) and for succeeding school years. Reclassification rate will also increase by 10% at minimum.

Professional development attendance will be tracked and collaborative agendas available for review to show trainings, topics and agendas to promote engagement with the Common Core, ELD strategies, RtI, PBL, STEM and technology. Teacher will be surveyed annually to evaluate status of implementation and student focus groups will be conducted for input; results of which will be available. At least 90% of teachers surveyed will report that they are prepared to teach CCSS, EL students and/or 21st Century learning skills.

API, UC, CSU Career Tech course completion, AP testing, and EAP are not applicable.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide benchmark/formative assessments and training per the Strategic Plan	LEA-wide	<input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Teacher time for training and collaboration on formative/benchmark assessments 1000-1999: Certificated Personnel Salaries Title III \$5,000 Cost for purchase of Formative/Benchmark Assessments 4000-4999: Books And Supplies
Review ELD program and supplemental instructional materials for these groups as well as best practices		All ----- OR: Low Income pupils <input checked="" type="checkbox"/> English Learners Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)	Staff time for review of instructional materials Resource 0000 Object 1100 (Supplemental) 1000-1999: Certificated Personnel Salaries Base \$4,570 Professional development on EL instructional materials LCFF Resource 0000 Object 1100 (Supplemental) 1000-1999: Certificated Personnel Salaries Base \$2,747 Teachers review and receive refresher training on EL strategies for the classroom LCFF Resource 0000 (supplemental) 1000-1999: Certificated Personnel Salaries Supplemental \$5,600

			<p>ELD Program Cost 1000-1999: Certificated Personnel Salaries Base \$21,000</p> <p>Assess EL students using the CELDT, analyze data for program placement (Redesignation, ELD...) 1000-1999: Certificated Personnel Salaries Title III \$5,500</p>
<p>Adoptions:</p> <ul style="list-style-type: none"> Continue refining math implementation Pilot ELA/ELD instructional materials for adoption for the 17-18 School year 	LEA-wide	<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>-Continue refining math implementation through professional development LCFF =\$1,957,485 1000-1999: Certificated Personnel Salaries Base \$12,500</p> <p>Cost for ELA/ELD adoption- Resource 0000 Object 4310 4000-4999: Books And Supplies Base \$51,000</p> <p>Staff time for review and pilot 1000-1999: Certificated Personnel Salaries Other \$5,000</p>
<p>Continue to evaluate STEM/PBL program through adoption of instructional materials, professional development and collaborative work time.</p>	LEA-wide	<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>-Confirm timeline for implementing science instructional materials. LCFF Resource 0000 Object 1300 1000-1999: Certificated Personnel Salaries Lottery \$1,350</p> <p>-Certificated staff Collaboration time for STEM/PBL 1000-1999: Certificated Personnel Salaries Base \$11,00</p>
<p>Integrate Technology into curriculum through implementation of a quality Chromebook/gmail/google program for students. -Continue training of using technology as an instructional tool and to give students access to 21st Century learning skills.</p>	LEA-wide	<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>-Integrate Chomebooks for student use Bond Fund object 4402 4000-4999: Books And Supplies Other \$57,00</p> <p>Provide Google training to teachers Resource 0004 Object 5840 5000-5999: Services And Other Operating Expenditures Lottery \$5,000</p> <p>Work with Tech support to implement Gmail accounts Resource 0004 Object 5840 5800: Professional/Consulting Services And Operating Expenditures Locally Defined \$3000</p> <p>-Continue training of using technology as an instructional tool and to give students access to 21st Century learning skills. 1000-1999: Certificated Personnel Salaries Title I \$9,000</p>
<p>-Review Rtl strategies and programs for implementation with struggling learners including reading pull out and small group instruction</p>	LEA-wide	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p>	<p>-Review Rtl strategies and programs for implementation with struggling learners 1000-1999: Certificated Personnel Salaries Other \$3300</p> <p>-Offer Reading supports for struggling readers in grades K-3</p>

		<input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Special Ed	1000-1999: Certificated Personnel Salaries Title I \$83,405 Provide small group instruction for stuggling learners 2000-2999: Classified Personnel Salaries Supplemental \$33,000
Technology enhancements, supplemental materials and program placements for special education students will be utilized along with evaluation program placements for this population	LEA-wide	All OR: Low Income pupils English Learners <input checked="" type="checkbox"/> Foster Youth Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Special Education	Trainings and staff time to evaluation best practices program and placements 4000-4999: Books And Supplies Other \$9,800 Cost for alternative placement and transportation for special education students. 5000-5999: Services And Other Operating Expenditures Special Education \$100,000

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	100% of students will continue to have standards-aligned instructional materials as evidenced by annual public hearing on sufficiency of instructional materials Instructional strategies will be used including Rtl, ELD best practices, technology integration and other supports as measured by teacher training and surveys. Student academic improvement will be measured by analysis of district adopted benchmark assessments in ELA, SBAC interim assessments and iXL in math that are aligned to the CCSS, annual CELDT results and reclassification rates. Instructional Assistants will help with small group instruction to increase student achievement AMAO 1 will meet or exceed target (59.0 14/15) and for succeeding school years. AMAO 2 > 5 years will meet or exceed target (22.8% 14/15), AMAO 2 < 5 years (49.0 14/15) and for succeeding school years. Reclassification rate will also increase by 10% at minimum. Professional development attendance will be tracked and collaborative agendas available for review to show trainings, topics and agendas to promote engagement with the Common Core, ELD strategies, Rtl, PBL, STEM and technology. Teacher will be surveyed annually to evaluate status of implementation and student focus groups will be conducted for input; results of which will be available. At least 90% of teachers surveyed will report that they are prepared to teach CCSS, EL students and/or 21st Century learning skills. API, UC, CSU Career Tech course completion, AP testing, and EAP are not applicable.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide benchmark/formative assessments and training per the Strategic Plan	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Teacher time for training and collaboration on formative/benchmark assessments 1000-1999: Certificated Personnel Salaries Title III \$5,000 Cost for purchase of Formative/Benchmark Assessments 4000-4999: Books And Supplies

		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Review ELD program and supplemental instructional materials for these groups as well as best practices		_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	Staff time for review of instructional materials Resource 0000 Object 1100 (Supplemental) 1000-1999: Certificated Personnel Salaries Base \$4,570 Professional development on EL instructional materials LCFF Resource 0000 Object 1100 (Supplemental) 1000-1999: Certificated Personnel Salaries Base \$2,747 Teachers review and receive refresher training on EL strategies for the classroom LCFF Resource 0000 (supplemental) 1000-1999: Certificated Personnel Salaries Supplemental \$5,600 ELD Program Cost 1000-1999: Certificated Personnel Salaries Base \$21,000 Assess EL students using the CELDT, analyze data for program placement (Redesignation, ELD...) 1000-1999: Certificated Personnel Salaries Title III \$5,500
Adoptions: <ul style="list-style-type: none"> Continue refining ELA implementation Pilot Science/History instructional materials for adoption for the 17-18 School year 	LEA-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	-Continue refining math implementation through professional development LCFF = \$1,957,485 1000-1999: Certificated Personnel Salaries Base \$12,500 Cost for ELA/ELD adoption- Resource 0000 Object 4310 4000-4999: Books And Supplies Base \$51,000 Staff time for review and pilot 1000-1999: Certificated Personnel Salaries Other \$5,000
Continue to evaluate STEM/PBL program through adoption of instructional materials, professional development and collaborative work time.	LEA-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	-Confirm timeline for implementing science instructional materials. LCFF Resource 0000 Object 1300 1000-1999: Certificated Personnel Salaries Base \$1,350 -Certificated staff Collaboration time for STEM/PBL 1000-1999: Certificated Personnel Salaries Base \$11,00
Integrate Technology into curriculum through	LEA-wide	<input checked="" type="checkbox"/> All	-Integrate Chomebooks for student use Bond Fund object

<p>implementation of a quality Chromebook/gmail/google program for students. -Continue training of using technology as an instructional tool and to give students access to 21st Century learning skills.</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>4402 4000-4999: Books And Supplies Other \$57,00 Provide Google training to teachers Resource 0004 Object 5840 5000-5999: Services And Other Operating Expenditures Locally Defined \$5,000 Work with Tech support to implement Gmail accounts Resource 0004 Object 5840 5800: Professional/Consulting Services And Operating Expenditures Locally Defined \$3000 -Continue training of using technology as an instructional tool and to give students access to 21st Century learning skills. 1000-1999: Certificated Personnel Salaries Title I \$13,000</p>
<p>-Review RtI strategies and programs for implementation with struggling learners including reading pull out and small group instruction</p>	<p>LEA-wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Special Ed</p>	<p>-Review RtI strategies and programs for implementation with struggling learners 1000-1999: Certificated Personnel Salaries Other \$3300 -Offer Reading supports for struggling readers in grades K-3 1000-1999: Certificated Personnel Salaries Title I Provide small group instruction for stuggling learners 2000-2999: Classified Personnel Salaries Supplemental \$33,000</p>
<p>Technology enhancements, supplemental materials and program placements for special education students will be utilized along with evaluation program placements for this population</p>	<p>LEA-wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Special Education</p>	<p>Trainings and staff time to evaluation best practices program and placements 4000-4999: Books And Supplies Other \$9,800 Cost for alternative placement and transportation for special education students. 5000-5999: Services And Other Operating Expenditures Special Education \$100,000</p>

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>Improved School Climate - Parents will be involved and knowledgeable about their child's education through improved communication for all populations (bilingual) and via electronic means while truants receive supports resulting in improved attendance.</p> <p>In addition, students will report that grading practices are clear and fair, that they clearly understand assignments and teacher expectation and that there are opportunities for them to be involved in improving the school climate and culture.</p> <p>Other pupil outcomes (8): There will be sustained or increased enrollment to support the educational program defined in the District's Strategic Plan via marketing and a quality instructional and innovative program.</p>	<p>Related State and/or Local Priorities: 1 _ 2 3 <input checked="" type="checkbox"/> 4 _ 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>Identified Need :</p>	<p>Parent involvement opportunities and two-way communication are needed, for all parents including the parents of unduplicated students and the parents of students with exceptional needs.</p> <p>ELAC/DELAC meetings provided parents a forum to discuss concerns and ways to improve communication. This is a high need area.</p> <p>Based on parent surveyed in 15-16, on average between the two schools 90% of parents report the schools regularly seek parent input and participation</p> <p>Decrease the district truancy rate (18%) which is currently below the county average of (22%). The current school truancy rates are 43% at BH, 9% at PS. Increase the attendance rate (96.8%); district records and DataQuest reporting</p> <p>In 14/15 Brook Haven had 7 suspensions and Park Side had none for a suspension rate of 1.7%. No students were reported expelled for the year. The suspension rate is significantly below the County average at 3.4%.</p> <p>Dataquest reports 0 8th grade dropouts for the 15/16 school year. No high school data reported as we are a K-8 grade district.</p> <p>Maintain and/or expand innovative program to retain enrollment; parent input data identifies that these programs are important and enrollment data</p>	
<p>Goal Applies to:</p>	<p>Schools: CASTLE Preschool and After School, Park Side School and Brook Haven School</p> <p>Applicable Pupil Subgroups: All</p>	

LCAP Year 1: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<p>Decrease in the truancy rate by 10% per year by school from the 2013/14 baseline continue suspension and expulsion rates below the county average. Increase the attendance rate from (96.8%) based on district records and DataQuest reporting</p> <p>Parents and teachers will be surveyed annually as to parent engagement and participation in the educational program. Stakeholder engagement will serve to advise and develop LCAP goals/Strategic Plan direction, as evidenced by minutes of meetings and corresponding links in plan(s). Outreach, community meetings and marketing efforts will be tracked, ie Newsletters, website, brochures, meeting notices and the like, as evidence of engagement and informational opportunities for parents. Based on parent surveys in 15-16, on average between the two schools, 100% of parents, including the parents of unduplicated students and students with exceptional needs, will report the schools regularly seek parent input and participation.</p> <p>The CHKS survey data will show improved rates in the area of school climate and student focus groups will report improved clarity around assignments and grading.</p> <p>Student enrollment will be tracked to measure trends and annual comparisons. Progress towards 21st Century teaching development and implementation will be tracked and marketing efforts will be monitored. Less students will transfer out of the district in the year.</p> <p>The middle school dropout rate will continue at less than 1% and High School graduation rate is not applicable as we do not serve High School students.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> Increased opportunities for parent participation are planned at the school and classroom levels, inviting participation along with bilingual supports. School website has current information on school and classroom activities and e-blasts are used. <p>Continue to provide Stakeholder input to refine strategies and to sustain or increase current enrollment through the promotion of a positive school climate. And continue to hold the Marketing Committee meetings to add input on best strategies and implement marketing products and activities.</p>	LEA-wide	<p><u>X</u> All</p> <p>OR:</p> <p>Low Income pupils</p> <p>English Learners</p> <p>Foster Youth</p> <p>Redesignated fluent English proficient</p> <p>Other Subgroups:</p> <p>(Specify)</p>	<p>Newsletters, Outreach, Q and A Documents, Parent meetings LCFF Object 4390 4000-4999: Books And Supplies Base 3,000</p> <p>Marketing, website updates, brochures and other promotional materials Resource 0000 Object 5852 5000-5999: Services And Other Operating Expenditures Base \$20,000</p> <p>School office and district office send phone and email messages to the families in addition to updating website. 2000-2999: Classified Personnel Salaries Base \$3,500</p> <p>Community meetings and district-wide celebrations Resource 0000 Object 4390 4000-4999: Books And Supplies Base \$2000</p> <p>Blackboard Connect mass address e-blast system 5000-5999: Services And Other Operating Expenditures Other \$5,000</p> <p>Stakeholder meetings 0000: Unrestricted Other \$5000</p> <p>Maintain a current district website that reflects a 21st Century</p>

			<p>education program 0000: Unrestricted Base \$200</p> <p>Continue to hold the Marketing Committee meetings to add input on best strategies and implement marketing products and activities. 0000: Unrestricted Other \$20,000</p>
<p>ELAC/DELAC meetings continue to receive input best ways to provide engagement of these families and the importance of attendance.</p> <p>Spanish support provided to English learner pupils families in the school offices and for translation and for IEPs and parent/teacher conferences</p>	<p>LEA-wide</p>	<p>All OR: Low Income pupils <input checked="" type="checkbox"/> English Learners Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Time for Administration team and staff for ELAC/DELAC meetings (Supplemental)</p> <p>1000-1999: Certificated Personnel Salaries Base \$3,300</p> <p>Bilingual Support staff provides outreach and services to families such as translation Resource 0000 (Supplemental) 2000-2999: Classified Personnel Salaries Supplemental \$17,000</p> <p>ELAC/DELAC mtg supplies and staff time 1000-1999: Certificated Personnel Salaries Supplemental \$1800</p>
<p>Grading practices:</p> <ul style="list-style-type: none"> Grade data on the on-line grading program is up-to-date and utilized K-8 with continue guided review of student achievement data to guide further instructional growth for teachers and communication to families. Teachers will agree to common grading practices, communication of expectations and clarification of directions. Teachers will develop a calendar for large projects to help support students as they learn to manage their time. 	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>AERIES parent portal for grade sharing and access to teacher emails Resource 0000 Object 5807 0000: Unrestricted Base \$2,600</p> <p>Teachers review and provide feedback on instructional practices and guided review of student achievement data (Supplemental) 1000-1999: Certificated Personnel Salaries Supplemental \$75,225</p> <p>Data personnel for online grading, parent e-communication, assessment and reporting 2000-2999: Classified Personnel Salaries Base \$2500</p> <p>Trainings for teachers on AERIES grading process 1000-1999: Certificated Personnel Salaries Base \$4000</p> <p>Conduct focus groups to provide feedback to teachers/staff and admin 1000-1999: Certificated Personnel Salaries Base \$6000</p>
<p>Regarding Attendance -</p> <ul style="list-style-type: none"> The school office will contact parents quickly and consistently about any and all absences and tardies, strongly encourage parents to get their child to school on time and students will be recognized for consistently getting to school on time. The district will continue to participate in the West County Consortium SARB process and worked with the new coordinator to align parent letters and processes. Work with the West County JPA SARB Coordinator on process, procedure and follow 	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Staff contact with families and recognition for good attendance 2000-2999: Classified Personnel Salaries Base \$7,000</p> <p>Participation in the West County Consortium SARB proces 1000-1999: Certificated Personnel Salaries Special Education \$2500</p>

<p>through for identified families.</p>			
<ul style="list-style-type: none"> Administer the California Healthy Kids Survey to determine more information on school climate. Continue student focus groups 5-8 to provide input on how they can work together and with adults at school to sustain a positive social/emotional culture the school Continue to work promoting a sense of community K-4. 	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>-Administer the California Healthy Kids Survey to determine more information on school climate. 5000-5999: Services And Other Operating Expenditures Base \$1500</p> <p>Social Skills Teacher 4th grade 1000-1999: Certificated Personnel Salaries Supplemental \$15,000</p> <p>Conduct focus groups to provide feedback to teacher/staff, admin 1000-1999: Certificated Personnel Salaries Base \$2500</p>
<p>Provide counseling as needed for high risk families</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Counseling Services 1000-1999: Certificated Personnel Salaries Base \$60,000</p> <p>Continue Restorative Justice Program and provide training to school personnel 1000-1999: Certificated Personnel Salaries Base \$6000</p>
<p>Offer innovative programming, promoting climate and to attract families and students.</p> <p>Provide either sustained or differentiated professional development on instructional strategies including Rtl, STEM, CCS, PBL, Daily 5 and technology resources.</p> <p>Continue to provide and maintain enrollment in innovative programs with active students and parent engagement such as the Multiage program, International Baccalaureat (IB) and Makers PBL/STEM Program</p>		<p>All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Provide professional develop on instructional strategies and tech 1000-1999: Certificated Personnel Salaries Other \$8000</p> <p>Continue professional development to more thoroughly implement innovate programs that include parent participation and create a sense of community 0000: Unrestricted Other \$30,000</p> <p>Continue to offer professional development in technology district-wide including information to parents on cyber safety 1000-1999: Certificated Personnel Salaries Other \$5000</p> <p>Continue to offer and implement the International Baccalaureate Program at Park Side School and provide information to parents. 5800: Professional/Consulting Services And Operating Expenditures Other \$8,000</p> <p>Continue to offer and implement STEM and PBL at Brook Haven and provide information to parents 5800: Professional/Consulting Services And Operating Expenditures Other \$8000</p>
<p>-Parents will be involved by participating in Safe Routes</p>	<p>LEA wide</p>	<p>All</p>	<p>Safe Routes to School 1000-1999: Certificated Personnel</p>

<p>to School (SRTS) innovative encouragement and educational activities like weekly Walk/Roll days, Walking School Buses, Spring Frequent Walk/Roll programs, Family Bicycling Workshops and School Team meetings.</p>		<p>OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Salaries Other 0</p>
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LCAP Year 2: 2017/18

<p>Expected Annual Measurable Outcomes:</p>	<p>Decrease in the truancy rate by 10% per year by school from the 2013/14 baseline continue suspension and expulsion rates below the county average. Increase the attendance rate from (96.8%) based on district records and DataQuest reporting</p> <p>Parents and teachers will be surveyed annually as to parent engagement and participation in the educational program. Stakeholder engagement will serve to advise and develop LCAP goals/Strategic Plan direction, as evidenced by minutes of meetings and corresponding links in plan(s). Outreach, community meetings and marketing efforts will be tracked, ie Newsletters, website, brochures, meeting notices and the like, as evidence of engagement and informational opportunities for parents. Based on parent surveys in 15-16, on average between the two schools, 100% of parents, including the parents of unduplicated students and students with exceptional needs, will report the schools regularly seek parent input and participation. will report the schools regularly seek parent input and participation.</p> <p>The CHKS survey data will show improved rates in the area of school climate and student focus groups will report improved clarity around assignments and grading.</p> <p>Student enrollment will be tracked to measure trends and annual comparisons. Progress towards 21st Century teaching development and implementation will be tracked and marketing efforts will be monitored. Less students will transfer out of the district in the year.</p> <p>The middle school dropout rate will continue at less than 1% and High School graduation rate is not applicable as we do not serve High School students.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> Increased opportunities for parent participation are planned at the school and classroom levels, inviting participation along with bilingual supports. School website has current information on school and classroom activities and e-blasts are used. <p>Continue to provide Stakeholder input to refine strategies and to sustain or increase current enrollment</p>	<p>LEA-wide</p>	<p><u>X</u> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:</p>	<p>Newsletters, Outreach, Q and A Documents, Parent meetings LCFF Object 4390 4000-4999: Books And Supplies Base 3,000</p> <p>Marketing, website updates, brochures and other promotional materials Resource 0000 Object 5852 5000-5999: Services And Other Operating Expenditures Base \$20,000</p> <p>School office and district office send phone and email</p>

<p>through the promotion of a positive school climate. And continue to hold the Marketing Committee meetings to add input on best strategies and implement marketing products and activities.</p>		<p>(Specify)</p>	<p>messages to the families in addition to updating website. 2000-2999: Classified Personnel Salaries Base \$3,500</p> <p>Community meetings and district-wide celebrations Resource 0000 Object 4390 4000-4999: Books And Supplies Base \$2000</p> <p>Blackboard Connect mass address e-blast system 5000-5999: Services And Other Operating Expenditures Other \$5,000</p> <p>Stakeholder meetings 0000: Unrestricted Other \$5000</p> <p>Maintain a current district website that reflects a 21st Century education program 0000: Unrestricted Base \$200</p> <p>Continue to hold the Marketing Committee meetings to add input on best strategies and implement marketing products and activities. 0000: Unrestricted Other \$20,000</p>
<p>ELAC/DELAC meetings continue to receive input best ways to provide engagement of these families and the importance of attendance.</p> <p>Spanish support provided to English learner pupils families in the school offices and for translation and for IEPs and parent/teacher conferences</p>	<p>LEA-wide</p>	<p>All ----- OR: Low Income pupils <input checked="" type="checkbox"/> English Learners Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Time for Administration team and staff for ELAC/DELAC meetings (Supplemental)</p> <p>1000-1999: Certificated Personnel Salaries Base \$3,300</p> <p>Bilingual Support staff provides outreach and services to families such as translation Resource 0000 (Supplemental) 2000-2999: Classified Personnel Salaries Supplemental \$17,000</p> <p>ELAC/DELAC mtg supplies and staff time 1000-1999: Certificated Personnel Salaries Base \$1800</p>
<p>Grading practices:</p> <ul style="list-style-type: none"> Grade data on the on-line grading program is up-to-date and utilized K-8 with continue guided review of student achievement data to guide further instructional growth for teachers and communication to families. Teachers will agree to common grading practices, communication of expectations and clarification of directions. Teachers will develop a calendar for large projects to help support students as they learn to manage their time. 	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>AERIES parent portal for grade sharing and access to teacher emails Resource 0000 Object 5807 0000: Unrestricted Base \$2,600</p> <p>Teachers review and provide feedback on instructional practices and guided review of student achievement data (Supplemental) 1000-1999: Certificated Personnel Salaries Base \$75,225</p> <p>Data personnel for online grading, parent e-communication, assessment and reporting 2000-2999: Classified Personnel Salaries Base \$2500</p> <p>Trainings for teachers on AERIES grading process 1000-1999: Certificated Personnel Salaries Base \$4000</p> <p>Conduct focus groups to provide feedback to teachers/staff and admin 1000-1999: Certificated Personnel Salaries Base \$6000</p>
<p>Regarding Attendance -</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All -----</p>	<p>Staff contact with families and recognition for good attendance</p>

<ul style="list-style-type: none"> The school office will contact parents quickly and consistently about any and all absences and tardies, strongly encourage parents to get their child to school on time and students will be recognized for consistently getting to school on time. The district will continue to participate in the West County Consortium SARB process and worked with the new coordinator to align parent letters and processes. Work with the West County JPA SARB Coordinator on process, procedure and follow through for identified families. 		<p>OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>2000-2999: Classified Personnel Salaries Base \$7,000 Participation in the West County Consortium SARB proces 1000-1999: Certificated Personnel Salaries Special Education \$2500</p>
<ul style="list-style-type: none"> Administer the California Healthy Kids Survey to determine more information on school climate. Continue student focus groups 5-8 to provide input on how they can work together and with adults at school to sustain a positive social/emotional culture the school Continue to work promoting a sense of community K-4. 	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>-Administer the California Healthy Kids Survey to determine more information on school climate. 5000-5999: Services And Other Operating Expenditures Base \$1500 Social Skills Teacher 4th grade 1000-1999: Certificated Personnel Salaries Base \$15,000 Conduct focus groups to provide feedback to teacher/staff, admin 1000-1999: Certificated Personnel Salaries Base \$2500</p>
<p>Provide counseling as needed for high risk families</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils _ English Learners Foster Youth _ Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Counseling Services 1000-1999: Certificated Personnel Salaries Base \$60,000 Continue Restorative Justice Program and provide training to school personnel 1000-1999: Certificated Personnel Salaries Base \$6000</p>
<p>Offer innovative programming, promoting climate and to attract families and students.</p> <p>Provide either sustained or differentiated professional development on instructional strategies including Rtl, STEM, CCS, PBL, Daily 5 and technology resources.</p> <p>Continue to provide and maintain enrollment in innovative programs with active students and parent</p>		<p>All OR: Low Income pupils _ English Learners Foster Youth _ Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Provide professional develop on instructional strategies and tech 1000-1999: Certificated Personnel Salaries Other \$8000 Continue professional development to more thoroughly implement innovate programs that include parent participation and create a sense of community 0000: Unrestricted Other \$30,000 Continue to offer professional development in technology district-wide including information to parents on cyber safety</p>

<p>engagement such as the Multiage program, International Baccalaureat (IB) and Makers PBL/STEM Program</p>			<p>1000-1999: Certificated Personnel Salaries Other \$5000 Continue to offer and implement the International Baccalaureate Program at Park Side School and provide information to parents. 5800: Professional/Consulting Services And Operating Expenditures Other \$8,000 Continue to offer and implement STEM and PBL at Brook Haven and provide information to parents 5800: Professional/Consulting Services And Operating Expenditures Other \$8000</p>
<p>-Parents will be involved by participating in Safe Routes to School (SRTS) innovative encouragement and educational activities like weekly Walk/Roll days, Walking School Buses, Spring Frequent Walk/Roll programs, Family Bicycling Workshops and School Team meetings.</p>	<p>LEA wide</p>	<p>All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Safe Routes to School 1000-1999: Certificated Personnel Salaries Other 0</p>

LCAP Year 3: 2018-19

<p>Expected Annual Measurable Outcomes:</p>	<p>Decrease in the truancy rate by 10% per year by school from the 2013/14 baseline continue suspension and expulsion rates below the county average. Increase the attendance rate from (96.8%) based on district records and DataQuest reporting</p> <p>Parents and teachers will be surveyed annually as to parent engagement and participation in the educational program. Stakeholder engagement will serve to advise and develop LCAP goals/Strategic Plan direction, as evidenced by minutes of meetings and corresponding links in plan(s). Outreach, community meetings and marketing efforts will be tracked, ie Newsletters, website, brochures, meeting notices and the like, as evidence of engagement and informational opportunities for parents. Based on parent surveys in 15-16, on average between the two schools, 100% of parents 100% of parents, including the parents of unduplicated students and students with exceptional needs, will report the schools regularly seek parent input and participation. will report the schools regularly seek parent input and participation.</p> <p>The CHKS survey data will show improved rates in the area of school climate and student focus groups will report improved clarity around assignments and grading.</p> <p>Student enrollment will be tracked to measure trends and annual comparisons. Progress towards 21st Century teaching development and implementation will be tracked and marketing efforts will be monitored. Less students will transfer out of the district in the year.</p> <p>The middle school dropout rate will continue at less than 1% and High School graduation rate is not applicable as we do not serve High School students.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> Increased opportunities for parent participation are planned at the school and classroom levels, inviting participation along with bilingual supports. School website has current information on school and classroom activities and e-blasts are used. <p>Continue to provide Stakeholder input to refine strategies and to sustain or increase current enrollment through the promotion of a positive school climate. And continue to hold the Marketing Committee meetings to add input on best strategies and implement marketing products and activities.</p>	LEA-wide	<p>X All</p> <p>OR:</p> <p>Low Income pupils</p> <p>English Learners</p> <p>Foster Youth</p> <p>Redesignated fluent English proficient</p> <p>Other Subgroups:</p> <p>(Specify)</p>	<p>Newsletters, Outreach, Q and A Documents, Parent meetings LCFF Object 4390 4000-4999: Books And Supplies Base 3,000</p> <p>Marketing, website updates, brochures and other promotional materials Resource 0000 Object 5852 5000-5999: Services And Other Operating Expenditures Base \$20,000</p> <p>School office and district office send phone and email messages to the families in addition to updating website. 2000-2999: Classified Personnel Salaries Base \$3,500</p> <p>Community meetings and district-wide celebrations Resource 0000 Object 4390 4000-4999: Books And Supplies Base \$2000</p> <p>Blackboard Connect mass address e-blast system 5000-5999: Services And Other Operating Expenditures Other \$5,000</p> <p>Stakeholder meetings 0000: Unrestricted Other \$5000</p>

			<p>Maintain a current district website that reflects a 21st Century education program 0000: Unrestricted Base \$200</p> <p>Continue to hold the Marketing Committee meetings to add input on best strategies and implement marketing products and activities. 0000: Unrestricted Other \$20,000</p>
<p>ELAC/DELAC meetings continue to receive input best ways to provide engagement of these families and the importance of attendance.</p> <p>Spanish support provided to English learner pupils families in the school offices and for translation and for IEPs and parent/teacher conferences</p>	<p>LEA-wide</p>	<p>All OR: Low Income pupils <input checked="" type="checkbox"/> English Learners Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Time for Administration team and staff for ELAC/DELAC meetings (Supplemental)</p> <p>1000-1999: Certificated Personnel Salaries Base \$3,300</p> <p>Bilingual Support staff provides outreach and services to families such as translation Resource 0000 (Supplemental) 2000-2999: Classified Personnel Salaries Base \$17,000</p> <p>ELAC/DELAC mtg supplies and staff time 1000-1999: Certificated Personnel Salaries Supplemental \$1800</p>
<p>Grading practices:</p> <ul style="list-style-type: none"> Grade data on the on-line grading program is up-to-date and utilized K-8 with continue guided review of student achievement data to guide further instructional growth for teachers and communication to families. Teachers will agree to common grading practices, communication of expectations and clarification of directions. Teachers will develop a calendar for large projects to help support students as they learn to manage their time. 	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>AERIES parent portal for grade sharing and access to teacher emails Resource 0000 Object 5807 0000: Unrestricted Base \$2,600</p> <p>Teachers review and provide feedback on instructional practices and guided review of student achievement data (Supplemental) 1000-1999: Certificated Personnel Salaries Base \$75,225</p> <p>Data personnel for online grading, parent e-communication, assessment and reporting 2000-2999: Classified Personnel Salaries Base \$2500</p> <p>Trainings for teachers on AERIES grading process 1000-1999: Certificated Personnel Salaries Base \$4000</p> <p>Conduct focus groups to provide feedback to teachers/staff and admin 1000-1999: Certificated Personnel Salaries Base \$6000</p>
<p>Regarding Attendance -</p> <ul style="list-style-type: none"> The school office will contact parents quickly and consistently about any and all absences and tardies, strongly encourage parents to get their child to school on time and students will be recognized for consistently getting to school on time. The district will continue to participate in the West County Consortium SARB process and worked with the new coordinator to align parent letters and processes. Work with the West County JPA SARB 	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Staff contact with families and recognition for good attendance 2000-2999: Classified Personnel Salaries Base \$7,000</p> <p>Participation in the West County Consortium SARB proces 1000-1999: Certificated Personnel Salaries Special Education \$2500</p>

<p>Coordinator on process, procedure and follow through for identified families.</p>			
<ul style="list-style-type: none"> Administer the California Healthy Kids Survey to determine more information on school climate. Continue student focus groups 5-8 to provide input on how they can work together and with adults at school to sustain a positive social/emotional culture the school Continue to work promoting a sense of community K-4. 	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>-Administer the California Healthy Kids Survey to determine more information on school climate. 5000-5999: Services And Other Operating Expenditures Base \$1500</p> <p>Social Skills Teacher 4th grade 1000-1999: Certificated Personnel Salaries Base \$15,000</p> <p>Conduct focus groups to provide feedback to teacher/staff, admin 1000-1999: Certificated Personnel Salaries Base \$2500</p>
<p>Provide counseling as needed for high risk families</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils _ English Learners Foster Youth _ Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Counseling Services 1000-1999: Certificated Personnel Salaries Base \$60,000</p> <p>Continue Restorative Justice Program and provide training to school personnel 1000-1999: Certificated Personnel Salaries Base \$6000</p>
<p>Offer innovative programming, promoting climate and to attract families and students.</p> <p>Provide either sustained or differentiated professional development on instructional strategies including Rtl, STEM, CCS, PBL, Daily 5 and technology resources.</p> <p>Continue to provide and maintain enrollment in innovative programs with active students and parent engagement such as the Multiage program, International Baccalaureat (IB) and Makers PBL/STEM Program</p>		<p>All OR: Low Income pupils _ English Learners Foster Youth _ Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Provide professional develop on instructional strategies and tech 1000-1999: Certificated Personnel Salaries Other \$8000</p> <p>Continue professional development to more thoroughly implement innovate programs that include parent participation and create a sense of community 0000: Unrestricted Other \$30,000</p> <p>Continue to offer professional development in technology district-wide including information to parents on cyber safety 1000-1999: Certificated Personnel Salaries Other \$5000</p> <p>Continue to offer and implement the International Baccalaureate Program at Park Side School and provide information to parents. 5800: Professional/Consulting Services And Operating Expenditures Other \$8,000</p> <p>Continue to offer and implement STEM and PBL at Brook Haven and provide information to parents 5800: Professional/Consulting Services And Operating Expenditures Other \$8000</p>

<p>-Parents will be involved by participating in Safe Routes to School (SRTS) innovative encouragement and educational activities like weekly Walk/Roll days, Walking School Buses, Spring Frequent Walk/Roll programs, Family Bicycling Workshops and School Team meetings.</p>	<p>LEA wide</p>	<p>All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Safe Routes to School 1000-1999: Certificated Personnel Salaries Other 0</p>
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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:	1) The District will continue to have NCLB highly qualified teachers and teachers will meet state requirements for assignments.	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	
Goal Applies to:	Schools: <u>Park Side and Brook Haven Schools - District-wide</u> Applicable Pupil Subgroups: <u>All</u>		
Expected Annual Measurable Outcomes:	Students will continue to have fully qualified teachers with no misassignments as evidenced by spreadsheet of teacher placements and credentials	Actual Annual Measurable Outcomes:	Students had fully qualified teachers with no misassignments as evidenced by spreadsheet of teacher placements and credentials
LCAP Year: 2015/2016			
Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
Keep updated the excel spreadsheet that includes seniority list, credential held and expiration date(s). Provide this list to the Teachers' Union (SETA) annually to share with members. Highlight expiration of credentials.	Review credential status to teacher assignments to ensure 100% highly qualified teachers Cost = LCFF resource 0000 object 2400 2000-2999: Classified Personnel Salaries Base \$11,375	Kept updated the excel spreadsheet that includes seniority list, credential held and expiration date(s). Provided this list to the Teachers' Union (SETA) annually to share with members. Highlighted expiration of credentials.	Reviewed credential status to teacher assignments to ensure 100% highly qualified teachers Cost = LCFF resource 0000 object 2400 2000-2999: Classified Personnel Salaries Base \$11,375
Scope of Service	LEA-wide	Scope of Service	
<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	This goal will be rolled into a Teacher Quality goal for the following years. These actions and services were attained. Funds were expended as expected. No recommended changes with this goal. It will continue into the follow year.		

made as a result of reviewing 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 2 from prior year LCAP:	2) The District will maintain an optimal environment for learning through development and implementation its Facilities Master Plan as scheduled (EC 17002(d)).	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	
Goal Applies to:	Schools: <u>Park Side and Brook Haven Schools - District-wide including CASTLE Preschool and After School programs.</u>		
Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	Facilities will be maintained to support the instructional program as evidenced by Ticket System report and Facility Master Plan will be developed and available for review. The District will receive a FIT rating of good or better.	Actual Annual Measurable Outcomes: Facilities were maintained to support the instructional program as evidenced by Ticket System report and the RESIG report. The District will receive a FIT rating of good or better.	
LCAP Year: 2015/2016			
Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
<ul style="list-style-type: none"> Use RFP for an architect to work with the District on development of a Master Plan. 	Maintain facilities and develop a Facilities Master Plan to plan repairs or replace equipment as needed to maintain facilities in good condition. Bond Fund 5800: Professional/Consulting Services And Operating Expenditures Other \$31,145 Work with new Architect to create a Facilities Master Plan Bond 5000-5999: Services And Other Operating Expenditures Other \$35,000	Used RFP for an architect to work with the District on development of a District priorities.	Maintained facilities and worked on a to plan repairs or replace equipment as needed to maintain facilities in good condition. Bond Fund 5800: Professional/Consulting Services And Operating Expenditures Other \$31,145 Worked with new Architect to create a District priorities for bond funds and repairs 5000-5999: Services And Other Operating Expenditures Other \$35,000
Scope of Service	LEA-wide	Scope of Service	LEA-Wide
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	

<ul style="list-style-type: none"> <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 		<ul style="list-style-type: none"> <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 					
<p>Develop/implement a "Ticket system" to monitor facility work and upgrades</p>	<p>Implement a 'ticket system' to monitor Facilities projects Resources 8150 5000-5999: Services And Other Operating Expenditures Base \$1,000</p>	<p>Developed/implement a "Ticket system" to monitor facility work and upgrades</p>	<p>Implemented a 'ticket system' to monitor Facilities projects Resources 8150 5000-5999: Services And Other Operating Expenditures Base \$1,000</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> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <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		<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> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <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	
Scope of Service	LEA-wide						
Scope of Service	LEA wide						
<ul style="list-style-type: none"> • Work with Maintenance and District Office Staff to operate a quality facilities program. • Engage with RESIG for review of facilities • Maintain updated Safety Plan 	<p>Coordinate Maintenance/Custodian staff workload and maintain a Facility Use calendar Resource 8150 Object 2200 2000-2999: Classified Personnel Salaries Base \$36,665</p>	<ul style="list-style-type: none"> • Worked with Maintenance and District Office Staff to operate a quality facilities program. • Engaged with RESIG for review of facilities 	<p>Coordinated Maintenance/Custodian staff workload and maintained a Facility Use calendar Resource 8150 Object 2200 2000-2999: Classified Personnel Salaries Base \$36,665</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> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <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		<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> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <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	
Scope of Service	LEA-wide						
Scope of Service	LEA-wide						

<p>Conduct and update Prop 39 evaluation and progress</p>	<p>Use of Prop 39 funds for energy savings Resource 6230 Projected beginning balance in 2015/16 Other \$14,400</p>	<p>Conducted and updated Prop 39 evaluation and progress</p>	<p>Used of Prop 39 funds for energy savings Resource 6230 Projected beginning balance in 2015/16 Other \$14,000</p>
<p>Scope of Service LEA-wide</p>		<p>Scope of Service LEA-wide</p>	
<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>-Continue with technology upgrades to infrastructure including wireless, phone and energy management system</p>	<p>Continue with Technology upgrades and maintenance Bond Fund 5800: Professional/Consulting Services And Operating Expenditures Other \$25,000</p>	<p>-Continued with technology upgrades to infrastructure including wireless, phone and energy management system</p>	<p>Continued with Technology upgrades and maintenance Bond Fund 5800: Professional/Consulting Services And Operating Expenditures Other \$25,000</p>
<p>Scope of Service LEA-wide</p>		<p>Scope of Service LEA-wide</p>	
<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>The actions and services were successful for addressing the identified needs and goals identified in the prior year LCAP. This continues to be a focus for the district. The Goal will continue but the actions will change to for new accomplishments.</p> <p>Past successful Actions included: Repairs were made and equipment replaced as needed to maintain facilities in good condition FIT report conducted to monitor the status of facility needs and add these needs to District priorities as appropriate. We responded to our RESIG facilities inspection report recommendations, making repairs and improvements. The electronic ticket system was developed and implemented successfully.</p>		

	<p>Actions not achieved: The Facilities Master Plan was not finalized. Instead an Architect was hired to assist with the development of a Master Plan</p> <p>In the following year, the Architect will work with the District to create a Facility Master Plan. This year the District operated without a Facility Director. It was determined that this is an important position, especially with Bond work. The following year will include funds for the position.</p> <p>This goal will continue into the follow year with revised actions.</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.

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:	3) Every student will have access to standards-aligned instructional materials (EC 60119). CCSS aligned instructional materials will be reviewed and adopted as they become available.	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	
Goal Applies to:	Schools: Park Side and Brook Haven Schools - District-wide Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	100% of students will continue to have standards-aligned instructional materials as evidenced by annual public hearing on sufficiency of instructional materials	Actual Annual Measurable Outcomes:	100% of students had standards-aligned instructional materials as evidenced by annual public hearing on sufficiency of instructional materials
LCAP Year: 2015/2016			
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	<ul style="list-style-type: none"> Review, evaluate, pilot (as appropriate), adopt and provide sustained professional development as available through SCOE on newly available CCSS aligned curriculum materials in all subject areas. Resource 0000 Object 4310 4000-4999: Books And Supplies Other \$51,000	<ul style="list-style-type: none"> Reviewed, evaluated, piloted (as appropriate), and provided sustained professional development as available through SCOE on newly available CCSS aligned curriculum materials in all subject areas. Expenditures were not as much due to the fact that we did not purchased the materials as expected. Cost was only incurred for the pilot	Reviewed, evaluated, piloted (as appropriate), and provided sustained professional development as available through SCOE on newly available CCSS aligned curriculum materials in all subject areas. Incur costs to piloting materials and staff time for review and pilot Resource 0000 Object 4310 4000-4999: Books And Supplies Other \$29,285

<p><input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Review ELD program and supplemental instructional materials for these groups as well as best practices</p>	<p>Staff time for review of instructional materials Resource 0000 Object 1100 (Supplemental) 1000-1999: Certificated Personnel Salaries Base \$4,570</p> <p>Professional development on EL instructional materials LCFF Resource 0000 Object 1100 (Supplemental) 1000-1999: Certificated Personnel Salaries Base \$2,747</p>	<p>Reviewed ELD program and supplemental instructional materials for these groups as well as best practices</p>	<p>Staff time for review of instructional materials Resource 0000 Object 1100 (Supplemental) 1000-1999: Certificated Personnel Salaries Base \$4,570</p> <p>Professional development on EL instructional materials Educator Effectiveness Resource 6264 Object 1100 (Supplemental) 1000-1999: Certificated Personnel Salaries Other \$2,747</p> <p>Professional development on EL strategies via SCOE and other workshops 1000-1999: Certificated Personnel Salaries Concentration</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 checked="" 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 checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<ul style="list-style-type: none"> Continue refining math implementation. Confirm timeline for implementing ELA and science instructional materials. 	<p>-Continue refining math implementation through professional development 1000-1999: Certificated Personnel Salaries Base \$12,500</p>	<p>-Continued refining math implementation and began evaluation of ELA/ELD materials. NGSS staff capacity was built through professional development.</p>	<p>-Continued refining math implementation through professional development 1000-1999: Certificated Personnel Salaries Base \$12,500</p>
<p>Scope of Service LEA-wide</p>		<p>Scope of Service LEA Wide</p>	

<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<ul style="list-style-type: none"> Confirm timeline for implementing ELA and science instructional materials. 	<p>-Confirm timeline for implementing ELA and science instructional materials. LCFF Resource 0000 Object 1300 1000-1999: Certificated Personnel Salaries Base \$1,350</p>	<ul style="list-style-type: none"> Confirmed timeline for implementing ELA and science instructional materials. 	<p>-Confirmed timeline for implementing ELA and science instructional materials. LCFF Resource 0000 Object 1300 1000-1999: Certificated Personnel Salaries Base \$1350</p>
<p>Scope of Service LEA-wide</p>		<p>Scope of Service LEA wide</p>	
<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>Integrate Technology into curriculum</p>	<p>-Purchase additional Chromebooks for student Bond Fund object 4402 4000-4999: Books And Supplies Other \$57,000 Provide Google training to teachers Resource 0004 Object 5840 5000-5999: Services And Other Operating Expenditures Locally Defined \$5,000</p>	<p>Integrated Technology into curriculum</p>	<p>-Purchased additional Chromebooks for student Bond Fund object 4402 4000-4999: Books And Supplies Other \$57,000 Provided Google and tech training to teachers Resource 0004 Object 5840 5000-5999: Services And Other Operating Expenditures Locally Defined \$5,000</p>
<p>Scope of Service LEA-wide</p>		<p>Scope of Service LEA wide</p>	
<p><input checked="" type="checkbox"/> All ----- OR:</p>		<p><input checked="" type="checkbox"/> All ----- OR:</p>	

<ul style="list-style-type: none"> <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) 		<ul style="list-style-type: none"> <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) 					
<ul style="list-style-type: none"> • Implement a quality Chromebook/gmail/google program for students 	<p>Work with Tech support to implement Gmail accounts Resource 0004 Object 5840 5800: Professional/Consulting Services And Operating Expenditures Locally Defined \$3,000</p>	<p>-Implemented a quality Chromebook/gmail/google program for students</p>	<p>Worked with Tech support to implement Gmail accounts Resource 0004 Object 5840 5800: Professional/Consulting Services And Operating Expenditures Locally Defined \$3,000</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"> <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		<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"> <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	
Scope of Service	LEA-wide						
Scope of Service	LEA wide						
<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>These actions and services addressed the identified goals.</p> <p>The District successfully reviewed, evaluated and piloted instructional material in math for possible adoption. We successfully confirmed the timeline for implementing ELA/ELD CCSS aligned instructional materials and began the evaluation process. Began evaluation of ELA/ELD materials for pilot in 2016/17.</p> <p>This goal will roll into Goal 3 next year, with the focus of curriculum, instruction, assessment, and student achievement.</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.

Original GOAL 4 from prior year LCAP:	4) Teachers provide a rigorous, high quality and engaging educational program to support each student and every significant subgroup in mastering the CCSS and preparing them with 21st Century Learning skills defined in the District's Strategic Plan.	Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: Park Side and Brook Haven Schools Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Professional development attendance will be tracked and collaborative agendas available for review to show trainings, topics and agendas to promote engagement with the Common Core, ELD strategies, RtI, PBL, STEM and technology. Teacher will be surveyed annually to evaluate status of implementation and student focus groups will be conducted for input; results of which will be available. At least 90% of teachers surveyed will report that they are prepared to teach CCSS, EL students and/or 21st Century learning skills.	Actual Annual Measurable Outcomes: Professional development attendance was tracked and collaborative agendas were available for review to show trainings, topics and agendas to promote engagement with the Common Core, ELD strategies, RtI, PBL, STEM and technology. Teacher were surveyed annually to evaluate status of implementation and student focus groups will be conducted for input; results of which will be available. At least 90% of teachers surveyed reported that they are prepared to teach CCSS, EL students and/or 21st Century learning skills.	
LCAP Year: 2015/2016			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Scope of Service	LEA-wide	Scope of Service	LEA wide
Teachers implement CCSS with special attention to meeting the needs of students with support from professional development and collaboration on staff development days	<ul style="list-style-type: none"> Teachers implement CCSS with special attention to meeting the needs of students with support from professional development and collaboration on staff development days LCFF Resource 0000 1000-1999: Certificated Personnel Salaries Other 4,500 	Teachers implemented CCSS with special attention to meeting the needs of students with support from professional development and collaboration on staff development days	<ul style="list-style-type: none"> Teachers implemented CCSS with special attention to meeting the needs of students with support from professional development and collaboration on staff development days LCFF Resource 0000 1000-1999: Certificated Personnel Salaries Other \$4,500

<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>Review ELD program and supplemental instructional materials for these groups as well as best practices</p>	<p>Teachers review EL materials LCFF Resource 0000 (supplemental) 1000-1999: Certificated Personnel Salaries Other \$2,750</p> <p>Teachers review and receive refresher training on EL strategies for the classroom LCFF Resource 0000 (supplemental) 1000-1999: Certificated Personnel Salaries Base \$4,200</p>	<p>Reviewed ELD program and supplemental instructional materials for these groups as well as best practices</p>	<p>Teachers reviewed EL materials Educator Effectiveness resource 6264, object code 1100 1000-1999: Certificated Personnel Salaries Other \$2750</p> <p>Teachers reviewed and received refresher training on EL strategies for the classroom Educator Effectiveness resource 6264 1000-1999: Certificated Personnel Salaries Other \$4200</p>
<p>Scope of Service LEA-wide</p> <hr/> <p><input type="checkbox"/> All ----- OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p>Scope of Service LEA wide</p> <hr/> <p><input type="checkbox"/> All ----- OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>-Review Rtl strategies and programs</p>	<p>-Review Rtl strategies and programs Title I Object 1300 1000-1999: Certificated Personnel Salaries Title I \$3,300</p>	<p>-Reviewed Rtl strategies and programs</p>	<p>-Review Rtl strategies and programs Title I Object 1300 1000-1999: Certificated Personnel Salaries Title I \$3300</p>
<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils</p>		<p>Scope of Service LEA wide</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils</p>	

<ul style="list-style-type: none"> <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 		<ul style="list-style-type: none"> <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 					
<p>-Continue training of using technology as an instructional tool and to give students access to 21st Century learning skills.</p>	<p>-Continue training of using technology as an instructional tool and to give students access to 21st Century learning skills 1000-1999: Certificated Personnel Salaries Title I \$13,000</p>	<p>-Continued training of using technology as an instructional tool and to give students access to 21st Century learning skills.</p>	<p>-Continued training of using technology as an instructional tool and to give students access to 21st Century learning skills 0001-0999: Unrestricted: Locally Defined Title I \$13,000</p>				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; background-color: #e0e0e0;">Scope of Service</td> <td>LEA-wide</td> </tr> </table> <p><input checked="" type="checkbox"/> All</p> <hr style="border-top: 1px dashed black;"/> <p>OR:</p> <ul style="list-style-type: none"> <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		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; background-color: #e0e0e0;">Scope of Service</td> <td>LEA wide</td> </tr> </table> <p><input checked="" type="checkbox"/> All</p> <hr style="border-top: 1px dashed black;"/> <p>OR:</p> <ul style="list-style-type: none"> <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	
Scope of Service	LEA-wide						
Scope of Service	LEA wide						
<p>-Per the Strategic Plan, investigate PBL and provide training</p>	<p>PBL training LCFF Resource 0000 1000-1999: Certificated Personnel Salaries Base \$11,000</p>	<p>-Per the Strategic Plan, investigated PBL and provide training</p>	<p>PBL training and collaboration LCFF Resource 0000 1000-1999: Certificated Personnel Salaries Base \$11,000</p>				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; background-color: #e0e0e0;">Scope of Service</td> <td>LEA-wide</td> </tr> </table> <p><input checked="" type="checkbox"/> All</p> <hr style="border-top: 1px dashed black;"/> <p>OR:</p> <ul style="list-style-type: none"> <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		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; background-color: #e0e0e0;">Scope of Service</td> <td>LEA wide</td> </tr> </table> <p><input checked="" type="checkbox"/> All</p> <hr style="border-top: 1px dashed black;"/> <p>OR:</p> <ul style="list-style-type: none"> <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	
Scope of Service	LEA-wide						
Scope of Service	LEA wide						
<ul style="list-style-type: none"> • Per the Strategic Plan, investigate 	<p>STEM training LCFF Resource</p>	<ul style="list-style-type: none"> • Per the Strategic Plan, investigated 	<p>STEM training LCFF Resource 0000</p>				

<p>STEM as a way to provide a comprehensive experience to students</p> <ul style="list-style-type: none"> Teachers will attend STEM and PBL training and engage in collaborative teacher/site conversations about such 	<p>0000 1000-1999: Certificated Personnel Salaries Base \$3,000</p>	<p>STEM as a way to provide a comprehensive experience to students</p> <ul style="list-style-type: none"> Teachers attended STEM and PBL training and engaged in collaborative teacher/site conversations about such 	<p>1000-1999: Certificated Personnel Salaries Base \$3000</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>Teachers implement CCSS with special attention to meeting the needs all English Learners with support from professional development and collaboration on staff development days</p>	<ul style="list-style-type: none"> Teachers implement CCSS with special attention to meeting the needs English Learners with support from professional development and collaboration on staff development days <p>LCFF Resource 0000 1000-1999: Certificated Personnel Salaries Supplemental \$4000</p>	<p>Teachers implemented CCSS with special attention to meeting the needs all English Learners with support from professional development and collaboration on staff development days</p>	<ul style="list-style-type: none"> Teachers implemented CCSS with special attention to meeting the needs English Learners with support from professional development and collaboration on staff development days <p>LCFF Resource 0000 1000-1999: Certificated Personnel Salaries Supplemental \$4000</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 checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" 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 checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Teachers implement CCSS with</p>	<ul style="list-style-type: none"> Teachers implement CCSS with 	<p>Teachers implemented CCSS with</p>	<ul style="list-style-type: none"> Teachers implemented CCSS with

special attention to meeting the needs low income students with support from professional development and collaboration on staff development days		special attention to meeting the needs Low Income Students with support from professional development and collaboration on staff development days LCFF Resource 0000 1000-1999: Certificated Personnel Salaries Supplemental \$4000	special attention to meeting the needs low income students with support from professional development and collaboration on staff development days	special attention to meeting the needs Low Income Students with support from professional development and collaboration on staff development days LCFF Resource 0000 1000-1999: Certificated Personnel Salaries Supplemental \$4000
Scope of Service	LEA-wide		Scope of Service	LEA wide
<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Actions/Services continued: Teachers will continue to participate in professional development on the CCSS and differentiated instructional strategies to address the needs of individual students and on use of technology for 21st Century learning skills through staff development days, short Wednesday Collaborative meetings, Book club and specific attendance at trainings provided by SCOE, Google and other vendors. This goal will roll into Goal 3 next year, with the focus of curriculum, instruction, assessment, and student achievement.		

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 5 from prior year LCAP:	5) Parents, including the parents of unduplicated students and the parents of students with exceptional needs, will be involved and knowledgeable about their child's education	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: CASTLE Preschool and After School, Park Side School and Brook Haven School Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Parents and teachers will be surveyed annually as to parent engagement and participation in the educational program. Stakeholder engagement will serve to advise and develop LCAP goals/Strategic Plan direction, as evidenced by minutes of meetings and corresponding links in plan(s). Outreach, community meetings and marketing efforts will be tracked, ie Newsletters, website, brochures, meeting notices and the like, as evidence of engagement and informational opportunities for parents. Based on parent surveys in 15-16, on average between the two schools, 100% of parents will report the schools regularly seek parent input and participation	Actual Annual Measurable Outcomes: Parents and teachers were surveyed as to parent engagement and participation in the educational program. Stakeholder engagement served to advise and develop LCAP goals/Strategic Plan direction, as evidenced by minutes of meetings and corresponding links in plan(s). Outreach, community meetings and marketing efforts were tracked, ie Newsletters, website, brochures, meeting notices and the like, as evidence of engagement and informational opportunities for parents. Based on parent surveys in 15-16, on average between the two schools, 95% of parents reported that the schools regularly seek parent input and participation.	
LCAP Year: 2015/2016			
Planned Actions/Services		Actual Actions/Services	
<ul style="list-style-type: none"> Office and teachers continue to focus on inviting parent participation community-wide in new ways and more consistently. 	Budgeted Expenditures	<ul style="list-style-type: none"> Office and teachers continued to focus on inviting parent participation community-wide in new ways and more consistently. <p>Marketing and Newsletters were budgeted and expenditure not needed at that rate, although marketing and newsletters were completed.</p>	Estimated Actual Annual Expenditures
	<p>Newsletters, Q and A Documents, Parent meetings LCFF Object 4390 4000-4999: Books And Supplies Base 3,000</p> <p>Marketing, website updates, brochures and other promotional materials Resource 0000 Object 5852 5000-5999: Services And Other Operating Expenditures Base \$20,000</p>		<p>Newsletters, Q and A Documents, Parent meetings LCFF Object 4390 \$2,000</p> <p>Marketing, website updates, brochures and other promotional materials Resource 0000 Object 5852 5000-5999: Services And Other Operating Expenditures Base \$10,726</p>

Scope of Service LEA-wide		Scope of Service LEA-wide	
X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
ELAC/DELAC meetings continue to receive input best ways to provide engagement of these families	Time for Administration team and staff for ELAC/DELAC meetings (Supplemental) 1000-1999: Certificated Personnel Salaries Base \$3,300	ELAC/DELAC meetings continued to receive input best ways to provide engagement of these families	Time for Administration team and staff for ELAC/DELAC meetings (Supplemental) 1000-1999: Certificated Personnel Salaries Base \$3300
Scope of Service LEA-wide		Scope of Service LEA wide	
_ All ----- OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ All ----- OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	
<ul style="list-style-type: none"> Grade data on the on-line grading program is up-to-date and extended to the elementary level 	AERIES parent portal for grade sharing and access to teacher emails Resource 0000 Object 5807 0000: Unrestricted Base \$2,600	-Grade data on the on-line grading program was up-to-date and extended to the elementary level	AERIES parent portal for grade sharing and access to teacher emails Resource 0000 Object 5807 0000: Unrestricted Base \$2600
Scope of Service LEA-wide		Scope of Service LEA-wide	
_ All ----- OR: _ Low Income pupils _ English Learners		X All ----- OR: _ Low Income pupils _ English Learners	

<p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>-School website has current information on school and classroom activities.</p>	<p>School office and district office send phone and email messages to the families in addition to updating website. 2000-2999: Classified Personnel Salaries Base \$3,500</p>	<p>-School website has current information on school and classroom activities.</p>	<p>School office and district office send phone and email messages to the families in addition to updating website. 2000-2999: Classified Personnel Salaries Base \$3500</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>	
<ul style="list-style-type: none"> Increased opportunities for parent participation are planned at the school and classroom levels. 	<p>Community meetings and district-wide celebrations Resource 0000 Object 4390 4000-4999: Books And Supplies Base \$2,000</p>	<p>-Increased opportunities for parent participation at the school and classroom levels.</p>	<p>Community meetings and district-wide celebrations Resource 0000 Object 4390 4000-4999: Books And Supplies Base \$2000</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>Continue actions with additional teacher feedback on instructional practices and guided review of student</p>	<p>Teachers review and provide feedback on instructional practices</p>	<p>Continued actions with additional teacher feedback on instructional practices and guided review of student</p>	<p>Teachers reviewed and provided feedback on instructional practices</p>

<p>achievement data to guide further instructional growth for teachers in how to address the needs of English Learners.</p>	<p>and guided review of student achievement data (Supplemental) 1000-1999: Certificated Personnel Salaries Base \$75,225</p>	<p>achievement data to guide further instructional growth for teachers in how to address the needs of English Learners.</p>	<p>and guided review of student achievement data (Supplemental) 1000-1999: Certificated Personnel Salaries Base \$75,225</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 checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" 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 checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Spanish support provided to English learner pupils families in the school offices</p>	<p>Bilingual Support staff provides outreach and services to families such as translation Resource 0000 (Supplemental) 2000-2999: Classified Personnel Salaries Supplemental \$7,000</p>	<p>Spanish support provided to English learner pupils families in the school offices</p>	<p>Bilingual Support staff provided outreach and services to families such as translation Resource 0000 (Supplemental) 2000-2999: Classified Personnel Salaries Supplemental \$7000</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 checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" 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 checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>-Parents will be involved by participating in Safe Routes to School (SRTS) innovative encouragement and educational activities like weekly Walk/Roll days, Walking School Buses, Spring Frequent Walk/Roll programs, Family Bicycling Workshops and School Team</p>	<p>Safe Routes to School 1000-1999: Certificated Personnel Salaries Other 0</p>	<p>-Parents were involved by participating in Safe Routes to School (SRTS) innovative encouragement and educational activities like weekly Walk/Roll days, Walking School Buses, Spring Frequent Walk/Roll programs, Family Bicycling Workshops and School Team meetings.</p>	<p>Safe Routes to School 1000-1999: Certificated Personnel Salaries Other 0</p>

meetings.				
Scope of Service	LEA wide		Scope of Service	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)			<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)	
Spanish support provided to English learner pupils families at IEP meetings and parent/teacher conferences		Bilingual Support staff provides outreach and services to families such as translation Resource 0000 (Supplemental) 2000-2999: Classified Personnel Salaries Supplemental \$7000	Spanish support provided to English learner pupils families at IEP meetings and parent/teacher conferences	
Bilingual Support staff provided outreach and services to families such as translation Resource 0000 (Supplemental) 2000-2999: Classified Personnel Salaries Supplemental \$7000				
Scope of Service	LEA		Scope of Service	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 checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Special Education			<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Special Education	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Parents and teachers were surveyed as to parent engagement and participation in the educational program. Stakeholder engagement served to advise and develop LCAP goals/Strategic Plan direction, as evidenced by minutes of meetings and corresponding links in plan(s). Outreach, community meetings and marketing efforts will be tracked, ie Newsletters, website, brochures, meeting notices and the like, as evidence of engagement and informational opportunities for parents. Based on parent surveys in 15-16, on average between the two schools, 100% of parents will report the schools regularly seek parent input and participation. Surveys will continue. ELAC/DELAC meetings continued to receive input best ways to provide engagement of these families. As a result the District offered free ESL classes through the JC and offered free child care. Spanish support provided to English learner pupils families in the school offices with addition of Spanish speaking staff for support. This will continue.		

	<ul style="list-style-type: none">• Grade data on the on-line grading program was extended to the elementary level and this will continue. <p>This goal will roll into Goal 4 next year, with the focus of school climate, including parent involvement, student engagement, attendance and communication</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.

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 6 from prior year LCAP:	6) Provide quality instruction to low achieving and sub groups to promote academic success and marked improvement district-wide	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <u>X</u> 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: <u>Park Side and Brook Haven</u> Applicable Pupil Subgroups: <u>All students and significant subgroups (White, EL, Hispanic/ Latino, socio economically disadvantaged and Students with Disabilities)</u>		
Expected Annual Measurable Outcomes:	Instructional strategies will be used including Rtl, ELD best practices, technology integration and other supports as measured by teacher training and surveys. Student academic improvement will be measured by analysis of district adopted benchmark assessments in ELA, SBAC interim assessments and iXL in math that are aligned to the CCSS, annual CELDT results and reclassification rates. Instructional Assistants will help with small group instruction to increase student achievement AMAO 1 will meet or exceed target (59.0 14/15) and for succeeding school years. AMAO 2 > 5 years will meet or exceed target (22.8% 14/15), AMAO 2 < 5 years (49.0 14/15) and for succeeding school years. Reclassification rate will also increase by 10% at minimum.	Actual Annual Measurable Outcomes: Instructional strategies were used including Rtl, ELD best practices, technology integration and other supports as measured by teacher training and surveys. Student academic improvement was measured by analysis of district adopted benchmark assessments in ELA, SBAC interim assessments and iXL in math that are aligned to the CCSS, annual CELDT results and reclassification rates. Instructional Assistants will help with small group instruction to increase student achievement AMAO 1 will exceeded target (60%) with 62.8% meeting the growth target in 15/16 and for succeeding school years. AMAO 2 > 5 years will exceeded target (22.8% 14/15), with 24% and AMAO 2 < 5 years (49.0 14/15) at 61.4%. Reclassification rate increased by 10% at minimum.	
LCAP Year: 2015/2016			
Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
<ul style="list-style-type: none"> Trainer works with teachers on instructional strategies for CCSS implementation that addresses the needs of underperforming subgroups using Rtl. Trainer assists in identifying technology programs and resources for individualizing, pre-teaching and reteaching to 	<ul style="list-style-type: none"> Trainer works with teachers on instructional strategies for CCSS implementation that addresses the needs of underperforming subgroups using Rtl. Trainer assists in identifying technology programs and resources for individualizing, preteaching and reteaching to 	<ul style="list-style-type: none"> Trainer worked with teachers on instructional strategies for CCSS implementation that addresses the needs of underperforming subgroups using Rtl. Trainer assisted in identifying technology programs and resources for individualizing, pre-teaching and reteaching to address 	<ul style="list-style-type: none"> Trainer worked with teachers on instructional strategies for CCSS implementation that addresses the needs of underperforming subgroups using Rtl. Trainer assisted in identifying technology programs and resources for individualizing, preteaching and reteaching to

address individual student needs	address individual student needs Title I 1000-1999: Certificated Personnel Salaries Title I \$15,395	individual student needs	address individual student needs Title I 1000-1999: Certificated Personnel Salaries Title I \$15,395								
<table border="1"> <tr> <td data-bbox="96 293 243 370">Scope of Service</td> <td data-bbox="243 293 569 370">LEA-wide</td> </tr> <tr> <td colspan="2" data-bbox="96 370 569 683"> <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) </td> </tr> </table>	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)			<table border="1"> <tr> <td data-bbox="1031 293 1178 370">Scope of Service</td> <td data-bbox="1178 293 1514 370">LEA wide</td> </tr> <tr> <td colspan="2" data-bbox="1031 370 1514 683"> <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) </td> </tr> </table>	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)											
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)											
Specific strategies for EL's will be addressed based on best practices	Trainings and staff time to evaluate best practices LCFF Resource 0000 (Supplemental) 1000-1999: Certificated Personnel Salaries Base \$12,000 Cost for EL materials and technology LCFF Supplemental Object 4310 4000-4999: Books And Supplies Supplemental \$100	Specific strategies for EL's were addressed based on best practices	Trainings and staff time to evaluate best practices LCFF Resource 0000 (Supplemental) 1000-1999: Certificated Personnel Salaries Base \$12,000 Cost for EL materials and technology LCFF Supplemental Object 4310 4000-4999: Books And Supplies Supplemental \$100								
<table border="1"> <tr> <td data-bbox="96 980 243 1057">Scope of Service</td> <td data-bbox="243 980 569 1057">LEA-wide</td> </tr> <tr> <td colspan="2" data-bbox="96 1057 569 1370"> <input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </td> </tr> </table>	Scope of Service	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 checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<table border="1"> <tr> <td data-bbox="1031 980 1178 1057">Scope of Service</td> <td data-bbox="1178 980 1514 1057">LEA</td> </tr> <tr> <td colspan="2" data-bbox="1031 1057 1514 1370"> <input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </td> </tr> </table>	Scope of Service	LEA	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
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Technology enhancements, supplemental materials and program placements for special education	Cost for additional materials for Special Education Students (LCFF Resource 0000)	Technology enhancements, supplemental materials and program placements for special education	Cost for additional materials for Special Education Students (LCFF Resource 0000)								

<p>students</p>	<p>Amounts included in Goal 3 Action 1-not additional funds 4000-4999: Books And Supplies Other \$4,000</p> <p>Cost for alternative placement for Special Education Students. Resource 6500 5000-5999: Services And Other Operating Expenditures Base \$100,000</p>	<p>students</p>	<p>Amounts included in Goal 3 Action 1-not additional funds including assessments 4000-4999: Books And Supplies Other \$4000</p> <p>Cost for alternative placement for Special Education Students. Resource 6500 5000-5999: Services And Other Operating Expenditures Base \$100,000</p>
<p>Scope of Service</p> <p>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 checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special Education</u></p>		<p>Scope of Service</p> <p>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 checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special Education</u></p>	
<p>Technology enhancements, supplemental materials and program placements for English Learners</p>	<p>Cost for additional materials for Special Education Students (LCFF Resource 0000) Amounts included in Goal 3 Action 1-not additional funds 4000-4999: Books And Supplies Supplemental \$4000</p> <p>1000-1999: Certificated Personnel Salaries Supplemental \$100</p>	<p>Technology enhancements, supplemental materials and program were put in place for English Learners</p>	<p>Cost for additional materials for English Learners (LCFF Resource 0000) Amounts included in Goal 3 Action 1-not additional funds 4000-4999: Books And Supplies Supplemental \$4000</p> <p>ELD teacher for coordination 1000-1999: Certificated Personnel Salaries Other \$2500</p>
<p>Scope of Service</p> <p>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</p>		<p>Scope of Service</p> <p>LEA Wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English</p>	

proficient _ Other Subgroups: (Specify)		proficient _ Other Subgroups: (Specify)	
-English Language Development specialist will work with teachers and students to promote EL student success	ELD program cost LCFF Supplemental 1000-1999: Certificated Personnel Salaries Supplemental \$25,575	-English Language Development specialist worked with teachers and students to promote EL student success	ELD program cost LCFF Supplemental 1000-1999: Certificated Personnel Salaries Supplemental \$25,575
Scope of Service LEA wide		Scope of Service LEA wide	
_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	
-Instructional Assistants will work with small groups to assist at risk students	Instructional assistants (Title I Object 2100 \$28,000) and (LCFF Supplemental object 2100 \$55,966) 2000-2999: Classified Personnel Salaries Supplemental \$83,966	-Instructional Assistants worked with small groups to assist at risk students	Instructional assistants (Title I Object 2100 \$28,000) and (LCFF Supplemental object 2100 \$55,966) 2000-2999: Classified Personnel Salaries Supplemental \$83,966
Scope of Service LEA-wide		Scope of Service LEA Wide	
_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	
-Teachers evaluate student data on achievement	Staff time for data collection and evaluation LCFF Object 1100 1000-1999: Certificated Personnel Salaries Base \$64,100	-Teachers evaluated student data on achievement	Staff time for data collection and evaluation LCFF Object 1100 1000-1999: Certificated Personnel Salaries Base \$64,100

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?	<p>Benchmark assessments were used to monitor student performance and progress in ELA at one elementary site. A new math program was piloted as a possibility for use as interim assessments. Also, SBAC assessments were previewed for possible use for interim assessments. However benchmark assessments were not used in math as listed. The district was hopeful in the ability to use the new math materials for this purpose, or the SBAC interim assessments. The interim assessments were introduced, but results not able to be accessed in a timely manner for improvement of instruction.</p> <p>EL student data was evaluated and it was clear that goals to increase student achievement of this sub group need to continue.</p> <p>This goal will roll into Goal 3 next year, with the focus of curriculum, instruction, assessment, and student achievement.</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.

Original GOAL 7 from prior year LCAP:	7) Decrease the truancy rate by 10% per year by school from the 2011/12 baseline continue suspension and expulsion rates below the county average. Increase the attendance rate from (96.8%) based on district records and DataQuest reporting	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 X 6 X 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: Park Side and Brook Haven Schools Applicable Pupil Subgroups: All, students who are identified as truant in 2014/15		
Expected Annual Measurable Outcomes:	The Truancy rate will be calculated annually by the West County Student Attendance Review Board program coordinator and AERIES discipline report will be available along with Healthy Kids Survey data for analysis of student engagement. The truancy rate will be decreased by 10% at Brook Haven School and there will be 0 dropouts reported by dataquest. The suspension and expulsion rates will continue to be below the county average. Increase the attendance rate from (96.8%) based on district records and DataQuest reporting	Actual Annual Measurable Outcomes:	The Truancy rate was calculated annually by the West County Student Attendance Review Board program coordinator and AERIES discipline report will be available along with Healthy Kids Survey data for analysis of student engagement. The truancy rate e decreased by 10% at Brook Haven School and there were be 0 dropouts reported by dataquest. The suspension and expulsion rates continued to be below the county average. Increase the attendance rate from (96.8%) based on district records and DataQuest reporting
LCAP Year: 2015/2016			
Planned Actions/Services		Actual Actions/Services	
<ul style="list-style-type: none"> The school office will contact parents quickly and consistently about any and all absences and tardies and strongly encourage parents to get their child to school on time. Students will be recognized for consistently getting to school on time. 	Budgeted Expenditures The school office continues to contact parents quickly and consistently about any and all absences and tardies and strongly encourages parents to get their child to school on time. <ul style="list-style-type: none"> Students are recognized for consistently getting to school on time. LCFF Resource 0000 Object 2420 2000-2999: Classified Personnel Salaries Base \$4,555	<ul style="list-style-type: none"> The school office contacted parents quickly and consistently about any and all absences and tardies and strongly encouraged parents to get their child to school on time. Students were recognized for consistently getting to school on time. 	Estimated Actual Annual Expenditures The school office continued to contact parents quickly and consistently about any and all absences and tardies and strongly encourages parents to get their child to school on time. <ul style="list-style-type: none"> Students were recognized for consistently getting to school on time. LCFF Resource 0000 Object 2420 2000-2999: Classified Personnel Salaries Base \$4555

<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>-ELAC/DELAC will review the importance of attendance at two of their meetings.</p>	<p>Staff time and materials for ELAC/DELAC meetings LCFF (Supplemental) 1000-1999: Certificated Personnel Salaries Base \$1,500</p>	<p>-Attendance was discussed at the ELAC/DELAC meetings and put in newsletter in both English and Spanish</p>	<p>Staff time and materials for ELAC/DELAC meetings LCFF (Supplemental) 1000-1999: Certificated Personnel Salaries Other \$1500 Translation services 2000-2999: Classified Personnel Salaries</p>
<p>Scope of Service LEA</p>		<p>Scope of Service LEA wide</p>	
<p>X All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p>_ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>-The district will continue to participate in the West County Consortium SARB process and worked with the new coordinator to align parent letters and processes. Work with the West County JPA SARB Coordinator on process, procedure and follow through for identified families.</p>	<p>Work with the West County JPA SARB Coordinator on process, procedure and follow through for identified families. Resource 0004 Object 1200 1000-1999: Certificated Personnel Salaries Base \$2500</p>	<p>-The district continued participation in the West County Consortium SARB process and worked with the new coordinator to align parent letters and processes. Work with the West County JPA SARB Coordinator on process, procedure and follow through for identified families.</p>	<p>Worked with the West County JPA SARB Coordinator on process, procedure and follow through for identified families. Resource 0004 Object 1200 1000-1999: Certificated Personnel Salaries Base \$2500</p>
<p>Scope of Service LEA</p>		<p>Scope of Service LEA wide</p>	

<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>-Administer the California Healthy Kids Survey to determine more information on school climate.</p>	<p>California Healthy Kids Survey costs Resource 0000 5800: Professional/Consulting Services And Operating Expenditures Base \$300</p>	<p>-Administered the California Healthy Kids Survey to determine more information on school climate.</p>	<p>California Healthy Kids Survey costs Resource 0000 5800: Professional/Consulting Services And Operating Expenditures Base \$300</p>
<p>Scope of Service LEA</p>		<p>Scope of Service LEA</p>	
<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>-Provide counseling as needed for high risk families.</p>	<p>Counseling services K-8 Resource 0004 Object 1200 1000-1999: Certificated Personnel Salaries Base \$25000</p>	<p>-Provided counseling as needed for high risk families.</p>	<p>Counseling services K-8 Resource 0004 Object 1200 1000-1999: Certificated Personnel Salaries Base \$25000</p>
<p>Scope of Service LEA</p>		<p>Scope of Service LEA</p>	
<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	

<p>Monitor the rate of truanancies to ensure that records were consistent with how the state counts truananciesUse AERIES to provide discipline data and reporting</p>	<p>AERIES Resource 0000 Object 2400 2000-2999: Classified Personnel Salaries Base \$500</p>	<p>Monitored the rate of truanancies to ensure that records were consistent with how the state counts truananciesUse AERIES to provide discipline data and reporting</p>	<p>AERIES Resource 0000 Object 2400 2000-2999: Classified Personnel Salaries Base \$500</p>
<p>Scope of Service LEA</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</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>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>The district successfully implemented the following actions and services:</p> <ul style="list-style-type: none"> • Participated in the West Co. SARB process and worked with the coordinator to align parent letter and processes. • The school offices contacted parents quickly and consistently about any and all absences and tardies and strongly encouraged parents to get their students to school on time. • Students were recognized for attendance. • ELAC/DELAC reviewed the importance of attendance. • We monitored the rate of truanancies to ensure that records were consistent with how the state counts truanancies. <p>These goals and actions will be continued into the next year, as the provided a successful minor drop in the truancy rate and more work needs to be done.</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.

Original GOAL 8 from prior year LCAP:	<p>8) Students will report that grading practices are clear and fair, that they clearly understand assignments and teacher expectations and that there are opportunities for them to be involved in improving the school culture.</p> <p>Continue to monitor CHKS survey data to identify if there is meaningful data for improving the school climate.</p> <p>Incorporate Safe Routes to School to promote health and student engagement.</p>	<p>Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/></p> <p>COE only: 9 _ 10 _</p> <p>Local : Specify</p>	
Goal Applies to:	<p>Schools: All</p> <p>Applicable Pupil Subgroups: All</p>		
Expected Annual Measurable Outcomes:	<p>Students focus groups will monitor how they perceive grading practices, assignment clarity and opportunities for involvement in creating a positive school culture and compared to previous year to calculate positive change by 10% reporting</p> <p>Teachers will document development of a coordinated activity/project calendar.</p> <p>Latest CHKS data will be reviewed to identify if there are findings that need to be addressed and measure progress towards a positive school culture and climate. Report will show a 10% increase from the prior year towards a positive outcome in student health, substance use and other high risk behaviors.</p>	Actual Annual Measurable Outcomes:	<p>Students focus groups monitored how they perceive grading practices, assignment clarity and opportunities for involvement in creating a positive school culture and compared to previous year to calculate positive change by 10% reporting</p> <p>Teachers began work on development of a coordinated activity/project calendar.</p> <p>The California Healthy Kids Survey was administered in fall 2015. The results indicate better levels in all area than the State reporting. It also shows that 88% try hard on school work and 64% feel a part of the school, feel safe at school and are motivated to learn. We would like to see these percentages higher in the future. On the other hand 100% staff feel the school is a supportive and inviting place for students to learn and work, feel the school is welcoming and safe and has well maintained facilities.</p>
LCAP Year: 2015/2016			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Teachers use and parents access the AERIES online grading program to promote parent/school communication	<p>- Continue to offer training to teachers on AERIES grading process LCFF Resource 0000, 0004 Object 1100 1000-1999: Certificated Personnel Salaries Base \$4000</p>	Teachers used and parents access the AERIES online grading program to promote parent/school communication	<p>- Continued to offer training to teachers on AERIES grading process LCFF Resource 0000, 0004 Object 1100 1000-1999: Certificated Personnel Salaries Base \$4000</p>

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<p>X 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>X 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>Using input from student focus groups, teachers will agree to common practices on grading, communicating expectations, and explaining directions. Using focus groups, students provide input on how they can work together and with the adults at school to sustain a positive social/emotional culture at the school.</p>	<p>Conduct focus groups to provide feedback to teachers/staff and admin LCFF Resource 0000, 0004 Object 1100 1000-1999: Certificated Personnel Salaries Base \$6000</p>	<p>Using input from student focus groups, teachers agreed to common practices on grading, communicating expectations, and explaining directions. Using focus groups, students provided input on how they can work together and with the adults at school to sustain a positive social/emotional culture at the school.</p>	<p>Conducted focus groups to provide feedback to teachers/staff and admin LCFF Resource 0000, 0004 Object 1100 1000-1999: Certificated Personnel Salaries Base \$6000</p>				
<table border="1"> <tr> <td>Scope of Service</td> <td>LEA wide</td> </tr> </table>	Scope of Service	LEA wide		<table border="1"> <tr> <td>Scope of Service</td> <td>LEA</td> </tr> </table>	Scope of Service	LEA	
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<p>Administration and staff continue to develop and implement Restorative Justice practices for student discipline</p>	<p>-Continue Restorative Justice Program and provide training to school personnel LCFF Resource 0000 Object 1300 1000-1999: Certificated Personnel Salaries Base \$6,000</p>	<p>Administration and staff continued to develop and implement Restorative Justice practices for student discipline</p>	<p>-Continued Restorative Justice Program and provide training to school personnel LCFF Resource 0000 Object 1300 1000-1999: Certificated Personnel Salaries Base \$6,000</p>				
<table border="1"> <tr> <td>Scope of Service</td> <td>LEA wide</td> </tr> </table>	Scope of Service	LEA wide		<table border="1"> <tr> <td>Scope of Service</td> <td>LEA wide</td> </tr> </table>	Scope of Service	LEA wide	
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<p>Administration, teachers support staff and students will monitor findings from California Healthy Kids Survey (CHKS) to identify if there are areas that need to be addressed in the LCAP</p>	<p>Annual cost of CHSK (Ca Healthy Kids Survey) LCFF Resource 0000 1000-1999: Certificated Personnel Salaries Base \$500</p>	<p>Administration, teachers support staff and students analyzed findings from California Healthy Kids Survey (CHKS) to identify if there are areas that need to be addressed in the LCAP</p>	<p>Annual cost of CHSK (Ca Healthy Kids Survey) LCFF Resource 0000 1000-1999: Certificated Personnel Salaries Base \$500</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>	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>	Scope of Service	LEA wide	
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<p>Safe Routes to School:</p> <p>Students will be engaged by participating in SRTS innovative encouragement activities like weekly Walk/Roll days, the Golden Sneaker Award for the classroom with the highest participation in walking and rolling to school, Walking School Buses, Spring Frequent Walk/Roll programs. At the Middle School level, students will be engaged by participating in the Safe Routes to School (SRTS) Active Transportation Green Club (Teens Go Green) which seeks to get more students walking</p>	<p>Safe Routes to School 0000: Unrestricted Other 0</p>	<p>Safe Routes to School:</p> <p>Students were engaged by participating in SRTS innovative encouragement activities like weekly Walk/Roll days, the Golden Sneaker Award for the classroom with the highest participation in walking and rolling to school, Walking School Buses, Spring Frequent Walk/Roll programs. At the Middle School level, students were engaged by participating in the Safe Routes to School (SRTS) Active Transportation Green Club (Teens Go Green) which seeks to get more students walking and biking to school, make the school</p>	<p>Safe Routes to School 0000: Unrestricted Other 0</p>				

<p>and biking to school, make the school environment safer and create a culture of awareness about active transportation on the school campus.</p> <ul style="list-style-type: none"> Students will be engaged by participating in SRTS innovative educational activities like 2nd grade pedestrian safety education, 4th grade pedestrian and bicycle safety education, 6th grade bicycle safety education, bicycle rodeos, all-school assemblies and Family Bicycling Workshops. 		<p>environment safer and create a culture of awareness about active transportation on the school campus.</p> <ul style="list-style-type: none"> Students were engaged by participating in SRTS innovative educational activities like 2nd grade pedestrian safety education, 4th grade pedestrian and bicycle safety education, 6th grade bicycle safety education, bicycle rodeos, all-school assemblies and Family Bicycling Workshops. 									
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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>Students focus groups monitored how they perceive grading practices, assignment clarity and opportunities for involvement in creating a positive school culture and compared to previous year to calculate positive change by 10% reporting</p> <p>Teachers documented development of a coordinated activity/project calendar. Restorative practices were continued.</p> <p>Latest CHKS data was reviewed to identify if there are findings that need to be addressed and measure progress towards a positive school culture and climate. The survey was not completed in the prior year for comparison. However the current year data was reviewed for creation of 16-17 goals.</p> <p>This goal will roll into Goal 4 next year, with the focus of school climate, including parent involvement, student engagement, attendance and communication</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.

Original GOAL 9 from prior year LCAP:	9) Sustain or increase the current enrollment to support the educational program defined in the District's Strategic Plan via marketing and a quality instructional and innovative programing.		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 <u>X</u> COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: All	----- Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Student enrollment will be tracked to measure trends and annual comparisons. Progress towards 21st Century teaching development and implementation will be tracked and marketing efforts will be monitored. Less students will transfer out of the district in the year.	Actual Annual Measurable Outcomes:	Student enrollment was tracked to measure trends and annual comparisons. Progress towards 21st Century teaching development and implementation was tracked and marketing efforts were monitored. The district experienced increased enrollment for the first time in 16 years.	
LCAP Year: 2015/2016				
Planned Actions/Services		Actual Actions/Services		
Budgeted Expenditures		Estimated Actual Annual Expenditures		
-Use Stakeholder meeting findings to refine strategies (including Rtl and teaching multi-grade classes) to sustain or increase current enrollment.	-Continue to use Community Stakeholder meetings to refine strategies (including Rtl and teaching multi-grade classes) to sustain or increase current enrollment. LCFF Resource 0000 Object 1300 1000-1999: Certificated Personnel Salaries Other \$2,000	<ul style="list-style-type: none"> Used Stakeholder meeting findings were used to refine strategies (including Rtl and teaching multi-grade classes) to sustain or increase current enrollment. An Rtl grant was obtained and implemented in K-4		-Continued to use Community Stakeholder meetings to refine strategies (including Rtl and teaching multi-grade classes) to sustain or increase current enrollment. LCFF Resource 0000 Object 1300 1000-1999: Certificated Personnel Salaries Other \$2000
Scope of Service	LEA-wide	Scope of Service	LEA wide	
X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient		

proficient _ Other Subgroups: (Specify)		_ Other Subgroups: (Specify)					
-Provide either sustained or differentiated professional development on instructional strategies including RtI, STEM, CCS, PBL, Daily 5 and technology resources.	Provide either sustained or differentiated professional development on instructional strategies and technology resources. The model to use will be determined based on observation of instruction. Title II 5000-5999: Services And Other Operating Expenditures Other \$8000	-Provided either sustained or differentiated professional development on instructional strategies including RtI, STEM, CCS, PBL, Daily 5 and technology resources.	Provided either sustained or differentiated professional development on instructional strategies and technology resources. The model to use was determined based on observation of instruction. Title II 5000-5999: Services And Other Operating Expenditures Other \$8000				
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Scope of Service	LEA wide						
Scope of Service	LEA wide						
<ul style="list-style-type: none"> Maintain a current District website that reflects a 21st Century educational program and continue to promote district programs via marketing 	Maintain a current District website that reflects a 21st Century educational program. LCFF Office Managers, District Office and Principals 0000: Unrestricted Base \$2000	<ul style="list-style-type: none"> Maintained a current District website that reflects a 21st Century educational program and continue to promote district programs via marketing Other marketing strategies were implemented. 	Maintained a current District website that reflects a 21st Century educational program. LCFF Office Managers, District Office and Principals 0000: Unrestricted Base \$2000				
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Scope of Service	LEA wide						

proficient _ Other Subgroups: (Specify)		_ Other Subgroups: (Specify)					
-Continue and expand joint activities with Castle Preschool.	Continue and expand joint activities with Castle Preschool. 0000: Unrestricted Base 0	-Continued and expanded joint activities with Castle Preschool.	Continued and expanded joint activities with Castle Preschool. 0000: Unrestricted Base 0				
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Hold a Stakeholder and Marketing meetings to get input on the effectiveness of the strategies identified above and use findings for planning.	Continue to hold the Marketing Committee meetings to add input on best strategies and implement marketing products and activities. LCFF Object 2400 Resource 0000 0000: Unrestricted Other \$3000	Held a Stakeholder and Marketing meetings to get input on the effectiveness of the strategies identified above and use findings for planning.	Continued to hold the Marketing Committee meetings to add input on best strategies and implement marketing products and activities. LCFF Object 2400 Resource 0000: Unrestricted Other \$3000				
<table border="1"> <tr> <td>Scope of Service</td> <td>LEA wide</td> </tr> </table>	Scope of Service	LEA wide		<table border="1"> <tr> <td>Scope of Service</td> <td>LEA wide</td> </tr> </table>	Scope of Service	LEA wide	
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-Students experience instructional strategies that address individual and small group needs and the educational program described in the strategic plan, including including Rtl,	Continue professional development to more thoroughly implement innovative programs that include parent participation and create a sense of school community Title II	-Students experienced some instructional strategies that address individual and small group needs and the educational program described in the strategic plan, including including	Continued professional development to more thoroughly implement innovative programs that include parent participation and create a sense of school community Title II				

<p>STEM, CCS, PBL, Daily 5 and technology.</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Other \$5300</p> <p>Continue to offer professional development in technology District-wide, including information to parents on cyber safety. LCFF Resource 0000 Object 1100 1000-1999: Certificated Personnel Salaries Base \$5000</p>	<p>Rtl, STEM, CCS, PBL, Daily 5 and technology.</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Other \$5300</p> <p>Continued to offer professional development in technology District-wide, including information to parents on cyber safety. LCFF Resource 0000 Object 1100 1000-1999: Certificated Personnel Salaries Base \$5000</p>								
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<p>- Continue to provide and maintain enrollment in innovative programs with active students and parent engagement such as multi-age program, International Baccalaureate (IB) program and Project-Based Learning (such as Makers) and STEM/STEAM.</p>	<p>Continue to offer and implement the International Baccalaureate Program at Park Side School and provide information to parents Title I 5800: Professional/Consulting Services And Operating Expenditures Other \$3800</p> <p>Continue to offer and implement STEM and Project Based learning at Brook Haven and provide information to parents Resource Title I 1000-1999: Certificated Personnel Salaries Other \$8000</p>	<p>- Continued to provide and maintain enrollment in innovative programs with active students and parent engagement such as multi-age program, International Baccalaureate (IB) program and Project-Based Learning (such as Makers) and STEM/STEAM.</p>	<p>Continued to offer and implement the International Baccalaureate Program at Park Side School and provide information to parents Title I 5800: Professional/Consulting Services And Operating Expenditures Other \$3800</p> <p>Continued to offer and implement STEM and Project Based learning at Brook Haven and provide information to parents Resource Title I 1000-1999: Certificated Personnel Salaries Other \$8000</p>								
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<ul style="list-style-type: none"> _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 		<ul style="list-style-type: none"> _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ 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?</p>	<p>Student enrollment was tracked to measure trends and annual comparisons. Progress towards 21st Century teaching development and implementation was tracked and marketing efforts were monitored.</p> <p>The district experienced increased enrollment for the first time in 16 years.</p> <p>This goal will continue as it was effective.</p> <p>This goal will roll into Goal 4 next year, with the focus of school climate, including parent involvement, student engagement, attendance and communication</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.

Original GOAL 10 from prior year LCAP:	10 All students have access to and are enrolled in all required areas of study. (EC51210 (a) to (i)) Students continue to have access to a strong and diverse elective program.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: Park Side and Brook Haven ----- Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Continue to ensure that ALL students, including unduplicated students and students with disabilities, have access to and are enrolled in the required areas of study. Continue to provide enrichment activities for 5-6, diverse programming for K-4 and a well rounded elective program at grades 7-8 that is aligned with parents' and students' interests. A course schedule will be developed and compared to the prior year to determine appropriate enrollment in each program (minimum of 18 students). Student, parent and teacher surveys will be used to measure satisfaction with programming.	Actual Annual Measurable Outcomes: Continued to ensure that ALL students, including unduplicated students and students with disabilities, had access to and were enrolled in the required areas of study. Continued to provide enrichment activities for 5-6, diverse programming for K-4 and a well rounded elective program at grades 7-8 that is aligned with parents' and students' interests. A course schedule was developed and compared to the prior year to determine appropriate enrollment in each program (minimum of 18 students). Student, parent and teacher surveys were used to measure satisfaction with programming.	
LCAP Year: 2015/2016			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Continue to ensure that all students have access to and are enrolled in the required areas of study.	-Continue to provide a schedule that gives all students access to the required areas of study. 1000-1999: Certificated Personnel Salaries Base \$946,297	Continued to ensure that all students have access to and are enrolled in the required areas of study.	-Continued to provide a schedule that gives all students access to the required areas of study. 1000-1999: Certificated Personnel Salaries Base \$946,297
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 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)	

_ Other Subgroups: (Specify)			
Continue to provide a diverse elective program at grades 7-8 that is aligned with parents' and students' interests. Include 5th and 6th grade with an enrichment wheel. Offer diverse programming to the Park Side school students, including gardening, Spanish and other enrichment		-Continue to provide a strong and diverse elective program with offerings determined based on elective choices. Resource 0004 Parcel Tax 1000-1999: Certificated Personnel Salaries Base \$69,711	Continued to provide a diverse elective program at grades 7-8 that is aligned with parents' and students' interests. Include 5th and 6th grade with an enrichment wheel. Offered diverse programming to the Park Side school students, including gardening, Spanish and other enrichment
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?		Continued to ensure that ALL students, including unduplicated students and students with disabilities, had access to and were enrolled in the required areas of study. Continued to provide enrichment activities for 5-6, diverse programming for K-4 and a well rounded elective program at grades 7-8 that is aligned with parents' and students' interests. A course schedule was developed and compared to the prior year to determine appropriate enrollment in each program (minimum of 18 students). Student, parent and teacher surveys were used to measure satisfaction with programming. Monitoring will continue. This goal will roll into Goal 4 next year, with the focus of school climate, including parent involvement, student engagement, attendance and communication and part will roll into Goal 3 regarding course of study.	

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>\$262,717</u>
<p>The total increase in funding for low income (SED), foster youth and English learner pupils \$262,717. These funds provide specific and targeted services to address the specific needs of these subgroups that are beyond the funding for the base program for all students. SED youth in particular will benefit from teachers being trained in Response to Intervention (RtI), engaging instructional strategies, parent inservice on how to understand their role in the school system and parent/ child classes on how to read with a child and school readiness activities.</p> <p>EL youth in particular will benefit from having an ELD Coordinator to ensure full implementing, monitoring and support of the Title III Plan. Teachers will have more ELD training through implementation of the Title III plan, implementation of increased RtI strategies, instructional strategies that support ELD and increased access to course curriculum and vocabulary development, increased teacher awareness of individual student's CELDT level and specific needs on components of the CELDT, implementation of new school wide ELD strategies, increased uses of data for monitoring student progress, Spanish support for students at the lowest CELDT levels translated information provided by the EL Services Coordinator, a bilingual parent liaison who will work with parents and DELAC to increase parent involvement, ESL classes so parents can increase their English proficiency, and technology training for parents while student receive homework assistance.</p> <p>For foster youth in particular, the teachers, administration and school counselor will work with the SCOE foster Youth Coordinator (based on their research-based expertise) and/or foster parents to differentiate instruction using RtI and provide access to additional technology resources to individualize services. R-FEP students will benefit from the strategies implemented for EL students and in addition will be monitored as a subgroup and individually to ensure that students are continuing to make progress in core classes. Students will receive additional support through RtI as needed. Use of these funds will be specific to the subgroup (not school wide or district wide).</p> <p>The District's Unduplicated Percentage is 49.23%, below the 55% threshold and will receive only Supplemental Grant funding, and not receive any Concentration Grant funding. Due to a projected LCFF Target Gap Funding percentage, the district is projecting an increase in the amount of funds it will receive via the Supplemental Grant above last year’s levels. The continuing services provided from the previous year will include: maintaining the additional staff support EL students and the ELD Rotation classes, counseling and psychologist time. The Bilingual Para-Professional positions will continue to focus specifically on the targeted students and provide assistance to English learner students as well as low income. In addition to the Bilingual Paraprofessional support, an additional allocation for the EL teacher to monitor the EL data and assessments to ensure growth of our EL students and reclassification of eligible students. Assistance in ELA and Math will be the primary focus of the additional support to the students. The Research based programs Lexia reading and iXL for math will be used for our designated subgroups utilizing the Supplemental LCAP funding.</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.

6.70	%
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The Minimum Proportionality Percentage (MPP) for the 2015-16 school year was calculated using the v16.1 FCMAT Calculator at P-2 as 6.70%. The District will also contribute \$16,176 to the Cafeteria from the General Fund to provide nutritional meals to the low-income pupils.

The proportional increase of funding for unduplicated low-income pupils, foster youth, and English learners is 5.32%. Increased services provided for these student groups will be in the areas of student support and intervention where a support structure will be implemented to address the instructional needs of individual students. Actions, support and services will be implemented to fill academic and social/emotional gaps. English Learner services will be increased to disaggregate instruction by language learning levels and provide bilingual paraprofessionals that can assist in direct classroom support for language learning. Reclassified students will be monitored and those identified as low performing will receive intervention support that meets their needs as they work to meet the rigor of the new common core standards. These services that we are providing to the unduplicated pupil count are above and beyond what all students received by our proportionality rate.

Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2015/2016 Annual Update Budgeted	2015/2016 Annual Update Actual	2016-17	2017/18	2018-19	2016-17- 2018-19 Total
All Funding Sources	1,878,326.00	1,848,337.00	1,933,122.00	1,862,790.00	767,377.00	4,563,289.00
	0.00	2,000.00	8,500.00	0.00	0.00	8,500.00
Base	1,447,995.00	1,427,274.00	1,224,215.00	1,374,090.00	374,632.00	2,972,937.00
California Career Pathways Trust	0.00	0.00	0.00	0.00	0.00	0.00
Locally Defined	8,000.00	8,000.00	8,000.00	3,000.00	8,000.00	19,000.00
Lottery	0.00	0.00	0.00	6,350.00	0.00	6,350.00
Other	254,895.00	243,727.00	219,345.00	218,345.00	218,345.00	656,035.00
Special Education	0.00	0.00	102,500.00	102,500.00	102,500.00	307,500.00
Supplemental	135,741.00	135,641.00	270,541.00	55,600.00	40,400.00	366,541.00
Title I	31,695.00	31,695.00	89,521.00	92,405.00	13,000.00	194,926.00
Title III	0.00	0.00	10,500.00	10,500.00	10,500.00	31,500.00

Total Expenditures by Object Type						
Object Type	2015/2016 Annual Update Budgeted	2015/2016 Annual Update Actual	2016-17	2017/18	2018-19	2016-17- 2018-19 Total
All Expenditure Types	1,878,326.00	1,848,337.00	1,933,122.00	1,862,790.00	767,377.00	4,563,289.00
	14,400.00	16,000.00	0.00	0.00	0.00	0.00
0000: Unrestricted	7,600.00	7,600.00	57,800.00	57,800.00	57,800.00	173,400.00
0001-0999: Unrestricted: Locally Defined	0.00	13,000.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	1,343,120.00	1,332,520.00	1,366,421.00	1,365,405.00	269,992.00	3,001,818.00
2000-2999: Classified Personnel Salaries	154,561.00	154,561.00	167,556.00	111,040.00	111,040.00	389,636.00
3000-3999: Employee Benefits	0.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	121,100.00	96,385.00	84,300.00	71,500.00	71,500.00	227,300.00
5000-5999: Services And Other Operating Expenditures	169,000.00	159,726.00	181,900.00	181,900.00	181,900.00	545,700.00
5800: Professional/Consulting Services And Operating Expenditures	68,545.00	68,545.00	75,145.00	75,145.00	75,145.00	225,435.00
6000-6999: Capital Outlay	0.00	0.00	0.00	0.00	0.00	0.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015/2016 Annual Update Budgeted	2015/2016 Annual Update Actual	2016-17	2017/18	2018-19	2016-17- 2018-19 Total
All Expenditure Types	All Funding Sources	1,878,326.00	1,848,337.00	1,933,122.00	1,862,790.00	767,377.00	4,563,289.00
		0.00	2,000.00	0.00	0.00	0.00	0.00
	Other	14,400.00	14,000.00	0.00	0.00	0.00	0.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015/2016 Annual Update Budgeted	2015/2016 Annual Update Actual	2016-17	2017/18	2018-19	2016-17- 2018-19 Total
0000: Unrestricted		0.00	0.00	0.00	0.00	0.00	0.00
0000: Unrestricted	Base	4,600.00	4,600.00	2,800.00	2,800.00	2,800.00	8,400.00
0000: Unrestricted	Other	3,000.00	3,000.00	55,000.00	55,000.00	55,000.00	165,000.00
0001-0999: Unrestricted: Locally Defined	Base	0.00	0.00	0.00	0.00	0.00	0.00
0001-0999: Unrestricted: Locally Defined	Title I	0.00	13,000.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	1,260,500.0 0	1,252,053.0 0	1,132,875.0 0	1,231,750.0 0	215,292.00	2,579,917.0 0
1000-1999: Certificated Personnel Salaries	California Career Pathways Trust	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Lottery	0.00	0.00	0.00	1,350.00	0.00	1,350.00
1000-1999: Certificated Personnel Salaries	Other	17,250.00	28,197.00	18,000.00	21,300.00	21,300.00	60,600.00
1000-1999: Certificated Personnel Salaries	Special Education	0.00	0.00	2,500.00	2,500.00	2,500.00	7,500.00
1000-1999: Certificated Personnel Salaries	Supplemental	33,675.00	33,575.00	113,025.00	5,600.00	7,400.00	126,025.00
1000-1999: Certificated Personnel Salaries	Title I	31,695.00	18,695.00	89,521.00	92,405.00	13,000.00	194,926.00
1000-1999: Certificated Personnel Salaries	Title III	0.00	0.00	10,500.00	10,500.00	10,500.00	31,500.00
2000-2999: Classified Personnel Salaries	Base	56,595.00	56,595.00	61,040.00	61,040.00	78,040.00	200,120.00
2000-2999: Classified Personnel Salaries	Supplemental	97,966.00	97,966.00	106,516.00	50,000.00	33,000.00	189,516.00
2000-2999: Classified Personnel Salaries	Title I	0.00	0.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Base	0.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies		0.00	0.00	8,500.00	0.00	0.00	8,500.00
4000-4999: Books And Supplies	Base	5,000.00	2,000.00	5,000.00	56,000.00	56,000.00	117,000.00
4000-4999: Books And Supplies	Other	112,000.00	90,285.00	19,800.00	15,500.00	15,500.00	50,800.00
4000-4999: Books And Supplies	Supplemental	4,100.00	4,100.00	51,000.00	0.00	0.00	51,000.00
5000-5999: Services And Other Operating Expenditures	Base	121,000.00	111,726.00	22,500.00	22,500.00	22,500.00	67,500.00

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).



Elementary student-reported frequency of computer use in the classroom

85%



Weekly

7%



Monthly

7%



Never

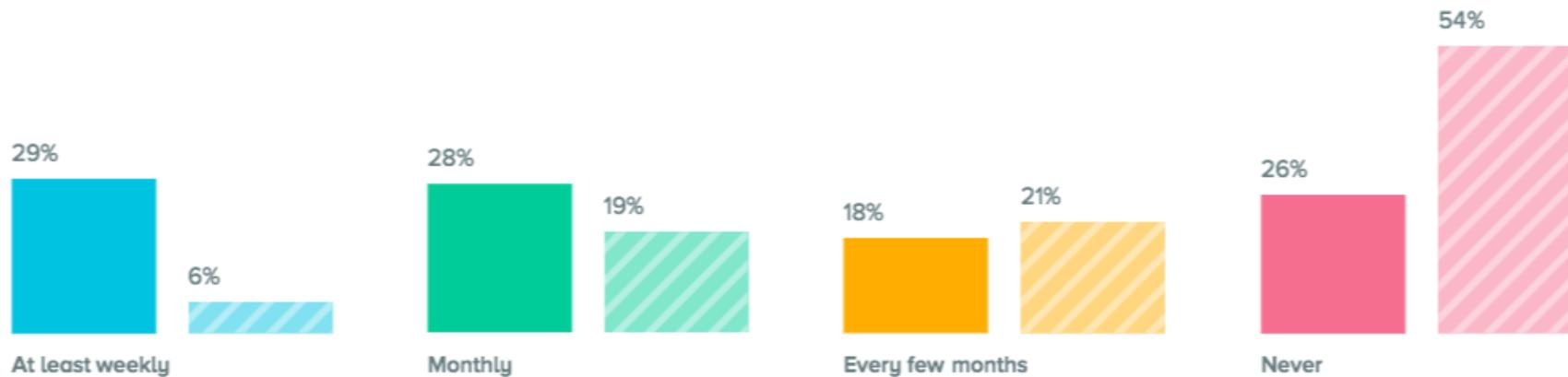
Why This Matters

Students who were able to write regularly for a virtual audience, such as through blogging, showed increased independence and confidence in their writing and also showed enhanced ability to revise their own work (McGrail & Davis, 2011).

Citation

McGrail, E., & Davis, A. (2011). The influence of classroom blogging on elementary student writing. *Journal of Research in Childhood Education*, 25, 415-437.

Students are asked to collect and analyze data



 COMPARE

 Current
Solids

 November 2014
Stripes 



Why This Matters

The urgency of using traditional skills, such as distinguishing sources and understanding plagiarism, have become heightened due to the overwhelming amounts of information available on the web (Microsoft Education Team, 2010).

Citation

Microsoft Education Team. (2010). *From search to research: Developing critical thinking through web research skill*. Retrieved from <http://download.microsoft.com/download/A/6/4/A645E848-4937-4564-9CF6-16A57EF8BF48/CriticalThinking.pdf>

2016 Park Side Parent Survey

Compilation of 37 online and 33 Paper Surveys (n=70)

Question	Average (Mean) (on 4 pt scale)	Strongly Agree	Agree	Disagree	Strongly Disagree
1. The school provides a safe and positive learning environment.	3.5	55.7%	40.0%	2.9%	1.4%
2. The school regularly seeks parent input and participation.	3.3	41.4%	50.0%	8.6%	--
3. I would recommend the school to other parents.	3.3	55.7%	37.1%	7.1%	--
4. The International Baccalaureate (IB) Program and other program offerings at the school are important to me.	3.3	37.9%	47.0%	15.2%	--
5. My child is being challenged and supported in learning.	3.3	44.9%	44.9%	5.8%	4.3%
6. If my child has a problem, there is someone at the school who will help them.	3.3	49.3%	41.8%	7.5%	1.5%
7. The school is preparing students with 21 st Century skills (critical and creative thinking, problem solving, to collaborate with others, to be globally minded).	3.3	44.8%	50.7%	4.5%	--
8. There someone at the school that can communicate with me in my first language.	3.3	97.9%	2.1%	--	--

<p>9. Does your child need more support in any of the following content areas? (Check all that apply). Note: This is an anonymous survey; contact your child’s teacher if you feel your child needs more help.</p>	<ul style="list-style-type: none"> <input type="radio"/> Reading <input type="radio"/> Writing <input type="radio"/> Science <input type="radio"/> Math <input type="radio"/> Learning English <input type="radio"/> Child doesn’t need more support <input type="radio"/> Other: Behavioral intervention/social skills (1) 	<p>19/70 18/70 5/70 22/70 1/70 19/70</p>	<p>27.1% 25.7% 7.1% 31.4% 1.4% 27.1%</p>
<p>10. Please check the programs at the school that are important to you. (Check all that apply).</p>	<ul style="list-style-type: none"> <input type="radio"/> Fine Arts/Music <input type="radio"/> Gardening <input type="radio"/> Spanish <input type="radio"/> Technology <input type="radio"/> Outdoor/environmental Ed. <input type="radio"/> Civics/student leadership <input type="radio"/> Project-based learning <input type="radio"/> IB <input type="radio"/> Other: Reading (2), P.E. (1), social skills, manners (1) 	<p>51/70 45/70 42/70 43/70 47/70 14/33 36/70 15/37</p>	<p>72.9% 64.3% 60.0% 61.4% 67.1% 42.4% 51.4% 40.5%</p>

Thank you for taking the time to help Park Side improve!

Teacher Survey – Park Side School

School Climate – LCAP 3/16

~9 responses

Parent input and participation is a priority at this school.

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know	Total	Weighted Average
(no label)	44.44% 4	33.33% 3	11.11% 1	0.00% 0	11.11% 1	9	2.67

I have had the necessary training to successfully implement the Common Core State Standards.

(no label)	0.00% 0	33.33% 3	55.56% 5	11.11% 1	0.00% 0	9	2.22
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I am prepared to integrate the Common Core anchor standards (reading, writing, listening and speaking) into the content areas I teach.

	Strongly agree	Agree	Disagree	Strongly disagree	(no label)	Total	Weighted Average
(no label)	11.11% 1	44.44% 4	44.44% 4	0.00% 0	0.00% 0	9	2.67

In planning how to implement the CCSS, I focus my lessons on how to address the needs of English Learners in my classroom.

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know	Total	Weighted Average
(no label)	11.11% 1	66.67% 6	11.11% 1	11.11% 1	0.00% 0	9	2.78

I have had the training that I need to meet the needs of English Learners in my classroom.

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know	Total	Weighted Average
(no label)	11.11% 1	44.44% 4	22.22% 2	22.22% 2	0.00% 0	9	2.44

The English Learners in my classroom are making progress towards being fluent English proficient.

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know	Total	Weighted Average
(no label)	11.11% 1	66.67% 6	11.11% 1	0.00% 0	11.11% 1	9	2.67

The school helps students who are struggling socially or emotionally.

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know	Total	Weighted Average
(no label)	22.22% 2	55.56% 5	11.11% 1	11.11% 1	0.00% 0	9	2.89

Students have access to the interventions they need to be successful.

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know	Total	Weighted Average
(no label)	0.00% 0	33.33% 3	44.44% 4	11.11% 1	11.11% 1	9	2.00

We are providing a 21st Century Education to our students.

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know	Total	Weighted Average
(no label)	11.11% 1	88.89% 8	0.00% 0	0.00% 0	0.00% 0	9	3.11

We work well together as a staff to meet student needs.

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know	Total	Weighted Average
(no label)	11.11% 1	66.67% 6	22.22% 2	0.00% 0	0.00% 0	9	2.89

2016 Brook Haven Parent Survey

40 Online Surveys

Question	Average On 4 pt scale (n)	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
1. The school provides a safe and positive learning environment.	3.2 (40)	37.5% (15)	50% (20)	5% (2)	7.5% (3)	2.5% (1)
2. The school regularly seeks parent input and participation.	2.8 (40)	12.5% (5)	62.5% (25)	22.5% (9)	--	2.5% (1)
3. I would recommend the school to other parents.	3.0 (40)	32.5% (13)	50% (20)	10% (4)	2.5% (1)	5% (2)
4. The program offerings at the school are important to me.	3.5 (39)	48.7% (19)	51.3% (20)	--	--	--
5. My child is being challenged and supported in learning.	3.2 (40)	30% (12)	62.5% (25)	5% (2)	2.5% (1)	--
6. If my child has a problem, there is someone at the school who will help them.	3.1 (40)	32.5% (13)	55% (22)	5% (2)	--	7.5% (3)
7. The school is preparing students with 21 st Century skills (critical and creative thinking, problem solving, to collaborate with others, to be globally minded).	2.9 (39)	25.6% (10)	53.8% (21)	10.3% (4)	5.1% (2)	5.1% (2)

<p>8. Does your child need more support in any of the following content areas? (Check all that apply). Note: This is an anonymous survey; contact your child’s teacher if you feel your child needs more help.</p>	<ul style="list-style-type: none"> <input type="radio"/> Reading <input type="radio"/> Writing <input type="radio"/> Science <input type="radio"/> Math <input type="radio"/> Learning English <input type="radio"/> Child doesn’t need more support <input type="radio"/> Other: Reading comprehension (1), Organizational skills and problem solving, conflict resolution (1) 	<p>6/40 7/40 5/40 8/40 2/40 20/40 2/40</p>	<p>15% 17.5% 12.5% 20% 5% 50% 5%</p>
<p>9. Please check the programs at the school that are important to you. (Check all that apply).</p>	<ul style="list-style-type: none"> <input type="radio"/> Fine Arts/Music <input type="radio"/> Athletics <input type="radio"/> Technology <input type="radio"/> Outdoor/environmental Ed. <input type="radio"/> Project-based learning <input type="radio"/> Civics/student leadership <input type="radio"/> Gardening <input type="radio"/> Clubs <input type="radio"/> College/career planning Other: 	<p>35/40 32/40 27/40 23/40 23/40 22/40 19/40 18/40 16/40</p>	<p>87.5% 80% 67.5% 57.5% 57.5% 55% 47.5% 45% 40%</p>

Thank you for taking the time to help Brook Haven improve!

Teacher Survey – Brook Haven School School Climate – LCAP 3/16 ~11 responses

Parent input and participation is a priority at this school.

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know	Total	Weighted Average
(no label)	45.45% 5	54.55% 6	0.00% 0	0.00% 0	0.00% 0	11	2.91

I have had the necessary training to successfully implement the Common Core State Standards.

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know	Total	Weighted Average
(no label)	9.09% 1	54.55% 6	36.36% 4	0.00% 0	0.00% 0	11	2.73

I am prepared to integrate the Common Core anchor standards (reading, writing, listening and speaking) into the content areas I teach.

	Strongly agree	Agree	Disagree	Strongly disagree	(no label)	Total	Weighted Average
(no label)	27.27% 3	54.55% 6	18.18% 2	0.00% 0	0.00% 0	11	3.09

In planning how to implement the CCSS, I focus my lessons on how to address the needs of English Learners in my classroom.

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know	Total	Weighted Average
(no label)	9.09% 1	54.55% 6	36.36% 4	0.00% 0	0.00% 0	11	2.73

I have had the training that I need to meet the needs of English Learners in my classroom.

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know	Total	Weighted Average
(no label)	18.18% 2	54.55% 6	18.18% 2	9.09% 1	0.00% 0	11	2.82

The English Learners in my classroom are making progress towards being fluent English proficient.

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know	Total	Weighted Average
(no label)	9.09% 1	72.73% 8	18.18% 2	0.00% 0	0.00% 0	11	2.91

The school helps students who are struggling socially or emotionally.

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know	Total	Weighted Average
(no label)	18.18% 2	81.82% 9	0.00% 0	0.00% 0	0.00% 0	11	3.18

Students have access to the interventions they need to be successful.

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know	Total	Weighted Average
(no label)	9.09% 1	81.82% 9	9.09% 1	0.00% 0	0.00% 0	11	3.00

Q9

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We are providing a 21st Century Education to our students.

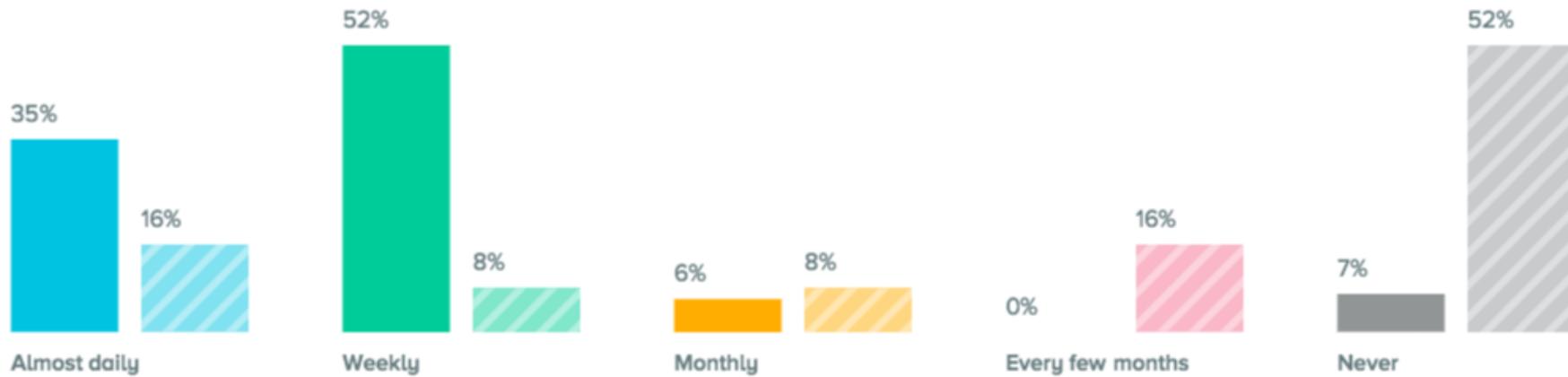
	Strongly agree	Agree	Disagree	Strongly disagree	Don't know	Total	Weighted Average
(no label)	18.18% 2	72.73% 8	9.09% 1	0.00% 0	0.00% 0	11	3.09

We work well together as a staff to meet student needs.

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know	Total	Weighted Average
(no label)	27.27% 3	72.73% 8	0.00% 0	0.00% 0	0.00% 0	11	3.27



Teacher-reported frequency of student computer use in the classroom



COMPARE



Current
Solids



November 2014
Stripes



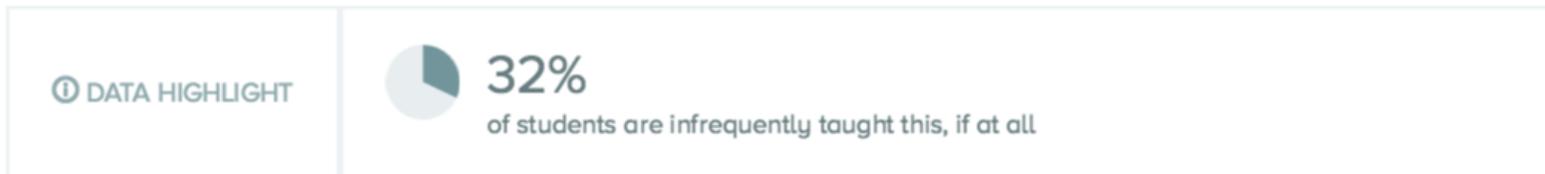
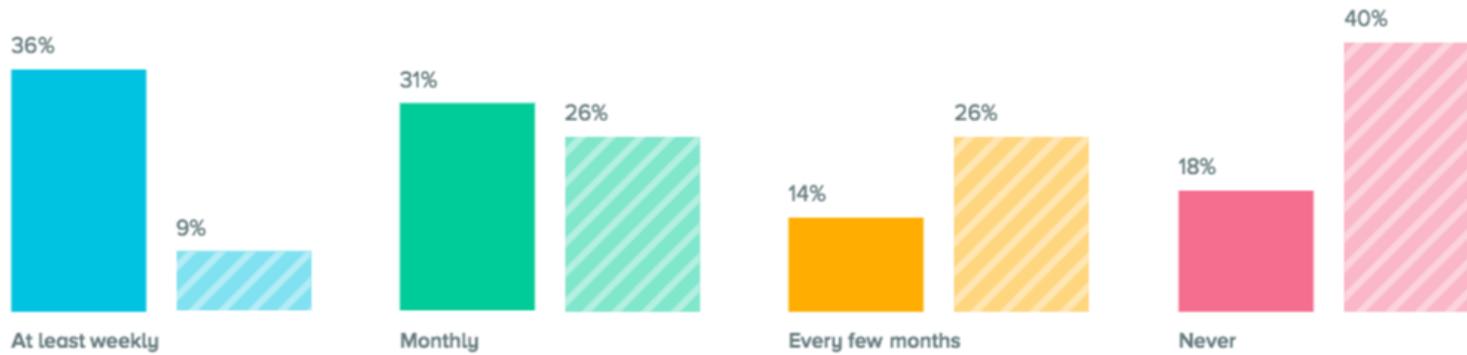
Why This Matters

The problems of the digital divide, wherein wealthier students have more technology and access to high-speed internet than students living in poverty, makes access and use of student computers in the classroom all more important (Barone, 2012).

Citation

Barone, D. (2012). Exploring home and school involvement of young children with web 2.0 and social media. *Research in the Schools*, 19(1), 1-11.

“🌐” Students are taught how to cite online information



Why This Matters

One study showed that “47% of high school students admitted to copying and pasting from the Web” but didn’t consider it cheating (Bunyi, 2010).

Citation

Bunyi, A. (2010, November 5). Identifying reliable sources and citing them. Retrieved from <http://www.scholastic.com/teachers/top-teaching/2010/11/reliable-sources-and-citations>

California Healthy Kids Survey Brook Haven School 2016
Summaries for Key Indicators of School Climate and Student Behavior

Students: Grade 5

Number of Respondents: 38

School Engagements and Supports	%
School connectedness (high)	55
Academic motivation (high)	39
Caring adult relationships (high)	69
High expectations (high)	68
Meaningful participation (high)	17
School Safety	%
Feel safe at school (combines “Most of the time” and “All of the time”).	87
Been hit or pushed	55
Mean rumors spread about you	61
Been called bad names or mean jokes made about you	66
Saw a weapon at school (past 12 months)	11
Seen a weapon on campus (past 12 months)	16
Disciplinary Environment (Combines “Most of the time” and “All of the time”)	%
Students well behaved	51
Students treated fairly when break school rules	61
Students treated with respect	92

Lifetime Substance Abuse	%
Alcohol or drug use	16
Cigarette smoking	0
E-cigarette	3

Students: Grade 7

Number of Respondents: 22

School Engagements and Supports	%
School connectedness (high)	59
Academic motivation (high)	49
Truant more than a few times (past 12 months)	6
Caring adult relationships (high)	45
High expectations (high)	63
Meaningful participation	23
School Safety and Substance Abuse	%
School perceived as very safe or safe	62
Experienced any harassment or bullying (past 12 months)	34
Had mean rumors or lies spread about you (past 12 months)	39
Been afraid of being beaten up (past 12 months)	10
Been in a physical fight (past 12 months)	16
Seen a weapon on campus (past 12 months)	16

Been drunk of “high” on drugs at school, ever	0
Mental and Physical Health	%
Current alcohol or drug use (past 30 days)	4
Current binge drinking (past 30 days)	0
Very drunk or “high” 7 or more times	0
Current cigarette smoking	1
Experienced chronic sadness/hopelessness (past 12 months)	15

Teachers: Grades 5-8

Number of Respondents: 22

Student Learning Environment	%
Is a supportive and inviting place for students to learn	71
Sets high standards for academic performance for all	18
Nearly all adults believe every student can be a success	32
Encourages opportunities for students to decide things	10
Is welcoming to and facilitates parent involvement	55
Staff Working Environment	%
Is a supportive and inviting place for staff to work	70
Promotes trust and collegiality among staff	41

Promotes personnel participation in decision making	45
Safety	%
Is a safe place for staff	81
Is a safe place for students	73
Has sufficient resources to create a safe campus	67
Student Discipline and Support	%
Handles discipline problems fairly	43
Provides adequate counseling and services	50
Emphasizes helping students with social, emotional, behavioral problems	78
Positive Relationships	%
Nearly all adults really care about every student	59
Nearly all adults treat every student with respect	50
Fosters and appreciation of students diversity and respect for each other	50
Has moderate/severe problem with harassment/bullying	0
Student Behavior	
Nearly all/most students motivated to learn	64

§ 15497. Local Control and Accountability Plan Data Addendum

LEA: Sebastopol Union Elementary School
Contact Person: Linda Irving
Position: Superintendent
E-mail Address: lirving@sebusd.org
Phone Number: (707) 829-4570
LCAP Year: 2016-17

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.

Introduction:

SEBASTOPOL UNION SCHOOL DISTRICT

Our Beliefs:

We believe that every human being has inherent worth.
We believe that family is the foundation of self and society.
We believe that caring, trusting relationships cultivate success.
We believe that individuals have a responsibility to contribute to the health and well-being of family, community and society.
We believe that a healthy community supports its members.
We believe that embracing diversity strengthens community.

Our Mission:

As a progressive district that is an integral part of its engaged and diverse community, Sebastopol Union School District graduates all of its students as globally-minded citizens, critical and creative thinkers, skilled collaborators, and fully-engaged learners who achieve academic excellence and are socially and emotionally resilient; we accomplish this with inspired teaching of a rigorous and meaningful curriculum in a dynamic learning environment where we support and challenge every student in partnership with families and community.

Our Objectives:

Each student will demonstrate increased proficiency in reading and math as measured at set intervals throughout the school year using districtwide formative assessments and annually by state standardized tests.
All students will graduate as competent critical and creative thinkers having had multiple experiences at every level throughout their school careers.
Every student will demonstrate, on an annual basis, an increased understanding of his/her role as a globally-minded citizen.
One hundred percent of 8th graders will meet or exceed graduation requirements by 2016.

Our Strategies:

We will create and implement formative assessments in reading and math districtwide to inform and improve instruction in order to increase student achievement.
We will study our financial resources, assets and realities – state funding, decreasing enrollment – and recommend options to best ensure the long-term fiscal health of our district in order to best achieve our mission.
We will create and implement a system that ensures our students graduate with the following competencies: critical and creative thinking and global-minded citizenship.

Our Parameters:

All site decisions will be consistent with our mission and objectives.
No program or service will be accepted unless it is consistent with the Strategic Plan, benefits clearly exceed costs, and provisions are made for staff development and program evaluation.
We will not retain any program or service unless it contributes to achieving our mission and objectives, and benefits exceed costs.
We will make all decisions in the best interest of children and through the lens of our strategic plan.
There will be an annual reflective review and analysis of the Strategic Plan and, if necessary, revisions will be made to ensure that Sebastopol Union School District remains a dynamic organization.

Table of Contents

A. Conditions of Learning	3
Priority 1: Basic Services	3
Enrollment by Grade Level	3
Enrollment by Student Group	3
Teacher Credentials	3
Teacher Assignments	3
Core Academic Classes Taught by Highly Qualified Teachers	4
Student Access to Standards-Aligned Instructional Materials	4
School Facility Conditions and Planned Improvements	4
School Facilities Inspection Ratings	4
Priority 2: Implementation of State Standards	5
State-Adopted Content and Performance Standards	5
Student Enrollment in a Broad Course of Study	5
B. Pupil Outcomes	5
Priority 4: Pupil Achievement	5
CAASPP District/State Comparison (English-Language Arts and Mathematics)	5
CAASPP District/State Comparison (Science)	5
Overall CAASPP Results (English Language Arts/Literacy)	5
Overall CAASPP Results (Mathematics)	8
Adequate Yearly Progress	11
CELDT Results	11
English Learner Progress	12
CAHSEE Results	12
Advanced Placement Exams	13
Early Assessment Program	13
Completion of High School Graduation Requirements	13
Priority 8: Other Pupil Outcomes	13
Other Subject Areas	13
C. Engagement	13
Priority 3: Parent Involvement	13
Parent Input in Decision Making	13
Parent Participation in Programs	13
Priority 5: Pupil Engagement	14
Attendance and Chronic Absenteeism Rates	14
Dropout and Graduation Rates	14
Priority 6: School Climate	14
Suspension and Expulsion Rates	14
School Safety and Connectedness Measures	14

A. Conditions of Learning

Priority 1: Basic Services

Enrollment by Grade Level

Grade Level	2014-15 Number of Students
Kindergarten	109
Grade 1	89
Grade 2	90
Grade 3	112
Grade 4	95
Grade 5	107
Grade 6	110
Grade 7	117
Grade 8	69
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
Total Enrollment	898

Enrollment by Student Group

Student Group	2014-15 Percent of Total Enrollment
Black or African American	0.33%
American Indian or Alaska Native	0.56%
Asian	0.89%
Filipino	0.11%
Hispanic or Latino	26.39%
Native Hawaiian or Pacific Islander	0.22%
White	63.70%
English Learners	13.40%
Fluent-English-Proficient	3.70%
Redesignated Fluent-English-Proficient	0.80%

Teacher Credentials

Number of Teachers that are...	2013-14	2014-15	2015-16
Fully Credentialed			
Not Fully Credentialed			
Teaching Outside Subject Area of Competence (with full credential)			

Teacher Assignments

Number of...	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners			
Total Teacher Misassignments			
Vacant Teacher Positions			

Core Academic Classes Taught by Highly Qualified Teachers

Core Academic Classes Taught by...	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
All Schools	100.0	100.0
High-Poverty Schools	100.0	0.0
Low-Poverty Schools	100.0	0.0

High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Student Access to Standards-Aligned Instructional Materials

Subject Area	Percent of Students Lacking Own Assigned Textbook/Instructional Materials			
	2012-13	2013-14	2014-15	2015-16

School Facility Conditions and Planned Improvements

School Facilities Inspection Ratings

System Inspected	Percent of Markings on Most Recent Annual Facilities Inspection			
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer				
Interior: Interior Surfaces				
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation				
Electrical: Electrical				
Restrooms/Fountains: Restrooms, Sinks/ Fountains				
Safety: Fire Safety, Hazardous Materials				
Structural: Structural Damage, Roofs				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences				
	Exemplary	Good	Fair	Poor
Overall Rating				

Priority 2: Implementation of State Standards

State-Adopted Content and Performance Standards

Student Enrollment in a Broad Course of Study

Grade Level	Subject/Course(s) Offered
Elementary	

B. Pupil Outcomes

Priority 4: Pupil Achievement

CAASPP District/State Comparison (English-Language Arts and Mathematics)

Subject	District	State
English Language Arts	33	44
Mathematics	27	33

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP District/State Comparison (Science)

Grade	District			State		
	12-13	13-14	14-15	12-13	13-14	14-15
Science	51	69	59	59	60	56

* Results are for grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Overall CAASPP Results (English Language Arts/Literacy)

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	% Standard Exceeded	% Standard Met	% Standard Nearly Met	% Standard Not Met
Grade 3	62	61	98.4	60	2393.2	11	20	30	38
Grade 4	44	42	95.5	41	2449.6	21	17	24	36
Grade 5	61	59	96.7	56	2479.1	10	31	20	34
Grade 6	72	68	94.4	64	2469.6	6	28	22	38
Grade 7	75	75	100.0	48	2498.8	5	16	9	33
Grade 8	40	39	97.5	37	2524.0	5	33	21	36
All Grades	354	344	97.2	306		9	24	20	36

Grade Level	Reading			Writing			Listening			Research/Inquiry		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	% Above Standard	% At or Near Standard	% Below Standard	% Above Standard	% At or Near Standard	% Below Standard	% Above Standard	% At or Near Standard	% Below Standard	% Above Standard	% At or Near Standard	% Below Standard
Grade 3	10	47	42	13	45	40	15	57	28	12	55	32
Grade 4	24	32	41	17	46	34	20	61	17	12	54	10
Grade 5	16	45	39	18	43	39	9	68	23	27	55	18
Grade 6	8	39	38	9	45	30	3	59	22	13	61	14
Grade 7	17	29	31	8	46	33	8	48	27	19	33	27
Grade 8	16	41	27	14	38	27	14	46	24	11	43	24
All Grades	14	39	37	13	44	34	11	57	24	16	51	21

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	62	61	98.4	38	30	20	11
	4	44	42	95.5	36	24	17	21
	5	61	59	96.7	34	20	31	10
	6	72	68	94.4	38	22	28	6
	7	75	75	100.0	33	9	16	5
	8	40	39	97.5	36	21	33	5
Male	3		36	58.1	44	28	17	8
	4		22	50.0	41	18	23	18
	5		33	54.1	30	21	27	15
	6		40	55.6	38	23	33	3
	7		31	41.3	26	16	6	3
	8		20	50.0	35	25	30	5
Female	3		25	40.3	28	32	24	16
	4		20	45.5	30	30	10	25
	5		26	42.6	38	19	35	4
	6		28	38.9	39	21	21	11
	7		44	58.7	39	5	23	7
	8		19	47.5	37	16	37	5
Black or African American	5		1	1.6	*	*	*	*
	6		1	1.4	*	*	*	*
American Indian or Alaska Native	3		1	1.6	*	*	*	*
	5		1	1.6	*	*	*	*
	6		2	2.8	*	*	*	*
	7		2	2.7	*	*	*	*

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Asian	3		1	1.6	*	*	*	*
	5		2	3.3	*	*	*	*
	7		1	1.3	*	*	*	*
	8		2	5.0	*	*	*	*
Filipino	3		1	1.6	*	*	*	*
	5		1	1.6	*	*	*	*
	6		1	1.4	*	*	*	*
	7		1	1.3	*	*	*	*
	8		1	2.5	*	*	*	*
Hispanic or Latino	3		25	40.3	44	32	24	0
	4		22	50.0	41	27	18	9
	5		28	45.9	46	18	29	4
	6		27	37.5	56	22	11	4
	7		22	29.3	45	14	18	0
	8		13	32.5	46	15	38	0
Native Hawaiian or Pacific Islander	6		1	1.4	*	*	*	*
White	3		30	48.4	30	30	17	20
	4		18	40.9	33	22	17	28
	5		25	41.0	24	16	36	16
	6		33	45.8	21	27	39	9
	7		46	61.3	33	9	15	7
	8		22	55.0	27	27	32	9
Two or More Races	3		4	6.5	*	*	*	*
	4		2	4.5	*	*	*	*
	5		2	3.3	*	*	*	*
	6		3	4.2	*	*	*	*
	7		3	4.0	*	*	*	*
	8		1	2.5	*	*	*	*
Socioeconomically Disadvantaged	3		35	56.5	40	34	23	3
	4		23	52.3	43	26	17	9
	5		26	42.6	31	23	31	8
	6		24	33.3	58	17	8	13
	7		23	30.7	43	17	9	0
	8		18	45.0	39	28	28	0

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
English Learners	3		24	38.7	46	42	13	0
	4		11	25.0	36	36	9	9
	5		14	23.0	64	14	21	0
	6		14	19.4	86	7	0	0
	7		7	9.3	*	*	*	*
	8		5	12.5	*	*	*	*
Students with Disabilities	3		9	14.5	*	*	*	*
	4		6	13.6	*	*	*	*
	5		11	18.0	55	27	0	9
	6		16	22.2	81	6	6	6
	7		11	14.7	64	9	0	9
	8		7	17.5	*	*	*	*

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

Overall CAASPP Results (Mathematics)

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	% Standard Exceeded	% Standard Met	% Standard Nearly Met	% Standard Not Met
Grade 3	62	61	98.4	61	2427.2	11	44	23	21
Grade 4	44	42	95.5	41	2461.6	2	31	43	21
Grade 5	61	59	96.7	58	2458.2	3	12	39	44
Grade 6	72	67	93.1	66	2449.8	1	10	34	52
Grade 7	75	72	96.0	71	2481.0	4	18	29	47
Grade 8	40	37	92.5	33	2522.6	8	16	30	35
All Grades	354	338	95.5	330		5	22	33	38

Grade Level	Concepts & Procedures			Problem Solving & Modeling/Data Analysis			Communicating Reasoning		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	% Above Standard	% At or Near Standard	% Below Standard	% Above Standard	% At or Near Standard	% Below Standard	% Above Standard	% At or Near Standard	% Below Standard
Grade 3	25	43	33	26	56	18	20	67	13
Grade 4	17	39	44	10	68	22	20	54	27
Grade 5	7	26	67	12	38	50	5	55	40
Grade 6	2	29	68	3	41	55	6	48	44
Grade 7	11	32	56	8	45	46	10	65	25
Grade 8	18	30	52	18	58	24	12	58	30
All Grades	12	33	54	12	49	38	12	58	30

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	62	61	98.4	21	23	44	11
	4	44	42	95.5	21	43	31	2
	5	61	59	96.7	44	39	12	3
	6	72	67	93.1	52	34	10	1
	7	75	72	96.0	47	29	18	4
	8	40	37	92.5	35	30	16	8
Male	3		36	58.1	17	31	44	8
	4		22	50.0	23	45	23	5
	5		33	54.1	39	39	15	6
	6		40	55.6	50	30	18	3
	7		30	40.0	50	27	17	3
	8		20	50.0	45	15	15	15
Female	3		25	40.3	28	12	44	16
	4		20	45.5	20	40	40	0
	5		26	42.6	50	38	8	0
	6		27	37.5	56	41	0	0
	7		42	56.0	45	31	19	5
	8		17	42.5	24	47	18	0
Black or African American	5		1	1.6	*	*	*	*
	6		1	1.4	*	*	*	*
American Indian or Alaska Native	3		1	1.6	*	*	*	*
	5		1	1.6	*	*	*	*
	6		2	2.8	*	*	*	*
	7		2	2.7	*	*	*	*
Asian	3		1	1.6	*	*	*	*
	5		2	3.3	*	*	*	*
	7		1	1.3	*	*	*	*
	8		1	2.5	*	*	*	*
Filipino	3		1	1.6	*	*	*	*
	5		1	1.6	*	*	*	*
	6		1	1.4	*	*	*	*
	7		1	1.3	*	*	*	*
	8		1	2.5	*	*	*	*

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Hispanic or Latino	3		25	40.3	16	32	52	0
	4		22	50.0	27	59	14	0
	5		28	45.9	54	43	4	0
	6		26	36.1	81	19	0	0
	7		22	29.3	86	14	0	0
	8		13	32.5	31	38	8	0
Native Hawaiian or Pacific Islander	6		1	1.4	*	*	*	*
White	3		30	48.4	27	17	37	20
	4		18	40.9	17	28	44	6
	5		25	41.0	32	40	16	8
	6		33	45.8	27	45	21	3
	7		44	58.7	34	34	27	5
	8		21	52.5	33	29	24	10
Two or More Races	3		4	6.5	*	*	*	*
	4		2	4.5	*	*	*	*
	5		2	3.3	*	*	*	*
	6		3	4.2	*	*	*	*
	7		2	2.7	*	*	*	*
	8		1	2.5	*	*	*	*
Socioeconomically Disadvantaged	3		35	56.5	17	29	51	3
	4		23	52.3	30	43	26	0
	5		27	44.3	44	41	11	0
	6		23	31.9	74	17	4	4
	7		23	30.7	70	22	9	0
	8		18	45.0	33	39	6	0
English Learners	3		24	38.7	13	33	54	0
	4		11	25.0	27	45	27	0
	5		14	23.0	64	36	0	0
	6		14	19.4	93	7	0	0
	7		7	9.3	*	*	*	*
	8		5	12.5	*	*	*	*
Students with Disabilities	3		9	14.5	*	*	*	*
	4		6	13.6	*	*	*	*
	5		11	18.0	73	27	0	0
	6		16	22.2	81	19	0	0
	7		10	13.3	*	*	*	*
	8		7	17.5	*	*	*	*

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

Adequate Yearly Progress

AYP PROFICIENCY LEVEL	English-Language Arts Performance Data by Student Group											
	All Students			English Learners			Socioeconomically			Students with Disabilities		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
% At or Above	59.7		34.9	30.3		18.2	50.3		26.1	20.8		14.3
Met AYP Criteria	No		--	No		--	No		--	--		--

AYP PROFICIENCY LEVEL	Mathematics Performance Data by Student Group											
	All Students			English Learners			Socioeconomically			Students with Disabilities		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
% At or Above	50.6		27.2	31.2		21.3	38.3		22.5	25.0		14.8
Met AYP Criteria	No		--	No		--	No		--	--		--

AYP Criteria	District	State
English Language Arts		
Met Participation Rate	Yes	Yes
Met Percent Proficient	N/A	N/A
Mathematics		
Met Participation Rate	Yes	Yes
Met Percent Proficient	N/A	N/A
Overall		
Made AYP Overall	Yes	Yes
Met Attendance Rate	Yes	Yes
Met Graduation Rate	N/A	Yes

CELDT Results

Assessment	CELDT Results																	
	Total Number Tested			% Advanced			% Early Advanced			% Intermediate			% Early Intermediate			% Beginning		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Initial			38			3			21			34			26			16
Annual	5	87	67	20	6	20	60	32	40	20	43	40	16	13	19	1	7	3
All Assessments	6	6	105	17	7	3	50	67	27	33	17	41	19	17	22	10	9	8

English Learner Progress

These tables provide information about the LEA's EL progress performance. (AMAO data).

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	71	87	
Percent with Prior Year Data	100.0	100.0	
Number in Cohort	71	87	
Number Met	44	47	
Percent Met	62.0	54.0	
NCLB Target	57.5	59.0	60.5%
Met Target	Yes	No	

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	Years of EL Instruction		Years of EL Instruction		Years of EL Instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	75	34	73	26		
Number Met	9	11	21	10		
Percent Met	12.0	32.4	28.8	38.5		
NCLB Target	20.1	47.0	22.8	49.0	24.2%	50.9%
Met Target	No	No	Yes	Yes*		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
Mathematics			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
Met Target for AMAO 3	No	No	

CAHSEE Results

CAHSEE Test	Percent of Students Passing CAHSEE											
	All Students			English Learners			RFEP			SED		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
English-Language Arts												
Mathematics												

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring At Proficient Or Advanced			
LEA	2012-13	2013-14	2014-15
English-Language Arts			
Mathematics			
California	2012-13	2013-14	2014-15
English-Language Arts			
Mathematics			

2014-15 CAHSEE Grade Ten Results by Student Group						
Group	English-Language Arts			Mathematics		
	% Passed	% Not Passed	% Proficient or Advanced	% Passed	% Not Passed	% Proficient or Advanced

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Advanced Placement Exams

Advanced Placement Exams	2012-13	2013-14	2014-15
Number of students with a scores of 3 or higher			
Percentage of exams passed with a score of 3 or higher			

Early Assessment Program

Advanced Placement Exams	2012-13	2013-14	2014-15
Percent of Students Taking EAP: English-Language Arts			
Percent of Students Taking EAP: Mathematics			
Percent of Students Passing EAP: English-Language Arts			
Percent of Students Passing EAP: Mathematics			

Completion of High School Graduation Requirements

Group	Graduating Class of 2014	
	LEA	State

* Where there are student course enrollments.

Priority 8: Other Pupil Outcomes

Other Subject Areas

This section provides information about 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.

C. Engagement

Priority 3: Parent Involvement

Parent Input in Decision Making

This section provides information about the LEA's efforts to seek parent input in decision making.

Parent Participation in Programs

This section provides information about the LEA's efforts to promote parent participation in programs for unduplicated pupils and special need subgroups.

Priority 5: Pupil Engagement**Attendance and Chronic Absenteeism Rates**

This table provides information about the LEA's attendance and chronic absenteeism rates.

Rates	2012-13	2013-14	2014-15
Attendance			
Chronic Absenteeism			

Dropout and Graduation Rates

This table provides information about the LEA's middle school dropout, high school dropout, high school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
LEA	2011-12	2012-13	2013-14
Dropout Rate			
Graduation Rate			
California	2011-12	2012-13	2013-14
Dropout Rate			
Graduation Rate			

Priority 6: School Climate**Suspension and Expulsion Rates**

This table provides information about the LEA's suspension and expulsion rates (SARC Data).

Suspensions and Expulsions			
LEA	2012-13	2013-14	2014-15
Suspensions Rate	2.36	2.76	0.42
Expulsions Rate	0.00	0.00	0.00
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

School Safety and Connectedness Measures

This section provides information about local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness.

CALIFORNIA SCHOOL PARENT SURVEY



Sebastopol Union Elementary 2015-2016 Main Report

This report was prepared by WestEd, a research, development, and service agency, in collaboration with Duerr Evaluation Resources, under contract from the California Department of Education Coordinated School Health and Safety Office. For contract information, contact:

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Contents

	Page
List of Tables	ii
PREFACE	iv
Survey Module Administration	1
Section A. Core Module (All Parents)	2
1. Survey Sample	2
2. Summary of Key Survey Indicators	3
3. Parental Characteristics	4
4. Student Characteristics	6
5. Program Participation	8
6. Academic Orientation	9
7. Learning Supports	11
8. Opportunities for Participation	13
9. Respect and Cultural Sensitivity	14
10. Student Risk Behavior	16
11. Discipline	19
12. Parental Involvement	20
13. Facilities	27
14. Nutrition	28

List of Tables

	Page
Survey Module Administration	1
1 CSPS Survey Modules Administered	1
Section A. Core Module (All Parents)	2
1. Survey Sample	2
A1.1 Core Module Sample	2
2. Summary of Key Survey Indicators	3
A2.1 Key Indicators of School Climate, Student Behavior, and Parental Involvement	3
3. Parental Characteristics	4
A3.1 Role at Home	4
A3.2 Relationship to Child	4
A3.3 Race/Ethnicity of Respondents	5
4. Student Characteristics	6
A4.1 Number of Years at This School	6
A4.2 Free or Reduced Price Meals Eligibility	6
A4.3 Grade Level	7
5. Program Participation	8
A5.1 Special Programs	8
A5.2 Afterschool Programs	8
6. Academic Orientation	9
A6.1 School Promotes Academic Success	9
A6.2 Learning Environment is Inviting	9
A6.3 School Motivates Students to Learn	10
A6.4 School Encourages Students of All Races to Enroll in Challenging Courses	10
7. Learning Supports	11
A7.1 School Has Supportive Learning Environment	11
A7.2 School Has Adults That Care About Students	11
A7.3 School is a Safe Place for Students	11
A7.4 School Provides Quality Programs for My Child’s Talents, Gifts, or Special Needs	12
A7.5 School Provides Quality Counseling and Supports	12
8. Opportunities for Participation	13
A8.1 School Provides Opportunities for Meaningful Student Participation	13
A8.2 School Provides Opportunities for Classroom Participation	13
A8.3 School Provides Quality Sports, Clubs, or Other Activities to Meet My Child’s Needs	13
9. Respect and Cultural Sensitivity	14
A9.1 School Treats All Students with Respect	14

A9.2	School Promotes Respect of All Cultural Beliefs and Practices	14
A9.3	School Provides Culturally Appropriate Materials	15
A9.4	Racial/Ethnic Conflict	15
10.	Student Risk Behavior	16
A10.1	ATOD Use	16
A10.2	Bullying and Fighting	17
A10.3	Students Disrespecting Staff	17
A10.4	Delinquency	18
11.	Discipline	19
A11.1	School Clearly Communicates Consequences of Breaking Rules	19
A11.2	School Enforces Rules Equally	19
12.	Parental Involvement	20
A12.1	School Encourages Parental Involvement	20
A12.1	School Encourages Parental Involvement – Continued	21
A12.2	Parental Involvement at School	22
A12.2	Parental Involvement at School – Continued	23
A12.3	School Keeps Parent Well-Informed	24
A12.4	Information Dissemination to Parents	25
A12.4	Information Dissemination to Parents – Continued	26
13.	Facilities	27
A13.1	School Has Clean and Well-Maintained Facilities and Properties	27
14.	Nutrition	28
A14.1	School Provides Healthy Food Choices	28

PREFACE

NEW THIS YEAR

The list of content sections and table names at the beginning of the digital report have been hyperlinked to the tables. Click on the title of a content section or a table and you will be automatically directed to the actual content section or table in the report.

This report provides the detailed results for each question from this school/districts 2015-16 *California School Parent Survey* (CSPS), presented in tables organized by topic.

The CSPS is specifically designed to provide data to help foster better parent involvement, one of the required priorities of Local Control and Accountability Plans (LCAP). (Henceforth, the word "parent" is used to refer to any adult in a household with parental or guardianship responsibilities.) It also provides data to help meet three other LCAP priorities: enhancing academic achievement, school climate, and pupil engagement. It aims to raise awareness of how well the school is doing in its parent involvement efforts and what are the needs and concerns of parents that it should address. It provides a means to confidentially obtain parent perceptions about learning and teaching conditions, school climate, and parent-school involvement and relationships, including whether the school environment is academically challenging, caring and welcoming, participatory, safe, and fair. More information about the survey is available on its website: csp.s.wested.org.

THE CAL-SCHLS SYSTEM AND LOCAL CONTROL AND ACCOUNTABILITY PLANNING

The CSPS, along with its two companion surveys—the *California Healthy Kids Survey* (CHKS) and the *California School Climate Survey* (CSCS) for staff—is a service of the California Department of Education (CDE). These three surveys form the *California School Climate, Health, and Learning Survey* (Cal-SCHLS) System, the largest, most comprehensive effort in the nation to assess students, staff, and parents at the local level on a regular basis to provide key data on school climate, learning supports and barriers, and stakeholder engagement; as well as overall youth development, health, and well-being (see cal-schls.wested.org). The surveys provide a wealth of information to guide school improvement efforts and meet Local Control and Accountability Plan (LCAP) requirements and goals.

The CDE funds the Cal-SCHLS system to provide schools and communities with local data that will assist them in: (1) fostering positive school climates and stakeholder engagement in learning; (2) preventing youth health-risk behaviors and other barriers to academic achievement; and (3) promoting positive youth development, resilience, and well-being. These surveys grew out of CDE's commitment to helping schools promote the successful cognitive, social, and emotional development of all students and create more positive, engaging school environments for students, staff, and parents.

In addition to providing data to guide *improving academic achievement, school climate, pupil engagement, and parent involvement*, the CSPS, and Cal-SCHLS overall, are especially valuable for supporting LCAP efforts in three other respects:

- Providing data to determine whether a school fosters the supports, conditions, and specific competencies needed to meet a fifth priority: the Common Cores State Standards.

- Supporting the priority of fostering achievement among foster youth, low-income, English language learners, and other high-need subgroups, by enabling LEAs to determine how survey results that affect achievement vary across these subgroups.
- Serving as a data collection tool to identify or monitor other local needs by adding additional questions.

For more information, see Helpful Resources for Local Control and Accountability Plans and School Safety Plans, available at surveydata.wested.org/resources/LCAP_Cal_SCHLS.pdf.

THE IMPORTANCE OF PARENTAL INVOLVEMENT

Parental involvement in the school and their child's education is one of the important characteristics of a positive school climate and quality schooling. A large and growing body of evidence has linked school success to the manner and degree to which a school communicates with parents, engages them both in school activities and education, and fosters a school climate that parents perceive as warm, inviting, and helpful—all variables assessed by the CSPS.

Involving caring adults and family members is absolutely essential to creating a safe, caring, challenging, participatory, and supportive school climate. Social relationships or ties among students, parents, teachers, and administrators are a key component of school improvement efforts and are a common characteristic of effective schools. When parents are involved at school, children perform better in terms of both behavior and academic achievement, they stay in school longer, and they learn better.

Positive relationships or ties among students, parents, teachers, and administrators, and the fostering of parental support for education are key components of effective schools. Many studies show that parent and other family involvement in children's learning is a critical element of student success.

SURVEY CONTENT OVERVIEW

The CSPS serves two primary purposes. First, it addresses most of the key issues in regard to parental involvement in both the school and their own child's education. Second, it provides feedback on how parents view school climate conditions, their perspective on the degree to which positive factors exist in a school. It asks parents and guardians to rate their own experience as school partners through questions like *This school keeps me well-informed, promptly responds [to me], encourages me to be an active partner*, etc. The survey content, as organized in this report, covers several key content areas:

1. Characteristics of Parent Respondents and their Children
2. Student Support (learning environment and supports, school discipline, cultural sensitivity, opportunities for meaningful student participation)
3. Parental Support and Involvement
4. Perceptions of Student Risk Behaviors (how much of a problem at the school)

New for 2015-16, questions were added to further enhance the survey as a resource for guiding LCAP parental involvement efforts and to better align the survey's content with the staff and student surveys so information obtained across these three stakeholder groups can be compared, as illustrated in Exhibit 1.

New questions include: the biological relationship of the parental respondent to the child; participation in afterschool programs; the degree to which teachers communicate with parents, and parents feel welcome to participate in the school and that their concerns are taken seriously; and the specific activities that a parental respondent may have been involved in and specific type of information the school may have provided.

SURVEY ADMINISTRATION AND SAMPLING

Surveys were administered by school staff using detailed instructions provided by the Cal-SCHLS Regional Center. A local survey coordinator plans, schedules, and monitors the CSPS. In keeping with the differences in the digital connectedness of parents in different districts, the surveys can be administered on paper forms or in an on-line format, or a mix of the two.

Parent participation is completely voluntary, anonymous, and confidential. The survey's target sample (those asked to take the survey) are generally all parents and guardians of students in all schools administering it, regardless of grade. Minimally, the survey's target sample should include the parents who have children in the grades in which students were surveyed. Table A1.1 gives the final number of parents who completed the survey. Because of the difficulty in external identification of the number of parents at any school, a participant response rate is not calculated, as it is with the student survey.

THE REPORT

The tables in the report, organized by topic, provide the percentages responding to each question response option for the whole district and by school levels in which the survey was administered (elementary, middle, high, and nontraditional). In the tables, the percentages are rounded off to the nearest full percent. Depending on the number of respondents, individual school reports can also be provided.

UNDERSTANDING THE DATA

The findings reflect the *perceptions* of parents. Some parents may have reasons to make their school look good; others, to paint an overly negative picture. The perceptions of the parents may be very different from those of students or staff—or from an independent observer of the school. This is one reason why it is important to compare CSPS results to those in the CHKS and CSCS, as discussed below. Nevertheless, parent perceptions reflect *a reality* in themselves that is important and can influence both staff and student performance.

Care must be taken to understand the factors that can impact the quality, validity, and generalizability of the results. Many factors besides real changes in behavior, attitudes, or experiences among parents may account for changes in results from administration to administration. Changes may be due to differences over time in the characteristics or number of the respondents who completed the survey, changes in the questions themselves, or differences between time periods in which the survey was administered (e.g., parental feedback may be more informed in transition grades later than earlier in the school year). A more detailed discussion of these topics can be found in the *CHKS Data Use and Dissemination Guidebook* (download chks.wested.org/using-results).

Among the most important factors affecting the quality of survey results is the level and type of target population participation. The higher the number of parents that completed the survey out of the total number you contacted, the more confidence you can have in the validity and representativeness of the

results. Even if the response rate is low, the results provide an indication of what those parents who did respond felt about the school and their experiences and behavior. Another indication of the survey's representativeness is how accurately the sample reflects the gender and ethnic composition of the district's student enrollment.

Strategies for improving parent participation are contained in the *Guidebook to the California School Climate, Health, & Learning Surveys: Administration Instructions* (download from surveydata.wested.org/resources/calschls-integratedguidebook-admin-1415.pdf). The most important over time may be to ensure that the results of the survey are communicated to parents and that parents are involved in the process of reviewing the data and determining how to improve the school (see Next Steps below).

The California Safe and Supportive Schools website provides a wealth of information and resources helpful in implementing effective strategies to improve school climate and social-emotional learning.

The Cal-SCHLS Technical Assistance Centers offer workshops to help in identifying local needs and developing action plans to meet those needs, including a *Listening to Students Workshop* for involving student voice in the process (see Next Steps below).

NEXT STEPS

Receiving this report is just a beginning step in a data-driven decision-making process. The following next steps will help in fostering effective use of the results to support school and program improvement efforts and the LCAP process.

Request School Reports

If the schools in the district vary significantly in demographics, programs, or other characteristics, consider requesting individual reports for each school (a fee applies).

Request Disaggregated Report or Analyses

The staff of the Regional TA Centers can advise on and produce reports that look at how results vary by the demographics of parents and/or their children or by other characteristics, such as how they vary by the level of parent involvement in schools, or by whether they had positive experiences compared to those with negative.

Compare Results with Student and Staff Surveys

Although the survey results should be useful to any school community when used alone, a more powerful view of the school can be obtained by comparing these findings with those from the California Healthy Kids Survey of students and the California School Climate Survey of school staff members. As part of the data review process, it is important to determine how consistent are student, staff, and parent perceptions and experiences.

Exhibit 1 below summarizes the variables assessed across the surveys. A crosswalk showing similar survey questions across the three surveys (student, staff, and parent) is posted on the Cal-SCHLS website. To enhance both survey administration efficiency and data comparability, schools are encouraged to administer the surveys at the same time.

Engage Parents in an Action Planning Process

It is very important to engage parents, along with staff and students, in reviewing and exploring the meaning of the results and obtain their input into how the school might better meet the needs identified and the development of a detailed action plan. This communicates to parents that you value their input into how to improve the school and gives them an opportunity for meaningful participation. This in itself helps enhance parent involvement. It will also promote higher rates of survey participation the next time it is administered, as parents will see how the data has been used for positive purposes.

To assist in this process, on request, Cal-SCHLS staff offer three workshops:

- a structured group Student Listening Circle in which parents (along with staff) can hear from students their perspectives on the meaning of survey results and how to improve the school and better meet the needs of students;
- a Family Forum, a semi-structured process that engages family members and school/district stakeholders in a dialogue and action planning for improving the school environment and fostering positive student-adult relationships. The Family Forum provides the opportunity for: (a) family members' voices to be heard on what can be done; (b) family members to be engaged and involved in school improvement efforts; and (c) family members to participate in a genuine parent-school-district partnership activity; and
- a *Data Use Action Planning Workshop* designed to identify local needs based on the survey results and engage stakeholders in developing a detailed plan and timetable for meeting those needs using evidence-based strategies.

For more information, contact your Cal-SCHLS Technical Assistance Center (call 888.841.7536 or email schoolclimate@wested.org). See also: californias3.wested.org/training-support/workshops/.

Add Questions to Your Next Survey

As part of your data-review process, determine what additional information is needed from parents to guide school improvement efforts and consider adding questions to your next CSPA. The survey was designed so that schools can add additional questions to help them conduct a more individualized and comprehensive assessment.

Exhibit 1***Major School-related Domains and Constructs Assessed by Cal-SCHLS***

	Student Core Module	Student School Climate Module	Staff Survey	Parent Survey
School connectedness	✓			
Student learning engagement and motivation	✓	✓	✓	✓
Student performance (grades)	✓			
Attendance (truancy, reasons for absence)	✓		✓	
Academic mindset		✓		
Academic rigor and norms–high expectations	✓	✓	✓	✓
College and career readiness		✓		✓
Teacher and other supports for learning	✓	✓	✓	✓
Relationships between students and staff	✓		✓	✓
Relationships among students	✓	✓	✓	✓
Relationships among staff			✓	
Parent involvement			✓	✓
Meaningful participation and decision-making	✓		✓	✓
Staff supports			✓	
Perceived safety	✓		✓	✓
Discipline and order (policies, enforcement)		✓	✓	✓
Violence and victimization (bullying)	✓	✓	✓	✓
Alcohol, tobacco, and drug use	✓		✓	✓
Services and policies to address student needs			✓	
Student social-emotional competencies and health	✓		✓	
Social-emotional and behavioral supports		✓	✓	✓
Respect for diversity and cultural sensitivity		✓	✓	✓
Quality of physical environment		✓	✓	✓

ACKNOWLEDGMENTS

The CSPS and this report were developed by WestEd, in collaboration with Duerr Evaluation Resources, under contract from the California Department of Education Coordinated School Health and Safety Office. For more information, call the toll-free helpline at 888.841.7536, or visit the website at cpsp.wested.org.

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Survey Module Administration

Table 1

CSPS Survey Modules Administered

Survey Module	Administered
A. Core (Required)	X
B. Military Connected Schools	
Z. Custom Questions	

Section A. Core Module (All Parents)

1. Survey Sample

Table A1.1

Core Module Sample

	All	ES	MS	HS	NT ^A
Number of respondents	32	32	–	–	–

Note: ^ANT includes continuation, community day, and other alternative school types.

2. Summary of Key Survey Indicators

Table A2.1

Key Indicators of School Climate, Student Behavior, and Parental Involvement

	All %	ES %	MS %	HS %	NT %	Table
Academic Orientation and Participation						
School promotes academic success for all students [†]	26	26	–	–	–	A6.1
School is a safe place for my child [†]	37	37	–	–	–	A7.3
School motivates students to learn [†]	31	31	–	–	–	A6.3
School has adults that really care about students [†]	64	64	–	–	–	A7.2
School provides opportunities for meaningful student participation [†]	42	42	–	–	–	A8.1
Respect and Cultural Sensitivity						
School treats all students with respect [†]	32	32	–	–	–	A9.1
School promotes respect of all cultural beliefs and practices [†]	16	16	–	–	–	A9.2
Student Risk Behavior						
Student alcohol and drug use [‡]	12	12	–	–	–	A10.1
Harassment or bullying of students [‡]	18	18	–	–	–	A10.2
Discipline						
School clearly communicates consequences of breaking rules [†]	26	26	–	–	–	A11.1
School enforces school rules equally [†]	16	16	–	–	–	A11.2
Parental Involvement						
School allows input and welcomes parents' contributions [†]	32	32	–	–	–	A12.1
School encourages me to be an active partner with the school in educating my child [†]	37	37	–	–	–	A12.1
School actively seeks the input of parents before making important decisions [†]	20	20	–	–	–	A12.1
Parents feel welcome to participate at this school [†]	33	33	–	–	–	A12.1
Facilities						
School has clean and well-maintained facilities/properties [†]	57	57	–	–	–	A13.1

Notes: Cells are empty if there are less than 5 respondents.

[†]Percent responding "Strongly Agree;" [‡]Percent responding "Large Problem."

3. Parental Characteristics

Table A3.1

Role at Home

	All %	ES %	MS %	HS %	NT %
Parent of at least one child at this school	53	53	–	–	–
Grandparent, other relative, and/or legal guardian of a child at this school	0	0	–	–	–
Not applicable, not sure, or decline to answer	47	47	–	–	–

Question A.1: I am a...

Note: Cells are empty if there are less than 5 respondents.

Table A3.2

Relationship to Child

	All %	ES %	MS %	HS %	NT %
Biological parent	67	67	–	–	–
Adoptive parent	0	0	–	–	–
Stepparent	0	0	–	–	–
Foster parent	0	0	–	–	–
Grandparent	0	0	–	–	–
Other guardian	33	33	–	–	–

Question A.6: How are you related to your child?

Note: Cells are empty if there are less than 5 respondents.

Table A3.3***Race/Ethnicity of Respondents***

	All %	ES %	MS %	HS %	NT %
American Indian or Alaska Native	3	3	–	–	–
Asian or Asian American	3	3	–	–	–
Black or African American (Not Hispanic)	3	3	–	–	–
Filipino	0	0	–	–	–
Hispanic or Latino	6	6	–	–	–
Native Hawaiian or Pacific Islander	0	0	–	–	–
White (Not Hispanic)	69	69	–	–	–
Two or more races/ethnicities	6	6	–	–	–
Not applicable, not sure, or decline to answer	9	9	–	–	–

Question A.4: What is your race or ethnicity?

Note: Cells are empty if there are less than 5 respondents.

4. Student Characteristics

Table A4.1

Number of Years at This School

	All %	ES %	MS %	HS %	NT %
Less than one year	16	16	–	–	–
1 to 2 years	34	34	–	–	–
3 to 5 years	22	22	–	–	–
6 to 10 years	13	13	–	–	–
Over 10 years	3	3	–	–	–
Not applicable, not sure, or decline to answer	13	13	–	–	–

Question A.3: How many years has your child been at this school?

Note: Cells are empty if there are less than 5 respondents.

Table A4.2

Free or Reduced Price Meals Eligibility

	All %	ES %	MS %	HS %	NT %
No	63	63	–	–	–
Yes	16	16	–	–	–
Not applicable, not sure, or decline to answer	22	22	–	–	–

Question A.5: Does one or more of your children receive a free or reduced-price breakfast or lunch at this school?

Note: Cells are empty if there are less than 5 respondents.

Table A4.3
Grade Level

	All %	ES %	MS %	HS %	NT %
Kindergarten	0	0	–	–	–
1st grade	0	0	–	–	–
2nd grade	0	0	–	–	–
3rd grade	0	0	–	–	–
4th grade	0	0	–	–	–
5th grade	13	13	–	–	–
6th grade	6	6	–	–	–
7th grade	53	53	–	–	–
8th grade	16	16	–	–	–
9th grade	0	0	–	–	–
10th grade	0	0	–	–	–
11th grade	0	0	–	–	–
12th grade	0	0	–	–	–
Other	0	0	–	–	–
Ungraded	13	13	–	–	–

Question A.7: In what grade is your child?

Note: Cells are empty if there are less than 5 respondents.

5. Program Participation

Table A5.1

Special Programs

	All %	ES %	MS %	HS %	NT %
Migrant Education Program	4	4	–	–	–
Special Education Program or has had an Individual Education Plan (IEP)	4	4	–	–	–
English Language Development (for children learning English)	4	4	–	–	–
Gifted and Talented Education (GATE) or takes Honors/Advanced Placement classes	7	7	–	–	–
Not applicable, not sure, or decline to answer	85	85	–	–	–

Question A.2: Is your child in any of these programs? (Mark all that apply)

Notes: Cells are empty if there are less than 5 respondents. Total percentages may exceed 100% for “mark all that apply” items.

Table A5.2

Afterschool Programs

	All %	ES %	MS %	HS %	NT %
No	81	81	–	–	–
Yes - 1 day a week	3	3	–	–	–
Yes - 2 days a week	6	6	–	–	–
Yes - 3 days a week	6	6	–	–	–
Yes - 4 days a week	3	3	–	–	–
Yes - 5 days a week	0	0	–	–	–

Question A.8: Does one or more of your children participate in this school’s afterschool program? (Report for your child that most frequently participates in the afterschool program.)

Note: Cells are empty if there are less than 5 respondents.

6. Academic Orientation

Table A6.1

School Promotes Academic Success

	All %	ES %	MS %	HS %	NT %
Strongly agree	26	26	–	–	–
Agree	68	68	–	–	–
Disagree	0	0	–	–	–
Strongly disagree	0	0	–	–	–
Don't know/NA	5	5	–	–	–

Question A.9: This school... promotes academic success for all students.

Note: Cells are empty if there are less than 5 respondents.

Table A6.2

Learning Environment is Inviting

	All %	ES %	MS %	HS %	NT %
Strongly agree	32	32	–	–	–
Agree	53	53	–	–	–
Disagree	11	11	–	–	–
Strongly disagree	0	0	–	–	–
Don't know/NA	5	5	–	–	–

Question A.16: This school... is an inviting place for students to learn.

Note: Cells are empty if there are less than 5 respondents.

Table A6.3***School Motivates Students to Learn***

	All %	ES %	MS %	HS %	NT %
Strongly agree	31	31	–	–	–
Agree	46	46	–	–	–
Disagree	8	8	–	–	–
Strongly disagree	0	0	–	–	–
Don't know/NA	15	15	–	–	–

Question A.40: This school... motivates students to learn.

Note: Cells are empty if there are less than 5 respondents.

Table A6.4***School Encourages Students of All Races to Enroll in Challenging Courses***

	All %	ES %	MS %	HS %	NT %
Strongly agree	26	26	–	–	–
Agree	26	26	–	–	–
Disagree	0	0	–	–	–
Strongly disagree	0	0	–	–	–
Don't know/NA	47	47	–	–	–

Question A.12: This school... encourages all students to enroll in challenging courses regardless of their race, ethnicity, or nationality.

Note: Cells are empty if there are less than 5 respondents.

7. Learning Supports

Table A7.1

School Has Supportive Learning Environment

	All %	ES %	MS %	HS %	NT %
Strongly agree	29	29	–	–	–
Agree	71	71	–	–	–
Disagree	0	0	–	–	–
Strongly disagree	0	0	–	–	–
Don't know/NA	0	0	–	–	–

Question A.41: This school... has a supportive learning environment for my child.

Note: Cells are empty if there are less than 5 respondents.

Table A7.2

School Has Adults That Care About Students

	All %	ES %	MS %	HS %	NT %
Strongly agree	64	64	–	–	–
Agree	29	29	–	–	–
Disagree	0	0	–	–	–
Strongly disagree	0	0	–	–	–
Don't know/NA	7	7	–	–	–

Question A.42: This school... has adults that really care about students.

Note: Cells are empty if there are less than 5 respondents.

Table A7.3

School is a Safe Place for Students

	All %	ES %	MS %	HS %	NT %
Strongly agree	37	37	–	–	–
Agree	47	47	–	–	–
Disagree	5	5	–	–	–
Strongly disagree	11	11	–	–	–
Don't know/NA	0	0	–	–	–

Question A.25: This school... is a safe place for my child.

Note: Cells are empty if there are less than 5 respondents.

Table A7.4***School Provides Quality Programs for My Child’s Talents, Gifts, or Special Needs***

	All %	ES %	MS %	HS %	NT %
Strongly agree	21	21	–	–	–
Agree	47	47	–	–	–
Disagree	16	16	–	–	–
Strongly disagree	0	0	–	–	–
Don’t know/NA	16	16	–	–	–

Question A.24: This school... has quality programs for my child’s talents, gifts, or special needs.

Note: Cells are empty if there are less than 5 respondents.

Table A7.5***School Provides Quality Counseling and Supports for Students with Social or Emotional Needs***

	All %	ES %	MS %	HS %	NT %
Strongly agree	32	32	–	–	–
Agree	42	42	–	–	–
Disagree	5	5	–	–	–
Strongly disagree	0	0	–	–	–
Don’t know/NA	21	21	–	–	–

Question A.15: This school... provides quality counseling or other ways to help students with social or emotional needs.

Note: Cells are empty if there are less than 5 respondents.

8. Opportunities for Participation

Table A8.1

School Provides Opportunities for Meaningful Student Participation

	All %	ES %	MS %	HS %	NT %
Strongly agree	42	42	–	–	–
Agree	37	37	–	–	–
Disagree	11	11	–	–	–
Strongly disagree	0	0	–	–	–
Don't know/NA	11	11	–	–	–

Question A.13: This school... gives all students opportunities to “make a difference” by helping other people, the school, or the community.

Note: Cells are empty if there are less than 5 respondents.

Table A8.2

School Provides Opportunities for Classroom Participation

	All %	ES %	MS %	HS %	NT %
Strongly agree	32	32	–	–	–
Agree	53	53	–	–	–
Disagree	0	0	–	–	–
Strongly disagree	5	5	–	–	–
Don't know/NA	11	11	–	–	–

Question A.20: This school... gives my child opportunities to participate in classroom activities.

Note: Cells are empty if there are less than 5 respondents.

Table A8.3

School Provides Quality Sports, Clubs, or Other Activities to Meet My Child's Needs

	All %	ES %	MS %	HS %	NT %
Strongly agree	37	37	–	–	–
Agree	53	53	–	–	–
Disagree	11	11	–	–	–
Strongly disagree	0	0	–	–	–
Don't know/NA	0	0	–	–	–

Question A.23: This school... provides quality activities that meet my child's interests and talents, such as sports, clubs, and music.

Note: Cells are empty if there are less than 5 respondents.

9. Respect and Cultural Sensitivity

Table A9.1

School Treats All Students with Respect

	All %	ES %	MS %	HS %	NT %
Strongly agree	32	32	–	–	–
Agree	63	63	–	–	–
Disagree	0	0	–	–	–
Strongly disagree	0	0	–	–	–
Don't know/NA	5	5	–	–	–

Question A.10: This school... treats all students with respect.

Note: Cells are empty if there are less than 5 respondents.

Table A9.2

School Promotes Respect of All Cultural Beliefs and Practices

	All %	ES %	MS %	HS %	NT %
Strongly agree	16	16	–	–	–
Agree	47	47	–	–	–
Disagree	0	0	–	–	–
Strongly disagree	5	5	–	–	–
Don't know/NA	32	32	–	–	–

Question A.19: This school... communicates the importance of respecting all cultural beliefs and practices.

Note: Cells are empty if there are less than 5 respondents.

Table A9.3***School Provides Culturally Appropriate Materials***

	All %	ES %	MS %	HS %	NT %
Strongly agree	16	16	–	–	–
Agree	32	32	–	–	–
Disagree	11	11	–	–	–
Strongly disagree	11	11	–	–	–
Don't know/NA	32	32	–	–	–

Question A.21: This school... provides instructional materials that reflect my child's culture, ethnicity, and identity.

Note: Cells are empty if there are less than 5 respondents.

Table A9.4***Racial/Ethnic Conflict***

	All %	ES %	MS %	HS %	NT %
Not a problem	41	41	–	–	–
Small problem	12	12	–	–	–
Somewhat a problem	0	0	–	–	–
Large problem	6	6	–	–	–
Don't know/NA	41	41	–	–	–

Question A.33: Based on your experience, how much of a problem at this school is... racial/ethnic conflict among students?

Note: Cells are empty if there are less than 5 respondents.

10. Student Risk Behavior

Table A10.1

ATOD Use

	All %	ES %	MS %	HS %	NT %
Tobacco Use					
Not a problem	59	59	–	–	–
Small problem	6	6	–	–	–
Somewhat a problem	6	6	–	–	–
Large problem	6	6	–	–	–
Don't know/NA	24	24	–	–	–
Electronic Cigarette Use					
Not a problem	53	53	–	–	–
Small problem	12	12	–	–	–
Somewhat a problem	0	0	–	–	–
Large problem	12	12	–	–	–
Don't know/NA	24	24	–	–	–
Alcohol and Drug Use					
Not a problem	35	35	–	–	–
Small problem	24	24	–	–	–
Somewhat a problem	0	0	–	–	–
Large problem	12	12	–	–	–
Don't know/NA	29	29	–	–	–

Question A.28-30: Based on your experience, how much of a problem at this school is... student tobacco use (cigarette smoking and/or smokeless tobacco such as dip, chew, or snuff)?... student use of electronic cigarettes, e-cigarettes, or other vaping device such as e-hookah, hookah pens, or vape pens?... student alcohol and drug use?

Note: Cells are empty if there are less than 5 respondents.

Table A10.2
Bullying and Fighting

	All %	ES %	MS %	HS %	NT %
Harassment or Bullying					
Not a problem	29	29	–	–	–
Small problem	24	24	–	–	–
Somewhat a problem	18	18	–	–	–
Large problem	18	18	–	–	–
Don't know/NA	12	12	–	–	–
Physical Fights					
Not a problem	53	53	–	–	–
Small problem	18	18	–	–	–
Somewhat a problem	12	12	–	–	–
Large problem	0	0	–	–	–
Don't know/NA	18	18	–	–	–

Question A.31, 32: Based on your experience, how much of a problem at this school is... harassment or bullying of students?... physical fighting between students?

Note: Cells are empty if there are less than 5 respondents.

Table A10.3
Students Disrespecting Staff

	All %	ES %	MS %	HS %	NT %
Not a problem	35	35	–	–	–
Small problem	24	24	–	–	–
Somewhat a problem	18	18	–	–	–
Large problem	0	0	–	–	–
Don't know/NA	24	24	–	–	–

Question A.34: Based on your experience, how much of a problem at this school is... students not respecting staff?

Note: Cells are empty if there are less than 5 respondents.

Table A10.4
Delinquency

	All %	ES %	MS %	HS %	NT %
Gang-Related Activity					
Not a problem	59	59	–	–	–
Small problem	0	0	–	–	–
Somewhat a problem	0	0	–	–	–
Large problem	6	6	–	–	–
Don't know/NA	35	35	–	–	–
Weapons Possession					
Not a problem	65	65	–	–	–
Small problem	0	0	–	–	–
Somewhat a problem	0	0	–	–	–
Large problem	0	0	–	–	–
Don't know/NA	35	35	–	–	–
Vandalism					
Not a problem	59	59	–	–	–
Small problem	12	12	–	–	–
Somewhat a problem	0	0	–	–	–
Large problem	6	6	–	–	–
Don't know/NA	24	24	–	–	–

Question A.35-37: Based on your experience, how much of a problem at this school is... gang-related activity?... weapons possession?... vandalism (including graffiti)?

Note: Cells are empty if there are less than 5 respondents.

11. Discipline

Table A11.1

School Clearly Communicates Consequences of Breaking Rules

	All %	ES %	MS %	HS %	NT %
Strongly agree	26	26	–	–	–
Agree	53	53	–	–	–
Disagree	0	0	–	–	–
Strongly disagree	0	0	–	–	–
Don't know/NA	21	21	–	–	–

Question A.11: This school... clearly tells students in advance what will happen if they break school rules.

Note: Cells are empty if there are less than 5 respondents.

Table A11.2

School Enforces Rules Equally

	All %	ES %	MS %	HS %	NT %
Strongly agree	16	16	–	–	–
Agree	32	32	–	–	–
Disagree	11	11	–	–	–
Strongly disagree	11	11	–	–	–
Don't know/NA	32	32	–	–	–

Question A.22: This school... enforces school rules equally for my child and all students.

Note: Cells are empty if there are less than 5 respondents.

12. Parental Involvement

Table A12.1

School Encourages Parental Involvement

	All %	ES %	MS %	HS %	NT %
School allows input and welcomes parents' contributions.					
Strongly agree	32	32	–	–	–
Agree	53	53	–	–	–
Disagree	0	0	–	–	–
Strongly disagree	5	5	–	–	–
Don't know/NA	11	11	–	–	–
School encourages me to be an active partner with the school in educating my child.					
Strongly agree	37	37	–	–	–
Agree	58	58	–	–	–
Disagree	0	0	–	–	–
Strongly disagree	5	5	–	–	–
Don't know/NA	0	0	–	–	–
School actively seeks the input of parents before making important decisions.					
Strongly agree	20	20	–	–	–
Agree	47	47	–	–	–
Disagree	7	7	–	–	–
Strongly disagree	7	7	–	–	–
Don't know/NA	20	20	–	–	–

Question A.17, 27, 38: This school... allows input and welcomes parents' contributions... encourages me to be an active partner with the school in educating my child... actively seeks the input of parents before making important decisions.

Note: Cells are empty if there are less than 5 respondents.

Table A12.1***School Encourages Parental Involvement – Continued***

	All %	ES %	MS %	HS %	NT %
Parents feel welcome to participate at this school.					
Strongly agree	33	33	–	–	–
Agree	53	53	–	–	–
Disagree	0	0	–	–	–
Strongly disagree	7	7	–	–	–
Don't know/NA	7	7	–	–	–
School staff take parent concerns seriously.					
Strongly agree	47	47	–	–	–
Agree	40	40	–	–	–
Disagree	0	0	–	–	–
Strongly disagree	7	7	–	–	–
Don't know/NA	7	7	–	–	–

Question A.44, 45: How strongly do you agree or disagree with the following statements?... Parents feel welcome to participate at this school... School staff take parent concerns seriously.

Note: Cells are empty if there are less than 5 respondents.

Table A12.2***Parental Involvement at School***

	All %	ES %	MS %	HS %	NT %
Attended a school or class event					
No	7	7	–	–	–
Yes	93	93	–	–	–
Served as a volunteer in this child’s classroom or elsewhere in the school					
No	40	40	–	–	–
Yes	60	60	–	–	–
Attended a general school meeting					
No	0	0	–	–	–
Yes	100	100	–	–	–
Attended a meeting of the parent-teacher organization or association					
No	73	73	–	–	–
Yes	27	27	–	–	–
Gone to a regularly scheduled parent-teacher conference with the child’s teacher					
No	47	47	–	–	–
Yes	53	53	–	–	–

Question A.46-50: Since the beginning of this school year, has any adult in your child’s household done any of the following things at your child’s school?... Attended a school or class event, such as a play, dance, sports event, or science fair... Served as a volunteer in this child’s classroom or elsewhere in the school... Attended a general school meeting, for example, an open house, or a back-to-school night... Attended a meeting of the parent-teacher organization or association... Gone to a regularly scheduled parent-teacher conference with the child’s teacher.

Note: Cells are empty if there are less than 5 respondents.

Table A12.2***Parental Involvement at School – Continued***

	All %	ES %	MS %	HS %	NT %
Participated in fundraising for the school					
No	27	27	–	–	–
Yes	73	73	–	–	–
Served on a school committee					
No	60	60	–	–	–
Yes	40	40	–	–	–
Met with a guidance counselor in person					
No	79	79	–	–	–
Yes	21	21	–	–	–

Question A.51-53: Since the beginning of this school year, has any adult in your child’s household done any of the following things at your child’s school?... Participated in fundraising for the school... Served on a school committee... Met with a guidance counselor in person.

Note: Cells are empty if there are less than 5 respondents.

Table A12.3***School Keeps Parent Well-Informed***

	All %	ES %	MS %	HS %	NT %
School keeps me well-informed about school activities.					
Strongly agree	37	37	–	–	–
Agree	42	42	–	–	–
Disagree	21	21	–	–	–
Strongly disagree	0	0	–	–	–
Don't know/NA	0	0	–	–	–
Teachers at this school communicate with parents about what students are expected to learn in class.					
Strongly agree	27	27	–	–	–
Agree	73	73	–	–	–
Disagree	0	0	–	–	–
Strongly disagree	0	0	–	–	–
Don't know/NA	0	0	–	–	–
School promptly responds to my phone calls, messages, or e-mails.					
Strongly agree	47	47	–	–	–
Agree	42	42	–	–	–
Disagree	11	11	–	–	–
Strongly disagree	0	0	–	–	–
Don't know/NA	0	0	–	–	–

Question A.14, 26, 43: This school... keeps me well-informed about school activities... promptly responds to my phone calls, messages, or e-mails... Teachers at this school communicate with parents about what students are expected to learn in class.

Note: Cells are empty if there are less than 5 respondents.

Table A12.4
Information Dissemination to Parents

	All %	ES %	MS %	HS %	NT %
Letting you know how your child is doing in school between report cards					
Very well	77	77	–	–	–
Just okay	23	23	–	–	–
Not very well	0	0	–	–	–
Does not do it at all	0	0	–	–	–
Don't know/NA	0	0	–	–	–
Providing information about how to help your child with homework					
Very well	38	38	–	–	–
Just okay	31	31	–	–	–
Not very well	23	23	–	–	–
Does not do it at all	0	0	–	–	–
Don't know/NA	8	8	–	–	–
Providing information about why your child is placed in particular groups or classes					
Very well	7	7	–	–	–
Just okay	29	29	–	–	–
Not very well	14	14	–	–	–
Does not do it at all	36	36	–	–	–
Don't know/NA	14	14	–	–	–

Question A.54-56: How well has this child's school been doing the following things during the school year?... Letting you know how your child is doing in school between report cards... Providing information about how to help your child with homework... Providing information about why your child is placed in particular groups or classes.

Note: Cells are empty if there are less than 5 respondents.

Table A12.4**Information Dissemination to Parents – Continued**

	All %	ES %	MS %	HS %	NT %
Providing information on your expected role at your child’s school					
Very well	21	21	–	–	–
Just okay	71	71	–	–	–
Not very well	0	0	–	–	–
Does not do it at all	7	7	–	–	–
Don’t know/NA	0	0	–	–	–
Providing information on how to help your child plan for college or vocational school					
Very well	0	0	–	–	–
Just okay	14	14	–	–	–
Not very well	29	29	–	–	–
Does not do it at all	36	36	–	–	–
Don’t know/NA	21	21	–	–	–

Question A.57, 58: How well has this child’s school been doing the following things during the school year?... Providing information on your expected role at your child’s school... Providing information on how to help your child plan for college or vocational school.

Note: Cells are empty if there are less than 5 respondents.

13. Facilities

Table A13.1

School Has Clean and Well-Maintained Facilities and Properties

	All %	ES %	MS %	HS %	NT %
Strongly agree	57	57	–	–	–
Agree	43	43	–	–	–
Disagree	0	0	–	–	–
Strongly disagree	0	0	–	–	–
Don't know/NA	0	0	–	–	–

Question A.39: This school... has clean and well-maintained facilities and properties.

Note: Cells are empty if there are less than 5 respondents.

14. Nutrition

Table A14.1
School Provides Healthy Food Choices

	All %	ES %	MS %	HS %	NT %
Strongly agree	11	11	–	–	–
Agree	16	16	–	–	–
Disagree	16	16	–	–	–
Strongly disagree	16	16	–	–	–
Don't know/NA	42	42	–	–	–

Question A.18: This school... provides students with healthy food choices.

Note: Cells are empty if there are less than 5 respondents.