

Introduction:

LEA: Piner-Olivet Union School District **Contact (Name, Title, Email, Phone Number):** Jennie Snyder, Superintendent, jsnyder@pousd.org, 707-522-3000 **LCAP Year:** 2015-2016

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>September–December, 2013 -- Inform and educate: At the September 19, 2013 School Site Council meeting provided information on the LCAP process, including the purpose, requirements, eight state priorities, goal setting and alignment to District Areas of Focus. Responded to questions regarding the LCAP process, goal setting and alignment to District Areas of Focus.</p>	<p>Input provided was incorporated into the process of brainstorming student outcomes.</p>

December 4th, 2013 -- Presentation to Staff on LCFF, LCAP, the planning process and stakeholder engagement at Jack London Elementary School. Responded to clarifying questions about the process, goal setting and alignment with District Areas of Focus.

January-March, 2014 -- Stakeholder Engagement

Met with Piner-Olivet Educators Association to discuss updates on planning process as well as ways of engaging staff and community: January 15, 2014; February 5, 2014; and March 5, 2014.

January 8th, 2014 Board Meeting -- Board members and two staff members in attendance discussed stakeholder engagement process.

January 24, 2014 -- Board Workshop to review and discuss student outcomes as well outline plan for gathering input from staff, parents, and community.

February, 2014:

Conducted Staff and Parent/Community sessions to gather input on the vision of student outcomes and brainstormed ideas about what needs to be in place to support students in achieving the outcomes.

* February 12, 2014 at 3:00 pm - 4:00 pm -- LCAP Staff Session available via webinar. Two staff accessed webinar and participated.

* February 13, 2014 at 3:00 pm -- 4:00 pm -- LCAP Staff Session at Jack London Elementary School/ Piner-Olivet Charter School. Twelve (12) staff members (certificated and classified) attended the LCAP Staff Session on February 13th, 2014. Reviewed District Student Outcomes and staff provided feedback.

* February 18, 2014 at 6:00 pm - 7:00 pm -- LCAP Parent and Community Session at Jack London Elementary School/ Piner-Olivet Charter School. Approximately 20 parents attended the LCAP Parent/Community session on February 18th, 2014. Reviewed District Student Outcomes and parents provided feedback. Informed of next collaborative planning sessions scheduled and ways they could be involved.

A video recording of the presentation on the District's LCAP planning process and draft of the Student Outcomes was posted on the District website. The video was viewed 68 times. A link to a survey was also posted to gather input on the outcomes. No survey responses were submitted via the website.

February 26, 2014 at 6:30 pm - 7:30 pm -- District English Learning Advisory Committee at Schaefer Charter School. Ten (10) parents attended the DELAC

Informed staff on LCAP planning process and stakeholder engagement. Gathered ideas on how to engage community and the types of input needed.

Discussed ways of engaging staff in the LCAP planning process.

Based on discussions, a plan was developed including specific actions related to stakeholder engagement.

The feedback provided by staff was used to further revise/refine the District Student Outcomes. All supported the outcomes. Brainstormed what needs to be in place to support students in achieving the student outcomes. Identified the need to articulate what the student outcomes look like across grade levels. Staff also provided input on kinds of learning opportunities, school climate, teaching approaches that students need to be able to achieve the outcomes. For example, the need for students to feel safe and connected to school (focusing on social emotional needs), the need for more integrated approaches to teaching and learning, and more opportunities to engage in creative endeavors and physical education.

The feedback from the parent session was used to revise/refine the District's Student Outcomes. All supported the outcomes with revisions. Parent feedback also emphasized the need to balance academic skills (literacy and numeracy) with student outcomes such as collaboration, communication, critical thinking and creativity.

This feedback was used to further refine outcomes. Gathered input on what their child needs to be able to achieve student outcomes as well as ways to

meeting on February 26th, 2014. Reviewed and discussed District Student Outcomes. Parents provided feedback. All supported the outcomes.

January 20, 2014 - February 21, 2014: School Culture Survey administered to students and teachers. Student survey results highlighted areas for improvement: students feeling more comfortable taking risks in the classroom as well as participating in more engaging learning activities and leadership opportunities.

January 20, 2014- February 21, 2014: BrightBytes Survey administered to students, parents and teachers to gather information on integration of technology into learning as well as 21st Century learning opportunities at school and home.

March 5, 2014 -- Governing Board meeting -- Review and take action on the Student Outcomes.

March 6, 2014 -- LCAP Collaborative Planning Session (in person as well as availability via online webinar). Six people attended (four staff, two parents). No participants accessed the session via the webinar.

March 12, 2014 -- LCAP Collaborative Planning Session to identify needs based on student outcomes in the areas of student achievement, Common Core implementation, school climate, and student engagement. Twelve staff participated in small group discussions focused on state priorities. Each small group generated lists of needs in each area. The ideas were summarized in a brainstorming synthesis document.

March 13, 2014 -- Meeting with Piner-Olivet Classified Association. Provided update on the district student outcomes, LCFF and the LCAP Collaborative Planning process. All supported the outcomes. Gathered input on what needs

improve communication and engagement with parents. This feedback was incorporated into the Student Outcomes, Conditions of Learning and Engagement (parent involvement) sections of the LCAP.

The results from the student survey were incorporated into the Conditions for Learning (school climate) and Engagement (student engagement) sections of the LCAP.

Survey results suggest the following:

Overall, teachers, parents and students believe that technology has the potential to enhance student learning. In general, most students have access to devices and infrastructure at school and home. Students feel comfortable using technology to create multimedia.

Needs identified: 1) More opportunities for students to use digital tools for collaboration, communication, critical thinking and creativity (4C's). 2) Students need more opportunities to learn digital citizenship. 3) More professional learning opportunities (formal and informal) to help teachers integrate technology into classroom learning.

Board members unanimously adopted Student Outcomes that guided the development of specific action steps incorporated into the LCAP.

Feedback gathered on ways to improve communication with parents using the website and other digital tools; identified the need for clarity around what the student outcomes look like across the grades as well as how adults (parents and teachers) can support students in meeting them. This input was incorporated into the Conditions of Learning (Courses of Study), Pupil Outcomes (academic achievement, student outcomes) and Engagement (student, parent) components of the LCAP.

The lists of needs were used as a basis for developing specific actions in the areas of Conditions for Learning (Common Core implementation, Broad Course of Study, etc.), pupil outcomes and student engagement.

Participants provided input on student needs related to school safety, school climate, and intervention support.

to be in place to support students in achieving outcomes. Four people attended, including the Association president and vice president.

May 7, 2014 -- Meeting with Jack London Elementary School Site Council and English Learner Advisory Council to review preliminary draft of the LCAP and gather input from parents and staff. Six parents, three staff and the principal attended.

May 8, 2014 -- Meeting with the Piner-Olivet Educators Association (POEA) Executive Board to review the draft of the LCAP. The President, Vice President, Secretary, and Treasurer met with the Director of Business Services and the Superintendent.

May 21, 2014 -- Jack London English Learner Advisory Council met to review and discuss the final draft of the LCAP.

May 22, 2014 -- Jack London School Site Council met to review and discuss the final draft of the LCAP and consider approval of the LCAP.

June 5, 2014 -- Governing Board held public hearing to review and discuss the LCAP. Three administrators, eight teachers and one community member were in attendance. The Governing Board expressed an interest in providing for greater student access to the library across K-6. The Governing Board also expressed a need to provide challenging curriculum and learning opportunities for students. Discuss also focused on need to provide students with social-emotional support.

June 18, 2014 -- Governing Board approved the LCAP.

Annual Update:

October 20-31, 2014 -- My Voice Surveys distributed to students (grades 3-6), staff and parents to assess student engagement, school climate and connectedness.

Follow-up session on January 29, 2015 with principal and two teachers on site leadership team to review data and analyze results.

Participants discussed elements of the plan. Parents were pleased that the plan included parent education and outreach efforts. Parents and staff expressed need for counseling and social-emotional support for at risk students (which is included in the plan).

POEA Officers expressed a need to include language in the LCAP that addressed "the recruitment and retention of highly qualified teachers." Language referencing Highly Qualified Teachers is included under Goal #3 (Student proficiency in skills and behaviors necessary for college/career success). The officers also asked clarifying questions about the specific elements of the plan (before/after school enrichment activities, summer program, PE instruction, arts education, counseling, digital literacy/citizenship instruction). These elements were included in the draft reviewed by the Executive Council.

Jack London English Learner Advisory Council reviewed the final draft of the LCAP and supported approval of the LCAP. Attendees expressed that they were pleased with the inclusion of a community based tutoring program and parent education component.

Jack London School Site Council approved the LCAP.

Additional time has been added to the LCAP to provide a full-time Library Technician at each school site (K-6). Additional counseling time has been added to the LCAP as well as professional learning opportunities for certificated and classified staff on behavioral and social-emotional supports for students.

Annual Update:

The student responses on the My Voice surveys indicated that 48% in grades 3-5 feel important in their classrooms and 30% of 6th grade students feel that they are valued members of their school community. Based on these results, the school staff will be developing an action plan to address student engagement.

November 3-21, 2014 -- BrightBytes surveys distributed to students (grades 3-6), teachers and parents to assess needs for technology integration into classroom instruction, professional learning and 21st century learning skills.

February 4, 2015 -- Provided a report to the board on the results of the BrightBytes survey, noting areas of progress and areas for further development. Based on survey results: teachers and students have access to devices; wifi access is available, yet needs to be more reliable; improvements have been noted in students using technology for collaboration and communication. Teachers have expressed a need for additional professional learning opportunities, especially with respect to incorporating multimedia applications into classroom instruction.

January 14, 2015 -- Regular Governing Board meeting -- provided an update to the board on actions and services identified in the 2014 LCAP.

February 19, 2015 -- Meeting with School Site Council to discuss updates on actions and services and seek feedback from parents. SSC representatives supportive of the inclusion of counseling, P.E., library and music programs implemented this year. Discussed need for additional extracurricular activities for students.

March 10, 2015 -- Meeting with Jack London Families to discuss updates on actions and services and seek feedback from parents. SSC representatives supportive of the inclusion of P.E., library and music programs implemented this year. Parents also supportive variety of platforms for communication.

March 10, 2015 -- Meeting with focus group of students (grades 5-6) and March 11, 2015 meeting with focus group of students (grades 2-4). Students identified need for hands on learning, extracurricular activities such as games, sports, and spirit days. Students also mentioned need for attention to school culture such as interpersonal dynamics. One student suggested that learning could be improved "if different methods were used for different kids."

Community engagement sessions on March 11, 2015 after school and March 19, 2015 in the morning. Parents were pleased with programs that have been implemented this year (music, P.E.). Expressed an interest in learning more about how to support their children in mathematics. Parents said that they appreciated different ways of accessing information (newsletters, social media, digital calls, etc.).

February 18, 2015 -- Meeting with English Learner Advisory Committee at Jack

Refinements in tech support to provide more reliable access to wifi in classrooms as well as professional development opportunities and support for technology integration into classroom instruction.

On-going evaluation of actions and services will be conducted through analysis of data outlined in metrics and further stakeholder engagement.

P.E., library and music programs will be continued and are included in the LCAP and the next two years.

P.E., library and music programs are included in the LCAP for 2015-2016 and next two years.

Additional counseling support has been added to the plan focusing on friendship circles, self-regulation strategies. Student leadership opportunities such as junior coaches have been initiated at the school. The SSC has also identified engagement (during and after school) and sports activities (tennis, basketball for 2015-2016). Support for implementing Maker Ed during school day has been added to the plan (professional learning and Teacher-On-Special Assignment for Maker Ed).

Parent Education workshops will be offered in the 2015-2016 school year, focusing on CCSS Math, Toolbox, technology. A variety of communication methods are also included in the LCAP -- mobile app, digital calling system, etc.

Feedback from DELAC has been incorporated into the plans for the

London to discuss updates on actions and services and seek feedback from parents.

March 19, 2015 -- Meeting with District English Learner Advisory Committee to discuss parent outreach efforts and gather input to design parent education (English classes, technology, CCSS). Parents also expressed a need for their children to get help with school work (before and after school), a need to be able to find out how their children are doing and more opportunities to connect with Outreach Workers to facilitate communication with school staff.

April 1, 2015 -- Regular Governing Board meeting -- provided an update to the board on actions and services, proposed actions and services and preliminary data on benchmarks related to LCAP goals. Library Media Specialist position has been removed from the LCAP due to difficulties in recruitment. Proposal for shifting support for digital citizenship instruction to K-6 Technology Coach discussed. Proposal for Teacher-on Special Assignment for Maker Ed discussed to support student learning aligned to CCSS/NGSS and District Student Outcomes.

April 9, 2015 -- Stakeholder engagement session for staff. Six teachers participated. Reviewed last year's plan and provided an update on proposals for the 2015-2016 school year. Staff were supportive of adding additional counseling time and efforts to expand parent education efforts.

April 22, 2015 -- Stakeholder engagement session for staff. 22 staff members participated (3 classified staff, 19 teachers). Teachers expressed a need for additional support for ELD instruction and the integration of technology into classroom instruction. Staff also discussed issues surrounding scheduling of programs such as music, library, and P.E.

April 24, 2015 -- BrightBytes surveys distributed to students (grades 3-6), teachers and parents to assess needs for integration of technology into classroom instruction, professional learning, and 21st Century learning skills. The survey results suggest that students are using technology in classrooms for collaborating with peers and research. Need to develop and enhance opportunities for writing and sharing writing online, multimedia projects and learning more about digital citizenship. Teacher responses to the surveys indicated a need for more information about digital citizenship, multimedia

Community-Based Tutoring program for the 2015-2016 school year that will include English class for parents as well as topics for parent education (technology, Common Core State Standards in Math and English). Additional Outreach Worker time has been included into the LCAP and efforts will be made to ensure scheduling allows for more opportunities for parents to access Outreach Workers.

Library Media Specialist position has been removed from the LCAP as part of annual update. Proposal for shifting support for digital citizenship instruction to K-6 Technology Coach included in annual update. Proposal for Teacher-on Special Assignment for Maker Ed to support student learning aligned to CCSS/NGSS and District Student Outcomes included in annual update. Director of Innovative Learning (40%) included in draft of LCAP to support implementation of CCSS/NGSS and student mastery of content standards and District Student Outcomes.

Additional counseling time and tiers of support for students' social-emotional and behavioral needs has been incorporated into the LCAP for 2015-2016.

Support for ELD will be incorporated into professional development through core instruction (CCSS Math PD), SCOE workshops and site level collaboration. Due to difficulties in recruiting a Library Media Specialist, this position has been removed from the plan. Based on feedback regarding need for additional support for teaching digital citizenship, K-6 Technology coach will be available to all elementary sites with an emphasis on working with teachers to develop capacity in this area.

Based on this information, K-6 Technology Coach will be available to all elementary sites with a focus on modeling lessons/instruction focused on digital citizenship, online writing, multimedia projects, research applied to authentic problem-based learning. Plan also includes contracting for services through SCOE to support implementation of digital tools.

applications, and online skills.

May 21, 2015 -- Jack London School Site Council met to review and discuss the final draft of the LCAP and consider approval of the LCAP.

June 3, 2015 -- Governing Board held public hearing to review and discuss the LCAP. Three administrators, eight teachers and one community member were in attendance. The Governing Board expressed an interest in providing for greater student access to the library across K-6 and P.E. instruction as well as during and after school sports activities. The Governing Board also expressed a need to provide challenging curriculum and learning opportunities for students. Discuss also focused on need to provide students with social-emotional support.

Jack London School Site Council approved the LCAP.

Additional time has been added to the LCAP to provide a full-time Library Technician and a full-time P.E. Technician at each school site (K-6). Additional counseling time has been added to the LCAP as well as professional learning opportunities for certificated and classified staff on behavioral and social-emotional supports for students.

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?

<p>GOAL 1:</p>	<p>Create a positive, learning focused environment and culture for all students.</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify</p>
<p>Identified Need :</p>	<p>Students need to feel safe to take risks, express their ideas, and collaborate with others. Students need to feel engaged in learning and feel a sense of connection to their school community.</p> <p>As measured by: My Voice Survey (students, teachers and parents) - implemented in 2014-2015. Baseline data -- 48% of students in grades 3-5 report feeling important in their classrooms; 30% of 6th graders report feeling like a valued member of the school community; 49% of students in grades 3-5 and 47% of students in grade 6 report feeling comfortable asking questions in class.</p> <p>Healthy Kids Survey: Positive School Environment (56%) -- Caring Relationship w/Adults (63%); Meaningful Participation (33%). School Connectedness (67%) -- from 2013-2014 school year.</p> <p>Attendance Rates -- 96.38% Truancy Rate -- 0.55% Suspension Rates -- 2.29% Expulsion Rate - 0% 100% Teachers appropriately assigned.</p> <p>Facilities (FIT Survey): Exemplary. Williams for Instructional Materials/Resources -- 100% CST (2013): 50.4% ELA; 55.7% Math. API - 804 (3 year weighted average) -- 2013-2014 school year. % Students Completing A-D Requirements - N/A Number of CTE classes -- N/A % Middle School Drop Out Rate -- N/A % High School Drop Out Rate -- N/A % High School Graduation Rate -- N/A % Students passes AP - N/A % students who passed EAP - N/A</p>	
<p>Goal Applies to:</p>	<p>Schools: All Applicable Pupil Subgroups:</p>	<p>All, Low Income, Foster Youth, English Learners</p>

LCAP Year 1: 2015-2016

<p>Expected Annual Measurable Outcomes:</p>	<p>Students need to feel safe to take risks, express their ideas, and collaborate with others. Students need to feel engaged in learning and feel a sense of connection to their school community.</p> <p>As measured by: My Voice Survey (students, teachers and parents) - 60% of students in grades 3-5 report feeling important in their classrooms; 50% of 6th graders report feeling like a valued member of the school community; 60% of students in grades 3-5 and 60% of students in grade 6 report feeling comfortable asking questions in class.</p> <p>Healthy Kids Survey: Survey not administered during the 2014-2015 school year (survey administered biennially during the 2013-2014 school year). Positive School Environment (70%) -- Caring Relationship w/Adults (70%); Meaningful Participation (50%). School Connectedness (75%).</p> <p>Attendance Rates -- 97% or more Truancy Rate -- 2% or less Suspension Rates -- 1% or less Williams for Instructional Materials/Resources -- Sustain 100% Facilities: Sustain Exemplary state. Maintain 100% Teachers appropriately assigned.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue Implementation of social-emotional curriculum, including Toolbox and No Bully!	LEAwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Professional development to support on-going implementation of Toolbox/No Bully! 5000-5999: Services And Other Operating Expenditures Supplemental \$1,200 My Voice Surveys (students, staff, and parents) 5000-5999: Services And Other Operating Expenditures Supplemental \$4,600 Toolbox Consumable Materials 4000-4999: Books And Supplies Base \$300
Create a school climate in which it is expected that every child can and will learn and provide whatever is necessary to support that vision.	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)	Highly Qualified Principal 1000-1999: Certificated Personnel Salaries Base \$127,398 Highly Qualified Teachers 1000-1999: Certificated Personnel Salaries Base \$1,381,365

<p>Provide in school and after school engagement activities such as sports, arts, clubs, etc.</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>PE Coach/Instructor (6 Hours/Day PE Tech per K-6 schools) - intramural sports, after school sports. 2000-2999: Classified Personnel Salaries Supplemental \$29,600</p> <p>Teacher hourly rate (after school activities) 1000-1999: Certificated Personnel Salaries Supplemental \$6,000</p> <p>Artist in Residence (community partnerships to support arts education) 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$3,000</p> <p>Music teacher (1.0 FTE shared by 3 K-6 sites) 1000-1999: Certificated Personnel Salaries Supplemental \$21,500</p> <p>Supplies -- arts, Makers Club 4000-4999: Books And Supplies Supplemental \$3,000</p>
<p>Facilitate performances, exhibitions, and publication opportunities for students to express their creative endeavors with peers, parents and the community.</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>No additional cost</p>
<p>Communicate high expectations through school culture, language and symbols.</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>No additional cost</p>
<p>Provide students with leadership opportunities such as student council.</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>Teacher hourly rate 1000-1999: Certificated Personnel Salaries Base \$1,000</p>

<p>Provide clean and safe school facilities that support student engagement and positive school culture. Maintain clean and safe school facilities.</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>Maintenance Supervisor 2000-2999: Classified Personnel Salaries Base \$20,600 Grounds Supervisor 2000-2999: Classified Personnel Salaries Base \$14,300 Custodial Staff 2000-2999: Classified Personnel Salaries Base \$116,500 Custodial/Maintenance supplies 4000-4999: Books And Supplies Base \$28,000 Repair/Maintenance Projects 5000-5999: Services And Other Operating Expenditures Base \$40,000 Deferred Maintenance 0000: Unrestricted Base \$33,333</p>
<p>Design classroom space and facilities to promote greater collaboration, creative expression and project-based learning.</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>Classroom furniture and equipment - Planning on expending up to \$100,000 after professional development and re-imagining learning planning is complete. 4000-4999: Books And Supplies Base \$0 Re-Imagining Learning Collaborative -- teacher stipends, professional development costs. 1000-1999: Certificated Personnel Salaries Base \$25,000</p>
<p>Provide before/after school and recess student supervision.</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>Yard Duty Supervisors, Traffic Supervisors 2000-2999: Classified Personnel Salaries Base \$30,500</p>
<p>Pilot instructional resources (print and digital) aligned with the Common Core State Standards.</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>Provide tiers of social-emotional and behavioral intervention to support students in developing self-regulation strategies and positive social relationships.</p>	<p>Low Income, Foster Youth</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Counselor 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$16,000 Tier 2 Toolbox Curriculum - \$300 - Amount Included Above 4000-4999: Books And Supplies Base</p>
<p>Provide Student Attendance Mediation services.</p>	<p>Low Income, Foster Youth</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>SAM Program 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$1,000 Counseling time - \$16,000 Amount Included Above 5800: Professional/Consulting Services And Operating Expenditures Supplemental</p>

LCAP Year 2: 2016-2017

<p>Expected Annual Measurable Outcomes:</p>	<p>Students need to feel safe to take risks, express their ideas, and collaborate with others. Students need to feel engaged in learning and feel a sense of connection to their school community.</p> <p>As measured by: My Voice Survey (students, teachers and parents) - 60% of students in grades 3-5 report feeling important in their classrooms; 55% of 6th graders report feeling like a valued member of the school community; 50% of students in grades 3-5 and 60% of students in grade 6 report feeling comfortable asking questions in class.</p> <p>Healthy Kids Survey: Survey not administered during the 2014-2015 school year (survey administered biennially during the 2013-2014 school year). Positive School Environment (75%) -- Caring Relationship w/Adults (75%); Meaningful Participation (55%). School Connectedness (80%).</p> <p>Attendance Rates -- 97% or more Truancy Rate -- 2% or less Suspension Rates -- 1% or less</p> <p>Facilities: Sustain Exemplary Status Williams Instructional Materials -- sustain 100% access. Maintain 100% Teachers appropriately assigned.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue Implementation of social-emotional curriculum, including Toolbox and No Bully!	LEAwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Professional development to support on-going implementation of Toolbox/No Bully! 5000-5999: Services And Other Operating Expenditures Supplemental \$1,200 My Voice Surveys (students, staff, and parents) 5000-5999: Services And Other Operating Expenditures Supplemental \$4,600 Toolbox Consumable Materials 4000-4999: Books And Supplies Base \$300
Create a school climate in which it is expected that every child can and will learn and provide whatever is necessary to support that vision.	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)	Highly Qualified Principal 1000-1999: Certificated Personnel Salaries Base \$127,398 Highly Qualified Teachers 1000-1999: Certificated Personnel Salaries Base \$1,381,365

<p>Provide in school and after school engagement activities such as sports, arts, clubs, etc.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>PE Coach/Instructor (9 Hours/Day PE Tech shared by 3 K-6 schools) - intramural sports, after school sports. 2000-2999: Classified Personnel Salaries Supplemental \$14,754</p> <p>Teacher hourly rate (after school activities) 1000-1999: Certificated Personnel Salaries Supplemental \$6,000</p> <p>Artist in Residence (community partnerships to support arts education) 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$3,000</p> <p>Music teacher (1.0 FTE shared by 3 K-6 sites) 1000-1999: Certificated Personnel Salaries Supplemental \$21,500</p> <p>Supplies -- arts, Makers Club 4000-4999: Books And Supplies Supplemental \$3,000</p>
<p>Facilitate performances, exhibitions, and publication opportunities for students to express their creative endeavors with peers, parents and the community.</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>No additional cost</p>
<p>Communicate high expectations through school culture, language and symbols.</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>No additional cost</p>
<p>Provide students with leadership opportunities such as student council.</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:</p>	<p>Teacher hourly rate 1000-1999: Certificated Personnel Salaries Base \$1,000</p>

		(Specify)	
Provide clean and safe school facilities that support student engagement and positive school culture. Maintain clean and safe school facilities.	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)	Maintenance Supervisor 2000-2999: Classified Personnel Salaries Base \$20,600 Grounds Supervisor 2000-2999: Classified Personnel Salaries Base \$14,300 Custodial Staff 2000-2999: Classified Personnel Salaries Base \$116,500 Custodial/Maintenance supplies 4000-4999: Books And Supplies Base \$28,000 Repair/Maintenance Projects 5000-5999: Services And Other Operating Expenditures Base \$40,000 Deferred Maintenance 0000: Unrestricted Base \$33,333
Design classroom space and facilities to promote greater collaboration, creative expression and project-based learning.	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)	Classroom furniture and equipment 4000-4999: Books And Supplies Base \$100,000 Re-Imagining Learning Collaborative -- teacher stipends, professional development costs. 1000-1999: Certificated Personnel Salaries Base \$25,000
Provide before/after school and recess student supervision.	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)	Yard Duty Supervisors, Traffic Supervisors 2000-2999: Classified Personnel Salaries Base \$30,500
Provide tiers of social-emotional and behavioral intervention to support students in developing self-regulation strategies and positive social relationships.	Low Income. Foster Youth	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:	Counselor 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$16,000 Tier 2 Toolbox Curriculum 4000-4999: Books And Supplies Supplemental \$300

		(Specify)	
Provide Student Attendance Mediation services.	Low Income, Foster Youth	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	SAM Program 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$1,000 Counseling time 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$1,000

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	Students need to feel safe to take risks, express their ideas, and collaborate with others. Students need to feel engaged in learning and feel a sense of connection to their school community. As measured by: My Voice Survey (students, teachers and parents) - 70% of students in grades 3-5 report feeling important in their classrooms; 70% of 6th graders report feeling like a valued member of the school community; 70% of students in grades 3-5 and 70% of students in grade 6 report feeling comfortable asking questions in class. Healthy Kids Survey: Survey not administered during the 2014-2015 school year (survey administered biennially during the 2013-2014 school year). Positive School Environment (75%) -- Caring Relationship w/Adults (75%); Meaningful Participation (55%). School Connectedness (80%). Attendance Rates -- 97% or more Truancy Rate -- 2% or less Suspension Rates -- 1% or less Facilities: Sustain Exemplary Status Williams Instructional Materials -- sustain 100% access. Maintain 100% Teachers appropriately assigned.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue Implementation of social-emotional curriculum, including Toolbox and No Bully!	LEAwide	<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	Professional development to support on-going implementation of Toolbox/No Bully! 5000-5999: Services And Other Operating Expenditures Supplemental \$1,200 My Voice Surveys (students, staff, and parents) 5000-5999: Services And Other Operating Expenditures Supplemental \$4,600

		English proficient _ Other Subgroups: (Specify)	Toolbox Consumable Materials 4000-4999: Books And Supplies Base \$300
Create a school climate in which it is expected that every child can and will learn and provide whatever is necessary to support that vision.	LEA-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Highly Qualified Principal 1000-1999: Certificated Personnel Salaries Base \$127,398 Highly Qualified Teachers 1000-1999: Certificated Personnel Salaries Base \$1,381,365
Provide in school and after school engagement activities such as sports, arts, clubs, etc.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	PE Coach/Instructor (9 Hours/Day PE Tech shared by 3 K-6 schools) - intramural sports, after school sports. 2000-2999: Classified Personnel Salaries Supplemental \$14,754 Teacher hourly rate (after school activities) 1000-1999: Certificated Personnel Salaries Supplemental \$6,000 Artist in Residence (community partnerships to support arts education) 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$3,000 Music teacher (1.0 FTE shared by 3 K-6 sites) 1000-1999: Certificated Personnel Salaries Supplemental \$21,500 Supplies -- arts, Makers Club 4000-4999: Books And Supplies Supplemental \$3,000
Facilitate performances, exhibitions, and publication opportunities for students to express their creative endeavors with peers, parents and the community.	LEA-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No additional cost
Communicate high expectations through school culture, language and symbols.	LEA-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth	No additional cost

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Provide students with leadership opportunities such as student council.	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)	Teacher hourly rate 1000-1999: Certificated Personnel Salaries Base \$1,000
Provide clean and safe school facilities that support student engagement and positive school culture. Maintain clean and safe school facilities.	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)	Maintenance Supervisor 2000-2999: Classified Personnel Salaries Base \$20,600 Grounds Supervisor 2000-2999: Classified Personnel Salaries Base \$14,300 Custodial Staff 2000-2999: Classified Personnel Salaries Base \$116,500 Custodial/Maintenance supplies 4000-4999: Books And Supplies Base \$28,000 Repair/Maintenance Projects 5000-5999: Services And Other Operating Expenditures Base \$40,000 Deferred Maintenance 0000: Unrestricted Base \$33,333
Design classroom space and facilities to promote greater collaboration, creative expression and project-based learning.	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)	Classroom furniture and equipment 4000-4999: Books And Supplies Base \$50,000 Re-Imagining Learning Collaborative -- teacher stipends, professional development costs. 1000-1999: Certificated Personnel Salaries Base \$12,000
Provide before/after school and recess student supervision.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Yard Duty Supervisors, Traffic Supervisors 2000-2999: Classified Personnel Salaries Base \$30,500

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Provide tiers of social-emotional and behavioral intervention to support students in developing self-regulation strategies and positive social relationships.	Low Income. Foster Youth	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Counselor 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$16,000 <hr/> Tier 2 Toolbox Curriculum 4000-4999: Books And Supplies Supplemental \$300
Provide Student Attendance Mediation services.	Low Income, Foster Youth	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	SAM Program 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$1,000 <hr/> Counseling time 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$1,000

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

<p>GOAL 2:</p>	<p>Implement teaching practices that support students in the achievement of California Content Standards and the District's Student Outcomes.</p>	<p>Related State and/or Local Priorities: 1 _ 2 <u>X</u> 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify</p>
<p>Identified Need :</p>	<p>Teachers need to have opportunities for professional learning to develop and refine teaching practices that support the District's Student Outcomes.</p> <p>As measured by: # of teachers who have participated in professional development related to the CCSS ELA, CCSS Math, and Project Based Learning. % of classrooms w/ evidence of English language arts and math instructional strategies aligned to the Common Core. Teacher feedback on professional learning opportunities offered. BrightBytes Survey: Foundational Skills -- 45% report ease with these types of tasks. Online Skills -- 73% utilize these skills. Multimedia Skills -- 27% report ease with these types of tasks.</p>	
<p>Goal Applies to:</p>	<p>Schools: All Applicable Pupil Subgroups:</p>	<p>All</p>

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes: Teachers need to have opportunities for professional learning to develop and refine teaching practices that support the District's Student Outcomes.

As measured by:

- # of teachers who have participated in professional development related to the CCSS ELA, CCSS Math, and Project Based Learning.
- Establish baseline for evidence of classroom practices related to the California Content Standards and the District's Student Outcomes (student work products, lessons/units, rubrics developed)
- Establish baseline for % of classrooms w/ evidence of core instructional practices aligned to the Common Core State Standards in ELA and Math.
- Teacher feedback on professional learning opportunities offered.
- BrightBytes Survey:
 - Foundational Skills -- 50% report ease with these types of tasks.
 - Online Skills -- 80% utilize these skills.
 - Multimedia Skills -- 35% report ease with these types of tasks.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Regular schedule for grade level, cross grade level collaboration (1-2x per month during school day, after school, district faculty meetings) for teachers to review student work, develop rubrics, plan instruction and reflect on teaching practice within and across grade levels.	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)	Substitute teachers to provide release time for teacher collaboration. 1000-1999: Certificated Personnel Salaries Base \$4,000
Provide coaching opportunities to develop and support instructional practices aligned with the District Student Outcomes and California Content Standards.	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)	CCSS Instructional Coach (1 FTE at Jack London) 1000-1999: Certificated Personnel Salaries Supplemental \$109,600 CCSS Math Implementation Coaching (Contract with SCOE) 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$2,400 CCSS/Technology Implementation Coach (1 FTE shared by 3 K-6 schools) 1000-1999: Certificated Personnel Salaries Supplemental \$31,500 Release time (certificated subs) to provide opportunities for modeling, observing and debriefing lessons. 1000-1999: Certificated Personnel Salaries Supplemental \$2,000

			21st Century Teaching and Learning Implementation Coaching (contract with SCOE) 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$2,400
Provide formal and informal professional learning opportunities for teachers to develop instructional practices aligned to the District Student Outcomes, focused on writing, PBL, Next Generation Science Standards, technology and math.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Professional Development Days (3 voluntary days) 1000-1999: Certificated Personnel Salaries Supplemental \$15,000 Professional development workshops for teachers, classified instructional support staff, and principals. 5000-5999: Services And Other Operating Expenditures Title II \$5,000 Conferences -- Literacy, technology, math. 5000-5999: Services And Other Operating Expenditures Supplemental \$3,000 Online resources for professional learning (Brokers of Expertise, etc.). 5000-5999: Services And Other Operating Expenditures Supplemental \$1,000 Sonoma Leadership Network (registration fees, release time and follow-up) 5000-5999: Services And Other Operating Expenditures Title II 3,000 Director of Innovative Learning (40%) 1000-1999: Certificated Personnel Salaries Base \$13,900
Provide opportunities for teachers to observe in other classrooms and engage in collaborative dialog around professional practices.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Substitute teachers to provide release time for collaboration and peer observations. 1000-1999: Certificated Personnel Salaries Base \$1,000
Design units of instruction aligned with CCSS Math, ELA, including formative and summative assessments across K-6.	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)	Collaboration time for teachers 1000-1999: Certificated Personnel Salaries Base \$3,000 Instructional materials 4000-4999: Books And Supplies Base \$25,000
Provide professional learning opportunities to teachers to increase content knowledge and pedagogical		<input checked="" type="checkbox"/> All OR:	Substitute costs to provide release time for teachers to collaborate in the development of units of study. 1000-1999:

<p>practices aligned with the Next Generation Science Standards.</p>		<p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Certificated Personnel Salaries Base \$3,000 Professional development workshops focused on instructional strategies aligned with the NGSS. 5000-5999: Services And Other Operating Expenditures Base \$3,000 Professional development days (3 voluntary) - \$15,000 Amount Included Above 1000-1999: Certificated Personnel Salaries Supplemental</p>
<p>Integrate arts education across curricular areas.</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>Professional development for general education teachers to learn arts integration strategies to use across curriculum. 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$3,000 Director of Innovative Learning (40%) - \$13,900 Amount Included Above 1000-1999: Certificated Personnel Salaries Supplemental</p>
<p>Implement instructional strategies to promote academic discourse, structured language practices across core curricular areas and in alignment with English Language Development standards during the school day.</p>	<p>English Learners</p>	<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>CCSS Math Implementation Coaching (contract with SCOE) - \$2,400 Amount Included Above 1000-1999: Certificated Personnel Salaries Supplemental CCSS K-6 District Technology Implementation Coach - \$31,500 Amount Included Above 1000-1999: Certificated Personnel Salaries Supplemental Consultation with SCOE EL Coordinator to develop schoolwide practices to support EL students in all curricular areas. 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$6,000 Collaboration time to plan ELD instruction, review assessments of student progress and refine instructional practices. 1000-1999: Certificated Personnel Salaries Supplemental \$2,100 CCSS Instructional Coach (ELA) - \$109,600 Amount Included Above 1000-1999: Certificated Personnel Salaries Supplemental</p>
<p>Implement tiers of intervention support for students in ELA and Math.</p>	<p>English Learners, Low Income</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</p>	<p>CCSS Instructional Coach - \$109,600 Amount Included Above 1000-1999: Certificated Personnel Salaries Supplemental Professional development focused on intervention strategies 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$5,000</p>

		_ Other Subgroups: (Specify)	
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LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:	Teachers need to have opportunities for professional learning to develop and refine teaching practices that support the District's Student Outcomes. As measured by: # of teachers who have participated in professional development related to the CCSS ELA, CCSS Math, and Project Based Learning. Establish baseline for evidence of classroom practices related to the California Content Standards and the District's Student Outcomes (student work products, lessons/units, rubrics developed) Establish baseline for % of classrooms w/ evidence of core instructional practices aligned to the Common Core State Standards in ELA and Math. Teacher feedback on professional learning opportunities offered. BrightBytes Survey: Foundational Skills -- 55% report ease with these types of tasks. Online Skills -- 85% utilize these skills. Multimedia Skills -- 40% report ease with these types of tasks.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Regular schedule for grade level, cross grade level collaboration (1-2x per month during school day, after school, district faculty meetings) for teachers to review student work, develop rubrics, plan instruction and reflect on teaching practice within and across grade levels.	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)	Substitute teachers to provide release time for teacher collaboration. 1000-1999: Certificated Personnel Salaries Base \$4,000
Provide coaching opportunities to develop and support instructional practices aligned with the District Student Outcomes and California Content Standards.	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)	CCSS Instructional Coach (1 FTE at Jack London) 1000-1999: Certificated Personnel Salaries Supplemental \$109,600 CCSS Math Implementation Coaching (Contract with SCOE) 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$2,400 CCSS/Technology Implementation Coach (1 FTE shared by 3 K-6 schools) 1000-1999: Certificated Personnel Salaries Supplemental \$31,500

			<p>Release time (certificated subs) to provide opportunities for modeling, observing and debriefing lessons. 1000-1999: Certificated Personnel Salaries Supplemental \$2,000</p> <p>21st Century Teaching and Learning Implementation Coaching (contract with SCOE) 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$2,400</p>
<p>Provide formal and informal professional learning opportunities for teachers to develop instructional practices aligned to the District Student Outcomes, focused on writing, PBL, Next Generation Science Standards, technology and math.</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>Professional Development Days (3 voluntary days) 1000-1999: Certificated Personnel Salaries Supplemental \$15,000</p> <p>Professional development workshops for teachers, classified instructional support staff, and principals. 5000-5999: Services And Other Operating Expenditures Other \$5,000</p> <p>Conferences -- Literacy, technology, math. 5000-5999: Services And Other Operating Expenditures Supplemental \$3,000</p> <p>Online resources for professional learning (Brokers of Expertise, etc.). 5000-5999: Services And Other Operating Expenditures Supplemental \$1,000</p> <p>Sonoma Leadership Network (registration fees, release time and follow-up) 5000-5999: Services And Other Operating Expenditures Other 3,000</p> <p>Director of Innovative Learning (40%) 1000-1999: Certificated Personnel Salaries Base \$13,900</p>
<p>Provide opportunities for teachers to observe in other classrooms and engage in collaborative dialog around professional practices.</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>Substitute teachers to provide release time for collaboration and peer observations. 1000-1999: Certificated Personnel Salaries Base \$1,000</p> <p>Instructional materials. 4000-4999: Books And Supplies Base \$25,000</p> <p>Professional development days (4 voluntary days) 1000-1999: Certificated Personnel Salaries Supplemental \$15,000</p>
<p>Design units of instruction aligned with CCSS Math, ELA, including formative and summative assessments across K-6.</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>Collaboration time for teachers 1000-1999: Certificated Personnel Salaries Base \$3,000</p> <p>Instructional materials 4000-4999: Books And Supplies Base \$25,000</p>

<p>Provide professional learning opportunities to teachers to increase content knowledge and pedagogical practices aligned with the Next Generation Science Standards.</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>Substitute costs to provide release time for teachers to collaborate in the development of units of study. 1000-1999: Certificated Personnel Salaries Base \$3,000</p> <p>Professional development workshops focused on instructional strategies aligned with the NGSS. 5000-5999: Services And Other Operating Expenditures Base \$3,000</p> <p>Professional development days (3 voluntary) 1000-1999: Certificated Personnel Salaries Supplemental \$15,000</p>
<p>Integrate arts education across curricular areas.</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>Professional development for general education teachers to learn arts integration strategies to use across curriculum. 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$3,000</p> <p>Director of Innovative Learning (40%) 1000-1999: Certificated Personnel Salaries Base \$13,900</p>
<p>Implement instructional strategies to promote academic discourse, structured language practices across core curricular areas and English Language Development during the school day.</p>	<p>English Learners</p>	<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>CCSS Math Implementation Coaching (contract with SCOE) 1000-1999: Certificated Personnel Salaries Supplemental \$2,400</p> <p>CCSS K-6 District Technology Implementation Coach 1000-1999: Certificated Personnel Salaries Supplemental \$31,500</p> <p>Consultation with SCOE EL Coordinator to develop schoolwide practices to support EL students in all curricular areas. 0000: Unrestricted Supplemental \$0</p> <p>Collaboration time to plan ELD instruction, review assessments of student progress and refine instructional practices. 1000-1999: Certificated Personnel Salaries Supplemental \$2,100</p>
<p>Implement tiers of intervention support for students in ELA and Math.</p>	<p>English Learners, Low Income</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 type="checkbox"/> Other Subgroups: (Specify)</p>	<p>CCSS Instructional Coach 1000-1999: Certificated Personnel Salaries Supplemental \$109,600</p> <p>Professional development focused on intervention strategies 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$5,000</p>

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	<p>Teachers need to have opportunities for professional learning to develop and refine teaching practices that support the District's Student Outcomes.</p> <p>As measured by:</p> <ul style="list-style-type: none"> # of teachers who have participated in professional development related to the CCSS ELA, CCSS Math, and Project Based Learning. 20% increase over established baseline (2015-2016) for evidence of classroom practices related to the California Content Standards and the District's Student Outcomes (student work products, lessons/units, rubrics developed) 20% increase over established baseline (2015-2016) baseline for % of classrooms w/ evidence of core instructional practices aligned to the Common Core State Standards in ELA and Math. Teacher feedback on professional learning opportunities offered. BrightBytes Survey: Foundational Skills -- 60% report ease with these types of tasks. Online Skills -- 90% utilize these skills. Multimedia Skills -- 45% report ease with these types of tasks.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Regular schedule for grade level, cross grade level collaboration (1-2x per month during school day, after school, district faculty meetings) for teachers to review student work, develop rubrics, plan instruction and reflect on teaching practice within and across grade levels.	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)	Substitute teachers to provide release time for teacher collaboration. 1000-1999: Certificated Personnel Salaries Base \$4,000
Provide coaching opportunities to develop and support instructional practices aligned with the District Student Outcomes and California Content Standards.	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)	CCSS Instructional Coach (1 FTE at Jack London) 1000-1999: Certificated Personnel Salaries Supplemental \$109,600 CCSS Math Implementation Coaching (Contract with SCOE) 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$2,400 CCSS/Technology Implementation Coach (1 FTE shared by 3 K-6 schools) 1000-1999: Certificated Personnel Salaries Supplemental \$31,500 Release time (certificated subs) to provide opportunities for modeling, observing and debriefing lessons. 1000-1999:

			<p>Certificated Personnel Salaries Supplemental \$2,000</p> <p>21st Century Teaching and Learning Implementation Coaching (contract with SCOE) 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$2,400</p>
<p>Provide formal and informal professional learning opportunities for teachers to develop instructional practices aligned to the District Student Outcomes, focused on writing, PBL, Next Generation Science Standards, technology and math.</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>Professional Development Days (3 voluntary days) 1000-1999: Certificated Personnel Salaries Supplemental \$15,000</p> <p>Professional development workshops for teachers, classified instructional support staff, and principals. 5000-5999: Services And Other Operating Expenditures Other \$5,000</p> <p>Conferences -- Literacy, technology, math. 5000-5999: Services And Other Operating Expenditures Supplemental \$3,000</p> <p>Online resources for professional learning (Brokers of Expertise, etc.). 5000-5999: Services And Other Operating Expenditures Supplemental \$1,000</p> <p>Sonoma Leadership Network (registration fees, release time and follow-up) 5000-5999: Services And Other Operating Expenditures Other 3,000</p> <p>Director of Innovative Learning (40%) 1000-1999: Certificated Personnel Salaries Base \$13,900</p>
<p>Provide opportunities for teachers to observe in other classrooms and engage in collaborative dialog around professional practices.</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>Substitute teachers to provide release time for collaboration and peer observations. 1000-1999: Certificated Personnel Salaries Base \$1,000</p> <p>Instructional materials. 4000-4999: Books And Supplies Base \$25,000</p> <p>Professional development days (4 voluntary days) 1000-1999: Certificated Personnel Salaries Supplemental \$15,000</p>
<p>Design units of instruction aligned with CCSS Math, ELA, including formative and summative assessments across K-6.</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>Collaboration time for teachers 1000-1999: Certificated Personnel Salaries Base \$3,000</p> <p>Instructional materials 4000-4999: Books And Supplies Base \$25,000</p>

<p>Provide professional learning opportunities to teachers to increase content knowledge and pedagogical practices aligned with the Next Generation Science Standards.</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>Substitute costs to provide release time for teachers to collaborate in the development of units of study. 1000-1999: Certificated Personnel Salaries Base \$3,000</p> <p>Professional development workshops focused on instructional strategies aligned with the NGSS. 5000-5999: Services And Other Operating Expenditures Base \$3,000</p> <p>Professional development days (3 voluntary) 1000-1999: Certificated Personnel Salaries Supplemental \$15,000</p>
<p>Integrate arts education across curricular areas.</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>Professional development for general education teachers to learn arts integration strategies to use across curriculum. 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$3,000</p> <p>Director of Innovative Learning (40%) 1000-1999: Certificated Personnel Salaries Base \$13,900</p>
<p>Implement instructional strategies to promote academic discourse, structured language practices across core curricular areas and English Language Development during the school day.</p>	<p>English Learners</p>	<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>CCSS Math Implementation Coaching (contract with SCOE) 1000-1999: Certificated Personnel Salaries Supplemental \$2,400</p> <p>CCSS K-6 District Technology Implementation Coach 1000-1999: Certificated Personnel Salaries Supplemental \$31,500</p> <p>Consultation with SCOE EL Coordinator to develop schoolwide practices to support EL students in all curricular areas. 0000: Unrestricted Supplemental \$0</p> <p>Collaboration time to plan ELD instruction, review assessments of student progress and refine instructional practices. 1000-1999: Certificated Personnel Salaries Supplemental \$2,100</p>
<p>Implement tiers of intervention support for students in ELA and Math.</p>	<p>English Learners, Low Income</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 type="checkbox"/> Other Subgroups: (Specify)</p>	<p>CCSS Instructional Coach 1000-1999: Certificated Personnel Salaries Supplemental \$109,600</p> <p>Professional development focused on intervention strategies 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$5,000</p>

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

<p>GOAL 3:</p>	<p>All students will demonstrate proficiency in the skills and behaviors necessary for future success in college and careers.</p>	<p>Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify</p>
<p>Identified Need :</p>	<p>Students need to demonstrate proficiency in skills for future success such as literacy skills, mathematical reasoning, productive collaboration, critical and creative thinking, effective communication. Students need to develop proficiency in academic language (all) and English language skills (EL). Students need to demonstrate proficiency in the use of digital tools for research (accessing information), evaluating sources, digital citizenship, communication, collaboration and problem solving for college and career readiness. Students need to develop physical fitness.</p> <p>As measured by: Renaissance Learning Assessments STAR Reading (Gr. 3-6): 70% of students in grades 3-6 read grade level literary and informational text with accuracy and comprehension. STAR Math (Gr. 3-6): 55% students score at or above proficiency on grade level standards. DIBELS (K-6) -- 57% of students are meeting grade level benchmarks.</p> <p>Title III Accountability AMAO I - Students making progress learning English 45.1 % (met) AMAO II -- Less than 5 yrs. attaining English Proficiency 15.9% (met)</p> <p>BrightBytes Student Survey: 9% of students asked to write online at least monthly. 56% of students collaborate with classmates online at least monthly. 9% use digital tools to solve authentic problems at least monthly.</p> <p>Evidence of outcomes as demonstrated by student work products as well as online publishing of student writing and project work. Physical Fitness Test (5th grade): Aerobic Capacity -- 59.3% (Based on data from Spring 2014. Data for Spring 2015 not available yet.) Body Composition -- 44.1% (Based on data from Spring 2014. Data for Spring 2015 not available yet.) All students (Gr. 1-6) have access to a broad course of study (English, math, social science, science, visual and performing arts, health and PE)</p>	
<p>Goal Applies to:</p>	<p>Schools: All Applicable Pupil Subgroups:</p>	<p>All</p>

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:

Students need to demonstrate proficiency in skills for future success such as literacy skills, mathematical reasoning, productive collaboration, critical and creative thinking, effective communication.

Students need to develop proficiency in academic language (all) and English language skills (EL).

Students need to demonstrate proficiency in the use of digital tools for research (accessing information), evaluating sources, digital citizenship, communication, collaboration and problem solving for college and career readiness.

Students need to develop physical fitness.

As measured by:

Renaissance Learning Assessments STAR Reading (Gr. 3-6):
75% of students in grades 3-6 read grade level literary and informational text with accuracy and comprehension.

STAR Math (Gr. 3-6): 60% of students score at or above proficiency on grade level standards.

DIBELS (K-6) -- 65% of students are meeting grade level benchmarks.

SBAC English Language Arts (grades 3-6) -- Baseline to be established based on Spring 2015

SBAC Mathematics (grades 3-6) -- Baseline to be established based on Spring 2015

Title III Accountability

AMAO I - Students making progress learning English -- 53% meet target

AMAO II -- Less than 5 yrs. attaining English Proficiency -- 23% meet target

BrightBytes Student Survey:

20% of students asked to write online at least monthly.

65% of students collaborate with classmates online at least monthly.

20% use digital tools to solve authentic problems at least monthly.

Evidence of outcomes as demonstrated by student work products as well as online publishing of student writing and project work.

Physical Fitness Test (5th grade):

Aerobic Capacity -- 85%

Body Composition -- 80%

Maintain access for all students (Gr. 1-6) to have access to a broad course of study (English, math, social science, science, visual and performing arts, health and PE)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Assess student progress toward curricular goals.	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	Renaissance Learning (STAR Reading & Star Math) 4000-4999: Books And Supplies Supplemental \$2,700 DIBELS - annual subscription 5000-5999: Services And Other Operating Expenditures Base \$500 Collaboration time for teams of teachers to develop rubrics

		<p>English proficient _ Other Subgroups: (Specify)</p>	<p>aligned with District Student Outcomes. 1000-1999: Certificated Personnel Salaries Base \$3,000</p> <p>Highly Qualified Teachers appropriately assigned - \$1,381,365 Amount Included in Goal #1 1000-1999: Certificated Personnel Salaries Base</p>
<p>Implement Project-based learning/Inquiry Methods focused on integrated units of instruction aligned with District Student Outcomes and California Content Standards.</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>Professional Development 5000-5999: Services And Other Operating Expenditures Supplemental \$5,000</p> <p>Coaching services (contract with SCOE) 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$2,400</p> <p>Collaboration Time 1000-1999: Certificated Personnel Salaries Base \$5,000</p> <p>Digital and print instructional resources 4000-4999: Books And Supplies Base \$3,000</p> <p>Maker Program Teacher-on-Special Assignment (1 FTE shared by 3 K-6 sites) 1000-1999: Certificated Personnel Salaries Supplemental \$34,100</p> <p>Highly Qualified Teachers appropriately assigned - \$1,381,365 Included In Goal #1 1000-1999: Certificated Personnel Salaries Base</p> <p>Director of Innovative Learning (40%) - \$13,900 Amount Included in Goal #2 1000-1999: Certificated Personnel Salaries Supplemental</p>
<p>Provide instruction to students in developing literacy, media literacy, research and digital citizenship 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>Library Tech (30 hours per week per K-6 school) 2000-2999: Classified Personnel Salaries Supplemental \$29,400</p> <p>CCSS Technology Implementation Coach (1 FTE shared by 3 K-6 sites) - \$31,500 Amount Included in Goal #2 1000-1999: Certificated Personnel Salaries Supplemental</p> <p>Professional development for teachers focused on digital literacy and digital citizenship. 5000-5999: Services And Other Operating Expenditures Base \$2,000</p> <p>Director of Innovative Learning (40%) - \$13,900 Amount Included in Goal #2 1000-1999: Certificated Personnel Salaries Supplemental</p>
<p>Provide arts education (visual, digital, music, performing arts) for students to develop communication, creativity and critical thinking skills.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent</p>	<p>Artist-in-residence/ community partnerships - \$3,000 Amount Included in Goal #1 5800: Professional/Consulting Services And Operating Expenditures Supplemental</p> <p>Music teacher (1 FTE shared between 3 K-6 schools) - \$21,500 Amount Included in Goal #1 1000-1999: Certificated</p>

		English proficient _ Other Subgroups: (Specify)	Personnel Salaries Supplemental Materials for art projects - \$3,000 Amount Included in Goal #1 4000-4999: Books And Supplies Supplemental
Provide students with instruction to develop motor skills/physical fitness.	LEA-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	PE Technician (6 Hrs/Day/School) - \$29,600 Amount Included in Goal #1 2000-2999: Classified Personnel Salaries Supplemental
Provide academic support for students with disabilities to access a rigorous curriculum aligned with California Content Standards and the District's Student Outcomes.	LEA-wide	<input type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special Education</u>	Special Ed Teachers (2 FTE for District K-12 Program) 1000-1999: Certificated Personnel Salaries Special Education \$65,600 Special Ed Teacher for SDC (1 FTE for District K-6 Program) 1000-1999: Certificated Personnel Salaries Special Education \$21,000 RSP Assistant 2000-2999: Classified Personnel Salaries Special Education \$9,130 Specialized Assistants (SDC) 2000-2999: Classified Personnel Salaries Special Education \$13,100 Speech & Language Specialists (1.4 FTE for District K-12 Program) 1000-1999: Certificated Personnel Salaries Special Education \$34,500
Provide tiers of support (Rtl) for students who need targeted instruction and academic intervention.	English Learners, Low Income	<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 _ Other Subgroups: (Specify)	Collaboration time for teachers to review benchmark data, plan interventions, and assess student progress. 1000-1999: Certificated Personnel Salaries Supplemental \$2,100 Intervention materials (Rewards, SIPPS) 4000-4999: Books And Supplies Supplemental \$500 Lexia Reading - Annual Subscription 4000-4999: Books And Supplies Title I \$3,800 CCSS Instructional Coach - 1 FTE - \$109,600 Amount Included in Goal #2 1000-1999: Certificated Personnel Salaries Supplemental
Provide extended instructional time before and after school for students who need additional academic support in ELA and Math.	English Learners, Low	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils	Teacher hourly rate 1000-1999: Certificated Personnel Salaries Supplemental \$3,500 Intervention materials 4000-4999: Books And Supplies

	Income	<input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Supplemental \$1,000
Provide extended learning time for students during summer.	English Learners, Low Income	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Teacher hourly rate 1000-1999: Certificated Personnel Salaries Supplemental \$5,000

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:

- Students need to demonstrate proficiency in skills for future success such as literacy skills, mathematical reasoning, productive collaboration, critical and creative thinking, effective communication.
- Students need to develop proficiency in academic language (all) and English language skills (EL).
- Students need to demonstrate proficiency in the use of digital tools for research (accessing information), evaluating sources, digital citizenship, communication, collaboration and problem solving for college and career readiness.
- Students need to develop physical fitness.

As measured by:

- Renaissance Learning Assessments STAR Reading (Gr. 3-6):
- 80% of students in grades 3-6 read grade level literary and informational text with accuracy and comprehension.
- STAR Math (Gr. 3-6): 65% of students score at or above proficiency on grade level standards.
- DIBELS (K-6) -- 70% of students are meeting grade level benchmarks.

Title III Accountability

- AMAO I - Students making progress learning English -- 53% meet target
- AMAO II -- Less than 5 yrs. attaining English Proficiency -- 23% meet target

BrightBytes Student Survey:

- 20% of students asked to write online at least monthly.
- 65% of students collaborate with classmates online at least monthly.
- 20% use digital tools to solve authentic problems at least monthly.

Evidence of outcomes as demonstrated by student work products as well as online publishing of student writing and project work.

Physical Fitness Test (5th grade):

- Aerobic Capacity -- 85%
- Body Composition -- 80%

Maintain access for all students (Gr. 1-6) to have access to a broad course of study (English, math, social science, science, visual and performing arts, health and PE)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Assess student progress toward curricular goals.	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)	Renaissance Learning (STAR Reading & Star Math) 4000-4999: Books And Supplies Supplemental \$2,700 DIBELS - annual subscription 5000-5999: Services And Other Operating Expenditures Base \$500 Collaboration time for teams of teachers to develop rubrics aligned with District Student Outcomes. 1000-1999: Certificated Personnel Salaries Base \$3,000 Highly Qualified Teachers appropriately assigned 1000-1999:

<p>Implement Project-based learning/Inquiry Methods focused on integrated units of instruction aligned with District Student Outcomes and California Content Standards.</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>Certificated Personnel Salaries Base \$1,381,365</p> <hr/> <p>Professional Development 5000-5999: Services And Other Operating Expenditures Supplemental \$5,000</p> <hr/> <p>Coaching services (contract with SCOE) 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$2,400</p> <hr/> <p>Collaboration Time 1000-1999: Certificated Personnel Salaries Base \$5,000</p> <hr/> <p>Digital and print instructional resources 4000-4999: Books And Supplies Base \$3,000</p> <hr/> <p>Director of Innovative Learning (40%) 1000-1999: Certificated Personnel Salaries Base \$13,900</p> <hr/> <p>Highly Qualified Teachers appropriately assigned 1000-1999: Certificated Personnel Salaries Base \$1,381,365</p>
<p>Provide instruction to students in developing literacy, media literacy, research and digital citizenship skills.</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>Library Tech (30 hours per week per K-6 school) 2000-2999: Classified Personnel Salaries Supplemental \$29,400</p> <hr/> <p>CCSS Technology Implementation Coach (1 FTE shared by 3 K-6 sites) 1000-1999: Certificated Personnel Salaries Supplemental \$31,500</p> <hr/> <p>Professional development for teachers focused on digital literacy and digital citizenship. 5000-5999: Services And Other Operating Expenditures Base \$2,000</p> <hr/> <p>Director of Innovative Learning (40%) 1000-1999: Certificated Personnel Salaries Base \$13,900</p>
<p>Provide arts education (visual, digital, music, performing arts) for students to develop communication, creativity and critical thinking skills.</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>Artist-in-residence/ community partnerships 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$3,000</p> <hr/> <p>Music teacher (1 FTE shared between 3 K-6 schools) 1000-1999: Certificated Personnel Salaries Supplemental \$21,400</p> <hr/> <p>Materials for art projects 4000-4999: Books And Supplies Supplemental \$2,000</p>
<p>Provide students with instruction to develop motor skills/physical fitness.</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</p>	<p>PE Technician (6 Hrs/Day/School) 2000-2999: Classified Personnel Salaries Supplemental \$29,600</p>

		English proficient _ Other Subgroups: (Specify)	
Provide academic support for students with disabilities to access a rigorous curriculum aligned with California Content Standards and the District's Student Outcomes.	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 checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special Education</u>	Special Ed Teachers (2 FTE for District K-12 Program) 1000-1999: Certificated Personnel Salaries Other \$65,600 Special Ed Teacher for SDC (1 FTE for District K-6 Program) 1000-1999: Certificated Personnel Salaries Other \$21,000 RSP Assistant 2000-2999: Classified Personnel Salaries Other \$9,130 Specialized Assistants (SDC) 2000-2999: Classified Personnel Salaries Other \$13,100 Speech & Language Specialists (1.4 FTE for District K-12 Program) 1000-1999: Certificated Personnel Salaries Other \$34,500
Provide tiers of support (Rtl) for students who need targeted instruction and academic intervention.	English Learners, Low Income	<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 type="checkbox"/> Other Subgroups: (Specify)	Collaboration time for teachers to review benchmark data, plan interventions, and assess student progress. 1000-1999: Certificated Personnel Salaries Supplemental \$2,100 Intervention materials (Rewards, SIPPS) 4000-4999: Books And Supplies Supplemental \$500 Lexia Reading - Annual Subscription 4000-4999: Books And Supplies Other \$3,800 CCSS Instructional Coach - 1 FTE 1000-1999: Certificated Personnel Salaries Supplemental \$109,600
Provide extended instructional time before and after school for students who need additional academic support in ELA and Math.	English Learners, Low Income	<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 type="checkbox"/> Other Subgroups: (Specify)	Teacher hourly rate 1000-1999: Certificated Personnel Salaries Supplemental \$3,500 Intervention materials 4000-4999: Books And Supplies Supplemental \$1,000
Provide extended learning time for students during summer.	English Learners, Low Income	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent	Teacher hourly rate 1000-1999: Certificated Personnel Salaries Supplemental \$5,000

English proficient
 _ Other Subgroups:
 (Specify)

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:

Students need to demonstrate proficiency in skills for future success such as literacy skills, mathematical reasoning, productive collaboration, critical and creative thinking, effective communication.

Students need to develop proficiency in academic language (all) and English language skills (EL).

Students need to demonstrate proficiency in the use of digital tools for research (accessing information), evaluating sources, digital citizenship, communication, collaboration and problem solving for college and career readiness.

Students need to develop physical fitness.

As measured by:

Renaissance Learning Assessments STAR Reading (Gr. 3-6):
 85% of students in grades 3-6 read grade level literary and informational text with accuracy and comprehension.

STAR Math (Gr. 3-6): 70% of students score at or above proficiency on grade level standards.

DIBELS (K-6) -- 75% of students are meeting grade level benchmarks.

Title III Accountability

AMAO I - Students making progress learning English -- 53% meet target

AMAO II -- Less than 5 yrs. attaining English Proficiency -- 23% meet target

BrightBytes Student Survey:

20% of students asked to write online at least monthly.

65% of students collaborate with classmates online at least monthly.

20% use digital tools to solve authentic problems at least monthly.

Evidence of outcomes as demonstrated by student work products as well as online publishing of student writing and project work.

Physical Fitness Test (5th grade):

Aerobic Capacity -- 85%

Body Composition -- 80%

Maintain access for all students (Gr. 1-6) to have access to a broad course of study (English, math, social science, science, visual and performing arts, health and PE)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Assess student progress toward curricular goals.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Renaissance Learning (STAR Reading & Star Math) 4000-4999: Books And Supplies Supplemental \$2,700 DIBELS - annual subscription 5000-5999: Services And Other Operating Expenditures Base \$500

		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Collaboration time for teams of teachers to develop rubrics aligned with District Student Outcomes. 1000-1999: Certificated Personnel Salaries Base \$3,000 Highly Qualified Teachers appropriately assigned 1000-1999: Certificated Personnel Salaries Base \$1,381,365
Implement Project-based learning/Inquiry Methods focused on integrated units of instruction aligned with District Student Outcomes and California Content Standards.	LEA-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Professional Development 5000-5999: Services And Other Operating Expenditures Supplemental \$5,000 Coaching services (contract with SCOE) 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$2,400 Collaboration Time 1000-1999: Certificated Personnel Salaries Base \$5,000 Digital and print instructional resources 4000-4999: Books And Supplies Base \$3,000 Director of Innovative Learning (40%) 1000-1999: Certificated Personnel Salaries Base \$13,900 Highly Qualified Teachers appropriately assigned 1000-1999: Certificated Personnel Salaries Base \$1,381,365
Provide instruction to students in developing literacy, media literacy, research and digital citizenship skills.	LEA-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Library Tech (30 hours per week per K-6 school) 2000-2999: Classified Personnel Salaries Supplemental \$29,400 CCSS Technology Implementation Coach (1 FTE shared by 3 K-6 sites) 1000-1999: Certificated Personnel Salaries Supplemental \$31,500 Professional development for teachers focused on digital literacy and digital citizenship. 5000-5999: Services And Other Operating Expenditures Base \$2,000 Director of Innovative Learning (40%) 1000-1999: Certificated Personnel Salaries Base \$13,900
Provide arts education (visual, digital, music, performing arts) for students to develop communication, creativity and critical thinking skills.	LEA-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Artist-in-residence/ community partnerships 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$3,000 Music teacher (1 FTE shared between 3 K-6 schools) 1000-1999: Certificated Personnel Salaries Supplemental \$21,400 Materials for art projects 4000-4999: Books And Supplies Supplemental \$2,000
Provide students with instruction to develop motor	LEA-wide	<input checked="" type="checkbox"/> All	PE Technician (6 Hrs/Day/School) 2000-2999: Classified

<p>skills/physical fitness.</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>Personnel Salaries Supplemental \$29,600</p>
<p>Provide academic support for students with disabilities to access a rigorous curriculum aligned with California Content Standards and the District's Student Outcomes.</p>	<p>LEA-wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special Education</u></p>	<p>Special Ed Teachers (2 FTE for District K-12 Program) 1000-1999: Certificated Personnel Salaries Other \$65,600 Special Ed Teacher for SDC (1 FTE for District K-6 Program) 1000-1999: Certificated Personnel Salaries Other \$21,000 RSP Assistant 2000-2999: Classified Personnel Salaries Other \$9,130 Specialized Assistants (SDC) 2000-2999: Classified Personnel Salaries Other \$13,100 Speech & Language Specialists (1.4 FTE for District K-12 Program) 1000-1999: Certificated Personnel Salaries Other \$34,500</p>
<p>Provide tiers of support (Rtl) for students who need targeted instruction and academic intervention.</p>	<p>English Learners, Low Income</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 type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Collaboration time for teachers to review benchmark data, plan interventions, and assess student progress. 1000-1999: Certificated Personnel Salaries Supplemental \$2,100 Intervention materials (Rewards, SIPPS) 4000-4999: Books And Supplies Supplemental \$500 Lexia Reading - Annual Subscription 4000-4999: Books And Supplies Other \$3,800 CCSS Instructional Coach - 1 FTE 1000-1999: Certificated Personnel Salaries Supplemental \$109,600</p>
<p>Provide extended instructional time before and after school for students who need additional academic support in ELA and Math.</p>	<p>English Learners, Low Income</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 type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Teacher hourly rate 1000-1999: Certificated Personnel Salaries Supplemental \$3,500 Intervention materials 4000-4999: Books And Supplies Supplemental \$1,000</p>
<p>Provide extended learning time for students during</p>	<p>English</p>	<p><input type="checkbox"/> All</p>	<p>Teacher hourly rate 1000-1999: Certificated Personnel</p>

summer.	Learners, Low Income	OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salaries Supplemental \$5,000
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 4:	Improve parent engagement.	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
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Identified Need :	Parents, including the parents of unduplicated students and students with exceptional needs, need access to up-to-date information on school events, student learning activities, and a clear understanding of instructional goals to support their child's education. Parents, including the parents of unduplicated students and students with exceptional needs, need to feel a sense of connection and engagement with the school community. Metrics: Baseline for parent participation on LCAP engagement sessions -- approximately 12 parents (3%) Baseline for parent participation in surveys to gather feedback: BrightBytes -- 15 parents (5% response rate); MyVoice -- 21 parents (6% response rate). Baseline: 1172 Parent volunteers signed in during the 2014-2015 school year. Engagement statistics on social media sites -- 104 following Facebook posts.
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Goal Applies to:	Schools: LEAwide	Applicable Pupil Subgroups: All
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LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	Parents need access to up-to-date information on school events, student learning activities, and a clear understanding of instructional goals to support their child's education. Parents need to feel a sense of connection and engagement with the school community. Metrics: Parent participation on LCAP engagement sessions -- increase to 10%. Parent participation in surveys to gather feedback via BrightBytes and MyVoice - increase to 20%. Sustain or improve # parent volunteer sign ins. Engagement statistics on social media sites -- improve parent engagement on Facebook page by 10%.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Parent Education: Literacy, Numeracy, technology, English language, Student Outcomes, 4C's, Social-Emotional learning, and Positive Parenting.	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	Teacher hourly rate 1000-1999: Certificated Personnel Salaries Supplemental \$5,000 Materials 4000-4999: Books And Supplies Supplemental \$1,000 Outreach Worker 2000-2999: Classified Personnel Salaries

		English proficient _ Other Subgroups: (Specify)	Supplemental \$3,500 Child Care 2000-2999: Classified Personnel Salaries Supplemental \$500
School/Community events that showcase student learning (exhibitions, performances, etc.)	LEA-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No additional cost
Use a variety of communication platforms to promote an understanding of educational programs and parent engagement such as social media, district and school websites, SchoolGo mobile app, e-newsletters, and virtual meetings (AnyMeeting, Google Hangouts, etc.).	LEA-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	AnyMeeting annual subscription 4000-4999: Books And Supplies Base \$500 Constant Contact annual subscription 4000-4999: Books And Supplies Base \$500 Weebly Pro Annual Subscription 4000-4999: Books And Supplies Base \$500 Photography 4000-4999: Books And Supplies Base \$500 SchoolGo annual subscription (\$1 per student) 4000-4999: Books And Supplies Base \$400
Provide parent education through Community-Based Tutoring program, including English language support, strategies for supporting students in academic learning at home.	English Learners	_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	Teacher hourly rate - \$5,000 Amount Included Above 1000-1999: Certificated Personnel Salaries Supplemental Outreach Worker - \$3,500 Amount Included Above 2000-2999: Classified Personnel Salaries Supplemental Program Coordinator 1000-1999: Certificated Personnel Salaries Supplemental \$3,000 CBET Instructor 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$5,000
Provide parents with access to information related to academic interventions and English language development support.	English Learners	_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups:	Teacher hourly rate - Amount Included Above 1000-1999: Certificated Personnel Salaries Supplemental Outreach worker for parent consultation and translation services - \$3,500 Amount Included Above 2000-2999: Classified Personnel Salaries Supplemental

(Specify)

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes: Parents need access to up-to-date information on school events, student learning activities, and a clear understanding of instructional goals to support their child's education.
 Parents need to feel a sense of connection and engagement with the school community.

Metrics:
 Parent participation on LCAP engagement sessions -- increase to 20%.
 Parent participation in surveys to gather feedback via BrightBytes and MyVoice - increase to 30%.
 Sustain or improve # parent volunteer sign ins.
 Engagement statistics on social media sites -- improve parent engagement on Facebook page by 10%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Parent Education: Literacy, Numeracy, technology, English language, Student Outcomes, 4C's, Social-Emotional learning, and Positive Parenting.	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)	Teacher hourly rate 1000-1999: Certificated Personnel Salaries Supplemental \$5,000 Materials 4000-4999: Books And Supplies Supplemental \$1,000 Outreach Worker 2000-2999: Classified Personnel Salaries Supplemental \$3,500 Child Care 2000-2999: Classified Personnel Salaries Supplemental \$500
School/Community events that showcase student learning (exhibitions, performances, etc.)	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)	No additional cost
Use a variety of communication platforms to promote an understanding of educational programs and parent engagement such as social media, district and school websites, SchoolGo mobile app, e-newsletters, and virtual meetings (AnyMeeting, Google Hangouts, etc.).	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	AnyMeeting annual subscription 4000-4999: Books And Supplies Base \$500 Constant Contact annual subscription 4000-4999: Books And Supplies Base \$500 Weebly Pro Annual Subscription 4000-4999: Books And

		English proficient _ Other Subgroups: (Specify)	Supplies Base \$500 Photography 4000-4999: Books And Supplies Base \$500 SchoolGo annual subscription (\$1 per student) 4000-4999: Books And Supplies Base \$400
Provide parent education through Community-Based Tutoring program, including English language support, strategies for supporting students in academic learning at home.	English Learners	_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	Teacher hourly rate 1000-1999: Certificated Personnel Salaries Supplemental \$5,000 Outreach Worker 2000-2999: Classified Personnel Salaries Supplemental \$3,000 Program Coordinator 1000-1999: Certificated Personnel Salaries Supplemental \$3,000 CBET Instructor 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$5,000
Provide parents with access to information related to academic interventions and English language development support.	English Learners	_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	Teacher hourly rate 1000-1999: Certificated Personnel Salaries Base \$1,000 Outreach worker for parent consultation and translation services 2000-2999: Classified Personnel Salaries Supplemental \$3,000

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	<p>Parents need access to up-to-date information on school events, student learning activities, and a clear understanding of instructional goals to support their child's education.</p> <p>Parents need to feel a sense of connection and engagement with the school community.</p> <p>Metrics:</p> <p>Parent participation on LCAP engagement sessions -- increase to 30%.</p> <p>Parent participation in surveys to gather feedback via BrightBytes and MyVoice - increase to 40%.</p> <p>Sustain or improve # parent volunteer sign ins.</p> <p>Engagement statistics on social media sites -- improve parent engagement on Facebook page by 10%.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Parent Education: Literacy, Numeracy, technology, English language, Student Outcomes, 4C's, Social-Emotional learning, and Positive Parenting.	LEA-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils	Teacher hourly rate 1000-1999: Certificated Personnel Salaries Supplemental \$5,000 Materials 4000-4999: Books And Supplies Supplemental

		<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$1,000 Outreach Worker 2000-2999: Classified Personnel Salaries Supplemental \$3,500 Child Care 2000-2999: Classified Personnel Salaries Supplemental \$500
School/Community events that showcase student learning (exhibitions, performances, etc.)	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)	No additional cost
Use a variety of communication platforms to promote an understanding of educational programs and parent engagement such as social media, district and school websites, SchoolGo mobile app, e-newsletters, and virtual meetings (AnyMeeting, Google Hangouts, etc.).	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)	AnyMeeting annual subscription 4000-4999: Books And Supplies Base \$500 Constant Contact annual subscription 4000-4999: Books And Supplies Base \$500 Weebly Pro Annual Subscription 4000-4999: Books And Supplies Base \$500 Photography 4000-4999: Books And Supplies Base \$500 SchoolGo annual subscription (\$1 per student) 4000-4999: Books And Supplies Base \$400
Provide parent education through Community-Based Tutoring program, including English language support, strategies for supporting students in academic learning at home.	English Learners	<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)	Teacher hourly rate 1000-1999: Certificated Personnel Salaries Supplemental \$5,000 Outreach Worker 2000-2999: Classified Personnel Salaries Supplemental \$3,000 Program Coordinator 1000-1999: Certificated Personnel Salaries Supplemental \$3,000 CBET Instructor 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$5,000
Provide parents with access to information related to academic interventions and English language development support.	English Learners	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Teacher hourly rate 1000-1999: Certificated Personnel Salaries Base \$1,000 Outreach worker for parent consultation and translation services 2000-2999: Classified Personnel Salaries Supplemental \$3,000

	<input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

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:	Create a positive, learning focused environment and culture for all students.		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 checked="" type="checkbox"/> 6 <input checked="" 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: All Applicable Pupil Subgroups:	All, Low Income, Foster Youth, English Learners		
Expected Annual Measurable Outcomes:	<p>Students need to feel safe to take risks, express their ideas, and collaborate with others.</p> <p>Students need to feel engaged in learning and feel a sense of connection to their school community.</p> <p>As measured by: My Voice Survey (students, teachers and parents) - to be implemented in 2014-2015; Healthy Kids Survey:</p> <p>Attendance Rates -- 96.6% or more Truancy Rate -- .5% or less Suspension Rates -- 2.0% or less</p> <p>Facilities: FIT Survey - Sustain Exemplary status Williams Act: Sustain 100% access to instructional materials.</p>		Actual Annual Measurable Outcomes:	<p>My Voice Survey (baseline 2014-2015 school year): 48% -- Students in grades 3-5 reporting that they "feel important" in their classrooms. (baseline) 30% -- Students in grade 6 reporting that they are "a valued member of" their school community. (baseline) 49% -- Students in grades 3-5 reporting that they are "comfortable asking questions in class." (baseline) 47% -- Students in grades 6 reporting that they are "comfortable asking questions in class." (baseline)</p> <p>Attendance Rate (3/13/15): 96.38% (met) Truancy Rate: 0.60% Suspension Rate: 0.60% (met) Facilities: FIT Survey - Sustain Exemplary status (met) Williams Act: Sustain 100% access to instructional materials. (met)</p>
LCAP Year: 2014-2015				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
Continue Implementation of social-emotional curriculum, including Toolbox and No Bully!		Professional development to support on-going implementation of Toolbox/No Bully! 5000-5999: Services And Other Operating Expenditures Supplemental \$1,200 My Voice Surveys (students, staff	Continued Implementation of social-emotional curriculum, including Toolbox and No Bully! Professional development to support on-going implementation of Toolbox/No Bully! 5000-5999: Services And Other Operating Expenditures Supplemental \$249 My Voice Surveys (students, staff and	

	<p>and parents) w/ professional development introduction and follow-up 5000-5999: Services And Other Operating Expenditures Supplemental \$13,760</p> <p>Toolbox Consumable materials 4000-4999: Books And Supplies Base \$300</p>		<p>parents) w/ professional development introduction and follow-up 5000-5999: Services And Other Operating Expenditures Supplemental \$5,427</p> <p>Toolbox Consumable materials 4000-4999: Books And Supplies Base \$587</p>
<p>Scope of Service LEAwide</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 LEAwide</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>Create an environment in which it is expected that every child can and will learn and provide whatever is necessary to support that vision.</p>	<p>Highly Qualified Principal 1000-1999: Certificated Personnel Salaries Base \$120,000</p> <p>Highly Qualified Teachers 1000-1999: Certificated Personnel Salaries Base \$1,184,500</p>	<p>Created an environment in which it is expected that every child can and will learn and provide whatever is necessary to support that vision. Provided fully credentialed, highly qualified principal and teaching staff to create a positive learning environment to support the district vision.</p>	<p>Highly Qualified Principal 1000-1999: Certificated Personnel Salaries Base \$124,982</p> <p>Highly Qualified Teachers 1000-1999: Certificated Personnel Salaries Base \$1,280,597</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>Provide in school and after school engagement activities such as sports,</p>	<p>PE Coach/Instructor (9 Hours/Day</p>	<p>Provided in school and after school engagement activities such P.E., music</p>	<p>PE Coach/Instructor (9 Hours/Day PE</p>

<p>arts, clubs, etc.</p>	<p>PE Tech shared by 3 K-6 sites) - intramural sports, after school sports. 2000-2999: Classified Personnel Salaries Supplemental \$11,000</p> <p>Teacher hourly rate (after school activities) 1000-1999: Certificated Personnel Salaries Supplemental \$6,000</p> <p>Artist in Residence (community partnerships to support arts education) 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$3,000</p> <p>Music teacher (1 FTE shared by 3 K-6 sites) 1000-1999: Certificated Personnel Salaries Supplemental \$24,000</p> <p>Supplies -- arts, Makers Club 4000-4999: Books And Supplies Supplemental \$3,000</p>	<p>and lunchtime intra-mural sports. Began planning for maker education offerings for next school year.</p>	<p>Tech shared by 3 K-6 sites) - intramural sports, after school sports. 2000-2999: Classified Personnel Salaries Supplemental \$14,879</p> <p>Teacher hourly rate (after school activities) 1000-1999: Certificated Personnel Salaries Supplemental \$3,920</p> <p>Artist in Residence (community partnerships to support arts education) 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$0</p> <p>Music teacher (1 FTE shared by 3 K-6 sites) 1000-1999: Certificated Personnel Salaries Supplemental \$14,058</p> <p>Supplies -- arts, Makers Club 4000-4999: Books And Supplies Supplemental \$3,000</p>
<p>Scope of Service LEA-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Facilitate performances, exhibitions, and publication opportunities for students to express their creative endeavors with peers, parents and the community.</p>	<p>No cost.</p>	<p>Facilitated performances, exhibitions, and publication opportunities for students to express their creative endeavors with peers, parents and the community.</p>	<p>No Cost</p>
<p>Scope of Service LEA-wide</p>		<p>Scope of Service LEA-wide</p>	

<p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> All</p> <p>-----</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>Communicate high expectations through school culture, language and symbols.</p>	<p>No cost.</p>	<p>Communicated high expectations through school culture, language and symbols.</p>	<p>No Cost</p>
<p>Scope of Service LEA-wide</p>		<p>Scope of Service LEA-wide</p>	
<p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> All</p> <p>-----</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>Provide students with leadership opportunities such as student council.</p>	<p>Teacher hourly rate. 1000-1999: Certificated Personnel Salaries Base \$1,000</p>	<p>Developed plan for implementing student leadership opportunities such as junior coaches and student council for the 2015-2016 school year.</p>	<p>Teacher hourly rate. 1000-1999: Certificated Personnel Salaries Base \$0</p>
<p>Scope of Service LEA-wide</p>		<p>Scope of Service LEA-wide</p>	
<p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> All</p> <p>-----</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>Provide school facilities that support</p>	<p>Maintenance Supervisor 2000-2999:</p>	<p>Provided school facilities that support</p>	<p>Maintenance Supervisor 2000-2999:</p>

<p>student engagement and positive school culture. Maintain clean and safe school facilities.</p>	<p>Classified Personnel Salaries Base \$19,375 Grounds Supervisor 2000-2999: Classified Personnel Salaries Base \$13,275 Custodial Staff 2000-2999: Classified Personnel Salaries Base \$112,962 Custodial/Maintenance Supplies 4000-4999: Books And Supplies Base \$23,000 Repair/Maintenance Projects 5000-5999: Services And Other Operating Expenditures Base \$24,000 Deferred Maintenance 7000-7439: Other Outgo Base \$33,333</p>	<p>student engagement and positive school culture. Maintained clean and safe school facilities.</p>	<p>Classified Personnel Salaries Base \$16,358 Grounds Supervisor 2000-2999: Classified Personnel Salaries Base \$9,547 Custodial Staff 2000-2999: Classified Personnel Salaries Base \$76,853 Custodial/Maintenance Supplies 4000-4999: Books And Supplies Base \$13,401 Repair/Maintenance Projects 5000-5999: Services And Other Operating Expenditures Base \$18,000 Deferred Maintenance 7000-7439: Other Outgo Base \$33,333</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>Design classroom space and facilities to promote greater collaboration, creative expression and project-based learning.</p>	<p>Classroom furniture and equipment 4000-4999: Books And Supplies Base \$15,000</p>	<p>Developed plan for redesigning classroom space and facilities to promote greater collaboration, creative expression and project-based learning through the Reimagining Learning Collaborative. Seven teachers from Jack London participated in summer institute (June 2015). Will implement plans next school year (2015-2016).</p>	<p>Classroom furniture and equipment 4000-4999: Books And Supplies Base \$0</p>
<p>Scope of Service LEA-wide</p> <hr/> <p><input type="checkbox"/> All</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input type="checkbox"/> All</p>	

<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Provide before/after school and recess student supervision.</p>	<p>Yard Duty Supervisors, Traffic Supervisors 2000-2999: Classified Personnel Salaries Base \$27,000</p>	<p>Provided before/after school and recess student supervision.</p>	<p>Yard Duty Supervisors, Traffic Supervisors 2000-2999: Classified Personnel Salaries Base \$34,330</p>
<p>Scope of Service: Low Income, Foster Youth</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: Low Income, Foster Youth</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Provide tiers of social-emotional and behavioral intervention to support students in developing self-regulation strategies and positive social relationships.</p>	<p>Counselor 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$5,000 Tier 2 Toolbox Curriculum 4000-4999: Books And Supplies Supplemental \$300</p>	<p>Provided tiers of social-emotional and behavioral intervention, including individual and group counseling, to support students in developing self-regulation strategies and positive social relationships.</p>	<p>Counselor 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$10,000 Tier 2 Toolbox Curriculum 4000-4999: Books And Supplies Supplemental \$587</p>
<p>Scope of Service: Low Income. Foster Youth</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: Low Income. Foster Youth</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	

<p>Provide Student Attendance Mediation services.</p>	<p>SAM Program 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$1,000</p> <p>Counseling time 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$5,000</p>	<p>Offered Student Attendance Mediation services.</p>	<p>SAM Program 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$1,000</p> <p>Counseling time 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$10,000</p>
<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>District will explore partnerships for providing arts integration into classrooms. Based on an analysis of needs at the school site, additional counseling time and tiers of support for students' social-emotional/behavioral needs will be beginning in the 2015-2016 school year. Professional learning opportunities will be provided on ways to provide support for students' social-emotional needs at school. During the 2014-2015 school year, classroom redesign pilot took place at another school site. For the 2015-2016 school year, 21 teachers across the district will be participating in Re-Imagining Learning Collaborative.</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 2 from prior year LCAP:	Implement teaching practices that support students in the achievement of California Content Standards and the District's Student Outcomes.	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: LEAwide Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	<p>Teachers need to have opportunities for professional learning to develop and refine teaching practices that support the District's Student Outcomes.</p> <p>As measured by: # of teachers who have participated in professional development related to the CCSS ELA, CCSS Math, and Project Based Learning. Evidence of classroom practices related to the California Content Standards and the District's Student Outcomes (student work products, lessons/units, rubrics developed). % of classrooms w/ evidence of close reading, collaborative conversations, writing activities, and math instructional strategies aligned to the Common Core. Teacher feedback on professional learning opportunities offered. BrightBytes Survey: Foundational Skills -- 50% report ease with these types of tasks. Online Skills -- 70% utilize these skills. Multimedia Skills -- 30% report ease with these types of tasks.</p> <p>Maintain 100% Teachers appropriately assigned.</p>	Actual Annual Measurable Outcomes:	<p>As measured by: 100% of teachers have participated in professional development related to CCSS Math and ELD. Evidence of classroom practices related to the California Content Standards and the District's Student Outcomes (student work products, lessons/units, rubrics developed) -- Need to develop baseline for measuring classroom impact. % of classrooms w/ evidence of close reading, collaborative conversations, writing activities, and math instructional strategies aligned to the Common Core -- Need to develop baseline for measuring classroom impact.</p> <p>BrightBytes Survey: Foundational Skills -- 45% teachers report ease with tasks involving foundational skills. (approaching) Online Skills -- 70% teachers report using these skills. (met) Multimedia skills -- 27% teachers report ease with these types of tasks. (approaching)</p> <p>Maintain 100% Teachers appropriately assigned.</p>
LCAP Year: 2014-2015			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Establish regular schedule for grade level, cross grade level collaboration	Substitute teachers to provide	Established regular schedule for grade level, cross grade level collaboration (1-	Substitute teachers to provide

<p>(1-2x per month during school day, after school, district faculty meetings) for teachers to review student work, develop rubrics, plan instruction and reflect on teaching practice within and across grade levels.</p>	<p>classroom coverage as needed. 1000-1999: Certificated Personnel Salaries Base \$4,000</p>	<p>2x per month during school day, after school, district faculty meetings) for teachers to review student work, develop rubrics, plan instruction and reflect on teaching practice within and across grade levels.</p>	<p>classroom coverage as needed. 1000-1999: Certificated Personnel Salaries Base \$4,000</p>
<p>Scope of Service LEA-wide</p> <hr/> <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 checked="" 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 checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Provide opportunities for individual and team coaching to develop and support instructional practices aligned with the District Student Outcomes in ELA, Math, and PBL.</p>	<p>CCSS ELA Implementation Coaches (2 FTE shared by 3 K-6 schools) 1000-1999: Certificated Personnel Salaries Supplemental \$67,000</p> <p>CCSS Math Implementation Coach (.5 FTE shared by 3 K-6 schools) 1000-1999: Certificated Personnel Salaries Supplemental \$16,000</p> <p>CCSS/21st Learning Technology Implementation Coach (1 FTE shared by 3 K-6 schools) 1000-1999: Certificated Personnel Salaries Supplemental \$32,000</p>	<p>Provided opportunities for individual and team coaching to develop and support instructional practices aligned with the District Student Outcomes in ELA, Math, and PBL.</p>	<p>CCSS ELA Implementation Coaches (2 FTE shared by 3 K-6 schools) 1000-1999: Certificated Personnel Salaries Supplemental \$73,336</p> <p>CCSS Math Implementation Coach (.5 FTE shared by 3 K-6 schools) 1000-1999: Certificated Personnel Salaries Supplemental \$13,116</p> <p>CCSS/21st Learning Technology Implementation Coach (1 FTE shared by 3 K-6 schools) 1000-1999: Certificated Personnel Salaries Supplemental \$32,882</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>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>_ Other Subgroups: (Specify)</p>			
<p>Provide formal and informal professional learning opportunities focused on instructional practices aligned with the District Student Outcomes (e.g., writing, PBL, Next Generation Science Standards, technology and math).</p>	<p>Professional Development Days (4 voluntary) 1000-1999: Certificated Personnel Salaries Supplemental \$15,000</p> <p>Professional Development workshops for teachers, classified instructional support staff, and principals. 5000-5999: Services And Other Operating Expenditures Other \$5,000</p> <p>Online Resources for professional learning (Brokers of Expertise, Teaching Channel, etc.) 5000-5999: Services And Other Operating Expenditures Supplemental \$1,000</p> <p>Sonoma Leadership Network (CCSS Math focus) - registration fees and substitute costs for release time for teacher leaders. 5000-5999: Services And Other Operating Expenditures Other \$3,000</p> <p>Envision Learning Partnerships - workshops and follow-up coaching. 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$3,000</p>	<p>Provided formal and informal professional learning opportunities focused on instructional practices aligned with the District Student Outcomes (e.g., writing, PBL, Next Generation Science Standards, technology and math).</p>	<p>Professional Development Days (4 voluntary) 1000-1999: Certificated Personnel Salaries Other \$22,381</p> <p>Professional Development workshops for teachers, classified instructional support staff, and principals. 5000-5999: Services And Other Operating Expenditures Other \$6,071</p> <p>Online Resources for professional learning (Brokers of Expertise, Teaching Channel, etc.) 5000-5999: Services And Other Operating Expenditures Supplemental \$0</p> <p>Sonoma Leadership Network (CCSS Math focus) - registration fees and substitute costs for release time for teacher leaders. 5000-5999: Services And Other Operating Expenditures Other \$1,104</p> <p>Envision Learning Partnerships - workshops and follow-up coaching. 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$4,000</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>Develop units of study aligned with CCSS Math, ELA and Integrated</p>	<p>Planning time to develop units and</p>	<p>Began process of developing units of study aligned with CCSS Math,</p>	<p>Planning time to develop units and</p>

<p>Projects, including formative and summative assessments across grades K-6.</p>	<p>assessment cycles (teacher hourly rate: \$50/ hour). 1000-1999: Certificated Personnel Salaries Base \$5,000</p> <p>Math - Number Talks (K-5) - Materials. 4000-4999: Books And Supplies Other \$10,000</p> <p>CCSS Implementation Coaches 1000-1999: Certificated Personnel Salaries Supplemental \$67,000</p> <p>Writing Curriculum/instructional materials 4000-4999: Books And Supplies Other \$10,000</p>	<p>including formative and summative assessments across grades K-6. Primary focus this year was on math units of instruction.</p>	<p>assessment cycles (teacher hourly rate: \$50/ hour). 1000-1999: Certificated Personnel Salaries Base \$5,000</p> <p>Math - Number Talks (K-5) - Materials. 4000-4999: Books And Supplies Other \$1,849</p> <p>CCSS Implementation Coaches 1000-1999: Certificated Personnel Salaries Supplemental \$86,452</p> <p>Writing Curriculum/instructional materials 4000-4999: Books And Supplies Other \$2,288</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>Integrate arts education across curricular areas.</p>	<p>Professional development for teachers to learn arts integration strategies across the curriculum. 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$3,000</p>	<p>Two teachers participated in professional development on the integration of arts education into classroom instruction. Plan to expand professional development opportunities in the upcoming school year.</p>	<p>Professional development for teachers to learn arts integration strategies across the curriculum. 5000-5999: Services And Other Operating Expenditures Other \$300</p>
<p>Scope of Service</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>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	

_ Other Subgroups: (Specify)				
Scope of Service	English Learners		Scope of Service	English Learners
_ 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)	
Implement instructional strategies to promote academic discourse, structured language practices and English Language Development during the school day.		CCSS ELA Implementation Coaches 1000-1999: Certificated Personnel Salaries Supplemental \$67,000 CCSS Math Implementation Coaches 1000-1999: Certificated Personnel Salaries Supplemental \$16,000 CCSS Technology Implementation Coach 1000-1999: Certificated Personnel Salaries Supplemental \$32,000 Consultation with SCOE EL Coordinator to develop schoolwide practices to support EL students in all curricular areas. \$0 Collaboration time to plan ELD instruction, review assessments of student progress and refine instructional practices. 1000-1999: Certificated Personnel Salaries Supplemental \$3,500	Implemented instructional strategies to promote academic discourse, structured language practices and English Language Development during the school day. Provided teachers with opportunities to collaborate with colleagues and work with SCOE EL Coordinator on the implementation of strategies to support EL students. Provided ELD instruction during school day.	CCSS ELA Implementation Coaches 1000-1999: Certificated Personnel Salaries Supplemental \$73,336 CCSS Math Implementation Coaches 1000-1999: Certificated Personnel Salaries Supplemental \$13,116 CCSS Technology Implementation Coach 1000-1999: Certificated Personnel Salaries Supplemental \$32,882 Consultation with SCOE EL Coordinator to develop schoolwide practices to support EL students in all curricular areas. \$0 Collaboration time to plan ELD instruction, review assessments of student progress and refine instructional practices. 1000-1999: Certificated Personnel Salaries Supplemental \$3,500
Scope of Service	English Learners, Low Income		Scope of Service	English Learners, Low Income
_ All OR:			_ 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 type="checkbox"/> Other Subgroups: (Specify)		<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 type="checkbox"/> Other Subgroups: (Specify)	
Implement tiers of intervention support for students in ELA and Math.	CCSS Implementation Coaches (ELA, math) 1000-1999: Certificated Personnel Salaries Supplemental \$83,000 Professional development focused on intervention strategies 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$5,000	Implemented tiers of intervention support for students in ELA.	CCSS Implementation Coaches (ELA, math) 1000-1999: Certificated Personnel Salaries Supplemental \$86,452 Professional development focused on intervention strategies 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$4,915
Scope of Service <hr style="border-top: 1px dashed black;"/> <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)		Scope of Service <hr style="border-top: 1px dashed black;"/> <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)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Based on review of BrightBytes data, K-6 Technology coach will provide job-embedded professional learning for teachers in area of technology integration. Site based instructional coach to provide support in the implementation of CCSS, ELD and academic interventions. District will explore partnerships for implementing arts integration. Teacher on Special Assignment - Maker Ed will be added to LCAP for 2015-2016 to support for the implementation of CCSS/NGSS and integration of District Student Outcomes. Need to develop baseline and metrics for impact of changes in teaching practices aligned with CCSS and ELD standards.		

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

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

<p>Original GOAL 3 from prior year LCAP:</p>	<p>All students will demonstrate proficiency in the skills and behaviors necessary for future success in college and careers.</p>	<p>Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <u>X</u> 5 _ 6 _ 7 <u>X</u> 8 <u>X</u> COE only: 9 _ 10 _ Local : Specify <u>District Student Outcomes</u></p>
<p>Goal Applies to: Schools: LEAwide Applicable Pupil Subgroups: All</p>		
<p>Expected Annual Measurable Outcomes:</p>	<p>Students need to demonstrate proficiency in skills for future success such as literacy skills, mathematical reasoning, productive collaboration, critical and creative thinking, effective communication. Students need to develop proficiency in academic language (all) and English language skills (EL). Students need to demonstrate proficiency in the use of digital tools for research (accessing information), evaluating sources, digital citizenship, communication, collaboration and problem solving for college and career readiness. Students need to develop physical fitness.</p> <p>As measured by: Renaissance Learning Assessments STAR Reading (Gr. 3-6): 85% of students in grades 3-6 read grade level literary and informational text with accuracy and comprehension. STAR Math (Gr. 3-6): 65% of students score at or above proficiency on grade level standards. DIBELS (K-6) -- 75% of students are meeting grade level benchmarks.</p> <p>Title III Accountability AMAO I - Students making progress learning English 60.5% (target) AMAO II -- Less than 5 yrs. attaining English Proficiency 24.2% (target)</p> <p>BrightBytes Student Survey: 50% of students asked to write online at least monthly.</p>	<p>Actual Annual Measurable Outcomes:</p> <p>Renaissance Learning Assessments STAR Reading (Gr. 3-6): 63% of students in grades 3-6 read grade level literary and informational text with accuracy and comprehension. STAR Math (Gr. 3-6): 70% of students score at or above proficiency on grade level standards. (met) DIBELS (K-6) -- 57% of students are meeting grade level benchmarks.</p> <p>Title III Accountability AMAO I - Students making progress learning English 62.5% (met) AMAO II -- Less than 5 yrs. attaining English Proficiency 32.5% (met)</p> <p>BrightBytes Student Survey: 9% of students asked to write online at least monthly. 56% of students collaborate with classmates online at least monthly. 9% use digital tools to solve authentic problems at least monthly.</p>

<p>80% of students collaborate with classmates online at least monthly. 50% use digital tools to solve authentic problems at least monthly. Evidence of outcomes as demonstrated by student work products as well as online publishing of student writing and project work. Physical Fitness Test (5th grade): Aerobic Capacity -- 70% Body Composition -- 65%</p> <p>Maintain access for all students (Gr. 1-6) to have access to a broad course of study (English, math, social science, science, visual and performing arts, health and PE)</p>	<p>Evidence of outcomes as demonstrated by student work products as well as online publishing of student writing and project work. Physical Fitness Test (5th grade) -- Scores for Spring 2015 not available yet. Aerobic Capacity -- ___% Body Composition -- ___%</p> <p>Maintain access for all students (Gr. 1-6) to have access to a broad course of study (English, math, social science, science, visual and performing arts, health and PE)</p>
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LCAP Year: 2014-2015

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Assess student progress toward mastery of content standards.</p>	<p>Renaissance Learning (STAR Reading & Star Math) 4000-4999: Books And Supplies Supplemental \$2,700</p> <p>DIBELS - annual subscription 5000-5999: Services And Other Operating Expenditures Base \$500</p> <p>Collaboration time for teams of teachers to develop rubrics aligned with District Student Outcomes, formative assessments in writing and mathematics. 1000-1999: Certificated Personnel Salaries Base \$3,000</p> <p>Highly Qualified Teachers appropriately assigned 1000-1999: Certificated Personnel Salaries Base \$1,232,000</p>	<p>Assessed student progress toward mastery of content standards.</p>	<p>Renaissance Learning (STAR Reading & Star Math) 4000-4999: Books And Supplies Supplemental \$3,291</p> <p>DIBELS - annual subscription 5000-5999: Services And Other Operating Expenditures Base \$500</p> <p>Collaboration time for teams of teachers to develop rubrics aligned with District Student Outcomes, formative assessments in writing and mathematics. 1000-1999: Certificated Personnel Salaries Base \$3,000</p> <p>Highly Qualified Teachers appropriately assigned 1000-1999: Certificated Personnel Salaries Base \$1,280,597</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</p>		<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p>	

<p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <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>Provide students with project-based learning/Inquiry Methods of instruction focused on integrated units of study aligned with California Content Standards.</p>	<p>Highly Qualified Teachers appropriately assigned 1000-1999: Certificated Personnel Salaries Base \$1,232,000</p> <p>Teacher Librarian (1 FTE shared by 3 K-6 sites) 1000-1999: Certificated Personnel Salaries Supplemental \$27,000</p> <p>Develop bundles of fiction and non-fiction reading materials linked by theme. 4000-4999: Books And Supplies Base \$3,000</p> <p>Digital and print resources for student inquiry and research. 4000-4999: Books And Supplies Base \$3,000</p> <p>Multi-media tools such as video editing for student project work (WeVideo annual subscription, applications) 4000-4999: Books And Supplies Supplemental \$1,200</p> <p>Mobile devices for students to use for research, writing, digital creation. 4000-4999: Books And Supplies Base \$5,000</p>	<p>Provided some students with project-based learning/Inquiry Methods of instruction focused on integrated units of study aligned with California Content Standards.</p>	<p>Highly Qualified Teachers appropriately assigned 1000-1999: Certificated Personnel Salaries Base \$1,280,597</p> <p>Teacher Librarian (1 FTE shared by 3 K-6 sites) 1000-1999: Certificated Personnel Salaries Supplemental \$0</p> <p>Develop bundles of fiction and non-fiction reading materials linked by theme. 4000-4999: Books And Supplies Base \$1,619</p> <p>Digital and print resources for student inquiry and research. 4000-4999: Books And Supplies Base \$5,977</p> <p>Multi-media tools such as video editing for student project work (WeVideo annual subscription, applications) 4000-4999: Books And Supplies Supplemental \$879</p> <p>Mobile devices for students to use for research, writing, digital creation. 4000-4999: Books And Supplies Base \$14,993</p>
<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	

<p>Provide instruction to students in developing literacy, media literacy, research and digital citizenship skills.</p>	<p>Library Tech (15 hours per site per week) 2000-2999: Classified Personnel Salaries Supplemental \$14,100</p> <p>Teacher Librarian (1 FTE - shared by 3 K-6 sites) 1000-1999: Certificated Personnel Salaries Supplemental \$27,000</p> <p>CCSS ELA and Technology Implementation Coaches 1000-1999: Certificated Personnel Salaries Supplemental \$99,000</p> <p>Professional development for teachers focused on digital/media literacy and digital citizenship. 5000-5999: Services And Other Operating Expenditures Base \$2,000</p>	<p>Provided instruction to students in developing literacy, research and digital citizenship skills to some degree in upper elementary classrooms.</p>	<p>Library Tech (15 hours per site per week) 2000-2999: Classified Personnel Salaries Supplemental \$15,575</p> <p>Teacher Librarian (1 FTE - shared by 3 K-6 sites) 1000-1999: Certificated Personnel Salaries Supplemental \$0</p> <p>CCSS ELA and Technology Implementation Coaches 1000-1999: Certificated Personnel Salaries Supplemental \$106,217</p> <p>Professional development for teachers focused on digital/media literacy and digital citizenship. 5000-5999: Services And Other Operating Expenditures Base \$256</p>								
<table border="1"> <tr> <td data-bbox="111 699 237 760">Scope of Service</td> <td data-bbox="247 699 552 760">LEA-wide</td> </tr> <tr> <td colspan="2" data-bbox="111 797 552 1065"> <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> </td> </tr> </table>	Scope of Service	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>			<table border="1"> <tr> <td data-bbox="1045 699 1171 760">Scope of Service</td> <td data-bbox="1182 699 1497 760">LEA-wide</td> </tr> <tr> <td colspan="2" data-bbox="1045 797 1497 1065"> <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> </td> </tr> </table>	Scope of Service	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>		
Scope of Service	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>											
Scope of Service	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>Provide arts education (visual, digital, music, performing arts) for students to develop their communication, creativity, and critical thinking skills.</p>	<p>Artist-in-Residence/community partnerships 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$3,000</p> <p>Music teacher (1 FTE shared by 3 K-6 schools) 1000-1999: Certificated Personnel Salaries Supplemental \$24,000</p> <p>Materials for arts projects 4000-4999: Books And Supplies Supplemental \$2,000</p>	<p>Provided music education for all students across K-6 to develop their creativity. Provided some arts based instruction in classrooms.</p>	<p>Artist-in-Residence/community partnerships 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$0</p> <p>Music teacher (1 FTE shared by 3 K-6 schools) 1000-1999: Certificated Personnel Salaries Supplemental \$13,358</p> <p>Materials for arts projects 4000-4999: Books And Supplies Supplemental \$2,000</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>Provide students with instruction to develop their motor skills/physical fitness.</p>	<p>PE Technician (3 Hrs/Day/School) 2000-2999: Classified Personnel Salaries Supplemental \$11,000</p>	<p>Provided all students across K-6 with instruction to develop their motor skills/physical fitness.</p>	<p>PE Technician (4 Hrs/Day/School) 2000-2999: Classified Personnel Salaries Supplemental \$14,879</p>
<p>Scope of Service LEA-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p> <p><u>Special Education</u></p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p> <p><u>Special Education</u></p>	
<p>Provide academic support for students with disabilities to access a rigorous curriculum aligned with California Content Standards and the District's Student Outcomes.</p>	<p>Special Day Class Teacher (1 FTE for District K-6 Program) 1000-1999: Certificated Personnel Salaries Other \$26,000</p> <p>RSP Teachers (2 FTE for District K-12 Program) 1000-1999: Certificated Personnel Salaries Other \$43,000</p> <p>RSP Assistant 2000-2999: Classified Personnel Salaries Other \$16,200</p> <p>Specialized Assistants (SDC) 2000-2999: Classified Personnel Salaries Other \$48,000</p> <p>Speech and Language Specialists</p>	<p>Provided academic support for students with disabilities to access a rigorous curriculum aligned with California Content Standards and the District's Student Outcomes.</p>	<p>Special Day Class Teacher (1 FTE for District K-6 Program) 1000-1999: Certificated Personnel Salaries Other \$20,671</p> <p>RSP Teachers (2 FTE for District K-12 Program) 1000-1999: Certificated Personnel Salaries Other \$46,847</p> <p>RSP Assistant 2000-2999: Classified Personnel Salaries Other \$9,477</p> <p>Specialized Assistants (SDC) (9 hrs/day for District K-6 Program) 2000-2999: Classified Personnel Salaries Other \$14,057</p> <p>Speech and Language Specialists (1.4</p>

	(1.4 FTE for District K-12 Program) 1000-1999: Certificated Personnel Salaries Other \$37,500		FTE for District K-12 Program) 1000-1999: Certificated Personnel Salaries Other \$37,243
<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Scope of Service</p> <p>English Learners, Low Income</p> <hr/> <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><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <p>English Learners, Low Income</p> <hr/> <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><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Provide tiers of support (Rtl) for students who need targeted instruction and academic intervention.</p>	<p>Collaboration time for teachers to review benchmark data, plan interventions, and assess student progress 1000-1999: Certificated Personnel Salaries Supplemental \$2,100</p> <p>Intervention materials (Rewards, SIPPS) 4000-4999: Books And Supplies Supplemental \$500</p> <p>Lexia Reading - Annual Subscription 4000-4999: Books And Supplies Other \$3,800</p> <p>CCSS Implementation Coaches (ELA & Math) 1000-1999:</p>	<p>Provided tiers of support (Rtl) for students who need targeted instruction and academic intervention.</p>	<p>Collaboration time for teachers to review benchmark data, plan interventions, and assess student progress 1000-1999: Certificated Personnel Salaries Supplemental \$2,100</p> <p>Intervention materials (Rewards, SIPPS) 4000-4999: Books And Supplies Supplemental \$500</p> <p>Lexia Reading - Annual Subscription (Pd for 3 years in 13-14 - covers 13-14, 14-15 and 15-16) 4000-4999: Books And Supplies Other \$0</p> <p>CCSS Implementation Coaches (ELA</p>

	Certificated Personnel Salaries Supplemental \$83,000		& Math) 1000-1999: Certificated Personnel Salaries Supplemental \$86,451
<p>Scope of Service English Learners, Low Income</p> <hr/> <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><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service English Learners, Low Income</p> <hr/> <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><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
Provide extended instructional time before and after school for students who need additional academic support in ELA and Math.	<p>Teacher hourly rate 1000-1999: Certificated Personnel Salaries Supplemental \$3,500</p> <p>Intervention materials 4000-4999: Books And Supplies Supplemental \$1,000</p>	Provided extended instructional time before and after school for students who need additional academic support in ELA and Math.	<p>Teacher hourly rate 1000-1999: Certificated Personnel Salaries Supplemental \$3,500</p> <p>Intervention materials 4000-4999: Books And Supplies Supplemental \$1,000</p>
<p>Scope of Service English Learners, Low Income</p> <hr/> <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><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service English Learners, Low Income</p> <hr/> <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><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
Provide extended learning time for students during summer	Teacher hourly rate 1000-1999: Certificated Personnel Salaries Supplemental \$5,000	Provided extended learning time for students during summer through Jump Start Early Primary program, Boys and Girls Club Summer program and Maker Camp.	Teacher hourly rate 1000-1999: Certificated Personnel Salaries Supplemental \$5,000
Scope of Service		Scope of Service	

<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Certificated Library Media Specialist position has been removed from the LCAP due to difficulties in recruiting for the position. K-6 Technology Coach will provide support for teachers to implement instruction on digital citizenship as well as the integration of digital tools for collaboration, communication and authentic problem solving. Director of Innovative Learning (40%) added to the LCAP to support the vertical articulation of student learning and mastery of California Content Standards and District Student Outcomes. Teacher on Special Assignment - Maker Ed has been added to the LCAP for 2015-2016 to support students in mastery of CCSS/NGSS and District Student Outcomes.</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:	Improve parent engagement.		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: LEAwide	----- Applicable Pupil Subgroups: All			
Expected Annual Measurable Outcomes:	<p>Parents, including parents of unduplicated students and students with exceptional needs, need access to up-to-date information on school events, student learning activities, and a clear understanding of instructional goals to support their child's education.</p> <p>Parents need to feel a sense of connection and engagement with the school community.</p> <p>Metrics: Establish baseline for Parent volunteers Baseline for engagement statistics on social media sites -- Establish presence via Facebook page.</p>	Actual Annual Measurable Outcomes:	<p>Parents, including parents of unduplicated students and students with exceptional needs, need access to up-to-date information on school events, student learning activities, and a clear understanding of instructional goals to support their child's education.</p> <p>Parents need to feel a sense of connection and engagement with the school community.</p> <p>Metrics: Need to establish baselines for the following in 2015-2016. 1172 Parent volunteers sign ins. Engagement statistics on social media sites -- Facebook page set up for parents, 104 following. # Parents accessing e-newsletters.</p>		
LCAP Year: 2014-2015					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures	Estimated Actual Annual Expenditures		
Parent Education: Literacy, Numeracy, technology, English language, Student Outcomes, 4C's, Social-Emotional learning (Toolbox), and Positive Parenting.		Teacher hourly rate 1000-1999: Certificated Personnel Salaries Supplemental \$5,000	Provided Parent Education workshop on Social-Emotional learning (Toolbox) and Parent ESL class. Plan to provide additional parent workshops starting in the 2015-2016 school year.		
		Materials 4000-4999: Books And Supplies Supplemental \$1,000			Materials \$0
		Outreach Worker 2000-2999: Classified Personnel Salaries Supplemental \$3,200			Outreach Worker 2000-2999: Classified Personnel Salaries Supplemental \$3,000
		Child Care 2000-2999: Classified			Child Care \$0

	Personnel Salaries Supplemental \$500						
<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	
Scope of Service	LEA-wide						
Scope of Service	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><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>					
School/Community events that showcase student learning (exhibitions, performances, etc.)	No Cost	Provided school/community events that showcase student learning such as Open House and musical performance.	No Cost				
<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	
Scope of Service	LEA-wide						
Scope of Service	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><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>					
Use a variety of communication platforms to promote an understanding of educational programs and parent engagement such as social media, district and school websites, SchoolGo mobile app, e-newsletters and virtual meetings -- AnyMeeting, Google Hangouts, etc.).	<p>AnyMeeting annual subscription 4000-4999: Books And Supplies Base \$500</p> <p>Constant Contact annual subscription 4000-4999: Books And Supplies Base \$500</p> <p>Weebly Templates 4000-4999: Books And Supplies Base \$500</p> <p>Weebly Pro Subscription 4000-4999: Books And Supplies Base \$500</p> <p>Photography 4000-4999: Books And</p>	Used a variety of communication platforms to promote an understanding of educational programs and parent engagement such as social media, district and school websites, and SchoolGo mobile app.	<p>AnyMeeting annual subscription 4000-4999: Books And Supplies Base \$0</p> <p>Constant Contact annual subscription 4000-4999: Books And Supplies Base \$0</p> <p>Weebly Templates 4000-4999: Books And Supplies Base \$0</p> <p>Weebly Pro Subscription 4000-4999: Books And Supplies Base \$0</p> <p>Photography 4000-4999: Books And Supplies Base \$0</p>				

	Supplies Base \$500 SchoolGo annual subscription (\$1 per student) 4000-4999: Books And Supplies Base \$400		SchoolGo annual subscription (\$1 per student) 4000-4999: Books And Supplies Base \$297
Scope of Service		Scope of Service	
<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 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 English Learners		Scope of Service English Learners	
<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)		<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)	
Provide parent education through Community-Based Tutoring program, including English language support and strategies for supporting students in academic learning at home.	Teacher hourly rate 1000-1999: Certificated Personnel Salaries Supplemental \$3,000 Outreach Worker 2000-2999: Classified Personnel Salaries Supplemental \$3,000 Program Coordinator 1000-1999: Certificated Personnel Salaries Supplemental \$3,000	Provided parent English as a Second Language (ESL) class.	Teacher hourly rate 1000-1999: Certificated Personnel Salaries Supplemental \$1,000 Outreach Worker 2000-2999: Classified Personnel Salaries Supplemental \$1,000 Program Coordinator 1000-1999: Certificated Personnel Salaries Supplemental \$0 CBET Instructor 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$2,500

<p>Scope of Service</p> <p>English Learners</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</p> <p>English Learners</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>Provide parents with access to information related to academic interventions and English language development support.</p>	<p>Teacher hourly rate 1000-1999: Certificated Personnel Salaries Base \$1,000</p> <p>Outreach worker for parent consultation and translation services 2000-2999: Classified Personnel Salaries Supplemental \$3,000</p>	<p>Provided parents with access to information related to academic interventions and English language development support through parent conferences, newsletters and outreach efforts.</p>	<p>Teacher hourly rate 1000-1999: Certificated Personnel Salaries Base \$1,000</p> <p>Outreach worker for parent consultation and translation services 2000-2999: Classified Personnel Salaries Supplemental \$3,600</p>
<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Parent education workshops were offered this year on the Toolbox Project (social-emotional curriculum) and ESL. Based on feedback from parents, including members of DELAC, these workshops will be expanded to include a focus on CCSS Math, District Student Outcomes, technology implemented starting in the 2015-2016 school year. The Parent ESL program will also include information on strategies for supporting student success in math and District Student Outcomes.</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.

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>\$260,727</u>
<p>Piner-Olivet District is comprised of 5 schools, 4 of which are charter, 1 is non-charter. This LCAP addresses the non-charter school, Jack London Elementary School. Piner-Olivet Union School District is essentially a one-school district with Jack London as the one school. Jack London’s unduplicated percentage is 48.65% which is higher than the 40% required to use supplemental grant funds on a school-wide basis, but less than the 55% required to use supplemental grants on a district-wide basis. Because Jack London’s unduplicated percentage exceeds 40%, many services are school-wide. The \$260,727 supplemental grant funding amount is based on the May Revise gap funding of 53.08%.</p> <p>Services explicitly for unduplicated students which are not being utilized on a school-wide basis include counseling for low-income and foster youth, 50% FTE CCSS E/LA, ELD Implementation coach, 10% FTE CCSS math coach specifically assisting teaching staff with EL strategies, 10% FTE technology coach specifically assisting teaching with EL strategies, professional development on intervention strategies for both low income and EL students, LEXIA, after-school tutoring, summer school, PE Technician time after school to work with both low income and EL students, and a CBET type program to assist parents of English Learners.</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.

9.65	%
<p>9.65% MPP is based on the May Revise gap funding rate of 53.08%.</p> <p>The District is offering an extended day and extended year program to targeted K-6 students (low income and English learners) which will increase the instructional minutes for</p>	

the year by approximately 5,500 or 10.18%. This instructional time is in addition to the instructional time for the base program for all students (# of minutes) and when divided by this time yields 10.18% increased services for our unduplicated students.

Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Funding Sources	5,081,205.00	5,121,069.00	2,414,826.00	5,673,210.00	5,610,210.00	13,698,246.00
Base	4,067,145.00	4,205,824.00	1,887,096.00	4,817,526.00	4,754,526.00	11,459,148.00
Other	202,500.00	162,288.00	0.00	155,130.00	155,130.00	310,260.00
Special Education	0.00	0.00	143,330.00	0.00	0.00	143,330.00
Supplemental	811,560.00	752,957.00	372,600.00	700,554.00	700,554.00	1,773,708.00
Title I	0.00	0.00	3,800.00	0.00	0.00	3,800.00
Title II	0.00	0.00	8,000.00	0.00	0.00	8,000.00

Total Expenditures by Object Type						
Object Type	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Expenditure Types	5,081,205.00	5,121,069.00	2,414,826.00	5,673,210.00	5,610,210.00	13,698,246.00
0000: Unrestricted	0.00	0.00	33,333.00	33,333.00	33,333.00	99,999.00
1000-1999: Certificated Personnel Salaries	4,599,100.00	4,757,591.00	1,929,163.00	5,041,493.00	5,028,493.00	11,999,149.00
2000-2999: Classified Personnel Salaries	282,612.00	213,555.00	267,130.00	287,884.00	287,884.00	842,898.00
4000-4999: Books And Supplies	87,700.00	52,268.00	70,700.00	198,000.00	148,000.00	416,700.00
5000-5999: Services And Other Operating Expenditures	50,460.00	31,907.00	68,300.00	68,300.00	68,300.00	204,900.00
5800: Professional/Consulting Services And Operating Expenditures	28,000.00	32,415.00	46,200.00	44,200.00	44,200.00	134,600.00
7000-7439: Other Outgo	33,333.00	33,333.00	0.00	0.00	0.00	0.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Expenditure Types	All Funding Sources	5,081,205.00	5,121,069.00	2,414,826.00	5,673,210.00	5,610,210.00	13,698,246.00
0000: Unrestricted	Base	0.00	0.00	33,333.00	33,333.00	33,333.00	99,999.00
0000: Unrestricted	Supplemental	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	3,782,500.00	3,979,773.00	1,567,663.00	4,373,093.00	4,360,093.00	10,300,849.00
1000-1999: Certificated Personnel Salaries	Other	106,500.00	127,142.00	0.00	121,100.00	121,100.00	242,200.00
1000-1999: Certificated Personnel Salaries	Special Education	0.00	0.00	121,100.00	0.00	0.00	121,100.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
1000-1999: Certificated Personnel Salaries	Supplemental	710,100.00	650,676.00	240,400.00	547,300.00	547,300.00	1,335,000.00
2000-2999: Classified Personnel Salaries	Base	172,612.00	137,088.00	181,900.00	181,900.00	181,900.00	545,700.00
2000-2999: Classified Personnel Salaries	Other	64,200.00	23,534.00	0.00	22,230.00	22,230.00	44,460.00
2000-2999: Classified Personnel Salaries	Special Education	0.00	0.00	22,230.00	0.00	0.00	22,230.00
2000-2999: Classified Personnel Salaries	Supplemental	45,800.00	52,933.00	63,000.00	83,754.00	83,754.00	230,508.00
4000-4999: Books And Supplies	Base	52,200.00	36,874.00	58,700.00	183,700.00	133,700.00	376,100.00
4000-4999: Books And Supplies	Other	23,800.00	4,137.00	0.00	3,800.00	3,800.00	7,600.00
4000-4999: Books And Supplies	Supplemental	11,700.00	11,257.00	8,200.00	10,500.00	10,500.00	29,200.00
4000-4999: Books And Supplies	Title I	0.00	0.00	3,800.00	0.00	0.00	3,800.00
5000-5999: Services And Other Operating Expenditures	Base	26,500.00	18,756.00	45,500.00	45,500.00	45,500.00	136,500.00
5000-5999: Services And Other Operating Expenditures	Other	8,000.00	7,475.00	0.00	8,000.00	8,000.00	16,000.00
5000-5999: Services And Other Operating Expenditures	Supplemental	15,960.00	5,676.00	14,800.00	14,800.00	14,800.00	44,400.00
5000-5999: Services And Other Operating Expenditures	Title II	0.00	0.00	8,000.00	0.00	0.00	8,000.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	28,000.00	32,415.00	46,200.00	44,200.00	44,200.00	134,600.00
7000-7439: Other Outgo	Base	33,333.00	33,333.00	0.00	0.00	0.00	0.00

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

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

(f) "Expulsion rate" shall be calculated as follows:

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