

Introduction:

LEA: Piner-Olivet Union School District **Contact (Name, Title, Email, Phone Number):** Jennie Snyder, Superintendent, jsnyder@pousd.org, 707-522-3000 **LCAP Year:** 2016-2017

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>January 14, 2015 -- Regular Governing Board meeting -- provided an update to the board on actions and services identified in the 2014 LCAP.</p> <p>February 19, 2015 -- Meeting with School Site Council to discuss updates on actions and services and seek feedback from parents. SSC representatives supportive of the inclusion of counseling, P.E., library and music programs implemented this year. Discussed need for additional extracurricular activities for students.</p>	<p>On-going evaluation of actions and services will be conducted through analysis of data outlined in metrics and further stakeholder engagement.</p> <p>P.E., library and music programs will be continued and are included in the LCAP and the next two years.</p>

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

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

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

February 18, 2015 -- Meeting with English Learner Advisory Committee at Jack London to discuss updates on actions and services and seek feedback from parents.

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

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

April 9, 2015 -- Stakeholder engagement session for staff. Six teachers

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

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

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

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

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

Additional counseling time and tiers of support for students' social-emotional

participated. Reviewed last year's plan and provided an update on proposals for the 2015-2016 school year. Staff were supportive of adding additional counseling time and efforts to expand parent education efforts.

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

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

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

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

Annual Update:

1. August 10, 2015 -- Regular Governing Board meeting -- discussed stakeholder engagement process for the 2015-2016 school year. Governing board gave direction to Superintendent regarding use of surveys, face-to-face meetings, and ThoughtExchange online engagement process.
2. September 2, 2015 -- Regular Governing Board meeting -- update provided

and behavioral needs has been incorporated into the LCAP for 2015-2016.

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

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

Jack London School Site Council approved the LCAP.

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

Annual Update:

1. The Governing Board expressed support for the engagement process as discussed, including the ThoughtExchange online platform.
2. Based on the information provided and feedback gathered, the current LCAP

to board on summer maker program (LCAP Goal #3) and the implementation of the Re-Imagining Learning Collaborative (LCAP Goal #2). The Governing Board heard a report on the summer maker program. About 200 students in grades 2-6 participated. Teachers and principals who participated in the Re-Imagining Learning Collaborative provided an update on the summer professional learning focusing on 21st century pedagogy, authentic assessments and learning environments. 21 teachers districtwide participated in the program. Feedback was very positive and on-going collaboration continued this year.

3. October 7, 2015 -- Regular Governing Board meeting -- Provided update on student performance on SBAC (LCAP Goal #3).

4. October 12-23, 2015 -- BrightBytes Survey administered to students (grades 3 and up), staff and parents. 31% of students in grades 3-6 reported that they write online at least monthly (an increase of 22% from last year); 56% of students in grades 3-6 reported that they collaborate with classmates at least monthly (same as last year); 31% of students in grades 3-6 use computers to solve authentic problems (an increase of 22% from last year). 50% of teachers reported that foundational computing tasks were easy to complete (up from 45%). 69% of teachers report readily using online skills. 31% of teachers report finding multimedia skills easy to perform (up from 27%). Teachers reported greater confidence with technology (69% report ease of solving their own tech problems, up from 27% from last year) and greater ease in learning new technology (69% report easily learning new tech, up from 36% last year).

5. October 21-22, 2015 -- California Healthy Kids Survey - students in grade 5 completed the survey. Based on student responses: meaningful participation -- 18%, caring adult -- 60%, school connectedness -- 56%, feel safe at school -- 79%.

6. January 14-29, 2016 -- ThoughtExchange Online Engagement Process (Step 1 -- gathering responses from parents and staff on open-ended questions -- concerns, needs and appreciations); February 8-19, 2016 -- Step 2 (assigning stars to specific items to identify priority needs); April 7, 2016 - Regular Governing Board meeting - Report on feedback gathered from ThoughtExchange process. Results of the feedback gathered posted on district website. Based on the feedback from the survey process, three main areas of

includes summer maker camp and providing students with opportunities to engage in maker projects as well as continued work with the Re-Imagining Learning Collaborative to provide teachers with professional learning focused on 21st century pedagogy, authentic assessments and learning environments. In the next school year, cohorts 1 and 2 will continue to work on developing instructional practices and on-going collaboration.

3. Based on the results of the SBAC assessments, the LCAP includes actions and services to provide students with core instruction in the areas of math and writing (continued professional development for teachers in grade levels to implement instructional practices in these areas) as well as tiers of academic support and extended learning opportunities.

4. Continue with Technology Integration Coach to focus on providing job embedded professional learning for teachers) in the integration of digital tools into classroom learning. After school sessions are also included in the plan to provide more customized professional learning for teachers, especially in the areas of using digital tools for writing, collaboration and multimedia projects.

5. The LCAP includes actions and services to provide students with leadership opportunities. Based on the CHKS, LCAP includes professional development on restorative practices and participation in the Sonoma Leadership Network focusing on equity.

6. The LCAP includes a process for involving teachers across grade levels in the evaluation, piloting and narrowing options for instructional resources in mathematics and ELA. A Facilities Master Planning process has been included in the LCAP to engage stakeholders in an identification and prioritization of facilities needs that will guide future projects to address needs. Additional counseling time to support students in developing social skills and conflict resolution skills and professional learning for staff focused on restorative

focus were identified: 1) teachers expressed a need for instructional resources aligned to grade level standards; 2) a variety of facilities needs -- additional space, upgrades, etc. and 3) support for student behavior. Results page: <http://pousd.thoughtexchange.com/card-welcome/welcome/>

7. February 3, March 2, and April 7, 2016 -- Discussion of LCAP actions, midyear benchmarks, and needs for 2016-2017 school year at regular Governing Board Meetings. Teachers, staff, administration and board members were present and participated in discussions.

8. January 21 and March 16, 2016 -- District English Learner Advisory Committee -- reviewed and reported on activities, services and progress. Gathered feedback from parents on needs.

9. March 10-April 1, 2016: Student Advisory group interviewed students in primary and upper elementary grades to gather feedback. Students compiled feedback and discussed with site principal and superintendent. Students appreciated opportunities for P.E., engaging in classroom projects, LEGO challenge, Cardboard Challenge. Students expressed need for additional tutoring help after school, new P.E. equipment. Students noted that they are starting to notice other students treating them with kindness. Still need support for this.

10. March 3, 14, 31 and May 10, 2016 -- LCAP Staff Sessions with certificated and classified staff. A total of 18 teachers, 13 classified staff, and two principals participated in these sessions. Staff expressed appreciation for the the additional services provided to students (nursing, library, physical education,

practices to promote positive school culture.

7. 3. Based on the review of midyear benchmarks, the LCAP includes actions and services to provide students with core instruction in the areas of math and writing (continued professional development for teachers in grade levels to implement instructional practices in these areas) as well as tiers of academic support and extended learning opportunities. Based on the information on student academic performance, the LCAP includes additional support through summer literacy program, tiers of intervention. Based on the CHKS and Student Voice, LCAP includes professional development on restorative practices and participation in the Sonoma Leadership Network focusing on equity. A review of the results from the BrightBytes survey indicated that while there has been growth in student use of technology for instructional purposes (collaboration, problem solving) and teachers' skills and level of confidence in integrating technology further work needs to be done in these areas. The LCAP includes an allocation for a Teacher-On-Special Assignment to support teachers in the integration of digital tools into instruction.

8. Parent provided positive feedback on the increase in Outreach worker time (providing greater availability) and parent English classes. Both of these items have been continued in the current LCAP. Parents also expressed a need for after school sports activities (soccer). The current LCAP includes an allocation for engagement/enrichment activities (intra-mural sports) during and after school.

9. The current LCAP includes allocations to support project work, engagement activities (such as sports/PE, cardboard challenge, and LEGO challenge). The plan also includes additional learning time -- after school and during summer. Continuation of counselor time to help students develop social skills and conflict resolution skills. PD for teachers on restorative practices and implementation of social-emotional curriculum.

10. The LCAP includes a process for involving teachers across grade levels in the evaluation, piloting and narrowing options for instructional resources in mathematics and ELA. The LCAP includes allocations for K-6, music teacher, Maker Ed TOSA, Technology Integration TOSA, consultation with SCOE for ED

music and counseling). The music program has been appreciated, especially with the addition of ukuleles and other instruments. Teachers expressed a need to look at the schedule for to provide more time for primary students. Teachers have appreciated working with the Maker Ed and Technology Integration Teacher-On-Special Assignment to implement maker and multimedia projects with students. Teachers also expressed a need for additional support for providing students with ELD instruction. Teachers also identified need for instructional resources in mathematics and ELA.

11. School Site Council met monthly to discuss student achievement, including the results from state performance assessments, California Healthy Kids survey, Student Voice survey, and -- October 22, 2015 March 17, 2016

12. May 4, 2016 -- Regular Governing Board meeting -- Piner-Olivet Educators Association presented results of survey of teachers regarding needs for instructional resources, professional development, new teacher support, support for implementing core curriculum and integrating technology. The Governing Board reviewed and discussed draft items for the LCAP.

13. May 6, 2016 -- Board Study Session to provide feedback on LCAP goals, actions and services. The Board reviewed stakeholder feedback and supported recommendations listed above in item #12. They also expressed a need to provide students with community connected learning opportunities that extend beyond school such as outdoor education and other community based learning.

14. Regular Governing Board meeting June 15, 2016 -- Public hearing on LCAP.

15. Special Board meeting -- June 22, 2016 -- LCAP approved by Governing

on support for the implementation of designated ELD.

11. Based on the information on student academic performance, the LCAP includes additional support through summer literacy program, tiers of intervention. Based on the CHKS and Student Voice, LCAP includes professional development on restorative practices and participation in the Sonoma Leadership Network focusing on equity. Parent and teacher representatives expressed appreciation for the inclusion of learning opportunities that support students in developing their creativity such as music education, project based learning, and Maker Education as well as the inclusion of counseling services to support students in developing self regulation and social skills.

12. The LCAP includes actions related to: 1) developing a new teacher support network, 2) process for involving teachers across grade levels in the evaluation, piloting and narrowing options for instructional resources in mathematics and ELA, 3) districtwide (K-6) coaching support in the areas of ELA/ELD, writing -- Maker Ed TOSA, Technology Integration TOSA, consultation with SCOE for ED on support for the implementation of designated ELD,

13. In addition to the allocations listed above, an action item has been included in the LCAP to provide funding to support outdoor education and community-connected learning opportunities.

14. Teachers association president inquired about the recommendations provided by teachers through the survey process. Process for researching and making recommendations on instructional resources for ELA and Math, support for new teachers, communication team, as well as professional development for teachers in providing ELD instruction for students are included in the LCAP based on feedback gathered.

Board.

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

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

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

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:

Students need to feel safe to take risks, express their ideas, and collaborate with others.
 Students need to feel engaged in learning and feel a sense of connection to their school community.

As measured by:
 My Voice Survey (students, teachers and parents) - 60% of students in grades 3-5 report feeling important in their classrooms; 55% of 6th graders report feeling like a valued member of the school community; 50% of students in grades 3-5 and 60% of students in grade 6 report feeling comfortable asking questions in class.

Healthy Kids Survey: Survey administered biennially during the 2015-2016 school year. Feel safe at school (85%) -- Caring Relationship w/Adults (70%); Meaningful Participation (50%). School Connectedness (60%).

Attendance Rates -- 97% or more
 Truancy Rate -- 2% or less
 Suspension Rates -- 1% or less
 Expulsion Rate - 0%

Facilities: Sustain Exemplary Status
 Williams Instructional Materials -- sustain 100% access.
 Maintain 100% Teachers appropriately assigned.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 Continue implementation of social-emotional curriculum, including Toolbox and No Bully!	LEAwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1.1.a Professional development to support on-going implementation of Toolbox/No Bully! No additional costs as consultant is now employee. (0000-1110-1000-5202-SGPD) 5000-5999: Services And Other Operating Expenditures Supplemental 1.1.b My Voice Surveys (students, staff, and parents) (0000-1110-1000-5880-SG01) 5000-5999: Services And Other Operating Expenditures Supplemental \$775 1.1.c Toolbox Consumable Materials (0000-1110-1000-4310-SG01) 4000-4999: Books And Supplies Supplemental \$120
1.2 Provide each student with highly qualified teaching staff to support learning and positive school climate.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	1.2.a Highly Qualified Principal (0000-1110-2700-1300-0000) 1000-1999: Certificated Personnel Salaries Base \$138,238 1.2.b Highly Qualified Teachers (0000-1110-1000-1100-0000) 1000-1999: Certificated Personnel Salaries Base \$1,406,721

		_ Other Subgroups: (Specify)	1.2.c District-wide team for collaborative problem solving (0000-1110-1000-1130/1149-600-BG01) 1000-1999: Certificated Personnel Salaries Base \$500
1.3 Provide in school and after school engagement activities such as sports, arts, clubs, etc.	LEA-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.3.a PE Technician (6 Hours/Day/School) (0000-1530-1000-2100-SG01) 2000-2999: Classified Personnel Salaries Supplemental \$28,221 1.3.b Teacher hourly rate (after school activities) (0000-1110-1000-1130-SG01) 1000-1999: Certificated Personnel Salaries Supplemental \$500 1.3.c Artist in Residence (community partnerships to support arts education) (0000-1130-1000-5830-SG01) 5800: Professional/Consulting Services And Operating Expenditures Base \$1,000 1.3.d Music teacher (1.0 FTE shared by 3 K-6 sites) (0000-1510-1000-1100-SG01) 1000-1999: Certificated Personnel Salaries Supplemental \$25,501 1.3.e Supplies -- Makers Club (0000-1110-1000-4310-SGMK) 4000-4999: Books And Supplies Supplemental \$5,000 1.3.f Supplies -- After school programs (0000-1110-1000-4310-SG01) 4000-4999: Books And Supplies Supplemental \$1,000
1.4 Provide clean and safe school facilities that support student engagement and positive school culture. Maintain clean and safe school facilities.	LEA-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.4.a Maintenance Supervisor 2000-2999: Classified Personnel Salaries Base \$30,469 1.4.b Grounds Supervisor 2000-2999: Classified Personnel Salaries Base \$25,121 1.4.c Custodial Staff 2000-2999: Classified Personnel Salaries Base \$138,376 1.4.d Custodial/Maintenance supplies 4000-4999: Books And Supplies Base \$15,000 1.4.e Repair/Maintenance Projects-Olivet Office and Staff Room expansion and remodel 5000-5999: Services And Other Operating Expenditures Base \$1,025,000 1.4.f Deferred Maintenance 0000: Unrestricted Base \$33,333 1.4.g Development of Facility Master Plan (0000-0000-7200-5830-600-FMP) 5800: Professional/Consulting Services And Operating Expenditures Base \$25,000
1.5 Design classroom space and facilities to promote	LEA-wide	<input checked="" type="checkbox"/> All	1.5.a Classroom furniture and equipment (0000-1110-

<p>greater collaboration, creative expression and project-based learning.</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>1000-4310-RLC) 4000-4999: Books And Supplies Base \$25,000 1.5.b Re-Imagining Learning Collaborative -- teacher stipends, professional development costs. (0000-1110-1000-1130/5202-RLC) 1000-1999: Certificated Personnel Salaries Base \$3,000</p>
<p>1.6 Provide before/after school and recess student supervision.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>1.6 Yard Duty Supervisors, Traffic Supervisors 2000-2999: Classified Personnel Salaries Base \$43,805</p>
<p>1.7 Provide tiers of social-emotional and behavioral intervention to support students in developing self-regulation strategies and positive social relationships.</p>	<p>LEA-wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>1.7.a Counselor (0000-1110-3110-5830-SG01) 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$20,000 1.7.b Tier 2 Toolbox Curriculum 4000-4999: Books And Supplies Supplemental See 1.1.c</p>
<p>1.8 Provide Student Attendance Mediation services.</p>	<p>LEA-wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>1.8.a SAM Program (1110-1000-5830-SG01) 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$1,000 1.8.a Counseling time 5800: Professional/Consulting Services And Operating Expenditures Supplemental See 1.7.a</p>

LCAP Year 2: 2017-2018

<p>Expected Annual Measurable Outcomes:</p>	<p>Students need to feel safe to take risks, express their ideas, and collaborate with others. Students need to feel engaged in learning and feel a sense of connection to their school community.</p> <p>As measured by: My Voice Survey (students, teachers and parents) - 70% of students in grades 3-5 report feeling important in their classrooms; 70% of 6th graders report feeling like a valued member of the school community; 70% of students in grades 3-5 and 70% of students in grade 6 report feeling comfortable asking questions in class.</p> <p>Healthy Kids Survey: Survey administered biennially during the 2015-2016 school year. Increase % of students reporting that they feel safe at school, have a caring relationship with an adult at school, have meaningful participation at school and feel connected to school community by 10%.</p> <p>Attendance Rates -- 97% or more Truancy Rate -- 2% or less Suspension Rates -- 1% or less Expulsion Rate: 0%</p> <p>Facilities: Sustain Exemplary Status Williams Instructional Materials -- sustain 100% access. Maintain 100% Teachers appropriately assigned.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 Continue implementation of social-emotional curriculum, including Toolbox and No Bully!	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1.1.a Professional development to support on-going implementation of Toolbox/No Bully! No additional costs as consultant is now employee. (0000-1110-1000-5202-SGPD) 5000-5999: Services And Other Operating Expenditures Supplemental 1.1.b My Voice Surveys (students, staff, and parents) (0000-1110-1000-5880-SG01) 5000-5999: Services And Other Operating Expenditures Supplemental \$775 1.1.c Toolbox Consumable Materials (0000-1110-1000-4310-SG01) 4000-4999: Books And Supplies Supplemental \$120
1.2 Provide each student with highly qualified teaching staff to support learning and positive school climate.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent	1.2.a Highly Qualified Principal (0000-1110-2700-1300-0000) 1000-1999: Certificated Personnel Salaries Base \$141,003 1.2.b Highly Qualified Teachers (0000-1110-1000-1100-0000) 1000-1999: Certificated Personnel Salaries

		<p>English proficient _ Other Subgroups: (Specify)</p>	<p>Base \$1,434,855 1.2.c District-wide team for collaborative problem solving (0000-1110-1000-1130/1149-600-BG01) 1000-1999: Certificated Personnel Salaries Base \$500</p>
<p>1.3 Provide in school and after school engagement activities such as sports, arts, clubs, etc.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>1.3.a PE Technician (6 Hours/Day/School) (0000-1530-1000-2100-SG01) 2000-2999: Classified Personnel Salaries Supplemental \$28,785 1.3.b Teacher hourly rate (after school activities) (0000-1110-1000-1130-SG01) 1000-1999: Certificated Personnel Salaries Supplemental \$500 1.3.c Artist in Residence (community partnerships to support arts education) (0000-1130-1000-5830-SG01) 5800: Professional/Consulting Services And Operating Expenditures Base \$1,000 1.3.d Music teacher (1.0 FTE shared by 3 K-6 sites) (0000-1510-1000-1100-SG01) 1000-1999: Certificated Personnel Salaries Supplemental \$25,501 1.3.e Supplies -- Makers Club (0000-1110-1000-4310-SGMK) 4000-4999: Books And Supplies Supplemental \$2,000 1.3.f Supplies -- After school programs (0000-1110-1000-4310-SG01) 4000-4999: Books And Supplies Base \$1,000</p>
<p>1.4 Provide clean and safe school facilities that support student engagement and positive school culture. Maintain clean and safe school facilities.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>1.4.a Maintenance Supervisor 2000-2999: Classified Personnel Salaries Base \$30,469 1.4.b Grounds Supervisor 2000-2999: Classified Personnel Salaries Base \$25,121 1.4.c Custodial Staff 2000-2999: Classified Personnel Salaries Base \$141,144 1.4.d Custodial/Maintenance supplies 4000-4999: Books And Supplies Base \$15,000 1.4.e Deferred Maintenance 0000: Unrestricted Base \$33,333</p>
<p>1.5 Design classroom space and facilities to promote greater collaboration, creative expression and project-based learning.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient</p>	<p>1.5.a Classroom furniture and equipment (0000-1110-1000-4310-RLC) 4000-4999: Books And Supplies Base \$10,000 1.5.b Re-Imagining Learning Collaborative -- teacher stipends, professional development costs. (0000-1110-1000-1130/5202-RLC) 1000-1999: Certificated Personnel Salaries Base \$3,000</p>

		_ Other Subgroups: (Specify)	
1.6 Provide before/after school and recess student supervision.	LEA-wide	<input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.6 Yard Duty Supervisors, Traffic Supervisors 2000-2999: Classified Personnel Salaries Base \$44,681
1.7 Provide tiers of social-emotional and behavioral intervention to support students in developing self-regulation strategies and positive social relationships.	LEA-wide	_ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils _ English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.7.a Counselor (0000-1110-3110-5830-SG01) 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$20,000 <hr/> 1.7.b Tier 2 Toolbox Curriculum 4000-4999: Books And Supplies Supplemental See 1.1.c
1.8 Provide Student Attendance Mediation services.	LEA-wide	_ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils _ English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.8.a SAM Program (1110-1000-5830-SG01) 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$1,000 <hr/> 1.8.a Counseling time 5800: Professional/Consulting Services And Operating Expenditures Supplemental See 1.7.a

LCAP Year 3: 2018-19

<p>Expected Annual Measurable Outcomes:</p>	<p>Students need to feel safe to take risks, express their ideas, and collaborate with others. Students need to feel engaged in learning and feel a sense of connection to their school community.</p> <p>As measured by: My Voice Survey (students, teachers and parents) - 70% of students in grades 3-5 report feeling important in their classrooms; 70% of 6th graders report feeling like a valued member of the school community; 70% of students in grades 3-5 and 70% of students in grade 6 report feeling comfortable asking questions in class.</p> <p>Healthy Kids Survey: Survey administered biennially during the 2015-2016 school year. Increase % of students reporting that they feel safe at school, have a caring relationship with an adult at school, have meaningful participation at school and feel connected to school community by 10%.</p> <p>Attendance Rates -- 97% or more Truancy Rate -- 2% or less Suspension Rates -- 1% or less Expulsion Rate: 0%</p> <p>Facilities: Sustain Exemplary Status Williams Instructional Materials -- sustain 100% access. Maintain 100% Teachers appropriately assigned.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 Continue implementation of social-emotional curriculum, including Toolbox and No Bully!	LEAwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1.1.a Professional development to support on-going implementation of Toolbox/No Bully! No additional costs as consultant is now employee. (0000-1110-1000-5202-SGPD) 5000-5999: Services And Other Operating Expenditures Supplemental 1.1.b My Voice Surveys (students, staff, and parents) (0000-1110-1000-5880-SG01) 5000-5999: Services And Other Operating Expenditures Supplemental \$775 1.1.c Toolbox Consumable Materials (0000-1110-1000-4310-SG01) 4000-4999: Books And Supplies Supplemental \$120
1.2 Provide each student with highly qualified teaching staff to support learning and positive school climate.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent	1.2.a Highly Qualified Principal (0000-1110-2700-1300-0000) 1000-1999: Certificated Personnel Salaries Base \$143,768 1.2.b Highly Qualified Teachers (0000-1110-1000-1100-0000) 1000-1999: Certificated Personnel Salaries

		English proficient _ Other Subgroups: (Specify)	Base \$1,462,989 1.2.c District-wide team for collaborative problem solving (0000-1110-1000-1130/1149-600-BG01) 1000-1999: Certificated Personnel Salaries Base \$500
1.3 Provide in school and after school engagement activities such as sports, arts, clubs, etc.	LEA-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.3.a PE Technician (6 Hours/Day/School) (0000-1530-1000-2100-SG01) 2000-2999: Classified Personnel Salaries Supplemental \$29,349 1.3.b Teacher hourly rate (after school activities) (0000-1110-1000-1130-SG01) 1000-1999: Certificated Personnel Salaries Supplemental \$500 1.3.c Artist in Residence (community partnerships to support arts education) (0000-1130-1000-5830-SG01) 5800: Professional/Consulting Services And Operating Expenditures Base \$1,000 1.3.d Music teacher (1.0 FTE shared by 3 K-6 sites) (0000-1510-1000-1100-SG01) 1000-1999: Certificated Personnel Salaries Supplemental \$25,501 1.3.e Supplies -- Makers Club (0000-1110-1000-4310-SGMK) 4000-4999: Books And Supplies Supplemental \$2,000 1.3.f Supplies -- After school programs (0000-1110-1000-4310-SG01) 4000-4999: Books And Supplies Base \$1,000
1.4 Provide clean and safe school facilities that support student engagement and positive school culture. Maintain clean and safe school facilities.	LEA-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.4.a Maintenance Supervisor 2000-2999: Classified Personnel Salaries Base \$30,469 1.4.b Grounds Supervisor 2000-2999: Classified Personnel Salaries Base \$25,121 1.4.c Custodial Staff 2000-2999: Classified Personnel Salaries Base \$143,911 1.4.d Custodial/Maintenance supplies 4000-4999: Books And Supplies Base \$15,000 1.4.e Deferred Maintenance 0000: Unrestricted Base \$33,333
1.5 Design classroom space and facilities to promote greater collaboration, creative expression and project-based learning.	LEA-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups:	1.5.a Classroom furniture and equipment (0000-1110-1000-4310-RLC) 4000-4999: Books And Supplies Base \$10,000 1.5.b Re-Imagining Learning Collaborative -- teacher stipends, professional development costs. (0000-1110-1000-1130/5202-RLC) 1000-1999: Certificated Personnel Salaries Base \$3,000

		(Specify)	
1.6 Provide before/after school and recess student supervision.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1.6 Yard Duty Supervisors, Traffic Supervisors 2000-2999: Classified Personnel Salaries Base \$45,557
1.7 Provide tiers of social-emotional and behavioral intervention to support students in developing self-regulation strategies and positive social relationships.	LEA-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1.7.a Counselor (0000-1110-3110-5830-SG01) 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$20,000 1.7.b Tier 2 Toolbox Curriculum 4000-4999: Books And Supplies Supplemental See 1.1.c
1.8 Provide Student Attendance Mediation services.	LEA-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1.8.a SAM Program (1110-1000-5830-SG01) 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$1,000 1.8.a Counseling time 5800: Professional/Consulting Services And Operating Expenditures Supplemental See 1.7.a

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

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

LCAP Year 1: 2016-2017

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

As measured by:
 # of teachers who have participated in professional development related to the CCSS ELA, CCSS Math, and Project Based Learning.
 Establish baseline for evidence of classroom practices related to the California Content Standards and the District's Student Outcomes (student work products, lessons/units, rubrics developed)
 Establish baseline for % of classrooms w/ evidence of core instructional practices aligned to the Common Core State Standards in ELA and Math.
 Teacher feedback on professional learning opportunities offered: 80% positive feedback expected.
 BrightBytes Survey:
 Foundational Skills -- 55% will report ease with these types of tasks.
 Online Skills -- 75% will utilize these skills.
 Multimedia Skills -- 40% will report ease with these types of tasks.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1 Regular schedule for grade level, cross grade level collaboration (1-2x per month during school day, after school, district faculty meetings) for teachers to review student work, develop rubrics, plan instruction and reflect on teaching practice within and across grade levels.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	2.1.a Substitute teachers to provide release time for teacher collaboration. (0000-1110-1000-1149-SUB 1000-1999: Certificated Personnel Salaries Base \$3,000
2.2 Provide professional learning opportunities to develop and support instructional practices aligned with the District Student Outcomes and California Content Standards for English Language Arts, Mathematics, Writing, Project Based Learning, and Next Generation Science Standards.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	2.2.a Instructional Coach (1 FTE District-wide) (0000-1570-1000-1100-600-SGPD) 1000-1999: Certificated Personnel Salaries Supplemental \$38,742 2.2.b Professional Development to support Math Instruction (Contract with SCOE) (0000-1460-1000-5830-SGPD) 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$4,000 2.2.c Technology Integration Coach (1 FTE shared by 3 K-6 schools) (0000-1230-1000-1100-600-SGPD) 1000-1999: Certificated Personnel Salaries Supplemental \$35,201 2.2.e Momentum in Teaching - Writing PD (6264-5202-PD) 5800: Professional/Consulting Services And Operating Expenditures Other \$18,748

			<p>2.2.f 21st Century Teaching and Learning Professional Development (Teacher release time and/or SCOE Contract) (0000-5830-SG02/0000-1110-1000-1130-SG02) 1000-1999: Certificated Personnel Salaries Supplemental \$1,000</p> <p>2.2.g Participation in NCTIP Program (0000-5830-BTSA) 5800: Professional/Consulting Services And Operating Expenditures Base \$9,900</p> <p>2.2.h Develop New Teacher Support Network (contract with SCOE), Release Time, Collaboration Time (0000-1110-1000-1130-BG02) 1000-1999: Certificated Personnel Salaries Base \$3,000</p>
<p>2.3 Provide formal and informal professional learning opportunities for teachers to develop instructional practices aligned to the District Student Outcomes, focused on writing, PBL, Next Generation Science Standards, technology and math.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>2.3.a Professional Development Days (3 voluntary days) (0000-1110-1000-1130-SGPD) 1000-1999: Certificated Personnel Salaries Supplemental \$5,000</p> <p>2.3.b Professional development workshops for teachers, classified instructional support staff, and principals.(4035-5202-PD) 5000-5999: Services And Other Operating Expenditures Title II \$1,000</p> <p>2.3.c Conferences -- Literacy, technology, math, Maker. (0000-5202-SGPD) 5000-5999: Services And Other Operating Expenditures Supplemental \$7,000</p> <p>2.3.c Director of Innovative Learning (40%) (0000-1110-2100-1300-600-SG02) 1000-1999: Certificated Personnel Salaries Base \$21,123</p> <p>2.3.d Release time for teacher participation in professional development for writing (0000-1110-1000-1130-SGPD) 1000-1999: Certificated Personnel Salaries Other \$7,278</p> <p>2.3.e Re-imagine Learning (0000-5830-SG02) 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$1,500</p> <p>2.3.f Consulting Contract for PBL (0000-5830-SG02) 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$4,000</p>
<p>2.4 Develop pilot program for Math performance tasks - K-6</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:</p>	<p>2.4 Pilot Math performance tasks program-consultant time and release time (0000-1110-1000-1149/5830-BG02) 5800: Professional/Consulting Services And Operating Expenditures Base \$4,000</p>

		(Specify)	
2.5 Design units of instruction aligned with CCS Math, ELA, including formative and summative assessments across K-6.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	2.5 Collaboration time for teachers-release time and/or extra-duty time (0000-1110-1000-1130/1149-BG02) 1000-1999: Certificated Personnel Salaries Base \$1,000
		<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)	
2.6 Develop proposal for Integration of arts education across curricular areas.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	2.6.a Professional development for general education teachers to learn arts integration strategies to use across curriculum-release time and/or extra-duty time (0000-1110-1000-1130/1149-SG02) 1000-1999: Certificated Personnel Salaries Supplemental \$3,000 2.6.b Director of Innovative Learning (40%) 1000-1999: Certificated Personnel Salaries Supplemental See 2.3.c
2.7 Implement ELD instructional strategies to promote academic discourse, structured language practices across core curricular areas and designated English Language Development during the school day.	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	2.7.a Consultation with SCOE ELD Coordinator to develop schoolwide practices to support EL students in all curricular areas. (0000-5830-SG02) 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$8,000 2.7.b Collaboration time to plan ELD instruction, review assessments of student progress and refine instructional practices.(0000-1110-1000-1130-SG02) 1000-1999: Certificated Personnel Salaries Supplemental \$2,100

<p>2.8 Provide professional development opportunities for integrating tiers of intervention support for students in ELA and Math.</p>	<p>LEA-wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>2.8.a Instructional Coach 1000-1999: Certificated Personnel Salaries Supplemental See 2.2.a 2.8.b Professional development focused on intervention strategies (0000-5830-SGPD) 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$3,000 2.8.c Santa Rosa City Schools and SCOE Network (0000-5830-SG02) 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$500</p>
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LCAP Year 2: 2017-2018

<p>Expected Annual Measurable Outcomes:</p>	<p>Teachers need to have opportunities for professional learning to develop and refine teaching practices that support the District's Student Outcomes. As measured by: # of teachers who have participated in professional development related to the CCSS ELA, CCSS Math, and Project Based Learning. 20% increase over established baseline (2015-2016) for evidence of classroom practices related to the California Content Standards and the District's Student Outcomes (student work products, lessons/units, rubrics developed) 20% increase over established baseline (2015-2016) baseline for % of classrooms w/ evidence of core instructional practices aligned to the Common Core State Standards in ELA and Math. Teacher feedback on professional learning opportunities offered. BrightBytes Survey: Foundational Skills -- 55% report ease with these types of tasks. Online Skills -- 80% utilize these skills. Multimedia Skills -- 45% report ease with these types of tasks.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>2.1 Regular schedule for grade level, cross grade level collaboration (1-2x per month during school day, after school, district faculty meetings) for teachers to review student work, develop rubrics, plan instruction and reflect on teaching practice within and across grade levels.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>2.1.a Substitute teachers to provide release time for teacher collaboration. (0000-1110-1000-1149-SUB 1000-1999: Certificated Personnel Salaries Base \$1,100</p>
<p>2.2 Provide professional learning opportunities to develop and support instructional practices aligned with the District Student Outcomes and California Content</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils</p>	<p>2.2.a Instructional Coach (1 FTE District-wide) (0000-1570-1000-1100-600-SGPD) 1000-1999: Certificated Personnel Salaries Supplemental \$35,301</p>

<p>Standards for English Language Arts, Mathematics, Writing, Project Based Learning, and Next Generation Science Standards.</p>		<p><input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>2.2.b Professional Development to support Math Instruction (Contract with SCOE) (0000-1110-1000-5830-SGPD) 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$2,400</p> <p>2.2.c Technology Integration Coach (1 FTE shared by 3 K-6 schools) (0000-1230-1000-1100-600-SGPD) 1000-1999: Certificated Personnel Salaries Supplemental \$35,201</p> <p>2.2.e Continue Writing PD (0000-0-1110-1000-5202-PD) 5800: Professional/Consulting Services And Operating Expenditures Base \$3,000</p> <p>2.2.f 21st Century Teaching and Learning Professional Development (Teacher release time and/or SCOE Contract) (0000-5830-SG02/0000-1110-1000-1130-SG02) 1000-1999: Certificated Personnel Salaries Supplemental \$1,000</p> <p>2.2.g Participation in NCTIP Program (0000-5830-BTSA) 5800: Professional/Consulting Services And Operating Expenditures Base \$9,900</p> <p>2.2.h Develop New Teacher Support Network (contract with SCOE), Release Time, Collaboration Time (0000-1110-1000-1130-BG02) 1000-1999: Certificated Personnel Salaries Base \$3,000</p>
<p>2.3 Provide formal and informal professional learning opportunities for teachers to develop instructional practices aligned to the District Student Outcomes, focused on writing, PBL, Next Generation Science Standards, technology and math.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>2.3.a Professional Development Days (3 voluntary days) (0000-1110-1000-1130-SGPD) 1000-1999: Certificated Personnel Salaries Supplemental \$7,000</p> <p>2.3.b Professional development workshops for teachers, classified instructional support staff, and principals.(4035-5202-PD) 5000-5999: Services And Other Operating Expenditures Title II \$1,000</p> <p>2.3.c Conferences -- Literacy, technology, math. (0000-5202-SGPD) 5000-5999: Services And Other Operating Expenditures Supplemental \$5,200</p> <p>2.3.c Director of Innovative Learning (40%) (0000-1110-2100-1300-600-SG02) 1000-1999: Certificated Personnel Salaries Base \$13,900</p> <p>2.3.d Release time for teacher participation in professional development for writing (0000-1110-1000-1130-PD) 1000-1999: Certificated Personnel Salaries Base \$2,000</p> <p>2.3.e Re-imagine Learning (0000-5830-SG02) 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$1,500</p>

			<p>2.3.f Consulting Contract for PBL (0000-5830-SG02) 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$4,000</p>
<p>2.4 Develop pilot program for Math performance tasks - K-6</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>2.4 Continue to Pilot Math performance tasks program-consultant time and release time (0000-1110-1000-1149/5830-BG02) 5800: Professional/Consulting Services And Operating Expenditures Base \$1,500</p>
<p>2.5 Design units of instruction aligned with CCS Math, ELA, including formative and summative assessments across K-6.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>2.5 Collaboration time for teachers-release time and/or extra-duty time (0000-1110-1000-1130/1149-BG02) 1000-1999: Certificated Personnel Salaries Base \$1,000</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>2.6 Develop proposal for Integration of arts education across curricular areas.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>2.6.a Professional development for general education teachers to learn arts integration strategies to use across curriculum-release time and/or extra-duty time (0000-1110-1000-1130/1149-SG02) 1000-1999: Certificated Personnel Salaries Supplemental \$2,000</p> <p>2.6.b Director of Innovative Learning (40%) 1000-1999: Certificated Personnel Salaries Supplemental See 2.3.c</p>

<p>2.7 Implement ELD instructional strategies to promote strategies academic discourse, structured language practices across core curricular areas and designated English Language Development during the school day.</p>	<p>LEA-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 checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>2.7.a Consultation with SCOE ELD Coordinator to develop schoolwide practices to support EL students in all curricular areas. (0000-5830-SG02) 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$3,000</p> <p>2.7.b Collaboration time to plan ELD instruction, review assessments of student progress and refine instructional practices.(0000-1110-1000-1130-SG02) 1000-1999: Certificated Personnel Salaries Supplemental \$2,100</p>
<p>2.8 Provide professional development opportunities for integrating tiers of intervention support for students in ELA and Math.</p>	<p>LEA-wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>2.7.c Instructional Coach 1000-1999: Certificated Personnel Salaries Supplemental See 2.2.a</p> <p>2.7.d Professional development focused on intervention strategies (0000-5830-SGPD) 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$3,000</p> <p>2.7.e Santa Rosa City Schools and SCOE Network (0000-5830-SG02) 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$500</p>

LCAP Year 3: 2018-19

<p>Expected Annual Measurable Outcomes:</p>	<p>Teachers need to have opportunities for professional learning to develop and refine teaching practices that support the District's Student Outcomes.</p> <p>As measured by:</p> <ul style="list-style-type: none"> # of teachers who have participated in professional development related to the CCSS ELA, CCSS Math, and Project Based Learning. 20% increase over established baseline (2015-2016) for evidence of classroom practices related to the California Content Standards and the District's Student Outcomes (student work products, lessons/units, rubrics developed) 20% increase over established baseline (2015-2016) baseline for % of classrooms w/ evidence of core instructional practices aligned to the Common Core State Standards in ELA and Math. Teacher feedback on professional learning opportunities offered. BrightBytes Survey: Foundational Skills -- 70% report ease with these types of tasks. Online Skills -- 90% utilize these skills. Multimedia Skills -- 50% report ease with these types of tasks.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>2.1 Regular schedule for grade level, cross grade level collaboration (1-2x per month during school day, after</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR:</p>	<p>2.1.a Substitute teachers to provide release time for teacher collaboration. (0000-1110-1000-1149-SUB 1000-1999:</p>

<p>school, district faculty meetings) for teachers to review student work, develop rubrics, plan instruction and reflect on teaching practice within and across grade levels.</p>		<p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Certificated Personnel Salaries Base \$1,100</p>
<p>2.2 Provide professional learning opportunities to develop and support instructional practices aligned with the District Student Outcomes and California Content Standards for English Language Arts, Mathematics, Writing, Project Based Learning, and Next Generation Science Standards.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>2.2.a Instructional Coach (1 FTE District-wide) (0000-1570-1000-1100-600-SGPD) 1000-1999: Certificated Personnel Salaries Supplemental \$35,301</p> <p>2.2.b Professional Development to support Math Instruction (Contract with SCOE) (0000-1110-1000-5830-SGPD) 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$2,400</p> <p>2.2.c Technology Integration Coach (1 FTE shared by 3 K-6 schools) (0000-1230-1000-1100-600-SGPD) 1000-1999: Certificated Personnel Salaries Supplemental \$35,201</p> <p>2.2.e Continue Writing PD (0000-0-1110-1000-5202-PD) 5800: Professional/Consulting Services And Operating Expenditures Base \$3,000</p> <p>2.2.f 21st Century Teaching and Learning Professional Development (Teacher release time and/or SCOE Contract) (0000-5830-SG02/0000-1110-1000-1130-SG02) 1000-1999: Certificated Personnel Salaries Supplemental \$1,000</p> <p>2.2.g Participation in NCTIP Program (0000-5830-BTSA) 5800: Professional/Consulting Services And Operating Expenditures Base \$9,900</p> <p>2.2.h Continue to Develop New Teacher Support Network (contract with SCOE), Release Time, Collaboration Time (0000-1110-1000-1130-BG02) 1000-1999: Certificated Personnel Salaries Base \$3,000</p>
<p>2.3 Provide formal and informal professional learning opportunities for teachers to develop instructional practices aligned to the District Student Outcomes, focused on writing, PBL, Next Generation Science Standards, technology and math.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>2.3.a Professional Development Days (3 voluntary days) (0000-1110-1000-1130-SGPD) 1000-1999: Certificated Personnel Salaries Supplemental \$7,000</p> <p>2.3.b Professional development workshops for teachers, classified instructional support staff, and principals.(4035-5202-PD) 5000-5999: Services And Other Operating Expenditures Title II \$1,000</p> <p>2.3.c Conferences -- Literacy, technology, math. (0000-5202-SGPD) 5000-5999: Services And Other Operating</p>

			<p>Expenditures Supplemental \$5,200</p> <p>2.3.c Director of Innovative Learning (40%) (0000-1110-2100-1300-600-SG02) 1000-1999: Certificated Personnel Salaries Base \$13,900</p> <p>2.3.d Release time for teacher participation in professional development for writing (0000-1110-1000-1130-PD) 1000-1999: Certificated Personnel Salaries Base \$2,000</p> <p>2.3.e Re-imagine Learning (0000-5830-SG02) 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$1,500</p> <p>2.3.f Consulting Contract for PBL (0000-5830-SG02) 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$4,000</p>
<p>2.4 Develop pilot program for Math performance tasks - K-6</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>2.4 Pilot Math performance tasks program-consultant time and release time (0000-1110-1000-1149/5830-BG02) 5800: Professional/Consulting Services And Operating Expenditures Base \$1,500</p>
<p>2.5 Design units of instruction aligned with CCS Math, ELA, including formative and summative assessments across K-6.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>2.5 Collaboration time for teachers-release time and/or extra-duty time (0000-1110-1000-1130/1149-BG02) 1000-1999: Certificated Personnel Salaries Base \$1,000</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>2.6 Develop proposal for Integration of arts education across curricular areas.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>2.6.a Professional development for general education teachers to learn arts integration strategies to use across curriculum-release time and/or extra-duty time (0000-1110-1000-1130/1149-SG02) 1000-1999: Certificated Personnel Salaries Supplemental \$3,000</p> <p>2.6.b Director of Innovative Learning (40%) 1000-1999: Certificated Personnel Salaries Supplemental See 2.3.c</p>
<p>2.7 Implement ELD instructional strategies to promote strategies academic discourse, structured language practices across core curricular areas and designated English Language Development during the school day.</p>	<p>LEA-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 checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>2.7.a Consultation with SCOE ELD Coordinator to develop schoolwide practices to support EL students in all curricular areas. (0000-5830-SG02) 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$3,000</p> <p>2.7.b Collaboration time to plan ELD instruction, review assessments of student progress and refine instructional practices.(0000-1110-1000-1130-SG02) 1000-1999: Certificated Personnel Salaries Supplemental \$2,100</p>
<p>2.8 Provide professional development opportunities for integrating tiers of intervention support for students in ELA and Math.</p>	<p>LEA-wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>2.8.a Instructional Coach 1000-1999: Certificated Personnel Salaries Supplemental See 2.2.a</p> <p>2.8.b Professional development focused on intervention strategies (0000-5830-SGPD) 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$3,000</p> <p>2.8.c Santa Rosa City Schools and SCOE Network (0000-5830-SG02) 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$500</p>

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

<p>GOAL 3:</p>	<p>All students will demonstrate proficiency in the skills and behaviors necessary for future success in college and careers.</p>	<p>Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify</p>
<p>Identified Need :</p>	<p>Students need to demonstrate proficiency in skills for future success such as literacy skills, mathematical reasoning, productive collaboration, critical and creative thinking, effective communication. Students need to develop proficiency in academic language (all) and English language skills (EL). Students need to demonstrate proficiency in the use of digital tools for research (accessing information), evaluating sources, digital citizenship, communication, collaboration and problem solving for college and career readiness. Students need to develop physical fitness.</p> <p>As measured by: Renaissance Learning Assessments STAR Reading (Gr. 3-6): 39% of students in grades 3-6 read grade level literary and informational text with accuracy and comprehension. STAR Math (Gr. 3-6): 47% students score at or above proficiency on grade level standards. DIBELS (K-6) -- 63% of students are meeting grade level benchmarks. CAASP - 10% increase from 2014-15 in ELA and Math.</p> <p>Title III Accountability AMAO I - Students making progress learning English 45.1 % (Based on data from 2014-2015) AMAO II -- Less than 5 yrs. attaining English Proficiency 15.9% (Based on data from 2014-2015)</p> <p>EL Reclassification - Students Redesignated English Proficient - 1%</p> <p>BrightBytes Student Survey: 31% of students asked to write online at least monthly. 56% of students collaborate with classmates online at least monthly. 31% use digital tools to solve authentic problems at least monthly.</p> <p>Evidence of outcomes as demonstrated by student work products as well as online publishing of student writing and project work. Physical Fitness Test (5th grade): Aerobic Capacity -- 56.4% (Based on data from Spring 2015. Data for Spring 2016 not available yet.) Body Composition -- 60% (Based on data from Spring 2015. Data for Spring 2016 not available yet.) All students (Gr. 1-6) have access to a broad course of study (English, math, social science, science, visual and performing arts, health and PE)</p>	
<p>Goal Applies to:</p>	<p>Schools: All Applicable Pupil Subgroups: All</p>	

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:

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

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

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

Students need to develop physical fitness.

As measured by:

Renaissance Learning Assessments STAR Reading (Gr. 3-6):
 50% of students in grades 3-6 will read grade level literary and informational text with accuracy and comprehension.

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

DIBELS (K-6) -- 70% of students will be meeting grade level benchmarks.

CAASPP - a 10% increase from 2015-16 in ELA and Math.

Title III Accountability

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

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

EL Reclassification - Students Redesignated English Proficient - 5% or more will meet target

BrightBytes Student Survey:

40% of students asked to write online at least monthly.

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

40% use digital tools to solve authentic problems at least monthly.

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

Physical Fitness Test (5th grade):

Aerobic Capacity -- 65%

Body Composition -- 65%

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

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1 Assess student progress toward curricular goals.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent	3.1.a Renaissance Learning (STAR Reading & Star Math) (0000-1110-1000-4310-SG03) 4000-4999: Books And Supplies Supplemental \$2,700 3.1.b DIBELS - annual subscription (0000-1110-1000-4340-BG03) 5000-5999: Services And Other Operating Expenditures Base \$1,975

		English proficient _ Other Subgroups: (Specify)	3.1.c Collaboration time for teams of teachers to develop assessment practices aligned with District Student Outcomes. 1000-1999: Certificated Personnel Salaries Base See 2.5 3.1.d Highly Qualified Teachers appropriately assigned 1000-1999: Certificated Personnel Salaries Base See 1.2.b
3.2 Implement Project-Based Learning/Inquiry methods focused on integrated units of instruction aligned with District Student Outcomes and California Content Standards.	LEA-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	3.2.a Collaboration Time - PBL 1000-1999: Certificated Personnel Salaries Base See 2.5 3.2.b Digital and print instructional resources - PBL (0000-1110-1000-4310-BG03) 4000-4999: Books And Supplies Base \$500 3.2.c Director of Innovative Learning (40%) 1000-1999: Certificated Personnel Salaries Base See 2.3.c 3.2.d Highly Qualified Teachers appropriately assigned 1000-1999: Certificated Personnel Salaries Base See 1.2.b 3.2.e Instructional Materials-Math Curriculum Committee Development (Samples for development of pilot program). (0000-1110-1000-4310-BG03) 4000-4999: Books And Supplies Base \$500
3.3 Provide instruction to students in developing literacy, media literacy, research and digital citizenship skills.	LEA-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	3.3.a Library Tech (30 hours per week per K-6 school) (0000-1110-2420-2200-SG03) 2000-2999: Classified Personnel Salaries Supplemental \$31,491 3.3.b Technology Integration Coach (1 FTE shared by 3 K-6 sites) 1000-1999: Certificated Personnel Salaries Supplemental See 2.2.c 3.3.c Conduct needs assessment for resources for balanced literacy instruction (0000-1110-1000-1130-SG03) 1000-1999: Certificated Personnel Salaries Supplemental \$500 3.3.d Director of Innovative Learning (40%) 1000-1999: Certificated Personnel Salaries Base See 2.3.c
3.4 Provide arts education (visual, digital, music, performing arts) for students to develop communication, creativity and critical thinking skills.	LEA-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	3.4.a Music teacher (1 FTE shared between 3 K-6 schools) -- classroom based music instruction. 1000-1999: Certificated Personnel Salaries Supplemental See 1.3.d 3.4.b Materials for after school art projects (0000-1130-1000-4310-SG03) 4000-4999: Books And Supplies Supplemental \$500
3.5 Provide students with instruction to develop motor	LEA-wide	<input checked="" type="checkbox"/> All	3.5 PE Technician (6 Hrs/Day/School) 2000-2999: Classified

<p>skills/physical fitness.</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Personnel Salaries Base See 1.3.a</p>
<p>3.6 Provide academic support for students with disabilities to access a rigorous curriculum aligned with California Content Standards and the District's Student Outcomes.</p>	<p>LEA-wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special Education</u></p>	<p>3.6.a Special Ed Teachers (2 FTE for District K-12 Program) (6500-5770-1120-1100-0000) 1000-1999: Certificated Personnel Salaries Special Education \$57,420</p> <p>3.6.b Special Ed Teacher for SDC (1 FTE for District K-6 Program) (6500-5770-1110-1100-0000) 1000-1999: Certificated Personnel Salaries Special Education \$34,058</p> <p>3.6.c RSP Assistant (6500-5770-1120-2100) 2000-2999: Classified Personnel Salaries Title I \$9,136</p> <p>3.6.d Specialized Assistants (SDC) (6500-0-5770-1110-2100) 2000-2999: Classified Personnel Salaries Special Education \$11,248</p> <p>3.6.e Speech & Language Specialists (1.4 FTE for District K-12 Program) (6500-5770-3150-1200) 1000-1999: Certificated Personnel Salaries Special Education \$48,082</p> <p>3.6.f Director of Special Education/Intervention (.40 for District K-12 Program) (6500-5770-2100-1300-) 1000-1999: Certificated Personnel Salaries Special Education \$15,000</p>
<p>3.7 Develop Math Curriculum Committee to research and explore math instructional resources.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>3.7.a Collaboration time for Math Curriculum Committee to research math instructional materials 1000-1999: Certificated Personnel Salaries Base See 2.4</p> <p>3.7.b Sample Math instructional materials 4000-4999: Books And Supplies Base no cost</p>
<p>3.8 Provide Community Connected Learning opportunities</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth</p>	<p>3.8.a Off-Campus Community Learning events (field trips) (0000-5880-FT03) 5000-5999: Services And Other Operating Expenditures Base \$7,800</p> <p>3.8.b On-Campus Community Learning events (guest speakers, presentations, etc) (0000-5830-FT03) 5800:</p>

		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Professional/Consulting Services And Operating Expenditures Base \$500 3.8.c 6th grade Science Outdoor Education (0000-1515-1000-5808-FT03) 5000-5999: Services And Other Operating Expenditures Base \$8,000
3.9 Provide tiers of support (RtI) for students who need targeted instruction and academic intervention.	LEA-wide	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	3.9.a Collaboration time for teachers to review benchmark data, plan interventions, and assess student progress. 1000-1999: Certificated Personnel Salaries Supplemental See 2.5 3.9.b Intervention materials (Rewards, SIPPS) (0000-4310-SG03) 4000-4999: Books And Supplies Supplemental \$500 3.9.c Lexia Reading - Annual Subscription 4000-4999: Books And Supplies Other \$10,350 3.9.d Director of Special Education/Intervention (.20 for District K-12 Intervention Program) (0000-1110-2100-1300-600-SG03) 1000-1999: Certificated Personnel Salaries Supplemental \$8,325
3.10 Provide extended instructional time before and after school for students who need additional academic support in ELA and Math.	LEA-wide	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	3.10.a Teacher hourly rate (0000-1660-1000-1130-SG03) 1000-1999: Certificated Personnel Salaries Supplemental \$500 3.10 Intervention materials (0000-1660-1000-4310-SG03) 4000-4999: Books And Supplies Supplemental \$500
3.11 Provide extended learning time for students during summer.	LEA-wide	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	3.11 Teacher hourly rate (0000-1650-1000-1130-SG03) 1000-1999: Certificated Personnel Salaries Supplemental \$2,000

LCAP Year 2: 2017-2018

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

As measured by:
 Renaissance Learning Assessments STAR Reading (Gr. 3-6):
 60% of students in grades 3-6 read grade level literary and informational text with accuracy and comprehension.
 STAR Math (Gr. 3-6): 70% of students score will be at or above proficiency on grade level standards.
 DIBELS (K-6) -- 75% of students will be meeting grade level benchmarks.
 CAASP - a 10% increase from 2016-17 in ELA and Math.

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

EL Reclassification - Students Redesignated English Proficient - 10% or more will meet target

BrightBytes Student Survey:
 50% of students asked to write online at least monthly.
 70% of students collaborate with classmates online at least monthly.
 50% use digital tools to solve authentic problems at least monthly.

Evidence of outcomes as demonstrated by student work products as well as online publishing of student writing and project work.
 Physical Fitness Test (5th grade):
 Aerobic Capacity -- 70%
 Body Composition -- 70%

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

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1 Assess student progress toward curricular goals.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent	3.1.a Renaissance Learning (STAR Reading & Star Math) (0000-1110-1000-4310-SG03) 4000-4999: Books And Supplies Supplemental \$2,700 3.1.b DIBELS - annual subscription (0000-1110-1000-4340-BG03) 5000-5999: Services And Other Operating Expenditures Base \$1,975

		<p>English proficient _ Other Subgroups: (Specify)</p>	<p>3.1.c Collaboration time for teams of teachers to develop assessment practices aligned with District Student Outcomes. 1000-1999: Certificated Personnel Salaries Base See 2.5</p> <p>3.1.d Highly Qualified Teachers appropriately assigned 1000-1999: Certificated Personnel Salaries Base See 1.2.b</p>
<p>3.2 Implement Project-Based Learning/Inquiry methods focused on integrated units of instruction aligned with District Student Outcomes and California Content Standards.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>3.2.a Collaboration Time - PBL 1000-1999: Certificated Personnel Salaries Base See 2.5</p> <p>3.2.b Digital and print instructional resources - PBL (0000-1110-1000-4310-BG03) 4000-4999: Books And Supplies Base \$500</p> <p>3.2.c Director of Innovative Learning (40%) 1000-1999: Certificated Personnel Salaries Base See 2.3.c</p> <p>3.2.d Highly Qualified Teachers appropriately assigned 1000-1999: Certificated Personnel Salaries Base See 1.2.b</p> <p>3.2.e Instructional Materials-Math Curriculum Committee Development (Pilot selected resources at minimal cost). (0000-1110-1000-4310-BG03) 4000-4999: Books And Supplies Base \$500</p>
<p>3.3 Provide instruction to students in developing literacy, media literacy, research and digital citizenship skills.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>3.3.a Library Tech (30 hours per week per K-6 school) (0000-1110-2420-2200-SG03) 2000-2999: Classified Personnel Salaries Supplemental \$32,121</p> <p>3.3.b Technology Integration Coach (1 FTE shared by 3 K-6 sites) 1000-1999: Certificated Personnel Salaries Supplemental See 2.2.c</p> <p>3.3.c Conduct needs assessment for resources for balanced literacy instruction (0000-1110-1000-1130-SG03) 1000-1999: Certificated Personnel Salaries Supplemental \$500</p> <p>3.3.d Director of Innovative Learning (40%) 1000-1999: Certificated Personnel Salaries Base See 2.3.c</p>
<p>3.4 Provide arts education (visual, digital, music, performing arts) for students to develop communication, creativity and critical thinking skills.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>3.4.a Music teacher (1 FTE shared between 3 K-6 schools) 1000-1999: Certificated Personnel Salaries Supplemental See 1.3.d</p> <p>3.4.b Materials for after school art projects (0000-1130-1000-4310-SG03) 4000-4999: Books And Supplies Supplemental \$500</p>

<p>3.5 Provide students with instruction to develop motor skills/physical fitness.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>3.5 PE Technician (6 Hrs/Day/School) 2000-2999: Classified Personnel Salaries Base See 1.3.a</p>
<p>3.6 Provide academic support for students with disabilities to access a rigorous curriculum aligned with California Content Standards and the District's Student Outcomes.</p>	<p>LEA-wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special Education</u></p>	<p>3.6.a Special Ed Teachers (2 FTE for District K-12 Program) (6500-5770-1120-1100-0000) 1000-1999: Certificated Personnel Salaries Special Education \$57,420</p> <p>3.6.b Special Ed Teacher for SDC (1 FTE for District K-6 Program) (6500-5770-1110-1100-0000) 1000-1999: Certificated Personnel Salaries Special Education \$34,058</p> <p>3.6.c RSP Assistant (6500-5770-1120-2100) 2000-2999: Classified Personnel Salaries Title I \$9,136</p> <p>3.6.d Specialized Assistants (SDC) (6500-5770-1110-2100) 2000-2999: Classified Personnel Salaries Title I \$11,248</p> <p>3.6.e Speech & Language Specialists (1.4 FTE for District K-12 Program) (6500-5770-3150-1200) 1000-1999: Certificated Personnel Salaries Special Education \$48,082</p> <p>3.6.f Director of Special Education/Intervention (.40 for District K-12 Program) (6500-5770-2100-1300-) 1000-1999: Certificated Personnel Salaries Special Education \$15,000</p>
<p>3.7 Develop Math Curriculum Committee to research and explore math instructional resources.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>3.7.a Collaboration time for Math Curriculum Committee to research math instructional materials 1000-1999: Certificated Personnel Salaries Base See 2.4</p> <p>3.7.b Sample Math instructional materials 4000-4999: Books And Supplies Base no cost</p>
<p>3.8 Provide Community Connected Learning opportunities</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth</p>	<p>3.8.a Off-Campus Community Learning events (field trips) (0000-5880-FT03) 5000-5999: Services And Other Operating Expenditures Base \$7,800</p> <p>3.8.b On-Campus Community Learning events (guest speakers, presentations, etc) (0000-5830-FT03) 5800:</p>

		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Professional/Consulting Services And Operating Expenditures Base \$500 3.8.c 6th grade Science Outdoor Education (0000-1515-1000-5880-FT03) 5000-5999: Services And Other Operating Expenditures Base \$8,000
3.9 Provide tiers of support (RtI) for students who need targeted instruction and academic intervention.	LEA-wide	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	3.9.a Collaboration time for teachers to review benchmark data, plan interventions, and assess student progress. 1000-1999: Certificated Personnel Salaries Supplemental See 2.5 3.9.b Intervention materials (Rewards, SIPPS) (0000-4310-SG03) 4000-4999: Books And Supplies Supplemental \$500 3.9.c Lexia Reading - Annual Subscription 4000-4999: Books And Supplies Other No Cost - Purchased 3 Yr Subscription in 2016-2017 3.9.d Director of Special Education/Intervention (.20 for District K-12 Intervention Program) (0000-1110-2100-1300-600-SG03) 1000-1999: Certificated Personnel Salaries Supplemental \$8,325
3.10 Provide extended instructional time before and after school for students who need additional academic support in ELA and Math.	LEA-wide	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	3.10.a Teacher hourly rate (0000-1660-1000-1130-SG03) 1000-1999: Certificated Personnel Salaries Supplemental \$500 3.10 Intervention materials (0000-1660-1000-4310-SG03) 4000-4999: Books And Supplies Supplemental \$500
3.11 Provide extended learning time for students during summer.	LEA-wide	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	3.11 Teacher hourly rate (0000-1650-1000-1130-SG03) 1000-1999: Certificated Personnel Salaries Supplemental \$2,000

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:

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

As measured by:

- Renaissance Learning Assessments STAR Reading (Gr. 3-6):
- 85% of students in grades 3-6 read grade level literary and informational text with accuracy and comprehension.
- STAR Math (Gr. 3-6): 70% of students score will be at or above proficiency on grade level standards.
- DIBELS (K-6) -- 75% of students will be meeting grade level benchmarks
- CAASP - a 10% increase from 2016-17 in ELA and Math.

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Title III Accountability

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

EL Reclassification - Students Redesignated English Proficient - 10% or more will meet target

BrightBytes Student Survey:

- 60% of students asked to write online at least monthly.
- 70% of students collaborate with classmates online at least monthly.
- 60% use digital tools to solve authentic problems at least monthly.

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

Physical Fitness Test (5th grade):

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

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

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1 Assess student progress toward curricular goals.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	3.1.a Renaissance Learning (STAR Reading & Star Math) (0000-1110-1000-4310-SG03) 4000-4999: Books And Supplies Supplemental \$2,700 3.1.b DIBELS - annual subscription (0000-1110-1000-4340-BG03) 5000-5999: Services And Other Operating

		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Expenditures Base \$1,975 3.1.c Collaboration time for teams of teachers to develop assessment practices aligned with District Student Outcomes. 1000-1999: Certificated Personnel Salaries Base See 2.5 3.1.d Highly Qualified Teachers appropriately assigned 1000-1999: Certificated Personnel Salaries Base See 1.2.b
3.2 Implement Project-Based Learning/Inquiry methods focused on integrated units of instruction aligned with District Student Outcomes and California Content Standards.	LEA-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	3.2.a Collaboration Time - PBL 1000-1999: Certificated Personnel Salaries Base See 2.5 3.2.b Digital and print instructional resources - PBL (0000-1110-1000-4310-BG03) 4000-4999: Books And Supplies Base \$500 3.2.c Director of Innovative Learning (40%) 1000-1999: Certificated Personnel Salaries Base See 2.3.c 3.2.d Highly Qualified Teachers appropriately assigned 1000-1999: Certificated Personnel Salaries Base See 1.2.b 3.2.e Instructional Materials-Math Curriculum Committee Development (0000-1110-1000-4310-BG03) 4000-4999: Books And Supplies Base \$25,000
3.3 Provide instruction to students in developing literacy, media literacy, research and digital citizenship skills.	LEA-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	3.3.a Library Tech (30 hours per week per K-6 school) (0000-1110-2420-2200-SG03) 2000-2999: Classified Personnel Salaries Supplemental \$32,763 3.3.b Technology Integration Coach (1 FTE shared by 3 K-6 sites) 1000-1999: Certificated Personnel Salaries Supplemental See 2.2.c 3.3.c Conduct needs assessment for resources for balanced literacy instruction (0000-1110-1000-1130-SG03) 1000-1999: Certificated Personnel Salaries Supplemental \$500 3.3.d Director of Innovative Learning (40%) 1000-1999: Certificated Personnel Salaries Base See 2.3.c
3.4 Provide arts education (visual, digital, music, performing arts) for students to develop communication, creativity and critical thinking skills.	LEA-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	3.4.a Music teacher (1 FTE shared between 3 K-6 schools) 1000-1999: Certificated Personnel Salaries Supplemental See 1.3.d 3.4.b Materials for after school art projects (0000-1130-1000-4310-SG03) 4000-4999: Books And Supplies Supplemental \$500

<p>3.5 Provide students with instruction to develop motor skills/physical fitness.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>3.5 PE Technician (6 Hrs/Day/School) 2000-2999: Classified Personnel Salaries Base See 1.3.a</p>
<p>3.6 Provide academic support for students with disabilities to access a rigorous curriculum aligned with California Content Standards and the District's Student Outcomes.</p>	<p>LEA-wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special Education</u></p>	<p>3.6.a Special Ed Teachers (2 FTE for District K-12 Program) (6500-5770-1120-1100-0000) 1000-1999: Certificated Personnel Salaries Special Education \$57,420</p> <p>3.6.b Special Ed Teacher for SDC (1 FTE for District K-6 Program) (6500-5770-1110-1100-0000) 1000-1999: Certificated Personnel Salaries Special Education \$34,058</p> <p>3.6.c RSP Assistant (6500-5770-1120-2100) 2000-2999: Classified Personnel Salaries Title I \$9,136</p> <p>3.6.d Specialized Assistants (SDC) (6500-5770-1110-2100) 2000-2999: Classified Personnel Salaries Title I \$11,248</p> <p>3.6.e Speech & Language Specialists (1.4 FTE for District K-12 Program) (6500-5770-3150-1200) 1000-1999: Certificated Personnel Salaries Special Education \$48,082</p> <p>3.6.f Director of Special Education/Intervention (.40 for District K-12 Program) (6500-5770-2100-1300-) 1000-1999: Certificated Personnel Salaries Special Education \$15,000</p>
<p>3.7 Math Curriculum Committee to assist with math adoption implementation.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>3.7.a Collaboration time for Math Curriculum Committee to research math instructional materials 1000-1999: Certificated Personnel Salaries Base See 2.4</p> <p>3.7.b Implement Math instructional materials 4000-4999: Books And Supplies Base no cost</p>
<p>3.8 Provide Community Connected Learning opportunities</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth</p>	<p>3.8.a Off-Campus Community Learning events (field trips) (0000-5880-FT03) 5000-5999: Services And Other Operating Expenditures Base \$7,800</p> <p>3.8.b On-Campus Community Learning events (guest speakers, presentations, etc) (0000-5830-FT03) 5800:</p>

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Professional/Consulting Services And Operating Expenditures Base \$500 3.8.c 6th grade Science Outdoor Education (0000-1515-1000-5880-FT03) 5000-5999: Services And Other Operating Expenditures Base \$8,000
3.9 Provide tiers of support (RtI) for students who need targeted instruction and academic intervention.	LEA-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 checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	3.9.a Collaboration time for teachers to review benchmark data, plan interventions, and assess student progress. 1000-1999: Certificated Personnel Salaries Supplemental See 2.5 3.9.b Intervention materials (Rewards, SIPPS) (0000-4310-SG03) 4000-4999: Books And Supplies Supplemental \$500 3.9.c Lexia Reading - Annual Subscription 4000-4999: Books And Supplies Other No Cost - Purchased 3 Yr Subscription in 2016-2017 3.9.d Director of Special Education/Intervention (.20 for District K-12 Intervention Program) (0000-1110-2100-1300-600-SG03) 1000-1999: Certificated Personnel Salaries Supplemental \$8,325
3.10 Provide extended instructional time before and after school for students who need additional academic support in ELA and Math.	LEA-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 checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	3.10.a Teacher hourly rate (0000-1660-1000-1130-SG03) 1000-1999: Certificated Personnel Salaries Supplemental \$500 3.10 Intervention materials (0000-1660-1000-4310-SG03) 4000-4999: Books And Supplies Supplemental \$500
3.11 Provide extended learning time for students during summer.	LEA-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 type="checkbox"/> Other Subgroups: (Specify)	3.11 Teacher hourly rate (0000-1650-1000-1130-SG03) 1000-1999: Certificated Personnel Salaries Supplemental \$2,000

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

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

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	Parents need access to up-to-date information on school events, student learning activities, and a clear understanding of instructional goals to support their child's education. Parents, including the parents of unduplicated students and students with exceptional needs, need to feel a sense of connection and engagement with the school community. Metrics: Parent participation on LCAP engagement sessions -- increase to 20%. Parent participation in surveys to gather feedback via BrightBytes and MyVoice - increase to 30%. Sustain or improve # parent volunteer sign ins. Engagement statistics on social media sites -- improve parent engagement on Facebook page by 10%.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4.1 Parent Education: Literacy, Numeracy, technology, English language, Student Outcomes, 4C's, Social-Emotional learning, and Positive Parenting.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	4.1.a Teacher hourly rate (0000-1110-1000-1130-SG04) 1000-1999: Certificated Personnel Salaries Supplemental \$1,000 4.1.b Materials (0000-4390-SG04) 4000-4999: Books And

		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Supplies Supplemental \$500 4.1.c Outreach Worker (0000-4760-1000-2100-SG04) 2000-2999: Classified Personnel Salaries Supplemental \$8,000 4.1.d Child Care (0000-1110-1000-2100-SG04) 2000-2999: Classified Personnel Salaries Supplemental \$500
4.2 Develop tools to communicate with parents regarding student progress	LEA-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4.2.e Develop report card tools to communicate student progress (0000-1110-1000-1130-SG04) 1000-1999: Certificated Personnel Salaries Supplemental \$500
4.3 Use a variety of communication platforms to promote an understanding of educational programs and parent engagement such as social media, district and school websites, SchoolGo mobile app, e-newsletters, LCAP Infographics and virtual meetings (AnyMeeting, Google Hangouts, etc.) including School/Community events that showcase student learning (exhibitions, performances, etc.)	LEA-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4.3.a AnyMeeting annual subscription (0000-1110-1000-4340-BG04) 4000-4999: Books And Supplies Base \$200 4.3.b Constant Contact annual subscription (0000-1110-1000-4340-BG04) 4000-4999: Books And Supplies Base \$100 4.3.c Weebly Pro Annual Subscription (0000-1110-1000-4340-BG04) 4000-4999: Books And Supplies Base \$100 4.3.d Photography 4000-4999: Books And Supplies Base \$100 4.3.e SchoolGo annual subscription (\$1 per student) (0000-1110-1000-4340-BG04) 4000-4999: Books And Supplies Base \$50 4.3.f LCAP Infographics for Website (1110-5830-BG04) 5800: Professional/Consulting Services And Operating Expenditures Base \$1,662
4.4 Provide parent education through Community-Based Tutoring program, including English language support, strategies for supporting students in academic learning at home.	LEA-wide	_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	4.4.a Teacher hourly rate (0000-4760-1000-1130-SG04) 1000-1999: Certificated Personnel Salaries Supplemental \$500 4.4.b Outreach Worker 2000-2999: Classified Personnel Salaries Supplemental See 4.1.c 4.4.c Program Coordinator 1000-1999: Certificated Personnel Salaries Supplemental See 2.3.c 4.4.d CBET Instructor (0000-4760-1000-5830-SG04) 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$2,000

<p>4.5 Provide parents with access to information related to academic interventions and English language development support.</p>	<p>LEA-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 checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>4.5 Teacher hourly rate 1000-1999: Certificated Personnel Salaries Base See 1.2.b 4.5 Outreach worker for parent consultation and translation services 2000-2999: Classified Personnel Salaries Supplemental See 4.1.c</p>
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LCAP Year 2: 2017-2018

<p>Expected Annual Measurable Outcomes:</p>	<p>Parents need access to up-to-date information on school events, student learning activities, and a clear understanding of instructional goals to support their child's education. Parents, including the parents of unduplicated students and students with exceptional needs, need to feel a sense of connection and engagement with the school community. Metrics: Parent participation on LCAP engagement sessions -- increase to 30%. Parent participation in surveys to gather feedback via BrightBytes and MyVoice - increase to 40%. Sustain or improve # parent volunteer sign ins. Engagement statistics on social media sites -- improve parent engagement on Facebook page by 10%.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>4.1 Parent Education: Literacy, Numeracy, technology, English language, Student Outcomes, 4C's, Social-Emotional learning, and Positive Parenting.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>4.1.a Teacher hourly rate (0000-1110-1000-1130-SG04) 1000-1999: Certificated Personnel Salaries Supplemental \$1,000 4.1.b Materials (0000-4390-SG04) 4000-4999: Books And Supplies Supplemental \$500 4.1.c Outreach Worker (0000-4760-1000-2100-SG04) 2000-2999: Classified Personnel Salaries Supplemental \$8,000 4.1.d Child Care (0000-1110-1000-2100-SG04) 2000-2999: Classified Personnel Salaries Supplemental \$500</p>
<p>4.2 Develop tools to communicate with parents regarding student progress</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p>	<p>4.2.e Develop report card tools to communicate student progress (0000-1110-1000-1130-SG04) 1000-1999: Certificated Personnel Salaries Supplemental \$500</p>

		_ Other Subgroups: (Specify)	
4.3 Use a variety of communication platforms to promote an understanding of educational programs and parent engagement such as social media, district and school websites, SchoolGo mobile app, e-newsletters, LCAP Infographics and virtual meetings (AnyMeeting, Google Hangouts, etc.) including School/Community events that showcase student learning (exhibitions, performances, etc.)	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4.3.a AnyMeeting annual subscription (0000-1110-1000-4340-BG04) 4000-4999: Books And Supplies Base \$200 4.3.b Constant Contact annual subscription (0000-1110-1000-4340-BG04) 4000-4999: Books And Supplies Base \$100 4.3.c Weebly Pro Annual Subscription (0000-1110-1000-4340-BG04) 4000-4999: Books And Supplies Base \$100 4.3.d Photography 4000-4999: Books And Supplies Base \$100 4.3.e SchoolGo annual subscription (\$1 per student) (0000-1110-1000-4340-BG04) 4000-4999: Books And Supplies Base \$50 4.3.f LCAP Infographics for Website (1110-5830-BG04) 5800: Professional/Consulting Services And Operating Expenditures Base \$1,662
4.4 Provide parent education through Community-Based Tutoring program, including English language support, strategies for supporting students in academic learning at home.	LEA-wide	_ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	4.4.a Teacher hourly rate (0000-4760-1000-1130-SG04) 1000-1999: Certificated Personnel Salaries Supplemental \$500 4.4.b Outreach Worker 2000-2999: Classified Personnel Salaries Supplemental See 4.1.c 4.4.c Program Coordinator 1000-1999: Certificated Personnel Salaries Supplemental See 2.3.c 4.4.d CBET Instructor (0000-4760-1000-5830-SG04) 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$1,100
4.5 Provide parents with access to information related to academic interventions and English language development support.	LEA-wide	_ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	4.5 Teacher hourly rate 1000-1999: Certificated Personnel Salaries Base See 1.2.b 4.5 Outreach worker for parent consultation and translation services 2000-2999: Classified Personnel Salaries Supplemental See 4.1.c

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	<p>Parents need access to up-to-date information on school events, student learning activities, and a clear understanding of instructional goals to support their child's education.</p> <p>Parents, including the parents of unduplicated students and students with exceptional needs, need to feel a sense of connection and engagement with the school community.</p> <p>Metrics:</p> <p>Parent participation on LCAP engagement sessions -- increase to 30%.</p> <p>Parent participation in surveys to gather feedback via BrightBytes and MyVoice - increase to 40%.</p> <p>Sustain or improve # parent volunteer sign ins.</p> <p>Engagement statistics on social media sites -- improve parent engagement on Facebook page by 10%.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4.1 Parent Education: Literacy, Numeracy, technology, English language, Student Outcomes, 4C's, Social-Emotional learning, and Positive Parenting.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)	4.1.a Teacher hourly rate (0000-1110-1000-1130-SG04) 1000-1999: Certificated Personnel Salaries Supplemental \$1,000 4.1.b Materials (0000-4390-SG04) 4000-4999: Books And Supplies Supplemental \$500 4.1.c Outreach Worker (0000-4760-1000-2100-SG04) 2000-2999: Classified Personnel Salaries Supplemental \$8,000 4.1.d Child Care (0000-1110-1000-2100-SG04) 2000-2999: Classified Personnel Salaries Supplemental \$500
4.2 Develop tools to communicate with parents regarding student progress	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)	4.2.e Develop report card tools to communicate student progress (0000-1110-1000-1130-SG04) 1000-1999: Certificated Personnel Salaries Supplemental \$500
4.3 Use a variety of communication platforms to promote an understanding of educational programs and parent engagement such as social media, district and school websites, SchoolGo mobile app, e-newsletters, LCAP Infographics and virtual meetings (AnyMeeting, Google Hangouts, etc.) including School/Community events that showcase student learning (exhibitions, performances,	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	4.3.a AnyMeeting annual subscription (0000-1110-1000-4340-BG04) 4000-4999: Books And Supplies Base \$200 4.3.b Constant Contact annual subscription (0000-1110-1000-4340-BG04) 4000-4999: Books And Supplies Base \$100 4.3.c Weebly Pro Annual Subscription (0000-1110-1000-4340-BG04) 4000-4999: Books And Supplies Base \$100

<p>etc.)</p>		<p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>4.3.d Photography 4000-4999: Books And Supplies Base \$100</p> <p>4.3.e SchoolGo annual subscription (\$1 per student) (0000-1110-1000-4340-BG04) 4000-4999: Books And Supplies Base \$50</p> <p>4.3.f LCAP Infographics for Website (1110-5830-BG04) 5800: Professional/Consulting Services And Operating Expenditures Base \$1,662</p>
<p>4.4 Provide parent education through Community-Based Tutoring program, including English language support, strategies for supporting students in academic learning at home.</p>	<p>LEA-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 checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>4.4.a Teacher hourly rate (0000-4760-1000-1130-SG04) 1000-1999: Certificated Personnel Salaries Supplemental \$500</p> <p>4.4.b Outreach Worker 2000-2999: Classified Personnel Salaries Supplemental See 4.1.c</p> <p>4.4.c Program Coordinator 1000-1999: Certificated Personnel Salaries Supplemental See 2.3.c</p> <p>4.4.d CBET Instructor (0000-4760-1000-5830-SG04) 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$1,100</p>
<p>4.5 Provide parents with access to information related to academic interventions and English language development support.</p>	<p>LEA-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 checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>4.5 Teacher hourly rate 1000-1999: Certificated Personnel Salaries Base See 1.2.b</p> <p>4.5 Outreach worker for parent consultation and translation services 2000-2999: Classified Personnel Salaries Supplemental See 4.1.c</p>

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.

<p>Original GOAL 1 from prior year LCAP:</p>	<p>Create a positive, learning focused environment and culture for all students.</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify</p>	
<p>Goal Applies to: Schools: All Applicable Pupil Subgroups: All, Low Income, Foster Youth, English Learners</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>Students need to feel safe to take risks, express their ideas, and collaborate with others. Students need to feel engaged in learning and feel a sense of connection to their school community.</p> <p>As measured by: My Voice Survey (students, teachers and parents) - implemented in 2014-2015. Baseline data -- 48% of students in grades 3-5 report feeling important in their classrooms; 30% of 6th graders report feeling like a valued member of the school community; 49% of students in grades 3-5 and 47% of students in grade 6 report feeling comfortable asking questions in class.</p> <p>Healthy Kids Survey: Positive School Environment (56%) -- Caring Relationship w/Adults (63%); Meaningful Participation (33%). School Connectedness (67%) -- from 2013-2014 school year.</p> <p>Attendance Rates -- 97% or more Truancy Rate -- 2% or less Suspension Rates -- 1% or less Expulsions - 0 Williams for Instructional Materials/Resources -- Sustain 100% Facilities: Sustain Exemplary state. Maintain 100% Teachers appropriately assigned.</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>Students need to feel safe to take risks, express their ideas, and collaborate with others. Students need to feel engaged in learning and feel a sense of connection to their school community.</p> <p>As measured by: My Voice Survey (students) - 49% of students in grades 3-5 report feeling important in their classrooms; 38.5% of 6th graders report feeling like a valued member of the school community; 54.2% of students in grades 3-5 and 57.7% of students in grade 6 report feeling comfortable asking questions in class.</p> <p>Healthy Kids Survey: Survey administered during the 2015-2016 school year. Positive School Environment (79%) -- Caring Relationship w/Adults (60%); Meaningful Participation (18%). School Connectedness (56%).</p> <p>Attendance Rates -- 95.85% Truancy Rate -- 0.20% (met) Suspension Rates -- .03% (met) Expulsions - 0 Williams for Instructional Materials/Resources -- Sustain 100% (met) Facilities: Sustained Exemplary state (met) Maintain 100% Teachers appropriately assigned (met)</p>

LCAP Year: 2015-2016

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Continue Implementation of social-emotional curriculum, including Toolbox and No Bully!	Professional development to support on-going implementation of Toolbox/No Bully! 5000-5999: Services And Other Operating Expenditures Supplemental \$1,200 My Voice Surveys (students, staff, and parents) 5000-5999: Services And Other Operating Expenditures Supplemental \$4,600 Toolbox Consumable Materials 4000-4999: Books And Supplies Base \$300	Continued Implementation of social-emotional curriculum, including Toolbox and No Bully!	Professional development to support on-going implementation of Toolbox/No Bully! (K. Kern, trainer-included in her salary) 5000-5999: Services And Other Operating Expenditures Supplemental \$110.83 My Voice Surveys (students, staff, and parents) 5000-5999: Services And Other Operating Expenditures Supplemental \$766.00 Toolbox Consumable Materials 4000-4999: Books And Supplies Base \$504.69
Scope of Service: LEA-wide <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service: LEA-wide <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Create a school climate in which it is expected that every child can and will learn and provide whatever is necessary to support that vision.	Highly Qualified Principal 1000-1999: Certificated Personnel Salaries Base \$127,398 Highly Qualified Teachers 1000-1999: Certificated Personnel Salaries Base \$1,381,365	Created a school climate in which it was expected that every child could and would learn and provide whatever was necessary to support that vision.	Highly Qualified Principal 1000-1999: Certificated Personnel Salaries Base \$134,637 Highly Qualified Teachers 1000-1999: Certificated Personnel Salaries Base \$1,382,402
Scope of Service: LEA-wide <hr/> <input checked="" type="checkbox"/> All OR:		Scope of Service: LEA-wide <hr/> <input checked="" type="checkbox"/> All OR:	

<ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 		<ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 					
<p>Provide in school and after school engagement activities such as sports, arts, clubs, etc.</p>	<p>PE Coach/Instructor (6 Hours/Day PE Tech per K-6 schools) - intramural sports, after school sports. 2000-2999: Classified Personnel Salaries Supplemental \$29,600</p> <p>Teacher hourly rate (after school activities) 1000-1999: Certificated Personnel Salaries Supplemental \$6,000</p> <p>Artist in Residence (community partnerships to support arts education) 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$3,000</p> <p>Music teacher (1.0 FTE shared by 3 K-6 sites) 1000-1999: Certificated Personnel Salaries Supplemental \$21,500</p> <p>Supplies -- arts, Makers Club 4000-4999: Books And Supplies Supplemental \$3,000</p>	<p>Provided in school and after school engagement activities such as sports, arts, clubs, etc.</p>	<p>PE Coach/Instructor (6 Hours/Day PE Tech per K-6 schools) - intramural sports, after school sports. 2000-2999: Classified Personnel Salaries Supplemental \$28,099</p> <p>Teacher hourly rate (after school activities) No additional cost was incurred. 1000-1999: Certificated Personnel Salaries Supplemental 0</p> <p>Artist in Residence (community partnerships to support arts education) Unable to find qualified personnel. 5800: Professional/Consulting Services And Operating Expenditures Supplemental 0</p> <p>Music teacher (1.0 FTE shared by 3 K-6 sites) 1000-1999: Certificated Personnel Salaries Supplemental \$22,042</p> <p>Supplies -- arts, Makers Club 4000-4999: Books And Supplies Supplemental \$3,775</p>				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">LEA-wide</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	Scope of Service	LEA-wide		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">LEA-wide</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	Scope of Service	LEA-wide	
Scope of Service	LEA-wide						
Scope of Service	LEA-wide						

<p>Facilitate performances, exhibitions, and publication opportunities for students to express their creative endeavors with peers, parents and the community.</p>	<p>No additional cost</p>	<p>Facilitated performances, exhibitions, and publication opportunities for students to express their creative endeavors with peers, parents and the community.</p>	<p>No additional cost</p>
<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Communicate high expectations through school culture, language and symbols.</p>	<p>No additional cost</p>	<p>Communicated high expectations through school culture, language and symbols.</p>	<p>No additional cost</p>
<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Provide students with leadership opportunities such as student council.</p>	<p>Teacher hourly rate 1000-1999: Certificated Personnel Salaries Base \$1,000</p>	<p>Provided students with leadership opportunities such as student council.</p>	<p>Teacher hourly rate. Costs included in regular salary, no additional costs incurred. 1000-1999: Certificated Personnel Salaries Base \$0</p>
<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p>	

<ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 		<ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	
<p>Provide clean and safe school facilities that support student engagement and positive school culture. Maintain clean and safe school facilities.</p>	<p>Maintenance Supervisor 2000-2999: Classified Personnel Salaries Base \$20,600</p> <p>Grounds Supervisor 2000-2999: Classified Personnel Salaries Base \$14,300</p> <p>Custodial Staff 2000-2999: Classified Personnel Salaries Base \$116,500</p> <p>Custodial/Maintenance supplies 4000-4999: Books And Supplies Base \$28,000</p> <p>Repair/Maintenance Projects 5000-5999: Services And Other Operating Expenditures Base \$40,000</p> <p>Deferred Maintenance 0000: Unrestricted Base \$33,333</p>	<p>Provided clean and safe school facilities that supported student engagement and positive school culture. Maintained clean and safe school facilities.</p>	<p>Maintenance Supervisor 2000-2999: Classified Personnel Salaries Base \$20,587</p> <p>Grounds Supervisor 2000-2999: Classified Personnel Salaries Base \$14,291</p> <p>Custodial Staff 2000-2999: Classified Personnel Salaries Base \$116,427</p> <p>Custodial/Maintenance supplies 4000-4999: Books And Supplies Base \$28,000</p> <p>Repair/Maintenance Projects 5000-5999: Services And Other Operating Expenditures Base \$40,159</p> <p>Deferred Maintenance 0000: Unrestricted Base \$33,333</p>
<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 		<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	
<p>Design classroom space and facilities to promote greater collaboration, creative expression and project-based learning.</p>	<p>Classroom furniture and equipment - Planning on expending up to \$100,000 after professional development and re-imagining learning planning is complete. 4000-</p>	<p>Designed classroom space and facilities to promote greater collaboration, creative expression and project-based learning.</p>	<p>Classroom furniture and equipment - Planning on expending up to \$100,000 after professional development and re-imagining learning planning is complete. 4000-4999: Books And</p>

	4999: Books And Supplies Base \$0 Re-Imagining Learning Collaborative -- teacher stipends, professional development costs. 1000-1999: Certificated Personnel Salaries Base \$25,000		Supplies Base \$0 Re-Imagining Learning Collaborative - - teacher stipends, professional development costs. 1000-1999: Certificated Personnel Salaries Base \$4,306.10
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)	
Provide before/after school and recess student supervision.	Yard Duty Supervisors, Traffic Supervisors 2000-2999: Classified Personnel Salaries Base \$30,500	Provided before/after school and recess student supervision.	Yard Duty Supervisors, Traffic Supervisors 2000-2999: Classified Personnel Salaries Base \$32,042
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)	
Pilot instructional resources (print and digital) aligned with the Common Core State Standards.		Pilot instructional resources (print and digital) aligned with the Common Core State Standards.	
Scope of Service LEA-wide		Scope of Service LEA-wide	
X All OR:		X All OR:	

<p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Provide tiers of social-emotional and behavioral intervention to support students in developing self-regulation strategies and positive social relationships.</p>	<p>Counselor 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$16,000 Tier 2 Toolbox Curriculum - \$300 - Amount Included Above 4000-4999: Books And Supplies Base</p>	<p>Provided tiers of social-emotional and behavioral intervention to support students in developing self-regulation strategies and positive social relationships.</p>	<p>Counselor 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$20,000 Tier 2 Toolbox Curriculum - \$300 - Amount Included Above 4000-4999: Books And Supplies Base</p>
<p>Scope of Service: Low Income. Foster Youth</p> <hr/> <p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: LEA-wide</p> <hr/> <p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Provide Student Attendance Mediation services.</p>	<p>SAM Program 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$1,000 Counseling time - \$16,000 Amount Included Above 5800: Professional/Consulting Services And Operating Expenditures Supplemental</p>	<p>Provided Student Attendance Mediation services.</p>	<p>SAM Program. Contracted with company; however, only invoices when assistance is needed. 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$0 Counseling time -Amount Included Above 5800: Professional/Consulting Services And Operating Expenditures Supplemental</p>
<p>Scope of Service: Low Income, Foster Youth</p> <hr/> <p><input type="checkbox"/> All OR:</p>		<p>Scope of Service: LEA-wide</p> <hr/> <p><input type="checkbox"/> All OR:</p>	

<input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Development of a Facility Master Plan will begin in 2016-17 to prioritize maintenance and improvement projects to align with student safety and learning needs. We will be purchasing classroom furniture and redesigning classrooms per Re-imagine Learning plans.		

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

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

Original GOAL 2 from prior year LCAP:	Implement teaching practices that support students in the achievement of California Content Standards and the District's Student Outcomes.	Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: All Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	<p>Teachers need to have opportunities for professional learning to develop and refine teaching practices that support the District's Student Outcomes.</p> <p>As measured by:</p> <p>2a. # of teachers who have participated in professional development related to the CCSS ELA, CCSS Math, and Project Based Learning.</p> <p>2b. Establish baseline for evidence of classroom practices related to the California Content Standards and the District's Student Outcomes (student work products, lessons/units, rubrics developed)</p> <p>2c. BrightBytes Survey: Foundational Skills -- 45% report ease with these types of tasks. Online Skills -- 70% utilize these skills. Multimedia Skills -- 27% report ease with these types of tasks.</p>	Actual Annual Measurable Outcomes:	<p>Teachers need to have opportunities for professional learning to develop and refine teaching practices that support the District's Student Outcomes.</p> <p>As measured by:</p> <p>2a. The District focused on Math professional development this year. No professional development related to ELA was offered this year. 100% of teachers have participated in professional development related to the CCSS Math, and 50% participated in professional development related to Project Based Learning.</p> <p>2b. Evidence of classroom practices related to the California Content Standards and the District's Student Outcomes (student work products, lessons/units, rubrics developed) - 100% of teachers participated in protocols for looking at student work in mathematics and 50% for project based learning.</p> <p>2c. BrightBytes Survey: Foundational Skills -- 50% report ease with these types of tasks. Online Skills -- 69% utilize these skills. Multimedia Skills -- 31% report ease with these types of tasks.</p>
LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Regular schedule for grade level, cross grade level collaboration (1-2x per month during school day, after school, district faculty meetings) for teachers to review student work, develop rubrics, plan instruction and	Substitute teachers to provide release time for teacher collaboration. 1000-1999: Certificated Personnel Salaries Base \$4,000	Provided regular schedule for grade level, cross grade level collaboration (1-2x per month during school day, after school, district faculty meetings) for teachers to review student work, develop rubrics, plan instruction and	Substitute teachers provided release time for teacher collaboration. Costs included in collaboration time on Goal 2, section 5 1000-1999: Certificated Personnel Salaries Base \$0

reflect on teaching practice within and across grade levels.		reflect on teaching practice within and across grade levels.	
Scope of Service LEA-wide		Scope of Service LEA-wide	
<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Provide coaching opportunities to develop and support instructional practices aligned with the District Student Outcomes and California Content Standards.</p>	<p>CCSS Instructional Coach (1 FTE at Jack London) 1000-1999: Certificated Personnel Salaries Supplemental \$109,600</p> <p>CCSS Math Implementation Coaching (Contract with SCOE) 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$2,400</p> <p>CCSS/Technology Implementation Coach (1 FTE shared by 3 K-6 schools) 1000-1999: Certificated Personnel Salaries Supplemental \$31,500</p> <p>Release time (certificated subs) to provide opportunities for modeling, observing and debriefing lessons. 1000-1999: Certificated Personnel Salaries Supplemental \$2,000</p> <p>21st Century Teaching and Learning Implementation Coaching (contract with SCOE) 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$2,400</p>	<p>Provided coaching opportunities to develop and support instructional practices aligned with the District Student Outcomes and California Content Standards.</p>	<p>CCSS Instructional Coach (1 FTE at Jack London) 1000-1999: Certificated Personnel Salaries Supplemental \$115,994</p> <p>CCSS Math Implementation Coaching (Contract with SCOE) 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$5,400</p> <p>CCSS/Technology Implementation Coach (1 FTE shared by 3 K-6 schools) 1000-1999: Certificated Personnel Salaries Supplemental \$34,491</p> <p>Release time (certificated subs) to provide opportunities for modeling, observing and debriefing lessons. Costs included in collaboration time on Goal 2, section 5 1000-1999: Certificated Personnel Salaries Supplemental \$0</p> <p>21st Century Teaching and Learning Implementation Coaching (contract with SCOE) 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$220.20</p>

Scope of Service	LEA-wide	Scope of Service	LEA-wide
<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Provide formal and informal professional learning opportunities for teachers to develop instructional practices aligned to the District Student Outcomes, focused on writing, PBL, Next Generation Science Standards, technology and math.</p>	<p>Professional Development Days (3 voluntary days) 1000-1999: Certificated Personnel Salaries Supplemental \$15,000</p> <p>Professional development workshops for teachers, classified instructional support staff, and principals. 5000-5999: Services And Other Operating Expenditures Title II \$5,000</p> <p>Conferences -- Literacy, technology, math. 5000-5999: Services And Other Operating Expenditures Supplemental \$3,000</p> <p>Online resources for professional learning (Brokers of Expertise, etc.). 5000-5999: Services And Other Operating Expenditures Supplemental \$1,000</p> <p>Sonoma Leadership Network (registration fees, release time and follow-up) 5000-5999: Services And Other Operating Expenditures Title II 3,000</p> <p>Director of Innovative Learning (40%) 1000-1999: Certificated Personnel Salaries Base \$13,900</p>	<p>Provided formal and informal professional learning opportunities for teachers to develop instructional practices aligned to the District Student Outcomes, focused on writing, PBL, Next Generation Science Standards, technology and math.</p>	<p>Professional Development Days (3 voluntary days) 1000-1999: Certificated Personnel Salaries Supplemental \$2,082.50</p> <p>Professional development workshops for teachers, classified instructional support staff, and principals. Costs included below-Sonoma Leadership Network. 5000-5999: Services And Other Operating Expenditures Title II \$0</p> <p>Conferences -- Literacy, technology, math. 5000-5999: Services And Other Operating Expenditures Supplemental \$5,177</p> <p>Online resources for professional learning (Brokers of Expertise, etc.). Decision was made not to use this program. and it will be removed from all future LCAP's. 5000-5999: Services And Other Operating Expenditures Supplemental \$0</p> <p>Sonoma Leadership Network (registration fees, release time and follow-up) 5000-5999: Services And Other Operating Expenditures Title II \$2,403</p> <p>Director of Innovative Learning (40%) and Professional Development for Director of Innovative Learning Coach</p>

			1000-1999: Certificated Personnel Salaries Supplemental \$21,969 Beginning Teacher Support and Assessment 5000-5999: Services And Other Operating Expenditures Base \$16,500
<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Provide opportunities for teachers to observe in other classrooms and engage in collaborative dialog around professional practices.</p>	<p>Substitute teachers to provide release time for collaboration and peer observations. 1000-1999: Certificated Personnel Salaries Base \$1,000</p>	<p>Provided opportunities for teachers to observe in other classrooms and engage in collaborative dialog around professional practices.</p>	<p>Substitute teachers provided release time for collaboration and peer observations. Costs included in collaboration time under Goal 2, section 5. 1000-1999: Certificated Personnel Salaries Base \$0</p>
<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Design units of instruction aligned with CCSS Math, ELA, including formative and summative assessments across K-6.</p>	<p>Collaboration time for teachers 1000-1999: Certificated Personnel Salaries Base \$3,000 Instructional materials 4000-4999: Books And Supplies Base \$25,000</p>	<p>Designed units of instruction aligned with CCSS Math, ELA, including formative and summative assessments across K-6.</p>	<p>Collaboration time for teachers 1000-1999: Certificated Personnel Salaries Base \$8,047.81 Instructional materials. Did not procure appropriate instructional materials that</p>

			align to CCSS requirements. Research committee will be formed for 2016-17 with pilot program for 2017-18 and adoption in 2018-19. 4000-4999: Books And Supplies Base \$0
<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Provide professional learning opportunities to teachers to increase content knowledge and pedagogical practices aligned with the Next Generation Science Standards.</p>	<p>Substitute costs to provide release time for teachers to collaborate in the development of units of study. 1000-1999: Certificated Personnel Salaries Base \$3,000</p> <p>Professional development workshops focused on instructional strategies aligned with the NGSS. 5000-5999: Services And Other Operating Expenditures Base \$3,000</p> <p>Professional development days (3 voluntary) - \$15,000 Amount Included Above 1000-1999: Certificated Personnel Salaries Supplemental</p>	<p>Provided professional learning opportunities to teachers to increase content knowledge and pedagogical practices aligned with the Next Generation Science Standards.</p>	<p>Substitute costs to provide release time for teachers to collaborate in the development of units of study. 1000-1999: Certificated Personnel Salaries Base \$165</p> <p>Professional development workshops focused on instructional strategies aligned with the NGSS. 5000-5999: Services And Other Operating Expenditures Base \$3,176</p> <p>Professional development days (3 voluntary) - Amount Included Above 1000-1999: Certificated Personnel Salaries Supplemental</p>
<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p>	

<p><input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Integrate arts education across curricular areas.</p>	<p>Professional development for general education teachers to learn arts integration strategies to use across curriculum. 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$3,000</p> <p>Director of Innovative Learning (40%) - \$13,900 Amount Included Above 1000-1999: Certificated Personnel Salaries Supplemental</p>	<p>Integrated arts education across curricular areas.</p>	<p>Professional development for general education teachers to learn arts integration strategies to use across curriculum. 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$0</p> <p>Director of Innovative Learning (40%) - Amount Included Above 1000-1999: Certificated Personnel Salaries Supplemental</p>
<p>Scope of Service: LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Implement instructional strategies to promote academic discourse, structured language practices across core curricular areas and in alignment with English Language Development standards during the school day.</p>	<p>CCSS Math Implementation Coaching (contract with SCOE) - \$2,400 Amount Included Above 1000-1999: Certificated Personnel Salaries Supplemental</p> <p>CCSS K-6 District Technology Implementation Coach - \$31,500 Amount Included Above 1000-1999: Certificated Personnel Salaries Supplemental</p> <p>Consultation with SCOE EL Coordinator to develop schoolwide practices to support EL students in all curricular areas. 5800: Professional/Consulting Services</p>	<p>Implemented instructional strategies to promote academic discourse, structured language practices across core curricular areas and in alignment with English Language Development standards during the school day.</p>	<p>CCSS Math Implementation Coaching (contract with SCOE) - Amount Included Above 1000-1999: Certificated Personnel Salaries Supplemental</p> <p>CCSS K-6 District Technology Implementation Coach - Amount Included Above 1000-1999: Certificated Personnel Salaries Supplemental</p> <p>Consultation with SCOE EL Coordinator to develop schoolwide practices to support EL students in all curricular areas. 5800: Professional/Consulting Services And</p>

	<p>And Operating Expenditures Supplemental \$6,000</p> <p>Collaboration time to plan ELD instruction, review assessments of student progress and refine instructional practices. 1000-1999: Certificated Personnel Salaries Supplemental \$2,100</p> <p>CCSS Instructional Coach (ELA) - \$109,600 Amount Included Above 1000-1999: Certificated Personnel Salaries Supplemental</p>		<p>Operating Expenditures Supplemental \$4,206</p> <p>Collaboration time to plan ELD instruction, review assessments of student progress and refine instructional practices. 1000-1999: Certificated Personnel Salaries Supplemental \$1,045</p> <p>CCSS Instructional Coach (ELA) - Amount Included Above 1000-1999: Certificated Personnel Salaries Supplemental</p>
<p>Scope of Service English Learners</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Implement tiers of intervention support for students in ELA and Math.</p>	<p>CCSS Instructional Coach - \$109,600 Amount Included Above 1000-1999: Certificated Personnel Salaries Supplemental</p> <p>Professional development focused on intervention strategies 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$5,000</p>	<p>Implemented tiers of intervention support for students in ELA and Math.</p>	<p>CCSS Instructional Coach - Amount Included Above 1000-1999: Certificated Personnel Salaries Supplemental</p> <p>Professional development focused on intervention strategies 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$2,618</p>
<p>Scope of Service English Learners, Low Income</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p>	

<input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)		<input checked="" type="checkbox"/> 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?	1. Did not procure appropriate instructional materials that align to CCSS requirements. A research committee will be formed for 2016-17 with implementation of a pilot program in 2017-18 and possible adoption in 2018-19. 2. Online resources for professional learning (Brokers of Expertise, etc.). The decision was made to not use this program as it was insufficient to address our needs. This item will be removed from all future LCAP's. 3. Beginning Teacher Support and Assessment (BTSA)-incurred costs for nine teachers enrolled in this program in 2015-16.		

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:	All students will demonstrate proficiency in the skills and behaviors necessary for future success in college and careers.		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools: All Applicable Pupil Subgroups:	All All	
Expected Annual Measurable Outcomes:	<p>Students need to demonstrate proficiency in skills for future success such as literacy skills, mathematical reasoning, productive collaboration, critical and creative thinking, effective communication.</p> <p>Students need to develop proficiency in academic language (all) and English language skills (EL).</p> <p>Students need to demonstrate proficiency in the use of digital tools for research (accessing information), evaluating sources, digital citizenship, communication, collaboration and problem solving for college and career readiness.</p> <p>Students need to develop physical fitness.</p> <p>As measured by: Renaissance Learning Assessments STAR Reading (Gr. 3-6): 75% of students in grades 3-6 read grade level literary and informational text with accuracy and comprehension. STAR Math (Gr. 3-6): 60% of students score at or above proficiency on grade level standards. DIBELS (K-6) -- 65% of students are meeting grade level benchmarks.</p> <p>SBAC English Language Arts (grades 3-6) -- Baseline to be established based on Spring 2015 (24% students met or exceeded standard.) SBAC Mathematics (grades 3-6) -- Baseline to be established based on Spring 2015 (21% met or exceeded standard.)</p> <p>Title III Accountability AMAO I - Students making progress learning English -- 53% meet target</p>	Actual Annual Measurable Outcomes:	<p>Students need to demonstrate proficiency in skills for future success such as literacy skills, mathematical reasoning, productive collaboration, critical and creative thinking, effective communication.</p> <p>Students need to develop proficiency in academic language (all) and English language skills (EL).</p> <p>Students need to demonstrate proficiency in the use of digital tools for research (accessing information), evaluating sources, digital citizenship, communication, collaboration and problem solving for college and career readiness.</p> <p>Students need to develop physical fitness.</p> <p>As measured by: Renaissance Learning Assessments STAR Reading (Gr. 3-6): 52% of students in grades 3-6 read grade level literary with accuracy and comprehension. 57% of students in grades 3-6 read grade level informational text with accuracy and comprehension. STAR Math (Gr. 3-6): 47% of students scored at or above proficiency on grade level standards. DIBELS (K-6) --59% of students met grade level benchmarks.</p> <p>SBAC English Language Arts (grades 3-6) -- 40% of students meet or exceed standard. SBAC Mathematics (grades 3-6) -- 30% of students meet or exceed standard.</p> <p>Title III Accountability AMAO I - Students making progress learning English -- TBA AMAO II -- Less than 5 yrs. attaining English Proficiency -- TBA</p>

<p>AMAO II -- Less than 5 yrs. attaining English Proficiency -- 23% meet target</p> <p>BrightBytes Student Survey: 20% of students asked to write online at least monthly. 65% of students collaborate with classmates online at least monthly. 20% use digital tools to solve authentic problems at least monthly.</p> <p>Physical Fitness Test (5th grade): Aerobic Capacity -- 59.3% (Based on data from Spring 2014. Data for Spring 2015 not available yet.) Body Composition -- 44.1% (Based on data from Spring 2014. Data for Spring 2015 not available yet.)</p> <p>Maintain access for all students (Gr. 1-6) to have access to a broad course of study (English, math, social science, science, visual and performing arts, health and PE)</p>	<p>BrightBytes Student Survey: 19% of students asked to write online at least monthly. 49% of students collaborate with classmates online at least monthly. 25% use digital tools to solve authentic problems at least monthly.</p> <p>Physical Fitness Test (5th grade): Aerobic Capacity -- 65% (Based on data from Spring 2015. Data for Spring 2016 not available yet). Body Composition -- 61% (Based on data from Spring 2015. Data for Spring 2016 not available yet).</p> <p>Maintained access for all students (Gr. 1-6) to have access to a broad course of study (English, math, social science, science, visual and performing arts, health and PE)</p>
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LCAP Year: 2015-2016

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Assess student progress toward curricular goals.</p>	<p>Renaissance Learning (STAR Reading & Star Math) 4000-4999: Books And Supplies Supplemental \$2,700</p> <p>DIBELS - annual subscription 5000-5999: Services And Other Operating Expenditures Base \$500</p> <p>Collaboration time for teams of teachers to develop rubrics aligned with District Student Outcomes. 1000-1999: Certificated Personnel Salaries Base \$3,000</p> <p>Highly Qualified Teachers appropriately assigned - \$1,381,365 Amount Included in Goal #1 1000-1999: Certificated Personnel Salaries Base</p>	<p>Assessed student progress toward curricular goals.</p>	<p>Renaissance Learning (STAR Reading & Star Math) 4000-4999: Books And Supplies Title I \$2,735</p> <p>DIBELS - annual subscription 5000-5999: Services And Other Operating Expenditures Base \$1,975</p> <p>Collaboration time for teams of teachers to develop rubrics aligned with District Student Outcomes. Amount included in Goal #2 1000-1999: Certificated Personnel Salaries Base</p> <p>Highly Qualified Teachers appropriately assigned - Amount Included in Goal #1 1000-1999: Certificated Personnel Salaries Base</p>
<p>Scope of Service</p>	<p>LEA-wide</p>	<p>Scope of Service</p>	<p>LEA-wide</p>

<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income 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>Implement Project-based learning/Inquiry Methods focused on integrated units of instruction aligned with District Student Outcomes and California Content Standards.</p>	<p>Professional Development 5000-5999: Services And Other Operating Expenditures Supplemental \$5,000 Coaching services (contract with SCOE) 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$2,400 Collaboration Time 1000-1999: Certificated Personnel Salaries Base \$5,000 Digital and print instructional resources 4000-4999: Books And Supplies Base \$3,000 Maker Program Teacher-on-Special Assignment (1 FTE shared by 3 K-6 sites) 1000-1999: Certificated Personnel Salaries Supplemental \$34,100 Highly Qualified Teachers appropriately assigned - \$1,381,365 Included In Goal #1 1000-1999: Certificated Personnel Salaries Base Director of Innovative Learning (40%) - \$13,900 Amount Included in Goal #2 1000-1999: Certificated Personnel Salaries Supplemental</p>	<p>Implemented Project-based learning/Inquiry Methods focused on integrated units of instruction aligned with District Student Outcomes and California Content Standards.</p>	<p>Professional Development 5000-5999: Services And Other Operating Expenditures Supplemental \$2,765 Coaching services (contract with SCOE) This service was not used. Other sources were used for PBL implementation. 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$0 Collaboration Time. Amount included in Goal #2 1000-1999: Certificated Personnel Salaries Base \$0 Digital and print instructional resources. No additional resources were purchased. 4000-4999: Books And Supplies Base \$0 Maker Program Teacher-on-Special Assignment (1 FTE shared by 3 K-6 sites) 1000-1999: Certificated Personnel Salaries Supplemental \$36,023 Highly Qualified Teachers appropriately assigned - Included In Goal #1 1000-1999: Certificated Personnel Salaries Base Director of Innovative Learning (40%) - \$13,900 Amount Included in Goal #2 1000-1999: Certificated Personnel Salaries Supplemental</p>

<p>Scope of Service LEA-wide</p>		<p>Scope of Service LEA-wide</p>	
<p>X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p>X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>Provide instruction to students in developing literacy, media literacy, research and digital citizenship skills.</p>	<p>Library Tech (30 hours per week per K-6 school) 2000-2999: Classified Personnel Salaries Supplemental \$29,400</p> <p>CCSS Technology Implementation Coach (1 FTE shared by 3 K-6 sites) - \$31,500 Amount Included in Goal #2 1000-1999: Certificated Personnel Salaries Supplemental</p> <p>Professional development for teachers focused on digital literacy and digital citizenship. 5000-5999: Services And Other Operating Expenditures Base \$2,000</p> <p>Director of Innovative Learning (40%) - \$13,900 Amount Included in Goal #2 1000-1999: Certificated Personnel Salaries Supplemental</p>	<p>Provided instruction to students in developing literacy, media literacy, research and digital citizenship skills.</p>	<p>Library Tech (30 hours per week per K-6 school) 2000-2999: Classified Personnel Salaries Supplemental \$32,512</p> <p>CCSS Technology Implementation Coach (1 FTE shared by 3 K-6 sites) - Amount Included in Goal #2 1000-1999: Certificated Personnel Salaries Supplemental</p> <p>Professional development for teachers focused on digital literacy and digital citizenship. 5000-5999: Services And Other Operating Expenditures Base \$327</p> <p>Director of Innovative Learning (40%) - Amount Included in Goal #2 1000-1999: Certificated Personnel Salaries Supplemental</p>
<p>Scope of Service LEA-wide</p>		<p>Scope of Service LEA-wide</p>	
<p>X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p>X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	

<p>Provide arts education (visual, digital, music, performing arts) for students to develop communication, creativity and critical thinking skills.</p>	<p>Artist-in-residence/ community partnerships - \$3,000 Amount Included in Goal #1 5800: Professional/Consulting Services And Operating Expenditures Supplemental</p> <p>Music teacher (1 FTE shared between 3 K-6 schools) - \$21,500 Amount Included in Goal #1 1000-1999: Certificated Personnel Salaries Supplemental</p> <p>Materials for art projects - \$3,000 Amount Included in Goal #1 4000-4999: Books And Supplies Supplemental</p>	<p>Provided arts education (visual, digital, music, performing arts) for students to develop communication, creativity and critical thinking skills.</p>	<p>Artist-in-residence/ community partnerships - Amount Included in Goal #1 5800: Professional/Consulting Services And Operating Expenditures Supplemental</p> <p>Music teacher (1 FTE shared between 3 K-6 schools) - Amount Included in Goal #1 1000-1999: Certificated Personnel Salaries Supplemental</p> <p>Materials for art projects - Amount Included in Goal #1 4000-4999: Books And Supplies Supplemental</p>
<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Provide students with instruction to develop motor skills/physical fitness.</p>	<p>PE Technician (6 Hrs/Day/School) - \$29,600 Amount Included in Goal #1 2000-2999: Classified Personnel Salaries Supplemental</p>	<p>Provided students with instruction to develop motor skills/physical fitness.</p>	<p>PE Technician (6 Hrs/Day/School) - Amount Included in Goal #1 2000-2999: Classified Personnel Salaries Supplemental</p>
<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	

<p>_ Other Subgroups: (Specify)</p>			
<p>Provide academic support for students with disabilities to access a rigorous curriculum aligned with California Content Standards and the District's Student Outcomes.</p>	<p>Special Ed Teachers (2 FTE for District K-12 Program) 1000-1999: Certificated Personnel Salaries Special Education \$65,600</p> <p>Special Ed Teacher for SDC (1 FTE for District K-6 Program) 1000-1999: Certificated Personnel Salaries Special Education \$21,000</p> <p>RSP Assistant 2000-2999: Classified Personnel Salaries Special Education \$9,130</p> <p>Specialized Assistants (SDC) 2000-2999: Classified Personnel Salaries Special Education \$13,100</p> <p>Speech & Language Specialists (1.4 FTE for District K-12 Program) 1000-1999: Certificated Personnel Salaries Special Education \$34,500</p>	<p>Provided academic support for students with disabilities to access a rigorous curriculum aligned with California Content Standards and the District's Student Outcomes.</p>	<p>Special Ed Teachers (2 FTE for District K-12 Program) 1000-1999: Certificated Personnel Salaries Special Education \$65,600</p> <p>Special Ed Teacher for SDC (1 FTE for District K-6 Program) 1000-1999: Certificated Personnel Salaries Special Education \$21,000</p> <p>RSP Assistant 2000-2999: Classified Personnel Salaries Special Education \$9,130</p> <p>Specialized Assistants (SDC) 2000-2999: Classified Personnel Salaries Special Education \$13,100</p> <p>Speech & Language Specialists (1.4 FTE for District K-12 Program) 1000-1999: Certificated Personnel Salaries Special Education \$34,500</p>
<p>Scope of Service LEA-wide</p> <hr/> <p>_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special Education</u></p>		<p>Scope of Service LEA-wide</p> <hr/> <p>_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special Education</u></p>	
<p>Provide tiers of support (Rtl) for students who need targeted instruction and academic intervention.</p>	<p>Collaboration time for teachers to review benchmark data, plan interventions, and assess student progress. 1000-1999: Certificated Personnel Salaries Supplemental \$2,100</p> <p>Intervention materials (Rewards, SIPPS) 4000-4999: Books And Supplies Supplemental \$500</p>	<p>Provided tiers of support (RTII) for students who need targeted instruction and academic intervention.</p>	<p>Collaboration time for teachers to review benchmark data, plan interventions, and assess student progress. 1000-1999: Certificated Personnel Salaries Supplemental \$3,289</p> <p>Intervention materials (Rewards, SIPPS) 4000-4999: Books And Supplies Supplemental \$294</p>

	<p>Lexia Reading - Annual Subscription 4000-4999: Books And Supplies Title I \$3,800</p> <p>CCSS Instructional Coach - 1 FTE - \$109,600 Amount Included in Goal #2 1000-1999: Certificated Personnel Salaries Supplemental</p>		<p>Lexia Reading - Annual Subscription. Purchased 3-year contract in 2013-14, therefore no additional costs incurred in this year. Subscription expires at the then end of 2015-16. 4000-4999: Books And Supplies Title I \$0</p> <p>CCSS Instructional Coach - 1 FTE - Amount Included in Goal #2 1000- 1999: Certificated Personnel Salaries Supplemental</p>
<p>Scope of Service English Learners, Low Income</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Provide extended instructional time before and after school for students who need additional academic support in ELA and Math.</p>	<p>Teacher hourly rate 1000-1999: Certificated Personnel Salaries Supplemental \$3,500</p> <p>Intervention materials 4000-4999: Books And Supplies Supplemental \$1,000</p>	<p>Provided extended instructional time before and after school for students who need additional academic support in ELA and Math.</p>	<p>Teacher hourly rate. After school programs provided by Boys and Girls club at no additional costs. 1000-1999: Certificated Personnel Salaries Supplemental \$0</p> <p>Intervention materials. See above. 4000-4999: Books And Supplies Supplemental \$0</p>
<p>Scope of Service English Learners, Low Income</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	

Provide extended learning time for students during summer.	Teacher hourly rate 1000-1999: Certificated Personnel Salaries Supplemental \$5,000	Provide extended learning time for students during summer.	Teacher hourly rate 1000-1999: Certificated Personnel Salaries Supplemental \$1,283								
<table border="1"> <tr> <td data-bbox="100 280 243 354">Scope of Service</td> <td data-bbox="243 280 569 354">English Learners, Low Income</td> </tr> <tr> <td colspan="2" data-bbox="100 354 569 662"> <input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </td> </tr> </table>	Scope of Service	English Learners, Low Income	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<table border="1"> <tr> <td data-bbox="1031 280 1182 354">Scope of Service</td> <td data-bbox="1182 280 1514 354">LEA-wide</td> </tr> <tr> <td colspan="2" data-bbox="1031 354 1514 662"> <input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </td> </tr> </table>	Scope of Service	LEA-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 type="checkbox"/> Other Subgroups: (Specify)		
Scope of Service	English Learners, Low Income										
<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)											
Scope of Service	LEA-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 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?	In 2016-17 a committee consisting of teachers in grade level teams will research available instructional resources aligned to CCS Math standards. This committee will recommend options for resources that will then be piloted in 2017-18. The addition of a Director of Special Education will provide needed support to teachers and students in special education as well as unduplicated students. Additionally, counseling time has been increased in 2016-17.										

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

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

Original GOAL 4 from prior year LCAP:	Improve parent engagement.	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
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Goal Applies to:	Schools: LEAwide	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	<p>Parents need access to up-to-date information on school events, student learning activities, and a clear understanding of instructional goals to support their child's education.</p> <p>Parents need to feel a sense of connection and engagement with the school community.</p> <p>Metrics: Parent participation on LCAP engagement sessions -- increase to 10%. Parent participation in surveys to gather feedback via BrightBytes and Student Voice - increase to 20%.</p> <p>Engagement statistics on social media sites -- improve parent engagement on Facebook page by 10%.</p>	Actual Annual Measurable Outcomes:	<p>Parents need access to up-to-date information on school events, student learning activities, and a clear understanding of instructional goals to support their child's education.</p> <p>Parents need to feel a sense of connection and engagement with the school community.</p> <p>Metrics: Parent participation on LCAP engagement -- Increased from 12 to 25 Parent participation in surveys to gather feedback via BrightBytes (.02% response rate). Student Voice parent survey will be administered in 2016-2017 school year.</p> <p>Engagement statistics on social media sites -- increase from 104 to 280 followers on Facebook. Met.</p>
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LCAP Year: 2015-2016

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Parent Education: Literacy, Numeracy, technology, English language, Student Outcomes, 4C's, Social-Emotional learning, and Positive Parenting.	Teacher hourly rate 1000-1999: Certificated Personnel Salaries Supplemental \$5,000	Parent Education: Literacy, Numeracy, technology, English language, Student Outcomes, 4C's, Social-Emotional learning, and Positive Parenting.	Teacher hourly rate 1000-1999: Certificated Personnel Salaries Supplemental \$0
	Materials 4000-4999: Books And Supplies Supplemental \$1,000		Materials 4000-4999: Books And Supplies Supplemental \$0
	Outreach Worker 2000-2999: Classified Personnel Salaries Supplemental \$3,500		Outreach Worker 2000-2999: Classified Personnel Salaries Supplemental \$10,605

	Child Care 2000-2999: Classified Personnel Salaries Supplemental \$500		Child Care 2000-2999: Classified Personnel Salaries Supplemental \$0
<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
School/Community events that showcase student learning (exhibitions, performances, etc.)	No additional cost	School/Community events that showcase student learning (exhibitions, performances, etc.)	No additional cost
<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
Use a variety of communication platforms to promote an understanding of educational programs and parent engagement such as social media, district and school websites, SchoolGo mobile app, e-newsletters, and virtual meetings (AnyMeeting, Google Hangouts, etc.).	<p>AnyMeeting annual subscription 4000-4999: Books And Supplies Base \$500</p> <p>Constant Contact annual subscription 4000-4999: Books And Supplies Base \$500</p> <p>Weebly Pro Annual Subscription 4000-4999: Books And Supplies Base \$500</p> <p>Photography 4000-4999: Books And Supplies Base \$500</p>	Used a variety of communication platforms to promote an understanding of educational programs and parent engagement such as social media, district and school websites, SchoolGo mobile app, e-newsletters, and virtual meetings (AnyMeeting, Google Hangouts, etc.).	<p>AnyMeeting annual subscription 4000-4999: Books And Supplies Base \$180</p> <p>Constant Contact annual subscription 4000-4999: Books And Supplies Base \$40</p> <p>Weebly Pro Annual Subscription 4000-4999: Books And Supplies Base \$17</p> <p>Photography 4000-4999: Books And Supplies Base \$0</p> <p>SchoolGo annual subscription (\$1 per</p>

	SchoolGo annual subscription (\$1 per student) 4000-4999: Books And Supplies Base \$400		student) 4000-4999: Books And Supplies Base \$50
<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Provide parent education through Community-Based Tutoring program, including English language support, strategies for supporting students in academic learning at home.</p>	<p>Teacher hourly rate - \$5,000 Amount Included Above 1000-1999: Certificated Personnel Salaries Supplemental</p> <p>Outreach Worker - \$3,500 Amount Included Above 2000-2999: Classified Personnel Salaries Supplemental</p> <p>Program Coordinator 1000-1999: Certificated Personnel Salaries Supplemental \$3,000</p> <p>CBET Instructor 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$5,000</p>	<p>Provided parent education through Community-Based Tutoring program, including English language support, strategies for supporting students in academic learning at home.</p>	<p>Teacher hourly rate - Amount Included Above 1000-1999: Certificated Personnel Salaries Supplemental</p> <p>Outreach Worker - Amount Included Above 2000-2999: Classified Personnel Salaries Supplemental</p> <p>Program Coordinator. This function was included in the CBET instructor's duties. 1000-1999: Certificated Personnel Salaries Supplemental \$0</p> <p>CBET Instructor 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$1,181</p>
<p>Scope of Service English Learners</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	

<p>Provide parents with access to information related to academic interventions and English language development support.</p>	<p>Teacher hourly rate - Amount Included Above 1000-1999: Certificated Personnel Salaries Supplemental</p> <p>Outreach worker for parent consultation and translation services - \$3,500 Amount Included Above 2000-2999: Classified Personnel Salaries Supplemental</p>	<p>Provided parents with access to information related to academic interventions and English language development support.</p>	<p>Teacher hourly rate - Amount Included Above 1000-1999: Certificated Personnel Salaries Supplemental</p> <p>Outreach worker for parent consultation and translation services - Amount Included Above 2000-2999: Classified Personnel Salaries Supplemental</p>
<p>Scope of Service: English Learners</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: LEA-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>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 has contracted with an outside vendor to create an Info-graphic version of the LCAP for easier understanding and to encourage increased engagement in the LCAP process.</p>		

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

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	<u>\$254,033</u>
<p>Piner-Olivet District is comprised of 5 schools, 4 of which are charter, 1 is non-charter. This LCAP addresses the non-charter school, Jack London Elementary School. Piner-Olivet Union School District is essentially a one-school district with Jack London as the one school. Jack London's unduplicated percentage is 50.10% which is higher than the 40% required to use supplemental grant funds on a school-wide basis, but less than the 55% required to use supplemental grants on a district-wide basis. Because Jack London's unduplicated percentage exceeds 40%, many services are school-wide. The \$254,033 supplemental grant funding amount is based on the BASF LCFF Calculator using May Revise information.</p> <p>Services explicitly for unduplicated students which are not being utilized on a school-wide basis include: 1) counseling for low-income and foster youth, 2) Professional development to support teachers in the implementation of intervention and ELD strategies and designated ELD (33% FTE instructional coach to support teachers in the implementation of ELD strategies, contract with SCOE EL Coordinator and follow-up at sites, 10% FTE technology coach, 8% FTE Director of Intervention Services assisting with the development and implementation of intervention strategies and programs for low SES and EL students, 3) Extended learning opportunities (after-school tutoring, summer literacy program, summer maker camp, PE Technician time after school to provide opportunities for additional PE/Sports enrichment for low income and EL students, and 4) Parent education -- Parent English classes provided by an adult ESL instructor to facilitate engagement of parents of English Learners. Costs for supplemental programs exceed the amount of funds projected to be received for this purpose.</p> <p>Citations: 1) Research on School Counseling Effectiveness, California Department of Education website. Accessed at: http://www.cde.ca.gov/ls/cg/rh/counseffective.asp 2) Andrew Croft, et.al., Job-Embedded Professional Development, Issue Brief, April 2010 (National Comprehensive Center for Teacher Quality, Mid-Atlantic Comprehensive Center, National Staff Development Center). Accessed at: http://files.eric.ed.gov/fulltext/ED520830.pdf 3) Institute of Education Services, REL, The Effects of Increased Learning Time on Student Academic and Nonacademic Outcomes: Findings from a Meta-Analytic Review, October 2014. Access at: http://ies.ed.gov/ncee/edlabs/projects/project.asp?projectID=373 4) William J. Heynes, Parent Involvement and Student Achievement - A Meta-Analysis, Harvard Family Research Project, December 2005. Access at: http://www.hfrp.org/publications-resources/browse-our-publications/parental-involvement-and-student-achievement-a-meta-analysis</p>	

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

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

9.91	%
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9.91% MPP is based on the BASF LCFF Calculator using May Revise information.

The District is offering an extended day and extended year program to targeted K-6 students (low income and English learners) which will increase the instructional minutes for the year by approximately 5,500 or 10.18%. This instructional time is in addition to the instructional time for the base program for all students (# of minutes) and when divided by this time yields 10.18% increased services for our unduplicated students.

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).