

**Introduction:**

**LEA:** Heber Elementary School District **Contact (Name, Title, Email, Phone Number):** Jaime Silva, Superintendent, 760-337-6830 x 2499, Sergio Espinoza, Carolina Rodriguez  
**LCAP Year:** FY2016-17

### ***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>Heber Elementary School District (HESD) recognizes the importance of engaging stakeholders of the school district in the development of the Local Control Accountability Plan (LCAP). To this end, HESD organized stakeholder meetings to identify academic, social, and other student needs, identify goals, activities, and develop a plan to improve and/or increase more services for targeted students in the District.</p> <p>The consultation process began with Heber School teachers on February 17,</p>	<p>HESD designed a protocol for engagement that facilitated stakeholder input and yielded high levels of interaction. The involvement/consultation process allowed the District an opportunity to listen directly from the various stakeholder groups and take into consideration their input.</p> <p>As a result of the LCAP consultation process, and keeping the eight state priorities and the comprehensive needs assessment as a focal point, the District was able to formulate goals and strategies that will support and meet the</p>

2016 followed by a consultation meeting with Dogwood Elementary teachers on March 9, 2016. In both consultation meetings, information about the Local Control Funding Formula, the proportionality requirement, the eight state priorities, and the District's comprehensive needs assessment was shared with teachers at both school sites. The District developed highly structured and interactive activities that allowed staff to provide input. Furthermore, each of these consultation meetings began with another LCAP update.

On March 14, 2016 the District held a separate consultation meeting with classified employees of the District. The same protocols used with teachers were followed to consult classified employees.

The consultation process continued with four (4) Parent/Community LCAP meetings. The first two meetings were held February 18, 2016 at Dogwood Elementary during evening hours with one session in Spanish and the second session in English. On February 23, 2016, two more Parent/Community LCAP evening sessions were conducted at Heber School, one session in Spanish and the second one in English. Parent/community members were made aware of the eight State priorities, and the District's comprehensive needs assessment was shared with them. Parents also participated in a highly structured and interactive activity that allowed them to provide ideas on how the District could provide services to help meet the needs of students.

A consultation meeting with the District English Learners Advisory Committee (DELAC) and English Learners Advisory Committee (ELAC) was held March 10, 2016. Similar information and engagement protocols were applied with these groups of parents allowing them to freely share their ideas and provide input.

On March 21, 2016, the California School Employees Association, Chapter 632 was consulted. School site administrators were consulted on March 23, 2016 followed by another consultation meeting with the Heber Teachers Association (HTA) on April 5, 2016.

The District sent an English/Spanish survey to all parents in an effort to solicit greater input on the development of the LCAP during the week of April 4-8, 2016.

Finally, a student survey was administered to 1-8 grade students starting April

academic, social, and emotional needs of our students. Although many great ideas were generated, HESD had to prioritize input. The key factors in determining which ideas were given higher priority was based on the alignment to the State's eight priorities, the comprehensive needs assessment, and the availability of resources.

Overall, the message from the various stakeholders was to improve programs and services so that ALL students can succeed in the Common Core State Standards.

5, 2016 in an effort to gather information about school climate from their perspectives as students.

A draft of the LCAP was shared with the Parent/Community members May 26, 2016, at Dogwood Elementary. Additionally the draft LCAP was shared with DELAC members on May 26, 2016. On June 16, 2016 a LCAP public hearing was held to solicit input from the community. In our June 23rd school board meeting the LCAP was presented and adopted by the HESD governing board.

It is important to note that in all consultation meetings, a comprehensive needs assessment was shared with all stakeholders. The following data was shared:

- \* Multiple years of Average Daily Attendance comparisons
- \* Analysis of trends regarding chronic absences across grade levels
- \* Identification of eighth grade students not meeting promotional requirements percentage-wise
- \* Analysis of potential and long-term English learners by grade level
- \* Analysis of school-wide SBAC results as well as other significant subgroup SBAC results in language arts and mathematics.
- \* Analysis of multiple year data for Reclassified (RFEP) students
- \* Comparison of retention rates by grade level in multiple years
- \* Multiple year analysis of suspension and discipline referral rates for both school sites
- \* Comparison of parent involvement participation between 2014-15 and 2015-16 school years
- \* Comparison and analysis of District benchmark exams in transitional kindergarten to second grade and Interim Assessment Blocks (IAB) in grades third through eighth.

<p><b>Annual Update:</b></p> <p>Throughout the school year, the District provided annual LCAP updates about goals, actions, and services to various stakeholders. During each of the consultation meetings, time was allotted to review goals, actions, and services and participants were given time to ask questions or provide input.</p> <p>The Board of Education received LCAP update presentations during regular school board meetings. These LCAP updates were scheduled December 14, 2015, January 14, February 11, and April 12, 2016.</p> <p>The LCAP update process continued with the Heber School teachers on February 17, 2016 followed by an update with Dogwood Elementary teachers on March 9, 2016. Furthermore, the District met on February 22, 2016 with classified employees to update them on current LCAP.</p> <p>On January 8, 2016, the superintendent emailed District personnel an Infographic document, a visual tool, that helped effectively communicate 2015-2016 LCAP goals actions and services.</p> <p>On February 9, 2016 the District scheduled an open meeting to update parents, community members and staff about LCAP's goals, actions and services. This LCAP meeting was structured to provide an opportunity for participants to ask questions and make comments regarding the progress on goals and services. Moreover, the superintendent emailed all staff a written update on the goals, actions, and services on February 10, 2016.</p> <p>Members of the ELAC/DELAC were also provided an LCAP update on January 14, 2016.</p> <p>On March 21, 2016, the California School Employees Association, Chapter 632 was provided an LCAP update followed by another update meeting with the Heber Teachers Association (HTA) on April 5, 2016.</p>	<p><b>Annual Update:</b></p> <p>As updates were being provided to the various stakeholders, data trends were shared with them as follows:</p> <ol style="list-style-type: none"> <li>1. Attendance has been 95.66% percent cumulative up to the end of the third quarter.</li> <li>2. Suspension rates and discipline referrals have improved for all groups of students district-wide.</li> <li>3. The District's English-Language Arts District quarterly benchmark exam results demonstrate a significant number of students continue to struggle reaching levels of competence in this discipline.</li> <li>3. The District's mathematics quarterly benchmark exam results demonstrate that more students are attaining math competency than in English-Language Arts.</li> <li>4. Preliminary data demonstrate that a higher percentage of eight grade students will meet promotion requirements and school retention rates have improved.</li> <li>5. At the time stakeholders were updated and consulted, baseline information shared with them accounted for data gathered up to that juncture. Final baseline numbers will be determined at the end of the school year.</li> </ol> <p>* Multiple years of Average Daily Attendance comparisons (95.66% percent cumulative up to the end of the third quarter compared to 96.01% for 14-15 school year, and 95.99% for the 13-14 school year).</p> <p>* Analysis of trends regarding chronic absences across grade levels (39 Dogwood and 54 Heber students have more than 10 excused and unexcused absences)</p> <p>* Identification of eighth grade students not meeting promotional requirements percentage-wise (60% of 8th grade students are meeting promotional requirements)</p> <p>* Analysis of potential and long-term English learners by grade level (47% of ELs</p>

The following data was shared with stakeholder groups during our annual update meetings:

- \* Multiple years of Average Daily Attendance comparisons
- \* Analysis of trends regarding chronic absences across grade levels
- \* Identification of eighth grade students not meeting promotional requirements percentage-wise
- \* Analysis of potential and long-term English learners by grade level
- \* Analysis of school-wide SBAC results as well as other significant subgroup SBAC results in language arts and mathematics.
- \* Analysis of multiple year data for Reclassified (RFEP) students
- \* Comparison of retention rates by grade level in multiple years
- \* Multiple year analysis of suspension and discipline referral rates for both school sites
- \* Comparison of parent involvement participation between 2014-15 and 2015-16 school years
- \* Comparison and analysis of District benchmark exams in transitional kindergarten to second grade and Interim Assessment Blocks (IAB) in grades third through eighth.

are at-risk of becoming LTELs and at Heber 51% of ELs are LTELs and 35% of ELs are at-risk of becoming LTELs)

- \* Analysis of school-wide SBAC results as well as other significant subgroup SBAC results in language arts and mathematics (43% of ELs did not meet standards in math and language arts and 39% of ELs nearly met standards, Language arts standards school-wide - 24% did not meet standards/ 32% nearly met standards, 32% met standards, and 12% exceeded standards
  - Mathematics school-wide- 30% did not meet standards/ 39% nearly met standards, 22% met standards, and 10% exceeded standards
  - \* Analysis of multiple year data for Reclassified (RFEP) students - Reclassification rates stayed steady at 15% for the past two years
  - \* Comparison of retention rates by grade level in multiple years
  - \* Multiple year analysis of suspension and discipline referral rates for both school sites (suspension rates have been declining for the past four years and discipline referrals have been declining for the past 2 years).
  - \* Comparison of parent involvement participation between 2014-15 and 2015-16 school years (parent involvement has increased from the 14-15 (1563) to 15-16 school year (2239)).
- During the update process, stakeholders did not ask questions or provide input about the status of goals, budget, or actions and services written in the 2015-2016 LCAP.



## Section 2: Goals, Actions, Expenditures, and Progress Indicators

### Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school’s budget that is submitted to the school’s authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

**Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA’s goals. Duplicate and expand the fields as necessary.**

**Goal:** Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

**Related State and/or Local Priorities:** Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

**Identified Need:** Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

**Schools:** Identify the schoolsites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

**Applicable Pupil Subgroups:** Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

**Expected Annual Measurable Outcomes:** For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

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

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

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

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

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

**Guiding Questions:**

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

<b>GOAL 1:</b>	Ensure academic success for all students by increasing pupil engagement.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 <u>X</u> 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify
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**Identified Need :** In 2015-2016 attendance rate was 95.66% as calculated by P-2 attendance report and chronic absentee rate was 6.5%. The District will strive to maintain attendance at 96% or greater and reduce absentee rate.

<b>Goal Applies to:</b>	Schools:	District Wide
	Applicable Pupil Subgroups:	All subgroups

**LCAP Year 1: 2016-17**

**Expected Annual Measurable Outcomes:** Maintain ADA at 96% or greater and reduce chronic absenteeism by 2%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide quarterly incentives for students with perfect attendance including quarter perfect attendance certificates.	District-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)	Cost: Various items 4000-4999: Books And Supplies Supplemental and Concentration 2000
Roaming trophies for classes with best attendance by grade level per month.	District-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)	Replacement of roaming Trophies 4000-4999: Books And Supplies Supplemental and Concentration 50

<p>Monthly attendance contest per grade level for perfect attendance with incentives to winning classes.</p>	<p>District-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>Cost: Pizza party 12 classes 4000-4999: Books And Supplies Supplemental and Concentration 2500</p>
<p>End of the year drawing for students with perfect attendance.</p>	<p>District-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>Special end of the year incentives to be determined 4000-4999: Books And Supplies Supplemental and Concentration 1000</p>
<p>Maintain Student Welfare and Attendance Specialist hours. A major emphasis will continue to be working with parents of students that are chronically absent. Attendance Specialist will continue monitoring student attendance, issue Student Attendance and Review Board (SARB) letters, and increase SARB meetings with parents.</p> <p>Attendance Specialist will identify students with chronic absenteeism and conduct parent meetings with School Attendance Review Team (SART) at end of first school month once the student has six absences. SART meetings will be held throughout the school year on an as needed basis. Student Welfare and Attendance Specialist will schedule parent meetings with site or District administrator attending such meetings.</p>	<p>District-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>Classified Staff salary 2000-2999: Classified Personnel Salaries Supplemental and Concentration 22000</p> <hr/> <p>Classified Staff benefits 3000-3999: Employee Benefits Supplemental and Concentration 5200</p>
<p>Student Welfare and Attendance Specialist will conduct SARB meetings with parents as needed.</p>	<p>District-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</p>	<p>Cost: Duplication of materials 4000-4999: Books And Supplies Supplemental and Concentration 500</p>

		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Provide students with perfect attendance incentive activities, such as allowing students to enter the cafeteria first in line.	District-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Duplication of perfect attendance rosters 4000-4999: Books And Supplies Supplemental and Concentration 0
Student Welfare and Attendance Specialist will participate in professional development that includes but is not limited to attendance issues, chronic absenteeism, and SARB proceedings.	District-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Travel and Conferences 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 1000

**LCAP Year 2: 2017-18**

Expected Annual Measurable Outcomes: Maintain ADA at 96% or greater and reduce chronic absenteeism by 2%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide quarterly incentives for students with perfect attendance	District-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Cost Paper, ink four times a year 4000-4999: Books And Supplies Supplemental and Concentration 2000

<p>Roaming trophies for classes with best attendance by grade level per month.</p>	<p>District-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>Roaming trophies 4000-4999: Books And Supplies Supplemental and Concentration 50</p>
<p>Monthly attendance contest per grade level for perfect attendance with incentives to winning classes.</p>	<p>District-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>Pizza 4000-4999: Books And Supplies Supplemental and Concentration 2500</p>
<p>End of the year drawing for students with perfect attendance.</p>	<p>District-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>Special End of the year recognition 4000-4999: Books And Supplies Supplemental and Concentration 1000</p>
<p>Maintain Student Welfare and Attendance Specialist hours. A major emphasis will continue to be working with parents of students that are chronically absent. Attendance Specialist will continue monitoring student attendance, issue Student Attendance and Review Board (SARB) letters, and increase SARB meetings with parents.</p> <p>Attendance Specialist will identify students with chronic absenteeism and conduct parent meetings with School Attendance Review Team (SART) at end of first school month once the student has six absences. SART meetings will be held throughout the school year on an</p>	<p>District-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>Classified Salary 2000-2999: Classified Personnel Salaries Supplemental and Concentration 22500</p> <p>Benefits 3000-3999: Employee Benefits Supplemental and Concentration 5600</p>

<p>as needed basis. Student Welfare and Attendance Specialist will schedule parent meetings with site or District administrator attending such meetings.</p>			
<p>• Student Welfare and Attendance Specialist will conduct SARB meetings with parents as needed.</p>	<p>District-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>Student Welfare Supplies 4000-4999: Books And Supplies Supplemental and Concentration 500</p>
<p>Provide students with perfect attendance incentive activities, such as allowing students to enter the cafeteria first in line.</p>	<p>District-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>4000-4999: Books And Supplies Supplemental and Concentration 0</p>
<p>Student Welfare and Attendance Specialist will participate in professional development that includes but is not limited to attendance issues, chronic absenteeism, and SARB proceedings.</p>	<p>District-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 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 1000</p>



**LCAP Year 3: 2018-19**

Expected Annual Measurable Outcomes: Maintain ADA at 96% or greater and reduce chronic absenteeism by 2%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide quarterly incentives for students with perfect attendance.	District-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)	Cost Paper, ink four times a year 4000-4999: Books And Supplies Supplemental and Concentration 2000
Roaming trophies for classes with best attendance by grade level per month.	District-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)	Roaming trophies 4000-4999: Books And Supplies Supplemental and Concentration 50
Monthly attendance contest per grade level for perfect attendance with incentives to winning classes.	District-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)	Cost: Pizza party 12 classes 4000-4999: Books And Supplies Supplemental and Concentration 2500
End of the year drawing for students with perfect attendance.	District-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	Special end of the year incentives to be determined 4000-4999: Books And Supplies Supplemental and Concentration 1000

		English proficient _ Other Subgroups: (Specify)	
Maintain Student Welfare and Attendance Specialist hours. A major emphasis will continue to be working with parents of students that are chronically absent. Attendance Specialist will continue monitoring student attendance, issue Student Attendance and Review Board (SARB) letters, and increase SARB meetings with parents.  Attendance Specialist will identify students with chronic absenteeism and conduct parent meetings with School Attendance Review Team (SART) at end of first school month once the student has six absences. SART meetings will be held throughout the school year on an as needed basis. Student Welfare and Attendance Specialist will schedule parent meetings with site or District administrator attending such meetings.	District-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Classified Staff salary 2000-2999: Classified Personnel Salaries Supplemental and Concentration 23000  Classified Staff salary 3000-3999: Employee Benefits Supplemental and Concentration 6200
Student Welfare and Attendance Specialist will conduct SARB meetings with parents as needed.	District-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Cost: Duplication of materials 4000-4999: Books And Supplies Supplemental and Concentration 500
Provide students with perfect attendance incentive activities, such as allowing students to enter the cafeteria first in line.	District-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Cost: Duplication of materials 4000-4999: Books And Supplies Supplemental and Concentration 0
Student Welfare and Attendance Specialist will participate in professional development that includes but	District-wide	<input checked="" type="checkbox"/> All OR:	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 1000

is not limited to attendance issues, chronic absenteeism, and SARB proceedings.		_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
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**Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.**

<b>GOAL 2:</b>	Increase student achievement for all students in mathematics and language arts.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/>  COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/>  Local : Specify
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<b>Identified Need :</b>	There is a need to increase percentage of students scoring proficient or advanced, in language arts and mathematics, from the 2015-2016 school year as evidenced by SBAC Assessment results (56.8% ELA and 73.4% in Mathematics).  The District will increase SBAC mathematics and language arts scores as measured by SBAC results.  Hire and maintain appropriately assigned and highly qualified teachers in their subject areas.
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<b>Goal Applies to:</b>	Schools: District Wide <hr style="border-top: 1px dashed black;"/> Applicable Pupil Subgroups: All Subgroups
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**LCAP Year 1: 2016-17**

<b>Expected Annual Measurable Outcomes:</b>	Goal 2: SBAC mathematics and language arts scores will increase by 5% from the 2015-2016 scores. Every pupil will have access to Common Core aligned instructional materials.  The District will hire and maintain highly qualified teachers at 100% as measured by the Highly Qualified Teacher Report.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
To ensure highly qualified teachers impart effective instruction in the classroom, the District will provide professional development in all core subject areas aligned to the California State Standards:  * Content, structure, and organization of the California State Standard in English Language Arts/ English Language Development Framework.  * Content, structure, and organization of the California State Standard in mathematics  * Technology training to provide teachers the knowledge and skills to incorporate technology as an instructional tool.	District-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  1000-1999: Certificated Personnel Salaries Supplemental and Concentration 65000  Benefits 3000-3999: Employee Benefits Supplemental and Concentration 10500

<p>* Next Generation Science Standards (NGSS) and STEMscopes training.</p> <p>* Staff will receive professional development of new language arts adoption. Training will be scheduled throughout the school year on an as needed basis.</p> <p>* Professional development on the writing process.</p>			
<p>The District will purchase the following technology items for Dogwood and Heber Schools:</p> <p>SSD (Upgrade) (190) \$13,000          Mobile Carts (6) \$ 9,000          iPad Air 2 (28) \$ 8,000          Laptops (60) \$20,000          Batteries (288) \$10,000          USDA Grant \$15,000</p> <p>Total \$75,000</p>	<p>District-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>Materials &amp; Supplies 4000-4999: Books And Supplies Supplemental and Concentration 75000</p>
<p>The Instructional Technology Committee will continue to meet throughout the year. Committee members will advise the District on best practices as these relate to the use of technology for instructional purposes. Furthermore the Committee will focus on achieving the following two goals:</p> <p>1. Every teacher will become knowledgeable about Google Applications (Classroom, Docs, and Forms)          2. Through training, teachers will learned how to use the technology features embedded in all subject core areas.</p>	<p>District-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>Technology Committee Hours</p> <p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration 5250</p> <p>Benefits 3000-3999: Employee Benefits Supplemental and Concentration 850</p>
<p>The District will provide maintenance to the iPads, iPad carts, laptop mobile carts, laptops, projectors, speakers, and Apple TVs that were purchased in previous years on an as needed basis.</p>	<p>District-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>Classroom Technology</p> <p>4000-4999: Books And Supplies Base 5000</p>

		English proficient _ Other Subgroups: (Specify)	
The District will continue employing a Support Tech I to manage the added technology at both school sites.	District-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Technology Support Staff  2000-2999: Classified Personnel Salaries Supplemental and Concentration 29000  Benefits 3000-3999: Employee Benefits Supplemental and Concentration 17000
Summer School will be offered to academically at-risk students Kindergarten through seventh grade (summer school 2017).	District-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Summer School Certificated Staff  1000-1999: Certificated Personnel Salaries Supplemental and Concentration 35000  Benefits 3000-3999: Employee Benefits Supplemental and Concentration 6000  Summer School Support Staff 2000-2999: Classified Personnel Salaries Supplemental and Concentration 5000  Benefits 3000-3999: Employee Benefits Supplemental and Concentration 1200
The District will replenish summer school intervention materials and/or licenses to continue supporting academic needs of at-risk students in language arts and mathematics.	District-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Supplies and Materials 4000-4999: Books And Supplies Supplemental and Concentration 10000
The District will continue to use a test generator and SBAC interim assessments to assess student academic progress and to inform instruction for teachers and administrators.	District-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups:	Test Generator License  5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 19000

		(Specify)	
Migrant students will receive CCSS aligned lessons in mathematics and language arts during summer school.	District-wide	<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 checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Migrant students</u>	Migrant Summer School 1000-1999: Certificated Personnel Salaries Federal Funds 62120 Migrant Summer School 2000-2999: Classified Personnel Salaries Federal Funds 6560 Migrant Summer School 3000-3999: Employee Benefits Federal Funds 11500 Migrant Summer School 4000-4999: Books And Supplies Federal Funds 6400 Migrant Summer School 5000-5999: Services And Other Operating Expenditures Federal Funds 15636 Migrant Summer School 7000-7439: Other Outgo Federal Funds 6420
Heber School students will continue to receive after school academic support and enrichment classes in the ASES program. Expansion of the ASES program is planned at Dogwood Elementary pending funding approval from ASES consortium.	2nd-8th grade students	<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)	After School Education & Safety  After School Education and Safety (ASES) 85000
In preparation for the transition into Next Generation Science Standards (NGSS), the District will continue with STEMscopes pilot, a STEM curriculum, and move forward with full implementation in January 2017.	District-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)	STEMscopes Materials 4000-4999: Books And Supplies Supplemental and Concentration 15000 Professional Development 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 5000
The District will continue with 8th grade MESA program and offer the program as an elective.  The District will continue to provide professional development and coaching for MESA and robotics teachers.	8th grade students	<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	MESA program consulting services 5000-5999: Services And Other Operating Expenditures Base 5000

		_ Other Subgroups: (Specify)	
The District and school sites will continue to provide academic support, before and after school, to migrant, at-risk, unduplicated, and special needs students.	District-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Migrant Regular School Program Federal Funds 245979 Before and After School Academic Support 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 10000 Benefits 3000-3999: Employee Benefits Supplemental and Concentration 1700
The District will offer before, during, and after school extra curricular enrichment activities that include, but are not limited to, visual and performing arts, clubs, and other activities for all students.	District-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Extra Curricular Activities 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 5000 Extra Curricular Activities 2000-2999: Classified Personnel Salaries Supplemental and Concentration 5000 Benefits 3000-3999: Employee Benefits Supplemental and Concentration 2000
The Director of Student Services/ Curriculum and Instruction will lead the implementation of Respond to Intervention district-wide.  Dogwood part-time instructional assistants will continue to assist students.	District-wide	_ 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 <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special education and migrant</u>	Director of Student Services/Curriculum and Instruction 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 98515 Benefits 3000-3999: Employee Benefits Supplemental and Concentration 28600 Three Part-time Instructional Assistants 2000-2999: Classified Personnel Salaries Supplemental and Concentration 36000 Benefits 3000-3999: Employee Benefits Supplemental and Concentration 8500
The District will continue supporting existing software licenses for instructional applications that includes, but it is not limited to, keyboarding, reading, writing, and mathematics program. If needed, the District will purchase additional licenses for core supplemental services (DORA, Dreambox, Core Clicks, Storia).	District-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Instructional Software 4000-4999: Books And Supplies Supplemental and Concentration 20000



<p>The District will plan the following activities and services for special education department:</p> <ul style="list-style-type: none"> <li>* Meetings with special education teachers to plan delivery of lessons.</li> <li>* Use test generator to develop formative assessments.</li> <li>* Provide professional development for special education teachers on instructional practices.</li> <li>* Purchase instructional math and language arts materials aligned to the Common Core State Standards.</li> </ul>	<p>District-wide Special education</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 checked="" type="checkbox"/> Other Subgroups: (Specify)  <u>Special Education</u></p>	<p>Materials and Supplies 4000-4999: Books And Supplies Special Education 5000 Software 5000-5999: Services And Other Operating Expenditures Special Education 1000</p>
<p>The District will continue with one additional Student Study Team (SST) per school site to provide teachers instructional strategies and/ or suggestions on how to help struggling students succeed academically.</p> <p>The District will continue to subscribing to the SST document tracking system software to organize and track student progress.</p>	<p>District-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>Student Study Team Salary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 6000 Benefits 3000-3999: Employee Benefits Supplemental and Concentration 1000 SST Software 4000-4999: Books And Supplies Supplemental and Concentration 3000</p>

**LCAP Year 2: 2017-18**

<p>Expected Annual Measurable Outcomes:</p>	<p>Increase student achievement in mathematics and language arts by 5%</p> <p>The District will hire and maintain highly qualified teachers at 100% as measured by the Highly Qualified Teacher Report.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>To ensure highly qualified teachers impart effective instruction in the classroom, the District will provide professional development in the following areas</p> <ul style="list-style-type: none"> <li>* Content, structure, and organization of the California State Standard in English Language Arts/ English Language Development Framework.</li> <li>* Content, structure, and organization of the California State State Standard in mathematics</li> <li>* Technology training to provide teachers the knowledge</li> </ul>	<p>District-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 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 64000 Benefits 3000-3999: Employee Benefits Supplemental and Concentration 11500</p>

<p>and skills to incorporate technology as an instructional tool.</p> <ul style="list-style-type: none"> <li>* All core subject areas aligned to the California State Standards.</li> <li>* Next Generation Science Standards (NGSS) and STEMscopes training.</li> <li>* Staff will receive professional development of new language arts adoption. Training will be scheduled throughout the school year on an as needed basis.</li> <li>* Professional development on the writing process</li> <li>* Professional development for intervention curriculum</li> </ul>			
<p>The District will purchase technology items for Dogwood and Heber Schools:</p>	<p>District-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 Technology 4000-4999: Books And Supplies Supplemental and Concentration 50000</p>
<p>The District will continue to support staff collaboration around instructional technology and promote professional development in this area.</p>	<p>District-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>Technology Committee Hours 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 5250  Benefits 3000-3999: Employee Benefits Supplemental and Concentration 1000</p>
<p>The District will continue to provide maintenance for iPads, iPad carts, laptop mobile carts, laptops, projectors, speakers, and Apple TVs in each classroom.</p>	<p>District-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>Classroom Technology 4000-4999: Books And Supplies Supplemental and Concentration 5000</p>

		English proficient _ Other Subgroups: (Specify)	
The District will continue employing a Support Tech I to manage the added technology at both school sites.	District-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Technology Support Staff 2000-2999: Classified Personnel Salaries Supplemental and Concentration 29900 Benefits 3000-3999: Employee Benefits Supplemental and Concentration 18000
Summer School will be offered to academically at-risk students Kindergarten through seventh grade (summer school 2018).	District-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Summer School Certificated Staff 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 35000 Benefits 3000-3999: Employee Benefits Supplemental and Concentration 6300 Summer School Support Staff 2000-2999: Classified Personnel Salaries Supplemental and Concentration 5000 Benefits 3000-3999: Employee Benefits Supplemental and Concentration 1300
The District will replenish summer school intervention materials and/or licenses to continue supporting academic needs of at-risk students in language arts and mathematics.	District-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Supplies and Materials 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 10000
The District will continue to use a test generator and SBAC interim assessments to assess student academic progress and to inform instruction for teachers and administrators.	District-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Test Generator License 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 20000

<p>Migrant students will receive CCSS aligned lessons in mathematics and language arts during summer school.</p>	<p>District-wide Migrant students</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 checked="" type="checkbox"/> Other Subgroups: (Specify) Migrant Students</p>	<p>Migrant Summer School Federal Funds 109000</p>
<p>Heber/Dogwood students will continue to receive after school academic support and enrichment classes in the ASES program.</p>	<p>2nd-8th grade</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>After School Education and Safety After School Education and Safety (ASES) 87000</p>
<p>Continue the use of STEMscopes in Kindergarten through eighth grade.</p>	<p>District-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>STEMscopes Materials 4000-4999: Books And Supplies Supplemental and Concentration 15000 Professional Development 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 5000</p>
<p>The District will continue with 8th grade MESA program and offer program as an elective  The District will provide professional development and coaching for MESA and robotics teachers.</p>	<p>8th grade students</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>MESA program consulting services 5000-5999: Services And Other Operating Expenditures Base 5000</p>
<p>The District and school sites will continue to provide</p>	<p>District-</p>	<p><input checked="" type="checkbox"/> All</p>	<p>Migrant Regular School Program Federal Funds 248000</p>

<p>academic support, before and after school, to migrant, at-risk,unduplicated, and special needs students.</p>	<p>wide</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>Before and After School Academic Support 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 10000                  Benefits 3000-3999: Employee Benefits Supplemental and Concentration 1800</p>
<p>The District will offer before, during, and after school extra curricular enrichment activities that include, but are not limited to, visual and performing arts, clubs, and other activities for all students.</p>	<p>District-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>Extra Curricular Activities 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 5000                  Extra Curricular Activities 2000-2999: Classified Personnel Salaries Supplemental and Concentration 5000                  Benefits 3000-3999: Employee Benefits Supplemental and Concentration 2200</p>
<p>The Director of Student Services/ Curriculum and Instruction will continue the implementation of Respond to Intervention district-wide.                   Dogwood part-time instructional assistants will continue to assist students.</p>	<p>District-wide</p>	<p><input 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 checked="" type="checkbox"/> Other Subgroups:                  (Specify)  <u>Special Education and migrant</u></p>	<p>Director of Student Services/Curriculum &amp; Instruction 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 103442                  Benefits 3000-3999: Employee Benefits Supplemental and Concentration 31600                  Three part-time instructional assistants 2000-2999: Classified Personnel Salaries Supplemental and Concentration 37000                  Benefits 3000-3999: Employee Benefits Supplemental and Concentration 9500</p>
<p>The District will purchase software licenses for instructional applications that includes, but it is not limited to, keyboarding, reading, writing, and mathematics programs.</p>	<p>District-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>Instructional Software 4000-4999: Books And Supplies Supplemental and Concentration 20000</p>
<p>The District will plan the following activities and services for special education department:</p>	<p>District-wide                  Special</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils</p>	<p>Materials and Supplies 4000-4999: Books And Supplies Special Education 5000</p>

<ul style="list-style-type: none"> <li>* Meetings with special education teachers to plan delivery of lessons.</li> <li>* Use test generator to develop formative assessments.</li> <li>* Provide professional development for special education teachers on instructional practices.</li> <li>* Purchase instructional math and language arts materials aligned to the Common Core State Standards.</li> </ul>	<p>education s</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special Education</u></li> </ul>	<p>Software 5000-5999: Services And Other Operating Expenditures Special Education 1000</p>
<p>The District will continue with one additional Student Study Team (SST) per school site to provide teachers instructional strategies and/ or suggestions on how to help struggling students succeed academically.</p> <p>The District will continue to subscribing to the SST document tracking system software to organize and track student progress.</p>	<p>District-wide</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All</li> <li>OR:</li> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	<p>Student Study Team Salary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 6500</p> <p>Benefits 3000-3999: Employee Benefits Supplemental and Concentration 1200</p> <p>SST software 4000-4999: Books And Supplies Supplemental and Concentration 3000</p>
<p>The District will purchase intervention curriculum to support at-risk students.</p>	<p>4th - 8th grade</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All</li> <li>OR:</li> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	<p>Materials &amp; Supplies 4000-4999: Books And Supplies Base 30000</p>

**LCAP Year 3: 2018-19**

<p>Expected Annual Measurable Outcomes:</p>	<p>Increase student achievement in mathematics and language arts by 5%</p> <p>The District will hire and maintain highly qualified teachers at 100% as measured by the Highly Qualified Teacher Report.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>To ensure highly qualified teachers impart effective instruction in the classroom, the District will provide professional development in the following areas</p> <p>* Content, structure, and organization of the California State Standard in English Language Arts/ English Language Development Framework.</p>	<p>District-wide</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All</li> <li>OR:</li> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> </ul>	<p>Professional Development 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 63000</p> <p>Benefits 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 12500</p>

<p>* Content, structure, and organization of the California State State Standard in mathematics</p> <p>* Technology training to provide teachers the knowledge and skills to incorporate technology as an instructional tool.</p> <p>* All core subject areas aligned to the California State Standards.</p> <p>* Next Generation Science Standards (NGSS) and STEMscopes training.</p> <p>* Staff will receive professional development of new language arts adoption. Training will be scheduled throughout the school year on an as needed basis.</p> <p>* Professional development on the writing process</p>		<p>_ Other Subgroups: (Specify)</p>	
<p>The District will continue to support staff collaboration around instructional technology and promote professional development in this area.</p>	<p>District-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>Technology Committee Hours 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 5250</p> <p>Benefits 3000-3999: Employee Benefits Supplemental and Concentration 1100</p>
<p>The District will continue to provide maintenance for iPads, iPad carts, laptop mobile carts, laptops, projectors, speakers, and Apple TVs in each classroom.</p>	<p>District-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>Classroom Technology 4000-4999: Books And Supplies Supplemental and Concentration 5000</p>
<p>The District will continue employing a Support Tech I to manage the added technology at both school sites.</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> All OR: _ Low Income pupils</p>	<p>Technology Support Staff 2000-2999: Classified Personnel Salaries Supplemental and Concentration 30800</p> <p>Benefits 3000-3999: Employee Benefits Supplemental and</p>

		<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Concentration 20000
Summer School will be offered to academically at-risk students Kindergarten through seventh grade (summer school 2018).	District-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)	Summer School Certificated Staff 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 35000 Benefits 3000-3999: Employee Benefits Supplemental and Concentration 7000 Summer School Support Staff 2000-2999: Classified Personnel Salaries Supplemental and Concentration 5000 Benefits 3000-3999: Employee Benefits Supplemental and Concentration 1400
The District will replenish summer school intervention materials and/or licenses to continue supporting academic needs of at-risk students in language arts and mathematics.	District-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Supplies & Materials 4000-4999: Books And Supplies Supplemental and Concentration 10000
The District will continue to use a test generator and SBAC interim assessments to assess student academic progress and to inform instruction for teachers and administrators.	District-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)	Test Generator License 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 19000
Migrant students will receive CCSS aligned lessons in mathematics and language arts during summer school.	District-wide Migrant students	<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	Migrant Summer School Federal Funds 110000



		English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Migrant Students	
Heber/Dogwood students will continue to receive after school academic support and enrichment classes in the ASES program.	2nd-8th Grade	<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)	After School Education & Safety After School Education and Safety (ASES) 88000
Continue the use of STEMscopes in Kindergarten through eighth grade.	District-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)	STEMscopes Materials 4000-4999: Books And Supplies Supplemental and Concentration 15000 Professional Development 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 5000
The District will continue with 8th grade MESA program and offer program as an elective  The District will provide professional development and coaching for MESA and robotics teachers.	8th grade students	<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)	MESA program consulting services 5000-5999: Services And Other Operating Expenditures Base 5000
The District and school sites will continue to provide academic support, before and after school, to migrant, at-risk, unduplicated, and special needs students.	District-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)	Migrant Regular School Program Federal Funds 249000 Before and After School Academic Support 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 10000 Benefits 3000-3999: Employee Benefits Supplemental and Concentration 1700

<p>The District will offer before, during, and after school extra curricular enrichment activities that include, but are not limited to, visual and performing arts, clubs, and other activities for all students.</p>	<p>District-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>Extra Curricular Activities 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 10000  Extra Curricular Activities 2000-2999: Classified Personnel Salaries Supplemental and Concentration 10000  Benefits 3000-3999: Employee Benefits Supplemental and Concentration 4700</p>
<p>The Director of Student Services/ Curriculum and Instruction will continue the implementation of Respond to Intervention district-wide.   Dogwood part-time instructional assistants will continue to assist students.</p>	<p>District-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>Director of Student Services/Curriculum &amp; Instruction 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 108600  Benefits 3000-3999: Employee Benefits Supplemental and Concentration 35000  Three Part-time Instructional Assistants 2000-2999: Classified Personnel Salaries Supplemental and Concentration 38000  Benefits 3000-3999: Employee Benefits Supplemental and Concentration 10200</p>
<p>The District will purchase software licenses for instructional applications that includes, but it is not limited to, keyboarding, reading, writing, and mathematics programs.</p>	<p>District-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>Instructional Software 4000-4999: Books And Supplies Supplemental and Concentration 20000</p>
<p>The District will plan the following activities and services for special education department:   * Meetings with special education teachers.  * Use test generator to develop formative assessments.  * Provide professional development for special education teachers on instructional practices.  * Purchase supplemental instructional materials aligned to the Common Core State Standards.  *</p>	<p>District-wide  Special Education</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 type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>Materials &amp; Supplies 4000-4999: Books And Supplies Special Education 5000  Software 5000-5999: Services And Other Operating Expenditures Special Education 1000</p>

<p>The District will continue with one additional Student Study Team (SST) per school site to provide teachers instructional strategies and/ or suggestions on how to help struggling students succeed academically.</p> <p>The District will continue to subscribing to the SST document tracking system software to organize and track student progress.</p>	<p>District-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>Student Study Team Salary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 7000</p> <p>Benefits 3000-3999: Employee Benefits Supplemental and Concentration 1400</p> <p>SST Software 4000-4999: Books And Supplies Supplemental and Concentration 3000</p>
<p>The District will purchase consumables for intervention curriculum program to support at-risk students.</p>	<p>4th - 8th</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>Materials &amp; Supplies 4000-4999: Books And Supplies Base 10000</p>
<p>The District will purchase technology items for Dogwood and Heber Schools:</p>	<p>District-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 Technology 4000-4999: Books And Supplies Supplemental and Concentration 50000</p>

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

<b>GOAL 3:</b>	Ensure that all students feel a sense of safety and connectedness.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 <input checked="" type="checkbox"/> 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify
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<b>Identified Need :</b>	Stakeholders identified the need to decrease number of suspensions (3.5%/ 43), discipline referrals (483), and expulsions 0 from the 2015-16 school.
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<b>Goal Applies to:</b>	Schools:   District Wide
	Applicable Pupil Subgroups:   All Subgroups

**LCAP Year 1: 2016-17**

<b>Expected Annual Measurable Outcomes:</b>	Decrease disciplinary referrals and suspensions by 2% from 2015-2016 school year and maintain expulsions at 0%.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Counselors will continue working with Transitional Kindergarten through eighth grade students and parents to decrease the number of suspensions and discipline referrals and implement PeaceBuilders program District wide.  Counselor will: <ul style="list-style-type: none"> <li>• Provide individual and group counseling sessions for students with behavioral and academic issues.</li> <li>• Provide parent trainings on various topics and empower parents to acquire effective parenting skills.</li> <li>• Participate in student study team meetings, on an as needed basis, and help the team develop academic and behavioral plans for students.</li> <li>• Provide classroom presentations and use appropriate curriculum, such as PeaceBuilders, to</li> </ul>	District-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)	School Counselor 80%FTE  1000-1999: Certificated Personnel Salaries Supplemental and Concentration 52500  Benefits 3000-3999: Employee Benefits Supplemental and Concentration 16500

<p>address academic, behavioral, and emotional needs of students. Presentations may include, but not be limited to, bullying, cyber-bullying, drug awareness, inter-personal relationships study and organizational skills, etc.</p> <ul style="list-style-type: none"> <li>• Make community resources available to parents and direct them to appropriate agencies when necessary.</li> <li>• Reinforce positive behavior with incentives and recognition.</li> </ul>			
<p>The District will continue to purchase supplies and curriculum for two full-time counselors.</p>	<p>District-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>Materials and Supplies</p> <p>4000-4999: Books And Supplies Supplemental and Concentration 2000</p>
<p>The District will continue employing two full-time counselors. Migrant funds 20% of the salary.</p>	<p>District-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 checked="" type="checkbox"/> Other Subgroups:  (Specify)  Migrant &amp; Special Education</p>	<p>Migrant Counselor 20%FTE 1000-1999: Certificated Personnel Salaries Federal Funds 26000</p> <p>Benefits 3000-3999: Employee Benefits Federal Funds 8000</p> <p>80%FTE Special Education Counselor 1000-1999: Certificated Personnel Salaries Special Education 52500</p> <p>Benefits 3000-3999: Employee Benefits Special Education 16500</p>
<p>The counselors will be proactive and meet with parents whose children have shown to have habitual inappropriate behavior. Such meetings will be held with the parent, child, and counselor and be scheduled at the beginning of the school year. An intervention plan will be jointly developed to prevent recurring discipline problems from manifesting.</p>	<p>District-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>Extra hours (24hrs per site per year) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 1700</p> <p>Benefits 3000-3999: Employee Benefits Supplemental and Concentration 300</p>

<p>The counselors will receive professional development to support their knowledge of effective elementary counseling and guidance programs.</p>	<p>District-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 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 2000</p>
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**LCAP Year 2: 2017-18**

<p>Expected Annual Measurable Outcomes:</p>	<p>Decrease disciplinary referrals and suspensions by 2% from 2016-2017 school year and decrease expulsions to 0%.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Counselor will continue working with Transitional Kindergarten through eighth grade students and parents to decrease the number of suspensions and discipline referrals and implement PeaceBuilders program District wide.</p> <p>Counselor will:</p> <ul style="list-style-type: none"> <li>• Provide individual and group counseling sessions for students with behavioral and academic issues.</li> <li>• Provide parent trainings on various topics and empower parents to acquire effective parenting skills.</li> <li>• Participate in student study team meetings, on an as needed basis, and help the team develop academic and behavioral plans for students.</li> <li>• Provide classroom presentations and use appropriate curriculum, such as PeaceBuilders, to address academic, behavioral, and emotional needs of students. Presentations may include, but not be limited to, bullying, cyber-bullying, drug awareness, inter-personal relationships study and organizational skills, etc.</li> </ul>	<p>District-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>School Counselor 80%FTE 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 54500</p> <p>Benefits 3000-3999: Employee Benefits Supplemental and Concentration 18240</p>

<ul style="list-style-type: none"> <li>• Make community resources available to parents and direct them to appropriate agencies when necessary.</li> <li>• Reinforce positive behavior with incentives and recognition.</li> </ul>			
<p>The District will continue purchasing supplies and curriculum for two full-time counselors.</p>	<p>District-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>Materials and Supplies 4000-4999: Books And Supplies Supplemental and Concentration 2000</p>
<p>The District will continue employing two full-time counselors. Migrant funds 20% of the salary.</p>	<p>District-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)  <u>Migrant &amp; Special Education</u></p>	<p>Migrant Counselor 20% FTE 1000-1999: Certificated Personnel Salaries Federal Funds 28000  Benefits 3000-3999: Employee Benefits Federal Funds 14600  80%FTE Special Education Counselor 1000-1999: Certificated Personnel Salaries Special Education 54500  Benefits 3000-3999: Employee Benefits Special Education 18240</p>
<p>The counselors will be proactive and meet with parents whose children have shown to have habitual inappropriate behavior. Such meetings will be held with the parent, child, and counselor and be scheduled at the beginning of the school year. An intervention plan will be jointly developed to prevent recurring discipline problems from manifesting.</p>	<p>District-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>Extra hours (24hrs per site per year) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 1700  Benefits 3000-3999: Employee Benefits Supplemental and Concentration 300</p>
<p>The counselors will receive professional development to support their knowledge of effective elementary counseling and guidance programs.</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners</p>	<p>Professional Development 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 2000</p>

		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
<b>LCAP Year 3: 2018-19</b>			
Expected Annual Measurable Outcomes:	Decrease disciplinary referrals and suspensions by 2% from 2017-2018 school year and decrease expulsions to 0%.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Counselor will continue working with Transitional Kindergarten through eighth grade students and parents to decrease the number of suspensions and discipline referrals and implement PeaceBuilders program District wide.</p> <p>Counselor will:</p> <ul style="list-style-type: none"> <li>• Provide individual and group counseling sessions for students with behavioral and academic issues.</li> <li>• Provide parent trainings on various topics and empower parents to acquire effective parenting skills.</li> <li>• Participate in student study team meetings, on an as needed basis, and help the team develop academic and behavioral plans for students.</li> <li>• Provide classroom presentations and use appropriate curriculum, such as PeaceBuilders, to address academic, behavioral, and emotional needs of students. Presentations may include, but not be limited to, bullying, cyber-bullying, drug awareness, inter-personal relationships study and organizational skills, etc.</li> <li>• Make community resources available to parents and direct them to appropriate agencies when necessary.</li> <li>• Reinforce positive behavior with incentives and</li> </ul>	District-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	School Counselor 80%FTE 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 56200 Benefits 3000-3999: Employee Benefits Supplemental and Concentration 19817



<p>recognition.</p>			
<p>The District will continue purchasing supplies and curriculum for two full-time counselors.</p>	<p>District-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>Materials &amp; Supplies 4000-4999: Books And Supplies Supplemental and Concentration 2000</p>
<p>The District will continue employing two full-time counselors. Migrant funds 20% of the salary.</p>	<p>District-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>Migrant Counselor 20%FTE 1000-1999: Certificated Personnel Salaries Federal Funds 30000                  Benefits 3000-3999: Employee Benefits Federal Funds 16600                  80%FTE Special Education Counselor 1000-1999: Certificated Personnel Salaries Special Education 56200                  Benefits 3000-3999: Employee Benefits Special Education 19817</p>
<p>The counselors will be proactive and meet with parents whose children have shown to have habitual inappropriate behavior. Such meetings will be held with the parent, child, and counselor and be scheduled at the beginning of the school year. An intervention plan will be jointly developed to prevent recurring discipline problems from manifesting.</p>	<p>District-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>Extra hours (24hrs per site per year) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 1700                  Benefits 3000-3999: Employee Benefits Supplemental and Concentration 300</p>
<p>The counselors will receive professional development to support their knowledge of effective elementary counseling and guidance programs.</p>	<p>District-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 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 2000</p>

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

GOAL 4:	Establish school-wide systems to support students promoting from one grade level to another and to high school, while ensuring they are academically prepared for the transitions.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 <u>X</u> 6 _ 7 _ 8 <u>X</u>  COE only: 9 _ 10 _  Local : Specify
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Identified Need :	8th grade promotion requirements rates by school year 2010-2011 - 84% 2011-2012 - 84% 2012-2013 - 68% 2013-2014 - 72% 2014-2015 - 94% 2015-2016 - ____  School-wide Retention Rate 2013-2014 - 4% (48 out of 1137) 2014-2015 - 2% (25 out of 1233) 2015-2016 - 2.5% (31 out of 1236)  Middle School Drop-out Rate 2014-2015 - 0% 2015-2016 - 0%
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Goal Applies to:	Schools: LEA-wide 8th promotion rates and retention rates district-wide Applicable Pupil Subgroups: All Subgroups
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**LCAP Year 1: 2016-17**

Expected Annual Measurable Outcomes:	Increase eighth grade promotion rate by 5% from the 2015-2016 school year and increase college and career awareness among students.  Decrease retention rates by 1% Maintain middle school drop out rates at 0%
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Counselor will: <ul style="list-style-type: none"> <li>• Organize and participate in Jr. High academic hearings every quarter.</li> </ul>	District-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Materials and Supplies  4000-4999: Books And Supplies Supplemental and Concentration 1000

<ul style="list-style-type: none"> <li>• Provide individual and group academic counseling with the primary focus on study skills, organizational skills, etc.</li> <li>• Provide parent workshops focusing on strategies that will help students be successful in school.</li> <li>• Make community resources available to parents and direct them to appropriate agencies when needed.</li> <li>• Provide college and career readiness support so that students may explore college and career technical education opportunities.</li> </ul>		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Continue meeting with Transitional Kindergarten through eighth grade at-risk students and parents to set academic goals.	District-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Salary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 1700 Benefits 3000-3999: Employee Benefits Supplemental and Concentration 300

**LCAP Year 2: 2017-18**

Expected Annual Measurable Outcomes:	Increase eighth grade promotion rate by 5% from the 2014-2015 school year and increase college and career awareness among students, Decrease retention rates by 1% Maintain middle school drop out rates at 0%
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Counselor will: <ul style="list-style-type: none"> <li>• Organize and participate in Jr. High academic hearings every quarter.</li> <li>• Provide individual and group academic counseling with the primary focus on study skills, organizational skills, etc.</li> </ul>	District-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups:	Materials and Supplies 4000-4999: Books And Supplies Supplemental and Concentration 1000

<ul style="list-style-type: none"> <li>• Provide parent workshops focusing on strategies that will help students be successful in school.</li> <li>• Make community resources available to parents and direct them to appropriate agencies when needed.</li> <li>• Provide college and career readiness support so that students may explore college and career technical education opportunities.</li> </ul>		(Specify)	
<p>Continue meeting with Transitional Kindergarten through eighth grade at-risk students and parents to set academic goals.</p>	District-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)	<p>Salary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 1700</p> <p>Benefits 3000-3999: Employee Benefits Supplemental and Concentration 300</p>

**LCAP Year 3: 2018-19**

<p>Expected Annual Measurable Outcomes:</p>	<p>Increase eighth grade promotion rate by 5% from the 2017-2018 school year and increase college and career awareness among students,                  Decrease retention rates by 1%                  Maintain middle school drop out rates at 0%</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Counselor will:</p> <ul style="list-style-type: none"> <li>• Organize and participate in Jr. High academic hearings every quarter.</li> <li>• Provide individual and group academic counseling with the primary focus on study skills, organizational skills, etc.</li> <li>• Provide parent workshops focusing on strategies that will help students be successful in school.</li> </ul>	District-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)	<p>Materials and Supplies 4000-4999: Books And Supplies Supplemental and Concentration 1000</p>

<ul style="list-style-type: none"> <li>• Make community resources available to parents and direct them to appropriate agencies when needed.</li> <li>• Provide college and career readiness support so that students may explore college and career technical education opportunities.</li> </ul>			
<p>Continue meeting with Transitional Kindergarten through eighth grade at-risk students and parents to set academic goals.</p>	<p>District-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>Salary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 1700  Benefits 3000-3999: Employee Benefits Supplemental and Concentration 300</p>

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

GOAL 5:	Decrease the number of long-term English learners and increase the percentage of reclassified students district-wide.		Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify
Identified Need :	Decrease students who are at risk of becoming Long-Term English Learners (LTEL) and students who have already been identified as LTEL as evidenced by increase in CELDT proficiency levels and increase in reclassification rates. LTEL- 18% Reclassified- 9%		
Goal Applies to:	Schools: District Wide	Applicable Pupil Subgroups: English Learners, Low Income, and Redesignated Fluent English Proficient (RFEP) students	
<b>LCAP Year 1: 2016-17</b>			
Expected Annual Measurable Outcomes:	Goal 5: Decrease 2015-2016 LTEL District-wide by 2% Increase reclassification rates by 2%		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
The District will purchase English Language Development curriculum for long-term English learners and newcomer students.	4th-8th grade	_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Materials and Supplies 4000-4999: Books And Supplies Base 10000
The District will continue with part-time certificated teacher for second and third grade newcomer and LETL students.	2nd-3rd grade	_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Newcomers Certificated Staff 1000-1999: Certificated Personnel Salaries Base 46600 Benefits 3000-3999: Employee Benefits Base 7500

		(Specify)	
The District will purchase newcomers (student first year in U.S. schools) consumables for second and third grade.	2nd-3rd grade	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Materials and Supplies 4000-4999: Books And Supplies Base 2500
The District will continue with two part-time certificated teachers for 4th - 8th grade newcomers class at Heber Elementary.	4th-8th grade	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Newcomer Certificated Staff 1000-1999: Certificated Personnel Salaries Base 61500 Benefits 3000-3999: Employee Benefits Base 10000
The District will provide staff English Learner professional development. Such professional development may include, but not be limited to, building knowledge of integrated and designated ELD, student engagement/ language development strategies.	District-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)	Consulting Services 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 15000
The EL Committee will continue meeting throughout the year to assist in developing an English learner plan.	District-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	150 Committee Hours 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 5250 Benefits 3000-3999: Employee Benefits Supplemental and Concentration 850



<p>The District will continue a partnership with an expert in ELD instruction who will mentor, coach, and plan with staff in curriculum, strategies, and assessments.</p> <p>The District will contract with EdAchieve, LLC an independent consultant, early in the year and convene the EL committee members to plan future work in the areas of mentoring, coaching, and planning with staff in curriculum, strategies, and assessments. Additional, EdAchieve LLC will assist the District in the development of a strategic English learner master plan.</p>	<p>District-wide</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 type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>ELD Consultant 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 10000</p>
<p>The EL committee members will conduct no more than two visits to school sites that have demonstrated academic success with English learners. Committee members will share information with grade level colleagues and incorporate promising practices in their classrooms.</p>	<p>District-wide</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 type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>Substitutes 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 1700</p> <p>Benefits 3000-3999: Employee Benefits Supplemental and Concentration 300</p>
<p>Beginning in the 2016-17 school year, the District will employ a Director of Student Services/ Curriculum and Instruction who will be overseeing the implementation of actions and services under this goal.</p>	<p>District-wide</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 type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>The cost of this position has been budgeted in goal 2.</p>
<p>The District will continue to purchase Ellevation Education, a software program that produces reports about students' proficiency levels and accommodations. The program also monitors current, reclassified, and exited students' academic standings.</p>	<p>District-wide</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 type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>Materials &amp; Supplies 4000-4999: Books And Supplies Supplemental and Concentration 8500</p>

<p>The District will purchase long-term English learner intervention curriculum program to accelerate academic language acquisition of long-term English learners.</p>	<p>4th - 8th grade</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 type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>Materials &amp; Supplies 4000-4999: Books And Supplies Base 40000</p>
<p>The District will continue purchasing consumables for newcomers classes</p>	<p>4th - 8th grade</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 type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>Materials and Supplies 4000-4999: Books And Supplies Base 3000</p>

**LCAP Year 2: 2017-18**

<p>Expected Annual Measurable Outcomes:</p>	<p>Goal 5: Decrease 2016-2017 LTEL District-wide by 2%  Increase reclassification rates by 2%</p>
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<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>The District will purchase English Language Development curriculum for long-term English learners and newcomer students.</p>	<p>4th-8th grade</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 type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>Materials and Supplies  4000-4999: Books And Supplies Base 10000</p>
<p>The District will continue with part-time certificated teacher for second and third grade newcomer and LETL students.</p>	<p>2nd-3rd grade</p>	<p><input type="checkbox"/> All  OR:</p>	<p>Newcomers Certificated Staff</p>

		<input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries Base 46600 Benefits 3000-3999: Employee Benefits Base 8400
The District will continue purchasing newcomers (student first year in U.S. schools) consumables for second and third grade.	2nd-3rd grade	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Materials and Supplies 4000-4999: Books And Supplies Base 2500
The District will continue purchasing consumables for newcomers classes	4th-8th grade	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Materials and Supplies 4000-4999: Books And Supplies Base 3000
The District will continue providing staff English Learner professional development. Such professional development may include, but not be limited to, building knowledge of integrated and designated ELD, student engagement/ language development strategies.	District-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)	Consulting Services 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 15000
The District will continue partnering with an expert in ELD instruction who will mentor, coach, and plan with staff in curriculum, strategies, and assessments.	District-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Materials and Supplies 4000-4999: Books And Supplies Supplemental and Concentration 10000

<p>The District will continue contracting with EdAchieve, LLC an independent consultant, to work with district staff in the refinement and deepening knowledge of language development. The consultant and the Director of Student Service and Curriculum and Instruction will continue efforts in mentoring, coaching, and planning with staff in curriculum, strategies, and assessments.</p>		<p><input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	
<p>The District will continue with two part-time certificated teachers for 4th - 8th grade newcomers class at Heber Elementary.</p>	<p>4th-8th grade</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 type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>Newcomer Certificated Staff 1000-1999: Certificated Personnel Salaries Base 63500                  Benefits 3000-3999: Employee Benefits Base 11500</p>
<p>The District will continue with a Director of Student Services/ Curriculum and Instruction who will be overseeing the implementation of actions and services under this goal.</p>	<p>District-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>The cost of this position has been budgeted in goal 2.</p>
<p>The EL Committee will continue meeting throughout the year to assist in developing an English learner plan.</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>150 Committee Hours 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 5250                  Benefits 3000-3999: Employee Benefits Supplemental and Concentration 950</p>
<p>The District will continue to purchase Ellevation Education, a software program that produces reports about students' proficiency levels and accommodations. The program also monitors current, reclassified, and</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners</p>	<p>Materials &amp; Supplies 4000-4999: Books And Supplies Supplemental and Concentration 8500</p>

<p>exited students' academic standings.</p>		<p><input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>The District will purchase consumables for long-term English learner intervention program to accelerate academic language acquisition of long-term English learners.</p>	<p>4th - 8th grade</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 type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Materials &amp; Supplies 4000-4999: Books And Supplies Base 10000</p>

**LCAP Year 3: 2018-19**

<p>Expected Annual Measurable Outcomes:</p>	<p>Goal 5: Decrease 2016-2017 LTEL District-wide by 2%  Increase reclassification rates by 2%</p>
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<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>The District will purchase English Language Development curriculum for long-term English learners and newcomer students.</p>	<p>4th - 8th Grade</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 type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Materials &amp; Supplies 4000-4999: Books And Supplies Base 10000</p>
<p>The District will continue with part-time certificated teacher for second and third grade newcomer and LETL students.</p>	<p>2nd-3rd grade</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 type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:</p>	<p>Salary 1000-1999: Certificated Personnel Salaries Base 46600  Benefits 3000-3999: Employee Benefits Base 9220</p>

		(Specify)	
The District will continue purchasing newcomers (student first year in U.S. schools) consumables for second and third grade.	2nd-3rd grade	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Materials & Supplies 4000-4999: Books And Supplies Base 2500
The District will continue purchasing consumables for newcomers classes	4th - 8th grade	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Materials & Supplies 4000-4999: Books And Supplies Base 2500
The District will continue providing staff English Learner professional development. Such professional development may include, but not be limited to, building knowledge of integrated and designated ELD, student engagement/ language development strategies.	District-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)	Consulting Services 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 15000
The District will continue to purchase Ellevation Education, a software program that produces reports about students' proficiency levels and accommodations. The program also monitors current, reclassified, and exited students' academic standings.	District-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Materials & Supplies 4000-4999: Books And Supplies Supplemental and Concentration 8500

<p>The District will continue partnering with an expert in ELD instruction who will mentor, coach, and plan with staff in curriculum, strategies, and assessments.</p> <p>The District will continue contracting with EdAchieve, LLC an independent consultant, to continue working with district staff in the refinement and deepening knowledge of language development. The consultant and the Director of Student Service and Curriculum and Instruction will continue efforts in mentoring, coaching, and planning with staff in curriculum, strategies, and assessments.</p>	<p>District-wide</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 type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>ELD Consultant 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 10000</p>
<p>The Director of Student Services/ Curriculum and Instruction will continue overseeing the implementation of actions and services under this goal.</p>	<p>District-wide</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 type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>The cost of this position has been budgeted in goal 2.</p>
<p>The District will continue with two part-time certificated teachers for 4th - 8th grade newcomers class at Heber Elementary.</p>	<p>4th-8th grade</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 type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>Newcomer Certificated Staff 1000-1999: Certificated Personnel Salaries Base 65500  Benefits 3000-3999: Employee Benefits Base 13000</p>
<p>The EL Committee will continue meeting throughout the year to assist in developing an English learner plan.</p>	<p>District-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>150 Committee Hours 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 5250  Benefits 3000-3999: Employee Benefits Supplemental and Concentration 1050</p>

<p>The District will continue purchasing consumables for long-term English learner intervention program to accelerate academic language acquisition of long-term English learners.</p>	<p>4th - 8th grade</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 type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>Materials &amp; Supplies 4000-4999: Books And Supplies Base 10000</p>
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**Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.**



GOAL 6:	Increase parent involvement in their children’s education district-wide and solicit parent input in making decisions for the school district.	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 : 2239 parents participated in District sponsored trainings and activities.

Goal Applies to: Schools: District Wide  
 Applicable Pupil Subgroups: All subgroups

**LCAP Year 1: 2016-17**

Expected Annual Measurable Outcomes: Increase parent involvement in their children’s education district-wide and solicit parent input in making decisions for the school district by 3%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> <li>Continue with parent surveys to determine topics that will be offered to all parents including parents of unduplicated students and parents of students with special needs.</li> <li>Use Parent-Link, District website, District Facebook, and parent notices to communicate with parents about availability of trainings.</li> <li>Parent trainings will be offered in English and Spanish at varying times of the day, and parents will receive incentives after each meeting for their participation.</li> <li>The District will collect sign-in sheets at the end of each parent training session. The District will also collect sign-in sheets when special events are held at each school site.</li> <li>Students will receive incentives for their parents' participation in trainings, and the District will provide child care, snacks, and refreshments for every</li> </ul>	District-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)	Child Care 2000-2999: Classified Personnel Salaries Supplemental and Concentration 500 Benefits 3000-3999: Employee Benefits Supplemental and Concentration 50 Materials & Supplies 4000-4999: Books And Supplies Supplemental and Concentration 41450 Infographic Services 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 3000

<p>parent training meeting.</p> <ul style="list-style-type: none"> <li>Parent trainings on a variety of topics that may include Family Literacy, Family Math, Science Nights, Common Core State Standards, Technology, College Readiness, and high school requirements.</li> </ul>			
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**LCAP Year 2: 2017-18**

<p>Expected Annual Measurable Outcomes:</p>	<p>Increase parent involvement in their children’s education district-wide and solicit parent input in making decisions for the school district.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> <li>Continue with parent surveys to determine topics that will be offered to all parents including parents of unduplicated students and parents of students with special needs.</li> <li>Use Parent-Link, District website, District Facebook, and parent notices to communicate with parents about availability of trainings.</li> <li>Parent trainings will be offered in English and Spanish at varying times of the day, and parents will receive incentives after each meeting for their participation.</li> <li>The District will collect sign-in sheets at the end of each parent training session. The District will also collect sign-in sheets when special events are held at each school site.</li> <li>Students will receive incentives for their parents' participation in trainings, and the District will provide child care, snacks, and refreshments for every parent training meeting</li> <li>Parent trainings on a variety of topics that may include Family Literacy, Family Math, Family Science, Common Core State Standards, Technology, College Readiness, and high school</li> </ul>	<p>District-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>Child Care 2000-2999: Classified Personnel Salaries Supplemental and Concentration 500</p> <p>Benefits 3000-3999: Employee Benefits Supplemental and Concentration 50</p> <p>Materials &amp; Supplies 4000-4999: Books And Supplies Supplemental and Concentration 41450</p> <p>Infographic Services 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 3000</p>

<p>requirements.</p> <ul style="list-style-type: none"> <li>The District will offer English classes for parents during evening hours.</li> </ul>			
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**LCAP Year 3: 2018-19**

<p>Expected Annual Measurable Outcomes:</p>	<p>Increase parent involvement in their children’s education district-wide and solicit parent input in making decisions for the school district.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> <li>Continue with parent surveys to determine topics that will be offered to all parents including parents of unduplicated students and parents of students with special needs.</li> <li>Use Parent-Link, District website, District Facebook, and parent notices to communicate with parents about availability of trainings.</li> <li>Parent trainings will be offered in English and Spanish at varying times of the day, and parents will receive incentives after each meeting for their participation.</li> <li>The District will collect sign-in sheets at the end of each parent training session. The District will also collect sign-in sheets when special events are held at each school site.</li> <li>Students will receive incentives for their parents' participation in trainings, and the District will provide child care, snacks, and refreshments for every parent training meeting</li> <li>Parent trainings on a variety of topics that may include Family Literacy, Family Math, Science Nights, Common Core State Standards, Technology, College Readiness, and high school requirements.</li> </ul>	<p>District-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>Child Care 2000-2999: Classified Personnel Salaries Supplemental and Concentration 500</p> <p>Benefits 3000-3999: Employee Benefits Supplemental and Concentration 50</p> <p>Materials &amp; Supplies 4000-4999: Books And Supplies Supplemental and Concentration 41450</p> <p>Infographic Services 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 3000</p>

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

GOAL 7:	Increase the percentage of students that indicate feeling safe district-wide.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 <input checked="" type="checkbox"/> 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify
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Identified Need : 81% of students indicate feeling safe at school as measured by student surveys.

Goal Applies to: Schools: District Wide  
 Applicable Pupil Subgroups: All

**LCAP Year 1: 2016-17**

Expected Annual Measurable Outcomes: Goal 7: Increase the percentage of students that indicate feeling safe at school from 2015-16 school year by 2%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue with pupil supervisors to patrol school grounds before school, during lunch breaks, and after school.	District-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)	Noon Duty 2000-2999: Classified Personnel Salaries Base 130000 Benefits 3000-3999: Employee Benefits Base 13000
The District will administer student survey.	District-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)	

**LCAP Year 2: 2017-18**

Expected Annual Measurable Outcomes:

Goal 7: Increase the percentage of students that indicate feeling safe at school from 2016-17 school year by 2%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue with pupil supervisors to patrol school grounds before school, during lunch breaks, and after school.	District-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)	Noon Duty 2000-2999: Classified Personnel Salaries Base 139000 Benefits 3000-3999: Employee Benefits Base 13500
The District will administer student survey.	District-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)	

**LCAP Year 3: 2018-19**

Expected Annual Measurable Outcomes:

Goal 7: Increase the percentage of students that indicate feeling safe at school from 2017-18 school year by 2%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue with pupil supervisors to patrol school grounds before school, during lunch breaks, and after school.	District-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)	Noon Duty 2000-2999: Classified Personnel Salaries Base 145000 Benefits 3000-3999: Employee Benefits Base 14100

The District will administer student survey.	District-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)	

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

GOAL 8:	The District will maintain school campuses safe, clean, and in good repair by receiving an overall rating of "Good" as measured by the Inspection Facility Tool (FIT) report.  The District will ensure conditions of student learning are established for optimal student learning.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/>  COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/>  Local : Specify
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Identified Need :	In 2015-2016, the District had a district-wide average rating of "Good" on the FIT report.
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Goal Applies to:	Schools: District-wide
	Applicable Pupil Subgroups: All

**LCAP Year 1: 2016-17**

Expected Annual Measurable Outcomes:	The District will maintain an overall rating of "Good" as measured by the FIT.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
The maintenance and operations department will continue to complete routine maintenance and repairs to insure district facilities are kept clean, safe and in good repair.	District-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)	Resource 8150 2000-2999: Classified Personnel Salaries Other 261500 Resource 8150 3000-3999: Employee Benefits Other 109500 Resource 8150 4000-4999: Books And Supplies Other 25000 Resource 8150 5000-5999: Services And Other Operating Expenditures Other 40000
The District will complete the following capital projects as outlined in the HESD Capital Projects Strategic Plan:  1. Install shade structure at Dogwood School drop-off area. 2. Install main entrance security fencing at Heber School.	District-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)	Capital Projects 6000-6999: Capital Outlay Base 200000



**LCAP Year 2: 2017-18**

Expected Annual Measurable Outcomes: The District will maintain an overall rating of "Good" as measured by the FIT.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>The maintenance and operations department will continue to complete routine maintenance and repairs to insure district facilities are kept clean, safe and in good repair.</p>	<p>District-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>Resource 8150 2000-2999: Classified Personnel Salaries Other 272000                      Resource 8150 3000-3999: Employee Benefits Other 120000                      Resource 8150 4000-4999: Books And Supplies Other 20000                      Resource 8150 5000-5999: Services And Other Operating Expenditures Other 40000</p>
<p>The District will complete the following capital project as outlined in the HESD Capital Projects Strategic Plan:</p> <ol style="list-style-type: none"> <li>1. 12 passenger van.</li> <li>2. Upgrade Security System for Heber School &amp; District Office.</li> <li>3. Roofing middle grade classrooms buildings (4 classrooms).</li> </ol>	<p>District-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>Capital Projects 6000-6999: Capital Outlay Base 215000</p>

**LCAP Year 3: 2018-19**

Expected Annual Measurable Outcomes: The District will maintain an overall rating of "Good" as measured by the FIT.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>The maintenance and operations department will continue to complete routine maintenance and repairs to insure district facilities are kept clean, safe and in good repair.</p>	<p>District-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</p>	<p>Resource 8150 1000-1999: Certificated Personnel Salaries Other 283000                      Resource 8150 3000-3999: Employee Benefits Other 135000                      Resource 8150 4000-4999: Books And Supplies Other 20000                      Resource 8150 5000-5999: Services And Other Operating Expenditures Other 40000</p>

		_ Other Subgroups: (Specify)	
The District will complete the following capital project as outlined in the HESD Capital Projects Strategic Plan:  1. Playground surfaces 2. Storage/Freezer addition	District-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Capital Projects 6000-6999: Capital Outlay Base 200000

**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:	Ensure academic success for all students by increasing pupil engagement.		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 <u>X</u> 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify	
Goal Applies to:	Schools:	District Wide		
	Applicable Pupil Subgroups:	All subgroups		
Expected Annual Measurable Outcomes:	Maintain ADA at 96% or greater and reduce chronic absenteeism by 2%	Actual Annual Measurable Outcomes:	Even though the District did not meet its pupil attendance goal by .34%, Heber Elementary School District will continue implementing the same actions and services for the next three school years with a stronger emphasis on chronic absenteeism.  The District had a 95.66% average daily attendance at P-2. The District met its target of reducing chronic absenteeism to 7% as compared to 10% in the 2015-2016 school year.	
<b>LCAP Year: 2015-16</b>				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures			Estimated Actual Annual Expenditures
Provide quarterly incentives for students with perfect attendance.	Cost: Paper, ink four times a year. 4000-4999: Books And Supplies Base 6000		At the end of each quarter, students with perfect attendance received a perfect attendance certificate.  Quarter 1: 41% Quarter 2: 29% Quarter 3: 32% Quarter 4: Pending	Cost: Paper, ink four times a year. 4000-4999: Books And Supplies Base 1900
Scope of Service	District-wide		Scope of Service	District-wide

<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>Roaming trophies for classes with best attendance by grade level per month.</p>	<p>Replacement of roaming trophies 4000-4999: Books And Supplies Supplemental and Concentration 250</p>	<p>Monthly grade level attendance competitions were held throughout the school year. A trophy was given to the grade level class with best attendance for that month.</p> <p>No replacement trophies were purchased this year.</p>	<p>Replacement of roaming trophies 4000-4999: Books And Supplies Supplemental and Concentration 0</p>
<p>Scope of Service   District-wide</p>		<p>Scope of Service   District-wide</p>	
<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>Monthly attendance contest per grade level for perfect attendance with incentives to winning classes.</p>	<p>Cost: Pizza party 4000-4999: Books And Supplies Supplemental and Concentration 2500</p>	<p>Monthly grade level attendance competitions were held throughout the school year. A pizza party was provided to the grade level class with best attendance for that month.</p>	<p>Cost: Pizza party 4000-4999: Books And Supplies Supplemental and Concentration 2500</p>
<p>Scope of Service   District-wide</p>		<p>Scope of Service   District-wide</p>	
<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners</p>		<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners</p>	

<ul style="list-style-type: none"> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	
<p>End of the year drawing for students with perfect attendance. Special end of the year incentives to be determined.</p>	<p>Cost: Special end of the year incentives to be determined 4000-4999: Books And Supplies Supplemental and Concentration 1000</p>	<p>End of the year drawing for students with perfect attendance was scheduled at the end of the year.</p> <p>It is estimated that 11% of students will participate in the end of the year perfect attendance drawing.</p>	<p>Cost: Special end of the year incentives to be determined 4000-4999: Books And Supplies Supplemental and Concentration 1000</p>
<p>Scope of Service   District -wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>		<p>Scope of Service   District-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	
<p>Maintain Student Welfare and Attendance Specialist hours to continue monitoring student attendance, issue Student Attendance and Review Board (SARB) letters, and increase SARB meetings with parents.</p>	<p>Classified staff salary 2000-2999: Classified Personnel Salaries Supplemental and Concentration 20600</p> <p>Classified staff benefits 3000-3999: Employee Benefits Supplemental and Concentration 4500</p>	<p>The District maintained the Student Welfare and Attendance Specialist hours to continue monitoring student attendance on a daily basis, issue Student Attendance and Review Board (SARB) 200 letters on an annual basis, and held 52 parent meetings.</p>	<p>Classified staff salary 2000-2999: Classified Personnel Salaries Supplemental and Concentration 21500</p> <p>Classified staff benefits 3000-3999: Employee Benefits Supplemental and Concentration 5000</p>
<p>Scope of Service   District-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> </ul>		<p>Scope of Service   District-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> </ul>	

<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Student Welfare and Attendance Specialist will conduct SARB meetings with parents as needed.  Duplication of materials	Cost: Duplication of materials 4000-4999: Books And Supplies Supplemental and Concentration 500	Student Welfare and Attendance Specialist conducted 52 SARB meetings with parents. During these meetings parents received information about the importance of regular attendance. Furthermore, the Attendance Specialist informed parents of the SARB process if their children continue to have future absences. Additionally, 41 home visits were conducted in an effort to determine reason for student's absences and remind parents why attending school regularly is important.	Cost: Duplication of materials 4000-4999: Books And Supplies Supplemental and Concentration 570
Scope of Service   District-wide		Scope of Service   District-wide	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Student Welfare and Attendance Specialist will provide parent trainings about the importance of attendance	Cost: Duplication of materials 4000-4999: Books And Supplies Supplemental and Concentration 250	Student Welfare and Attendance Specialist provided attendance parent trainings on the importance of attendance.  Student Welfare and Attendance Specialist had one attendance parent training.	Cost: Duplication of materials 4000-4999: Books And Supplies Supplemental and Concentration 0
Scope of Service   District-wide		Scope of Service   District-wide	

<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>Provide students with perfect attendance incentive activities, such as allowing students to enter the cafeteria first in line.</p>	<p>Duplication of perfect attendance rosters 4000-4999: Books And Supplies Supplemental and Concentration 100</p>	<p>As an incentive, students with quarterly perfect attendance were allowed to enter the cafeteria first during their lunch time.</p>	<p>Duplication of perfect attendance rosters 4000-4999: Books And Supplies Supplemental and Concentration 0</p>
<p>Scope of Service   District-wide</p>		<p>Scope of Service   District-wide</p>	
<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
		<p>Student Attendance and Welfare Specialist attended professional development activities to gain knowledge about SARB proceedings and other matters related to student compulsory attendance (SARB certification training and California Association of Supervisors of Child Welfare and Attendance (CASCWA).</p>	<p>Travel and conferences 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 1500</p>
<p><input type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English</p>		<p>Scope of Service   District-wide  <input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners</p>	



proficient _ Other Subgroups: (Specify)		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<p>The District used data from Synergy, a student information system, to determine average daily attendance percentages. the goal was to maintain or increase average daily attendance at 96%. Our average daily attendance as of P2 will be 95.66%. As of April 6, 2016, student attendance records indicate the District met its target of reducing chronic absenteeism to 7%.</p> <p>Even though the District did not meet its pupil attendance goal by .34%, Heber Elementary School District will continue implementing the same actions and services for the next three school years with a stronger emphasis on chronic absenteeism. The District will continue to provide quarterly incentives that include, but are not limited to, drawings of prizes and rewards.</p> <p>A new strategy to decrease more chronic absenteeism will be the formation of a School Attendance Review Team (SART) established at the beginning of the 2016-17 school year.</p> <p>It was necessary for the Student Attendance and Welfare Specialist to attend professional development activities to gain knowledge about the SARB process, resource and other matters related to student compulsory attendance. Therefore, a service/action was added to goal number one.</p> <p>There was minimal differences between budgeted expenditures and estimated actual expenditures.</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:	Increase student achievement for all students in mathematics and language arts.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/>  COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/>  Local : Specify	
Goal Applies to:	Schools: District Wide		
	Applicable Pupil Subgroups:	All Subgroups	
Expected Annual Measurable Outcomes:	SBAC mathematics and language arts baseline scores will increase by 5% from the 2014-2015 scores	Actual Annual Measurable Outcomes: Smarter Balance Assessment Consortium (SBAC) 2014-2015 Overall Scores Note- The SBAC results listed below will be used as baseline state scores and be used to determine academic growth in the 2015-16 school year.  SBAC ELA Results:  Standards not met- 24% Standards nearly met - 32% Standards met - 32% Standards exceeded - 12%  SBAC Math Results:  Standards not met- 30% Standards nearly met - 39% Standards met - 22% Standards exceeded - 10%	
<b>LCAP Year: 2015-16</b>			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Form an English-Language Arts (ELA) textbook adoption committee to review, analyze, and provide	Teacher stipends	The English-Language Arts (ELA) textbook adoption committee met on various occasions to review, analyze,	

<p>recommendations on the selection of a state-adopted Transitional Kindergarten (TK) through eighth grade ELA program.</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration 3500 Benefits 3000-3999: Employee Benefits Supplemental and Concentration 507</p>	<p>and provide recommendations to the District on the selection of a state-adopted Transitional Kindergarten (TK) through eighth grade ELA/ELD program.</p>	
<p>Scope of Service: District -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: District -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>The District will purchase Common Core English-Language Arts textbooks for Transitional Kindergarten through eighth grade students.</p>	<p>Common Core Textbook Adoption 4000-4999: Books And Supplies Base 400000</p>	<p>The District purchased Common Core English-Language Arts/ ELD textbooks for Transitional Kindergarten through eighth grade students.  TK- 5th - Wonders, McGraw Hill 6th - 8th - StudySync, McGraw Hill</p>	
<p>Scope of Service: District-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: District -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>To ensure highly qualified teachers impart effective instruction in the</p>	<p>Professional Development</p>	<p>Over the course of the academic year, the following professional development</p>	

<p>classroom, the District will provide professional development in the following areas:</p> <ul style="list-style-type: none"> <li>* Gradual Release of Responsibility</li> <li>* Content, structure, and organization of the Common Core State Standard in English Language Arts/ English Language Development Framework.</li> <li>* Content, structure, and organization of the Common Core State Standard in mathematics</li> <li>* Units of study with emphasis on writing as a process and aligned to the Common Core State Standards.</li> <li>* Technology training to provide teachers the knowledge and skills to incorporate technology as an instructional tool.</li> <li>* All core subject areas aligned to the Common Core State Standards.</li> </ul>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration 55000</p> <p>Benefits 3000-3999: Employee Benefits Supplemental and Concentration 8000</p>	<p>was offered to staff:</p> <ul style="list-style-type: none"> <li>* Gradual Release of Responsibility</li> <li>* Content, structure, and organization of the Common Core State Standard in English Language Arts/ English Language Development Framework.</li> <li>* Content, structure, and organization of the Common Core State Standard in mathematics</li> <li>* Units of study with emphasis on writing as a process and aligned to the Common Core State Standards.</li> <li>* Technology training to provide teachers the knowledge and skills to incorporate technology as an instructional tool.</li> <li>* All core subject areas aligned to the Common Core State Standards.</li> </ul>	
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<p>Staff will create lessons aligned to Common Core Standards.</p>	<p>Common Core Lessons 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 18000</p> <p>Benefits 3000-3999: Employee Benefits Supplemental and Concentration 2610</p>	<p>Staff created 33 lessons aligned to Common Core Standards.</p>	

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<p>The District will establish an "Instructional Technology Committee" whose primary focus will be to advise the District on best practices as it relates to the use of technology for instructional purposes. Furthermore, the Committee will be given time to collaborate and develop specific technology outcomes, and share/ train colleagues during grade level meetings and at other times during the school year.</p>	<p>Technology Committee Stipends</p> <p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration 10000</p> <p>Benefits 3000-3999: Employee Benefits Supplemental and Concentration 1500</p>	<p>The District established an "Instructional Technology Committee" which met five times throughout the school year. Some committee members collaborated with colleagues during grade level meetings and at other times during the school year. The committee members provided the following grade level trainings:</p> <ol style="list-style-type: none"> <li>1. Pearson Realize</li> <li>2. Haiku Learning</li> <li>3. Google Classrooms</li> </ol>					
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<p>The District will purchase iPads for Transitional Kindergarten through third grade classrooms, including special education. Each classroom will be</p>	<p>Classroom technology</p> <p>4000-4999: Books And Supplies</p>	<p>The District purchased the following technology items between Heber and Dogwood Schools:</p>					

<p>allotted five iPads and Dogwood School will receive an iPad mobile cart. In addition, a laptop mobile cart will be purchased for this school.</p> <p>The District will purchase one iPad mobile cart plus ten laptop mobile carts for Heber School.</p> <p>The District will replace teacher laptops and projectors district-wide. Additionally, speakers, and Apple TVs will be purchased for each classroom district-wide.</p>	<p>Base 300000</p>	<p>1 iPad mobile cart          10 laptop mobile carts          233 student laptops          70 teacher laptops          30 projectors district-wide.          65 speakers          65 Apple TVs</p>	
<p>Scope of Service: District-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>Scope of Service: District -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>Due to an increase in mobile technology, the District will evaluate and determine if and what levels of staffing will be needed to manage the added technology.</p>	<p>Technology Support Staff 2000-2999: Classified Personnel Salaries Supplemental and Concentration 10000</p> <p>Benefits 3000-3999: Employee Benefits Supplemental and Concentration 1000</p>	<p>The District hired a Support Tech I to manage the added technology at both school sites.</p>	
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<p>Summer School will be offered to academically at-risk students Kindergarten through eighth grade (summer school 2016).</p>	<p>Summer School Certificated Staff 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 35000  Benefits 3000-3999: Employee Benefits Supplemental and Concentration 5100  Summer School Support Staff 2000-2999: Classified Personnel Salaries Supplemental and Concentration 5000  Benefits 3000-3999: Employee Benefits Supplemental and Concentration 1100  Summer School Supplies 4000-4999: Books And Supplies Supplemental and Concentration 13800</p>	<p>Summer School is scheduled to start in June of 2016. The focus of instruction will be to help at-risk students Kindergarten through seventh grade.</p>	
<p>Scope of Service: District-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: District -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>The District will replenish summer school intervention materials and/or licenses to continue supporting academic needs of at-risk students in language arts and mathematics.</p>	<p>Supplies and Materials 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 5000</p>	<p>The District replenished summer school intervention materials to continue supporting academic needs of at-risk students in language arts and mathematics.</p>	

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<p>The District will continue to use a test generator and start using SBAC interim assessments to assess student academic progress and to inform instruction for teachers and administrators.</p>	<p>Test Generator License 5000-5999: Services And Other Operating Expenditures Base 20000</p>	<p>The District used School City, a test generator, to develop quarterly benchmark exams for grade TK through second. All teachers in the District were given access to use their own test generator to create formative assessments.</p> <p>In grades third through eighth grade, the District used SBAC interim assessments to assess student academic progress and to inform instruction for teachers and administrators.</p>					
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<p>Migrant students will receive CCSS aligned lessons in mathematics and language arts during summer school.</p>	<p>Migrant Summer School 1000-1999: Certificated Personnel Salaries Federal Funds 63109</p>	<p>A four week Migrant summer school program was scheduled and students received CCSS aligned instructiona in mathematics and language arts.</p>					



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<p>Heber School students will continue to receive after school academic support and enrichment classes in the ASES program. Expansion of the ASES program is planned at Dogwood Elementary pending funding approval from ASES consortium.</p>	<p>After School Educational &amp; Safety 1000-1999: Certificated Personnel Salaries After School Education and Safety (ASES) 86865</p>	<p>Heber School students continued to participate in after school academic support and enrichment classes as part of the ASES program. Expansion of the ASES program started in December 2015 at Dogwood Elementary.</p>									
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<p>Science, Technology, Engineering, Arts, and Mathematics (STEAM) committee members will continue to explore curriculum or units of study that focus on STEAM instruction for Transitional Kindergarten through eighth grade students.</p>	<p>STEAM Units of Study 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 17400</p> <p>Benefits 3000-3999: Employee Benefits Supplemental and Concentration 2600</p>	<p>The Science, Technology, Engineering, Arts, and Mathematics (STEAM) committee met five times during the school year. As a result of these meetings, STEMscopes, a STEM curriculum, was used in a limited manner during the school year.</p>									
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<p>The District, in partnership with Cal State Dominguez-Hills, will continue STEM education electives for sixth, seventh, eighth grade students who are meeting grade level standards.</p>	<p>STEM Cal State Domiquez-Hills consulting services 5000-5999: Services And Other Operating Expenditures Base 20000</p>	<p>The District did not use the Cal State Dominguez-Hills STEM curriculum. Instead a robotics elective was offered in seventh grade and MESA in eighth grade.</p>	
<p>Scope of Service   6th-8th grade</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   6th-8th grade</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>The District will continue with eighth 8th grade MESA program and offer it as an elective.</p> <p>The District will seek and provide professional development and coaching for MESA and robotics teachers.</p>	<p>MESA program consulting services 5000-5999: Services And Other Operating Expenditures Base 5000</p>	<p>The District offered eighth 8th grade MESA program as an elective and the MESA instructor received training in this area.</p>	
<p>Scope of Service   8th grade students</p> <hr/> <p><input checked="" type="checkbox"/> All</p>		<p>Scope of Service   8th grade students</p> <hr/> <p><input checked="" type="checkbox"/> All</p>	

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<p>The District and school sites will continue to provide academic support, before and after school, to migrant student, unduplicated students, and students with special needs.</p>	<p>Migrant Regular School Program</p> <p>1000-1999: Certificated Personnel Salaries Federal Funds 12728</p> <p>Title I - Before and After School Academic Support 1000-1999: Certificated Personnel Salaries Title I 21500</p> <p>Benefits 3000-3999: Employee Benefits Title I 3200</p> <p>Before and After School Academic Support 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 17400</p> <p>Before and After School Academic Support 3000-3999: Employee Benefits Supplemental and Concentration 2600</p>	<p>The District and school sites provided academic support, before and after school, to migrant student, unduplicated students, and students with special needs.</p>	
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<p>The District will explore and offer after school extra curricular enrichment activities that include, but are not limited to, visual and performing arts,</p>	<p>Extra Curricular Activities 1000-1999: Certificated Personnel Salaries Supplemental and</p>	<p>The District developed a student survey to determine what enrichment activities students preferred. Unfortunately no staff member applied to teach</p>	

<p>clubs, and other activities for all students.</p> <p>The District will compensate district employees who will assist site administration with the coordination, recruitment, and attendance of the extra curricular enrichment program.</p>	<p>Concentration 34000</p> <p>Benefits 3000-3999: Employee Benefits Supplemental and Concentration 5000</p>	<p>enrichment classes.</p>	
<p>Scope of Service   District-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   District -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>The District will establish a Response to Intervention (Rtl) Committee to explore, plan, and organize Rtl Tiers II and III curriculum and best practices.</p> <p>The District will hire a part-time intervention teacher for Heber School and three part-time instructional assistants for Dogwood School to assist in the implementation of Rtl.</p>	<p>Part-time Intervention Teacher 1000-1999: Certificated Personnel Salaries Base 40000</p> <p>Benefits 3000-3999: Employee Benefits Base 10000</p> <p>Three part-time instructional assistants 2000-2999: Classified Personnel Salaries Supplemental and Concentration 45000</p> <p>Three part-time instructional assistants 3000-3999: Employee Benefits Supplemental and Concentration 15000</p>	<p>The District sent a team of teachers and administrators to two Response to Intervention (Rtl) workshop. The RTI Committee developed a plan to create an effective school wide Rtl model.</p> <p>The District could not find a qualified part-time intervention teacher for Heber School. The District hired three part-time instructional assistants at Dogwood School to help teachers with instruction.</p>	
<p>Scope of Service   District-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>Scope of Service   District -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>	

<input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special educations and migrant students</u>		<input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special educations and migrant students</u>					
<p>The District will purchase software licenses for instructional applications that include, but are not limited to, keyboarding, reading, writing, and mathematics.</p>	<p>Instructional Software 4000-4999: Books And Supplies Supplemental and Concentration 20000</p>	<p>The District purchased the following software licenses:</p> <ol style="list-style-type: none"> <li>1. DORA</li> <li>2. Dreambox</li> <li>3. Typing Club</li> <li>4. ILit- Pearson</li> </ol> <p>In the lower grades, DORA was used to develop phonemic awareness, phonics, vocabulary development, and reading comprehension.</p> <p>Dreambox was used in the TK through eighth grade to develop conceptual understanding in mathematics.</p> <p>Students used the Typing Club to develop fluency in keyboarding typing skills.</p> <p>ILit was purchased to assist long-term English learners with academic language development.</p>					
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">District-wide</td> </tr> </table> <input checked="" type="checkbox"/> All <hr style="border-top: 1px dashed black;"/> 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	District-wide		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">District -wide</td> </tr> </table> <input checked="" type="checkbox"/> All <hr style="border-top: 1px dashed black;"/> 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	District -wide	
Scope of Service	District-wide						
Scope of Service	District -wide						

<p>The District will purchase English-Language Arts Common Core aligned bridge materials for Transitional Kindergarten through eighth grade students.</p>	<p>Common Core Materials 4000-4999: Books And Supplies Base 25000</p>	<p>The District purchased Common Core aligned bridge materials for Transitional Kindergarten through eighth grade students. Schoolwide curriculum was purchased to promote more writing by using mentor text as support for the writing process. In the upper grades, Ready Common Core curriculum was purchased to provide students with supplemental instructional materials in the areas of language arts and math.</p>					
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">District-wide</td> </tr> </table> <p><input checked="" type="checkbox"/> All</p> <hr style="border-top: 1px dashed black;"/> <p>OR:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	Scope of Service	District-wide		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">District-wide</td> </tr> </table> <p><input checked="" type="checkbox"/> All</p> <hr style="border-top: 1px dashed black;"/> <p>OR:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	Scope of Service	District-wide	
Scope of Service	District-wide						
Scope of Service	District-wide						
<p>The District will plan the following activities and services for special education department to increase academic achievement:</p> <ul style="list-style-type: none"> <li>* Bimonthly meetings with special education teachers.</li> <li>* Use test generator to develop formative assessments.</li> <li>* Provide professional development for special education teachers on instructional practices.</li> <li>* Purchase supplemental instructional materials aligned to the Common Core State Standards.</li> <li>* Purchase NEWSELA on-line software.</li> </ul>	<p>Materials and Supplies 4000-4999: Books And Supplies Special Education 15000</p> <p>Software 5000-5999: Services And Other Operating Expenditures Special Education 1000</p>	<p>The District accomplished the activities and services for special education department to increase academic achievement:</p> <ul style="list-style-type: none"> <li>* monthly meetings with special education teachers.</li> <li>* Use test generator to develop formative assessments.</li> <li>* Provide professional development for special education teachers on instructional practices.</li> <li>* Purchase supplemental instructional materials aligned to the Common Core State Standards.</li> <li>* Purchase NEWSELA on-line software</li> </ul>					

<p>Scope of Service   District-wide Special education</p>		<p>Scope of Service   District-wide Special education</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 checked="" type="checkbox"/> Other Subgroups: (Specify) Special Education</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 checked="" type="checkbox"/> Other Subgroups: (Specify) Special Education</p>	
<p>The District will establish one additional Student Study Team (SST) per school site to provide teachers instructional strategies and/ or suggestions on how to help struggling students succeed academically.</p> <p>The District will purchase SST document tracking system software to organize and track student progress.</p>	<p>Student Study Team Salary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 3240</p> <p>Benefits 3000-3999: Employee Benefits Supplemental and Concentration 470</p> <p>SST software 4000-4999: Books And Supplies Supplemental and Concentration 6000</p>	<p>The District will establish one additional Student Study Team (SST) per school site to provide teachers instructional strategies and/ or suggestions on how to help struggling students succeed academically.</p> <p>The District will purchase SST document tracking system software to organize and track student progress.</p>	
<p>Scope of Service   District-wide</p>		<p>Scope of Service   District-wide</p>	
<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>It is the intent of the District to explore the feasibility of using STEMscopes as the STEM curriculum for the District instead of the Cal State Dominguez STEM units. The demand for teachers to create CCSS lessons will be eliminated. The District purchased math-aligned Common Core State Standards materials and a new ELA/ ELD program will be purchased to support the delivery of CCSS aligned lessons.</p>		

The District analyzed district benchmark assessments for Transitional Kindergarten through second grade and CAASPP interim assessment for third through eight grade. In kindergarten through second grade an average of 63% of students met or exceeded standards in mathematics. In regards to language arts, 59% of students met or exceed language arts standards.

In third through eighth grade an average of 74% of students scored near, at, or above standards in mathematics according to first and second quarter assessments. In regards to language arts, 71% of students scored near, at, or above standards according to the first and second quarter assessments.

The data identified above is promising, and the District anticipates SBAC mathematics and language arts baseline scores will increase by 5% from the 2014-2015 scores. The District will continue using these formative assessments to inform instruction and identify standards or learning targets where students may need additional academic support.

There was a difference of \$100,000 between budgeted expenditures and estimated actual expenditures.

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



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

Original GOAL 3 from prior year LCAP:	Ensure that all students feel a sense of safety and connectedness.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 <input checked="" type="checkbox"/> 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify	
Goal Applies to:	Schools: District Wide ----- Applicable Pupil Subgroups: All Subgroups		
Expected Annual Measurable Outcomes:	Decrease disciplinary referrals and suspensions by 2% from 2014-2015 school year and decrease expulsions to 0%.	Actual Annual Measurable Outcomes:  The 2014-15 suspension rate for the District was 3.1%. As of April 19, 2016 the district-wide suspension rate is 3.5%. This is an increase of .4%. As a result, the District did not meet this metric.  The 2014-15 discipline referral count was 467. As of April 19, 2016 the district-wide discipline referral count is 483. This is an increase of 16 referrals. As a result, the District did not meet this metric.  In the 2014-15 school year, there was one student expelled. As of April 19, 2016, there has been zero expulsions in the 2015-16 school year. As a result, the District met this metric.	
<b>LCAP Year: 2015-16</b>			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Counselors will continue working with Transitional Kindergarten through eighth grade students and parents to decrease the number of suspensions and discipline referrals and implement PeaceBuilders program District wide.  Counselors will:  • Provide individual and group counseling sessions for students	School Counselor 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 63300	Throughout the school year, counselors provided the following services district-wide:  • The counselors provided individual and group counseling sessions for students with behavioral and academic issues (159 students were counseled).  Kinder - 13	80%FTE School Counselor 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 52500
	Benefits 3000-3999: Employee Benefits Supplemental and Concentration 19300		Benefits 3000-3999: Employee Benefits Supplemental and Concentration 16000

<p>with behavioral and academic issues.</p> <ul style="list-style-type: none"> <li>• Provide parent trainings on various topics and empower parents to acquire effective parenting skills.</li> <li>• Participate in student study team meetings, on an as needed basis, and help the team develop academic and behavioral plans for students.</li> <li>• Provide classroom presentations and use appropriate curriculum, such as PeaceBuilders, to address academic, behavioral, and emotional needs of students. Presentations may include, but not be limited to, bullying, cyber-bullying, drug awareness, interpersonal relationships study and organizational skills, etc.</li> <li>• Make community resources available to parents and direct them to appropriate agencies when necessary.</li> <li>• Reinforce positive behavior with incentives and recognition.</li> </ul>		<p>1st Grade - 16                  2nd Grade - 20                  3rd Grade - 18                  4th Grade - 15                  5th Grade - 15                  6th Grade - 18                  7th Grade - 20                  8th Grade - 24</p> <ul style="list-style-type: none"> <li>• The counselors did not provide parent trainings because the District contracted with ICOE to provide these trainings.</li> <li>• The counselors participated in 53 Student Study Team meetings and provided input about the academic and behavioral plans of students.</li> <li>• The counselors provided 60 classroom presentations and used appropriate curriculum, such as PeaceBuilders, to address academic, behavioral, and emotional needs of students. Presentations included bullying, kindness, career exploration, honesty, and personal care/hygiene.</li> <li>• The counselors referred twenty parents to community agencies. These agencies included Behavioral Health Services and San Diego Regional when appropriate.</li> <li>• Although, no tangible incentives were given by counselors to students, verbal praises and recognition were expressed by counselors to targeted student during assemblies for good behavior.</li> </ul>	
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<p>The District will purchase supplies and curriculum for counselors.</p>	<p>Materials and Supplies</p> <p>4000-4999: Books And Supplies Supplemental and Concentration 2000</p>	<p>The District made certain both counselors had the supplies and curriculum to conduct individual, group, and classroom presentations.</p>	<p>Materials and Supplies 4000-4999: Books And Supplies Supplemental and Concentration 215</p>				
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<p>The District will increase the part-time counselor's work schedule from three to five days per week.</p>	<p>Migrant/Special Ed Counselor 1000-1999: Certificated Personnel Salaries Special Education 38000</p> <p>Benefits 3000-3999: Employee Benefits Special Education 12000</p> <p>Migrant/Special Ed Counselor 1000-1999: Certificated Personnel Salaries Federal Funds 20000</p> <p>Benefits 3000-3999: Employee Benefits Federal Funds 6500</p>	<p>The part-time counselors hours were increased to full-time at both school sites.</p>	<p>20%FTE Migrant Counselor 1000-1999: Certificated Personnel Salaries Federal Funds 25200</p> <p>Benefits 3000-3999: Employee Benefits Federal Funds 7965</p> <p>80%FTE Special Education Counselor 1000-1999: Certificated Personnel Salaries Special Education 43030</p> <p>Benefits 3000-3999: Employee Benefits Special Education 13640</p>				
<table border="1"> <tr> <td>Scope of Service</td> <td>District-wide</td> </tr> </table>	Scope of Service	District-wide		<table border="1"> <tr> <td>Scope of Service</td> <td>District-wide</td> </tr> </table>	Scope of Service	District-wide	
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Scope of Service	District-wide						

<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Migrant &amp; Special Education</u>		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Migrant &amp; Special Education</u>	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<p>As of the end of April 2016 the district-wide suspension rate was 3.5%. As a result, the District did not meet this metric.</p> <p>As of the end of April 2016 the district-wide discipline referral count was 483. As a result, the District did not meet this metric.</p> <p>Because the District did not meet the two metrics listed above, counselors will be asked to complete the following:</p> <ul style="list-style-type: none"> <li>• The counselors will be proactive and meet with parents whose children have shown to have habitual inappropriate behavior. Such meetings will be held with the parent, child, and counselor and be scheduled at the beginning of the school year. An intervention plan will be jointly developed to prevent recurring discipline problems from manifesting.</li> <li>• The counselors will receive professional development to support their knowledge of effective elementary counseling and guidance programs.</li> </ul> <p>It is anticipated that the budgeted amount for this goal will be spent by the end of the school year.</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:	Establish school-wide systems to support students promoting from one grade level to another and to high school, while ensuring they are academically prepared for the transitions.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 <input checked="" type="checkbox"/>  COE only: 9 _ 10 _  Local : Specify	
Goal Applies to:	Schools: LEA-wide 8th promotion rates and retention rates district-wide Applicable Pupil Subgroups: All Subgroups		
Expected Annual Measurable Outcomes:	Increase eighth grade promotion rate to 95 % and increase college and career awareness among students,  Decrease retention rates by 1% Maintain middle school drop out rates at 0%	Actual Annual Measurable Outcomes:	The 2014-15 eight grade promotion rate for the District was 95%. As of April 19, 2016 the eight grade promotion rate is 74 %. This is a decrease of 21%. As a result, the District did not meet this metric.  The 2014-15 retention rate was 2% (25 retained students of 1233). As of May 2016 the district-wide retention rate is 2.5% (31 retained students of 1236). This is an increase of .5%. As a result, the District did not meet this metric.  In the 2014-15 school year, there was a 0% drop out rate. As of April 2016, there continues to be 0% drop out rate. As a result, the District met this metric.
<b>LCAP Year: 2015-16</b>			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Counselors will:</p> <ul style="list-style-type: none"> <li>Meet with Transitional Kindergarten through eighth grade at-risk student and set academic goals.</li> <li>Organize and participate in Jr. High academic hearings every quarter.</li> <li>Provide individual and group</li> </ul>	<p>Materials and Supplies 4000-4999: Books And Supplies Supplemental and Concentration 5000</p>	<p>Throughout the school year, counselors provided the following services district-wide:</p> <ul style="list-style-type: none"> <li>The counselors met with at-risk student and set academic goals.</li> </ul> <p>7th Grade Quarter 1- 45</p> <p>8th Grade Quarter 1 - 57</p>	<p>Salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 544</p> <p>Benefits 3000-3999: Employee Benefits Supplemental and Concentration 78.82</p>

<p>academic counseling with the primary focus on study skills, organizational skills, etc.</p> <ul style="list-style-type: none"> <li>• Provide parent workshops focusing on strategies that will help students be successful in school.</li> <li>• Make community resources available to parents and direct them to appropriate agencies when needed.</li> <li>• Provide college and career readiness support so that students may explore college and career technical education opportunities.</li> </ul>		<p>Quarter 2- 56 Quarter 3 - 38</p> <ul style="list-style-type: none"> <li>• The counselor organized and participated in Jr. High academic hearings every quarter.</li> </ul> <p>7th Grade Quarter 1- 26</p> <p>8th Grade Quarter 1 - 52 Quarter 2 - 56 Quarter 3 - 38</p> <ul style="list-style-type: none"> <li>• The counselor provided individual and group academic counseling with the primary focus on study skills, organizational skills, etc.</li> </ul> <p>Kinder - 13 1st Grade - 16 2nd Grade - 20 3rd Grade - 18 4th Grade - 15 5th Grade - 15 6th Grade - 18 7th Grade - 20 8th Grade - 24</p> <ul style="list-style-type: none"> <li>• The counselors did not provide parent trainings because the District contracted with ICOE to provide these trainings.</li> <li>• The counselors referred twenty parents to community agencies. These agencies included Behavioral Health Services and San Diego Regional when appropriate.</li> <li>• The counselor provide college and career readiness support so that students may explore college and</li> </ul>	
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		career technical education opportunities by organizing a career fair with the help of site personnel.	
Scope of Service	District-wide	Scope of Service	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		<p>The 2014-15 eight grade promotion rate for the District was 95%. As of April 19, 2016 the eight grade promotion rate is 74 %. This is a decrease of 21%. If the trend continues the District will not meet this metric.</p> <p>The 2014-15 retention the rate was 2% (25 retained students of 1236) As of May 2016 the district-wide retention rate is 2.5% (31 retained students of 1236). This is an increase of .5% . As a result, the District did not meet this metric.</p> <p>In the 2014-15 school year, there was a 0% drop out rate. As of April 2016, there is 0% drop out rate in the 2015-16 school year. As a result, the District met this metric.</p> <p>Because the District did not meet the eighth grade promotion metrics listed above, counselors will be asked to complete the following:</p> <ul style="list-style-type: none"> <li>The counselors will be proactive and meet with parents whose children have shown to have academic difficulties. Such meetings will be held with the parent, child, and counselor and be scheduled at the beginning of the school year. An intervention plan will be jointly developed to assist student with academic problems.</li> </ul> <p>There was a shift in cost objectives due to salary expenditures for eighth grade academic hearings.</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 5 from prior year LCAP:	Decrease the number of long-term English learners and increase the percentage of reclassified students district-wide.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify	
Goal Applies to:	Schools: District Wide Applicable Pupil Subgroups: English Learners, Low Income, and Redesignated Fluent English Proficient (RFEP) students		
Expected Annual Measurable Outcomes:	Decrease 2014-2015 LTEL District-wide by 2% Increase reclassification rates by 2%	Actual Annual Measurable Outcomes: The 2014-15 the number of Long-term English Learners (LTEL) was 67 students. For the 2015-16 school year the district had 115 LTEL students. This is an increase of 48 students. As a result, the District did not meet this metric.  The 2014-15 the reclassified student count was 15%. For the 2015-16 school year, the District continues to have the same percentage of reclassified students (15%). As a result, the District did not meet this metric.	
<b>LCAP Year: 2015-16</b>			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
The District will purchase English 3-D consumables for sixth through eighth grade.	Materials and Supplies 4000-4999: Books And Supplies Title III 7500	The District didn't purchased English 3-D consumables for sixth through eighth grade. The existing inventory was used throughout the school year to support language development for long-term English learner.	No Expenditures 0
Scope of Service	6th-8th grade	Scope of Service	6th - 8th grade
OR: _ All		OR: _ All _ Low Income pupils	



<p><input type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>The District will continue with part-time certificated teacher for 2nd - 3rd grade newcomers and LTELs.</p>	<p>Newcomers Certificated Staff 1000-1999: Certificated Personnel Salaries Base 23200  Benefits 3000-3999: Employee Benefits Base 4800</p>	<p>The District continued employing the part-time certificated teacher for 2nd - 3rd grade newcomers class at Dogwood Elementary. Of 14 students 8 made significant progress in language acquisition and were transferred to regular language arts classes.</p>	<p>ELD-Newcomers Teacher 1000-1999: Certificated Personnel Salaries Base 36500  Benefits 3000-3999: Employee Benefits Base 5300</p>
<p>Scope of Service: 2nd-3rd grade</p> <hr/> <p><input type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: 2nd and 3rd grade</p> <hr/> <p><input type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>The District will purchase newcomers (student first year in U.S. schools) consumables for second and third grade.</p>	<p>Materials and Supplies 4000-4999: Books And Supplies Base 2200</p>	<p>The District purchased newcomers consumables for second and third grade student. This curriculum was used to support the language development of newcomers at Dogwood Elementary.</p>	<p>PO 160026 &amp; 160200 4000-4999: Books And Supplies Supplemental and Concentration 2700</p>
<p>Scope of Service: 2nd and 3rd grade</p> <hr/> <p><input type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: 2nd and 3rd grade</p> <hr/> <p><input type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	

<p>The District will continue purchasing consumables for Language! classes in fourth through eighth grade.</p>	<p>Materials and Supplies 4000-4999: Books And Supplies Base 3000</p>	<p>The District didn't purchased consumables for Language! classes in fourth through eighth grade due to stock inventory. There was enough supplies for the current year. This curriculum was used to support the language development of newcomers at Heber School.</p>	<p>No Expenditures 0</p>
<p>Scope of Service   4th - 8th grade</p> <hr/> <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   4th - 8th grade</p> <hr/> <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>The District will provide staff professional development in the new ELA/ELD framework.</p>	<p>Consulting Services 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 4000</p>	<p>During one of the District's buy back days, staff development was provided on the new ELA/ELD framework.</p>	<p>PO160060 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 4000</p>
<p>Scope of Service   District-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   District-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>The District will establish a district-wide ELD committee to conduct a detailed root cause analysis to determine what is preventing our English learners from making adequate progress. The</p>	<p>ELD Committee 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 7500</p>	<p>The District established a district-wide ELD committee. The Committee met only once because the District could not find an ELD expert until later part of the school year.</p>	<p>Extra Hours 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 12000 Benefits 3000-3999: Employee</p>

<p>Committee will also work closely with the ELD expert to make recommendations in regards to best practices in ELD instruction, instructional materials, and professional development.</p>	<p>Benefits 3000-3999: Employee Benefits Supplemental and Concentration 1200</p>		<p>Benefits Supplemental and Concentration 1800</p>
<p>Scope of Service   District-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   District-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>The District will seek to form a partnership with an expert in ELD instruction who will mentor, coach, and plan with staff in curriculum, strategies, and assessments.</p>	<p>ELD Consultant 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 20000</p>	<p>The District was able to find an ELD expert and partnership was established for future work in the areas of mentoring, coaching, and planning with staff in curriculum, strategies, and assessments.</p>	<p>EdAchieve 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 1428</p>
<p>Scope of Service   District-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   District-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Staff will visit school sites that have demonstrated academic success with English learners. Staff members will share information with grade level</p>	<p>Substitutes 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 1300</p> <p>Benefits 3000-3999: Employee</p>	<p>Staff did not visit school sites that have demonstrated academic success with English learners. There was not sufficient time to organize visitations.</p>	<p>No Expenditures 0</p>

colleagues and incorporate promising practices in their classrooms.		Benefits Supplemental and Concentration 200 Mileage & Per Diem 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 900		
Scope of Service	District-wide		Scope of Service	District-wide
<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
The District will seek to purchase ELD formative assessment aligned with the new Common Core ELD standards.		Common Core ELD Assessments 4000-4999: Books And Supplies Supplemental and Concentration 40000	The District purposely did not purchase ELD formative assessment because it is anticipated that the new ELA/ELD curriculum adoption will integrate formative assessments.	No Expenditures 0
Scope of Service	District-wide		Scope of Service	District-wide
<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
			The District purchased Ellevation Education, a software program that produces reports about students' proficiency levels and accommodations. The program also	Materials & Supplies PO160503 4000-4999: Books And Supplies Supplemental and Concentration 8200

		monitors current, reclassified, and exited students' academic standings.	
<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   District-wide <hr/> <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
		The District purchased K- 3rd Language Central consumables for ELD instruction.	Materials a& Supplies PO160025 4000-4999: Books And Supplies Supplemental and Concentration 15022
<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   Kindergarten - third grade <hr/> <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
		The District employed two part-time certificated teacher for 4th - 8th grade newcomers class at Heber Elementary. Of ___ students 2 made significant progress in language acquisition and were transferred to regular language arts classes.	Salary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 54600 Benefits 3000-3999: Employee Benefits Supplemental and Concentration 10600
<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		Scope of Service   4th - 8th grade <hr/> <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	

proficient _ Other Subgroups: (Specify)		<input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<p>In reviewing English learners reclassification data gathered from CELDT scores and other multiple measures, the District did not meet the desired reduction of LTELs.</p> <p>With respect to reclassification rates, the District used the same metrics as those used to determine LTELs. As a result, the District did not meet this goal either.</p> <p>The District purchased Ellevation Education, a software program that produces reports about students' proficiency levels and accommodations. The program also monitors current, reclassified, and exited students' academic standings. Administrators are expected to be trained before the ensuing school year.</p> <p>In an effort to accelerate academic language acquisition of long-term English learners, the District piloted ILit, a software program designed to help struggling readers acquire academic language and reading skills.</p> <p>The District will contract with EdAchieve, LLC an independent consultant, early in the year and convene the EL committee members to plan future work in the areas of mentoring, coaching, and planning with staff in curriculum, strategies, and assessments.</p> <p>Beginning in the 2016-17 school year, the District will employ a Director of Student Service/ Curriculum and Instruction who will be overseeing the implementation of actions and service under this goal.</p> <p>Because some actions and service did not come to fruition, the estimated actual expenditures were significantly less than the actual budget expenditures.</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 6 from prior year LCAP:	Increase parent involvement in their children's education district-wide and solicit parent input in making decisions for the school district.	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: Distric Wide Applicable Pupil Subgroups:	All subgroups	
Expected Annual Measurable Outcomes:	Increase parent involvement from 2014-15 school year by 5%	Actual Annual Measurable Outcomes: During the 2014-15 school year, a total of 1563 parents participated in District sponsored trainings and activities compared to 2239 in 2015-16. This increase in parent involvement demonstrates 43% increase.	
<b>LCAP Year: 2015-16</b>			
<b>Planned Actions/Services</b>		<b>Actual Actions/Services</b>	
	<b>Budgeted Expenditures</b>		<b>Estimated Actual Annual Expenditures</b>
<ul style="list-style-type: none"> <li>Continue with parent surveys to determine the topics of all parent trainings to be offered which include parents of unduplicated students and parents of students with special needs.</li> <li>Based on survey provide parent involvement training to parents of unduplicated students and parents of student with special needs at Dogwood and Heber Schools.</li> <li>Use Parent-Link, District website, District Facebook, and parent notes to communicate with parents about availability trainings.</li> <li>Parent trainings will be offered in English and Spanish including parents of unduplicated students and parents of students with</li> </ul>	<p>Materials and Supplies</p> <p>4000-4999: Books And Supplies Supplemental and Concentration 15000</p>	<p>In an effort to obtain parent input about how to increase parent involvement, the District conducted the following activities. The District scheduled four LCAP parent meetings. Additionally, to elicit a greater response on this topic, a parent survey was sent to all parents, including parents of unduplicated students and parents of students with special needs. Over 300 surveys were collected, and this information helped the District formulate new actions and services for the subsequent years.</p> <p>To promote and communicate parent involvement activities in our schools, HESD used Parent-Link, District website, Facebook, and parent notes. All parent trainings were conducted in English and Spanish. Parents received incentives after each meeting for their</p>	<p>Child Care 2000-2999: Classified Personnel Salaries Supplemental and Concentration 229.75</p> <p>Benefits 3000-3999: Employee Benefits Supplemental and Concentration 22.92</p> <p>Training &amp; Supplies 4000-4999: Books And Supplies Supplemental and Concentration 7600</p> <p>Infographic Services 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 2495</p>

<p>special needs at varying times of the day, and parents will receive incentives after each meeting for their participation.</p> <ul style="list-style-type: none"> <li>• Collect sign-in sheets at the end of each parent session.</li> <li>• Contract with parent engagement company to develop a comprehensive parent participation plan and develop a trainer of trainers model.</li> <li>• Students will receive incentives for their parents participation in trainings.</li> <li>• The District will provide child care and food for every parent training meeting.</li> </ul>		<p>participation. The District collected sign-in sheets at the end of each parent session. The District also provided child care and food for every parent training. Students whose parents participated in trainings received homework passes.</p> <p>The District contracted with Imperial Office of Education's Student Well-Being Department for a series of parent trainings offered throughout the school year.</p> <p>The topics included the following:</p> <ul style="list-style-type: none"> <li>* Parents as Teachers</li> <li>* Effective Communication</li> <li>* What Parents Need to Know About Common Core</li> <li>* Motivation</li> <li>* Parenting Young Children</li> </ul>	
<p>Scope of Service   District-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   District-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>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>The District desired to increase parent involvement by 5%. During the 2015-16 school year, various trainings and activities were scheduled to increase parent involvement district-wide. Multiple parent trainings on various topics were offered to all parents in English and Spanish. Additionally, school site activities were organized to provide opportunities for parents to form a stronger partnership with the school.</p> <p>During the 2014-15 school year, a total of 1563 parents participated in District sponsored trainings and activities compared to 2239 in 2015-16 as measured by sign-in sheets. This accounts for an increase of 43%.</p>		



The District was unable to contract with a parent engagement company to develop a comprehensive parent participation plan and develop a trainer of trainers model. Instead, the District contracted with Imperial Office of Education's Student Well-Being Department for a series of parent trainings offered throughout the school year. The District plans to continue a partnership with ICOE's Student Well-Being Department to provide parent trainings in future years.

The estimated expenditure amount was less than the actual budgeted amount because the parent involvement provider was less costly than the one originally considered.

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

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

Original GOAL 7 from prior year LCAP:	Increase the percentage of students that indicate feeling safe district-wide.		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 <input checked="" type="checkbox"/> 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify	
Goal Applies to:	Schools: District Wide	-----		
Expected Annual Measurable Outcomes:	Increase the percentage of students that indicate feeling safe at school from 2014-15 school year by 5%.	Actual Annual Measurable Outcomes:	<p>Overall, the district-wide results of the survey indicated the following:</p> <ul style="list-style-type: none"> <li>* 81% of students indicated feeling safe</li> <li>* 16% neither agree or disagree</li> <li>* 3% did not feel safe</li> </ul> <p>Dogwood School</p> <ul style="list-style-type: none"> <li>* 88.1% of students indicated feeling safe</li> <li>* 10.4% neither agree or disagree</li> <li>* 1.5% did not feel safe</li> </ul> <p>Heber School</p> <ul style="list-style-type: none"> <li>* 73.3% of students indicated feeling safe</li> <li>* 21.8% neither agree or disagree</li> <li>* 4.9% did not feel safe</li> </ul> <p>District-wide, the percentage of students reporting feeling safe on the survey increased from 75.5% to 81%, an increase of 5.5% of students indicating feeling safe. These data indicate the District met this goal.</p>	
<b>LCAP Year: 2015-16</b>				
Planned Actions/Services			Actual Actions/Services	
Increase pupil supervisors to patrol school grounds before school, during lunch breaks, and after school.	Budgeted Expenditures		To address school safety and supervision, and based on the student survey results, the District hired a total of 26 pupil supervisors, four more than the previous school year. These yard	Estimated Actual Annual Expenditures
	Noon Duty Support Staff  2000-2999: Classified Personnel Salaries Base 45000			Noon Duty Support Staff 2000-2999: Classified Personnel Salaries Base 150000 Benefits 3000-3999: Employee

		Benefits 3000-3999: Employee Benefits Base 10000	duty personnel patrolled school grounds, restrooms, and ensured students followed school rules.	Benefits Base 18440
Scope of Service	District-wide		Scope of Service	District-wide
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
The District will administer student survey.			During the week of April 4th through the 15th, students completed a student survey. The survey asked various questions to gather their perspective with regard to school climate and connectedness to school personnel. Overall, the district-wide results of the survey indicated the following:  * 81% of students indicated feeling safe * 16% neither agree or disagree * 3% did not feel safe  With respect to student feeling connected to their school, students responded as follows:  * 76% of students indicated they liked their school * 16% neither agree or disagree * 3% did not like their school	
Scope of Service	District-wide		Scope of Service	District-wide
<input checked="" type="checkbox"/> All OR:			<input checked="" type="checkbox"/> All OR:	

<ul style="list-style-type: none"> <li>_ Low Income pupils</li> <li>_ English Learners</li> <li>_ Foster Youth</li> <li>_ Redesignated fluent English proficient</li> <li>_ Other Subgroups: (Specify)</li> </ul>		<ul style="list-style-type: none"> <li>_ Low Income pupils</li> <li>_ English Learners</li> <li>_ Foster Youth</li> <li>_ Redesignated fluent English proficient</li> <li>_ Other Subgroups: (Specify)</li> </ul>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>The District will continue to employ pupil supervisors to ensure order and a safe school climate is maintained at both school sites.</p> <p>During the week of April 4th through the 15th, students completed a student survey. The survey asked various questions to gather their perspective with regard to school climate and connectedness to school personnel. Overall, the district-wide results of the student survey indicated that more students feel safe at school.</p>		

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

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

Original GOAL 8 from prior year LCAP:	<p>The District will maintain school campuses safe, clean, and in good repair by receiving an overall rating of "Good" as measured by the Facility Inspection Tool (FIT) report.</p> <p>The District will ensure conditions of student learning are established for optimal student learning.</p>	<p>Related State and/or Local Priorities:                  1 <input checked="" type="checkbox"/> 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _                  COE only: 9 _ 10 _                  Local : Specify</p>	
Goal Applies to:	<p>Schools: District-wide                  Applicable Pupil Subgroups: All</p>		
Expected Annual Measurable Outcomes:	<p>The District will maintain an overall rating of "Good" as measured by the FIT.</p> <p>The District will hire and maintain highly qualified teachers at 100% as measured by the Highly Qualified Teacher Report.</p>	Actual Annual Measurable Outcomes:	<p>FIT results demonstrated the following:                  Heber - 98.10% (Rating - Good)                  Dogwood - 97.34% (Rating - Good)</p> <p>Note: FIT rating scale is from 0 to 100 percent.</p> <p>The District met its goal by having a rating of "Good" at both school sites.</p>
<b>LCAP Year: 2015-16</b>			
<b>Planned Actions/Services</b>		<b>Actual Actions/Services</b>	
<p>The maintenance and operations department will continue to complete routine maintenance and repairs to insure district facilities are kept clean, safe and in good repair.</p>	<b>Budgeted Expenditures</b>	<p>The District allocated funds in the restricted routine maintenance account to complete routine maintenance and repairs to insure district facilities are kept clean, safe and in good repair.</p> <p>The Maintenance, Operations, and Transportation Director conducted an inspection of school facilities. The Facility Inspection Tool (FIT) was used to rate the safety, cleanliness, and conditions of facilities. FIT results demonstrated the following:                   Heber - 98.10% (Rating - Good)                  Dogwood - 97.34% (Rating - Good)</p>	<b>Estimated Actual Annual Expenditures</b>
	Resource 8150 2000-2999: Classified Personnel Salaries Other 234416		Resource 8150 2000-2999: Classified Personnel Salaries Other 264610
	Resource 8150 3000-3999: Employee Benefits Other 78925		Resource 8150 3000-3999: Employee Benefits Other 102211
	Resource 8150 4000-4999: Books And Supplies Other 26000 Resource 8150 5000-5999: Services And Other Operating Expenditures Other 30000		Resource 8150 4000-4999: Books And Supplies Other 42369 Resource 8150 5000-5999: Services And Other Operating Expenditures Other 72300

				Note: FIT rating scale is from 0 to 100 percent.			
Scope of Service   District-wide				Scope of Service   District-wide			
X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)				X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			
The District will complete the following capital projects as outlined in the HESD Capital Projects Strategic Plan:  1. Complete demolition and replacement of junior high school parking lot. 2. Overlay and re-stripe junior high school basketball courts 3. Overlay and re-stripe middle grades area dodge-ball courts.		Capital Projects 6000-6999: Capital Outlay Base 325000		In an effort to maintain school facilities safe and functional, the District completed the following capital projects as outlined in the HESD Capital Projects Strategic Plan:  1. Demolition and replacement of junior high school parking lot. 2. Overlay and re-stripe junior high school basketball courts 3. Overlay and re-stripe middle grades area dodge-ball courts.		Jr High Parking Lot, Basketball & Dodgeball Courts 6000-6999: Capital Outlay Base 320785  Jr High Parking Lot, Basketball & Dodgeball Courts 5800: Professional/Consulting Services And Operating Expenditures Base 1250	
Scope of Service   LEA-wide				Scope of Service   LEA-wide			
X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)				X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			
What changes in actions,		The District established conditions of optimal learning for all students by maintaining the campuses safe, clean and in good					

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

repair. The District maintained an overall rating of "Good" as measured by the Facility Inspection Tool (FIT) report. There was minimal differences between budgeted expenditures and estimated actual expenditures. The District intends to continue formulating a Capital Projects Strategic Plan during subsequent LCAP years. This plan will be approved yearly by the Governing Board and fiscal resources will be allocated to support the plan.

**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:	\$2,611,952
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The District’s unduplicated number of students represents 96.01% of the total district’s enrollment. An estimated amount of \$2,611,952.00 in LCFF supplemental and concentration funding was budgeted for expenditures detailed and described in section two of this plan. The majority of the funding will be principally directed to meet the needs of the targeted students; All students in our district must be equitably served. By providing expenditures district wide Heber Elementary School District will best serve all students, specifically our targeted students which are English learners, low income, and foster youth. The Heber Elementary School District Local Control and Accountability Plan goals and expenditures address the needs of our district’s English learners, low income students and foster youth.

Below is a brief description and justification for actions and services to support significant pupil groups in the District:

- The District and school sites will continue to provide academic support, before and after school, to migrant, at-risk, unduplicated, and special needs students.
- The Director of Student Services/ Curriculum and Instruction will lead the implementation of Respond to Intervention district-wide. To assist with Responds to Intervention (RtI) instruction, the District will maintain part-time instructional assistants at Dogwood.
- The District will purchase English Language Development curriculum for long-term English learners and newcomer students.
- The District will continue with part-time certificated teacher for second and third grade newcomer and Long-Term English Learner (LTEL) students.
- The District will purchase newcomers (student first year in U.S. schools) consumables for second and third grade.
- The District will continue with two part-time certificated teachers for 4th - 8th grade newcomers class at Heber Elementary.
- The District will provide staff English Learner professional development. Such professional development may include, but not be limited to, building knowledge of integrated and designated ELD, student engagement/ language development strategies.
- The District will continue a partnership with an expert in ELD instruction who will mentor, coach, and plan with staff in curriculum, strategies, and assessments.
- The District will continue to purchase Ellevation Education, a software program that produces reports about students' proficiency levels and accommodations. The program also monitors current, reclassified, and exited students' academic standings.
- Offer parent trainings on parenting skills, abilities, and attitudes to support academic success of students.



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.

28.9	%
6	

The actions and services written on the LCAP describe the plan to increase and/or improve instructional services primarily targeted to low income pupils, foster youth, and English learners. Although the District is eligible to use supplemental and concentration funds district/school-wide, special considerations have been written into the plan to meet the needs of the aforementioned groups of students. The extra services to improve outcomes for low income pupils, foster youth, and English learners include, but are not limited to, the actions and services listed below:

- Provide Summer School for academically at-risk Kindergarten through eighth grade students and purchase intervention curriculum to support academic needs.
- The District will purchase English Language Development curriculum for long-term English learners and newcomer students.
- Continue with part-time certificated teacher to work with newcomer students at Dogwood Elementary to minimize the possibility of these student becoming LTELs.
- Purchase age and language appropriate curriculum that addresses the needs of newcomers.
- The District will continue with two part-time certificated teachers for 4th - 8th grade newcomers class at Heber Elementary.
- Continue with Language! curriculum for fourth through eighth newcomers.
- The District will provide staff English Learner professional development. Such professional development may include, but not be limited to, building knowledge of integrated and designated ELD, student engagement/ language development strategies.
- The EL Committee will continue meeting throughout the year to assist in developing an English learner plan.
- The District will continue a partnership with an expert in ELD instruction who will mentor, coach, and plan with staff in curriculum, strategies, and assessments.
- The District will contract with EdAchieve, LLC an independent consultant, early in the year and convene the EL committee members to plan future work in the areas of mentoring, coaching, and planning with staff in curriculum, strategies, and assessments. Additional, EdAchieve LLC will assist the District in the development of a strategic English learner master plan.
- The EL committee members will conduct no more than two visits to school sites that have demonstrated academic success with English learners. Committee members will share information with grade level colleagues and incorporate promising practices in their classrooms.
- Beginning in the 2016-17 school year, the District will employ a Director of Student Services/ Curriculum and Instruction who will be overseeing the implementation of actions and services under this goal
- The District will continue to purchase Ellevation Education, a software program that produces reports about students' proficiency levels and accommodations. The program also monitors current, reclassified, and exited students' academic standings.
- The District will purchase long-term English learner intervention curriculum program to accelerate academic language acquisition of long-term English learners.
- The District will continue purchasing consumables for newcomers classes
- The District will plan the following activities and services for special education department:
  - \* Meetings with special education teachers to plan delivery of lessons.
  - \* Use test generator to develop formative assessments.
  - \* Provide professional development for special education teachers on instructional practices.

\* Purchase instructional math and language arts materials aligned to the Common Core State Standards.





Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-18	2018-19	2016-17- 2018-19 Total
4000-4999: Books And Supplies	Federal Funds	0.00	0.00	6,400.00	0.00	0.00	6,400.00
4000-4999: Books And Supplies	Lottery	0.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Other	26,000.00	42,369.00	25,000.00	20,000.00	20,000.00	65,000.00
4000-4999: Books And Supplies	Special Education	15,000.00	0.00	5,000.00	5,000.00	5,000.00	15,000.00
4000-4999: Books And Supplies	Supplemental and Concentration	106,400.00	37,807.00	182,000.00	162,000.00	162,000.00	506,000.00
4000-4999: Books And Supplies	Title III	7,500.00	0.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Base	45,000.00	0.00	5,000.00	5,000.00	5,000.00	15,000.00
5000-5999: Services And Other Operating Expenditures	Common Core Standards Implementation Funds	0.00	0.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Federal Funds	0.00	0.00	15,636.00	0.00	0.00	15,636.00
5000-5999: Services And Other Operating Expenditures	Other	30,000.00	72,300.00	40,000.00	40,000.00	40,000.00	120,000.00
5000-5999: Services And Other Operating Expenditures	Special Education	1,000.00	0.00	1,000.00	1,000.00	1,000.00	3,000.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	29,900.00	9,423.00	55,000.00	56,000.00	55,000.00	166,000.00
5800: Professional/Consulting Services And Operating Expenditures	Base	0.00	1,250.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	0.00	0.00	0.00	0.00	0.00	0.00
6000-6999: Capital Outlay	Base	325,000.00	320,785.00	200,000.00	215,000.00	200,000.00	615,000.00
7000-7439: Other Outgo	Federal Funds	0.00	0.00	6,420.00	0.00	0.00	6,420.00

Total Expenditures by Goal				
Goal	Year 1	Year 2	Year 3	Year 1-3 Total
Goal 1	34,250.00	35,150.00	36,250.00	105,650.00

<b>Total Expenditures by Goal</b>				
<b>Goal</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 1-3 Total</b>
<b>Goal 2</b>	979,730.00	1,003,492.00	1,012,650.00	2,995,872.00
<b>Goal 3</b>	178,000.00	194,080.00	204,634.00	576,714.00
<b>Goal 4</b>	3,000.00	3,000.00	3,000.00	9,000.00
<b>Goal 5</b>	222,700.00	195,200.00	199,120.00	617,020.00
<b>Goal 6</b>	45,000.00	45,000.00	45,000.00	135,000.00
<b>Goal 7</b>	143,000.00	152,500.00	159,100.00	454,600.00
<b>Goal 8</b>	636,000.00	667,000.00	678,000.00	1,981,000.00

**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).