

Introduction:

LEA: REDDING SCHOOL DISTRICT Contact: Rick Fauss, Superintendent (rfauss@rsdnmp.org) 530-225-0011 LCAP Year: 2015/16 Revised: 8/11/15

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
District Meetings	All stakeholders were notified of the mid-year study session and

<p>Cabinet Meetings (Weekly) Curriculum & Instruction Mtg. (April & June 2015) Instructional Coaches Meetings (February 2015 – ongoing) Leadership Meetings (March & April 2015) Road Shows (9/22/14, 9/24/14, 10/06/14, 10/08/14, 10/22/14, 10/29/14, 11/05/14, 11/12/14)</p> <p>Mid-Year Study Session/LCAP Development (01/23/15)</p> <p>District Advisory Groups DELAC (03/03/15) DAC (04/30/15)</p> <p>Site Meetings (locally scheduled mtgs.) Staff Meetings, School Site Council, PTA, Booster Club MZ (02/03/15, 02/12/15) SQ (02/04/15) CDS (02/16/15) BV (02/18/15) JU (03/03/15, 03/10/15) SY (04/16/15) CY (03/03/15) TB (02/25/15)</p> <p>Student Engagement Meeting SQ – (5/29/15)</p> <p>Union Meetings (02/26/2015) RTA CSEA</p> <p>Surveys: Teacher Survey (12/03/14) Support Staff Survey (12/03/14) Site Parent Survey - BV (05/01/15) Site Parent Survey - CY (04/18/15) Site Parent Survey - JU (05/05/15) Site Parent Survey - MZ (04/30/15) Site Parent Survey - SQ (04/12/15) Site Parent Survey - SY (04/24/15) Site Parent Survey - TB (04/24/15)</p>	<p>given opportunity to participate in the process. Invites went out to teachers, staff, administration, families, and community members through multiple means. Personal invites went to union meetings, staff meetings, School Site Council meetings, ELAC and DELAC meetings, and other site/district meetings.</p> <p>Stakeholders reviewed data gathered on LCAP metrics and provided input through site meetings, district level meetings, and online surveys.</p> <p>The following list of items were repeated from the varied stakeholder meetings: 1) Technology 2) Family Advocate or Additional Counseling Services 3) Enhanced Parent Communication 4) Facilities Improvements and Rehabilitation 5) Increased opportunities to prepare students for college and career</p> <p>The LCAP working group evaluated input from all stakeholders and drafted the following 2 Goals:</p> <p>GOAL: In order to offer a broad course of study the District will retain appropriately assigned and fully qualified professionals, in a clean, safe and functional environment, offering competitive wages and ongoing professional development. Implement Common Core State Standards with curriculum, instruction and assessment.</p> <p>GOAL: Increase student achievement through college and career readiness/pathways, student engagement strategies, up to date technology and improved parent/guardian involvement and communication.</p>
--	---

<p>Site Parent Survey - CDS (03/31/15)</p> <p>Board public hearing (06/16/15)</p> <p>Submitted for board approval (06/23/15)</p>	
<p>Annual Update:</p> <ul style="list-style-type: none"> • Superintendent’s cabinet tracked and implemented throughout the 2014-15 school year. • A schedule for data collection on the metrics was developed • Data was shared at the Mid-Year Study Session in January with parents, pupils, union members, community, and administration. • Data was discussed with the Redding Teachers Association and Classified Schools Employees Association • The District was unable to meet with students across all sites regarding the LCAP development and review. During the 2015-16 school year the District will make every effort to ensure student presence at scheduled LCAP consultation meetings. <p>Updates were provided on the implementation of Actions/Services and Budget to the Board, District Advisory Groups (parents, students and all other stakeholders), and Union Groups.</p>	<p>Annual Update:</p> <p>Based on the LCAP Advisory groups (parents, students, union members and all other stakeholders) close review of the 2014-15 LCAP, a decision was made to consolidate the goals and actions from last year’s LCAP into 2 over-arching goals, reflective of the District’s Strategic Action Plan.</p> <p>This decision was made because it was determined that last year’s goals overlapped and some read more like actions, which resulted in a document that lacked clarity and focus for actions and funding.</p>

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 school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which school sites 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 school sites 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 school sites 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).

Actions/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 school sites 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 school sites 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 school sites?
- 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 school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA’s budget?

GOAL:	In order to offer a broad course of study the District will retain appropriately assigned and fully qualified professionals, in a clean, safe and functional environment, offering competitive wages and ongoing professional development. Implement Common Core State Standards with curriculum, instruction and assessment.	Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3__ 4__ 5__ 6__ 7 <u>X</u> 8 <u>X</u> COE only: 9__ 10__ Local : Specify _____
Identified Need :	New state standards have identified a need within our instructional staff to learn a wide variety of instructional strategies that fully align with	

Common Core. Stakeholders have also recognized the need to have materials aligned with new standards. Facilities in need of repair cause distractions to students and staff.			
Goal Applies to:	Schools:	All	
	Applicable Pupil Subgroups:	All	
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	<p>Pupils will benefit from retention of skilled veteran teachers and classified staff through competitive K-8 District wage structures (SARC)</p> <p>1. Misassignments—Maintain 0%</p> <p>Pupils will benefit from Common Core aligned materials</p> <p>2. Text Sufficiency Resolution – Maintain 100%</p> <p>Staff Survey – 5% Increase in Teachers stating they are more prepared</p> <p>(RCBM) Reading Fluency – 1% increase over previous years scores</p> <p>(AR STAR) Reading Comprehension – 1% increase over previous years scores</p> <p>CAASPP – Base to be determined in current year</p> <p>Pupils will benefit from teachers increasing rigor & relevance in their learning of CCSS, NGSS and ELD as measured by CAASPP</p> <p>EL Reclassification Rate – Maintain 5% or better reclassification rate</p> <p>EL Pupils California English Development Test (CELDT) Progress— Maintain at least 69% of students making progress annually towards reclassification</p> <p>Clean and safe facilities maintained in good repair will lead to increased pupil sense of well-being and less distractions. District will perform <u>monthly</u> site inspections to review site conditions.</p> <p>Monthly Safety Inspections completed – Maintain monthly inspections</p> <p>Williams Report Findings – Maintain 0% findings</p> <p>Parent Survey Positive Responses – 1% increase in positive parent responses</p> <p>Healthy Kids Survey (feel Safe) – 5th grade (5% increase) 7th grade (5% increase)</p> <p>Staff Survey (Facilities clean, safe, functional) – 50% or better of our staff responded positively that our facilities are clean, safe and functional?</p> <p>Master Schedule All students have access to all courses as evidenced by school schedule</p> <p>Note: A revised staff survey to be completed in 2015-16</p> <p>Because Redding School District is a K-8 district, the following state required metrics do not apply: A-G, AP Pass rate, EAP, High School Drop Out Rate, and High School Graduation Rate. For the 2015-16 school year, API is not applicable.</p>		
Actions/Services		Scope of Service	Budgeted Expenditures
Maintain a broad course of study for all students as defined in California Education Codes 51210(K-6) and 51220(7-8) as evidenced by school schedules to be reviewed by site administration.		District - Wide	No additional cost incurred. Expense built into Site
		Pupils to be served within identified scope of service ___ALL ----- OR: ___X_Low Income pupils ___X_English Learners ___X_Foster Youth ___Redesignated fluent English proficient ___Other	

		Subgroups:(Specify)_____	Administrator annual wages.
Principally directed towards low income, English learners and foster youth, increase classroom space at Turtle Bay & Manzanita School due to growth and need to provide safe and functional learning environment as well as increased course options. (Phase I)	Turtle Bay School & Manzanita School	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Resource: Unrestricted (0709,25-0754) Object: (6000) \$250,000
HR assesses competitive wage structure. HR Director conducts "like" district survey.	District - Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Resource: Unrestricted (0610) Object: (2310,3) \$1,000
Conduct professional development to increase knowledge of CCSS, ELD, STEM and Next Generation Science Standards (NGSS). Provide strategies that directly impact low-income, English learners & foster youth. Maintain 3 Staff Development Days for Teachers.	District - Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Resource: Unrestricted (0105) Object: (1110,3) \$250,000
Conduct teacher collaboration to share effective instructional strategies aligned with CCSS, ELD, STEM and NGSS. Provide strategies that directly impact low-income, English learners & foster youth. 3 Staff development days - training costs.	District - Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Resource: Restricted (4035) Object: 1**2,1**5,3,4-5 \$15,000
Conduct professional development to increase knowledge of instructional strategies aligned with CCSS, ELD, STEM and NGSS. Use Multiple Measures aligned to CCSS, ELD, STEM and NGSS. Math Lesson Study Cycles.	District - Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Resource: Restricted (4035) Object: (5210) \$15,000
Purchase TK-5 CCSS aligned math textbooks. First of two year commitment.	District - Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Resource: Unrestricted (0105) Object: (4110) \$325,000
District will perform <u>monthly</u> site inspections to review site	District - Wide	<input checked="" type="checkbox"/> ALL	Resource:

<p>condition as defined in Education Code.</p>		<p>OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>Restricted (8150) Object: (2310,3) \$12,500</p>
<p>An appropriate plan will be developed and implemented to address needs. Maintain annual maintenance account.</p>	<p>District - Wide</p>	<p><input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>Annual estimated on-going maintenance cost. Resource: Unrestricted (0754,8150) Object: (1-7) \$350,000</p>
<p>Increase security features to enhance students feeling of a safe environment. Security fencing to be added to BV & SY. Evaluate coverage at all sites and implement additional security cameras as needed.</p>	<p>District - Wide</p>	<p><input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>Resource: Unrestricted (25-0754) Object: (5630) \$100,000 Resource: Unrestricted (0163) Object: (4510,4464) \$45,000</p>
<p>Site Principal to verify all students have access to all subjects as identified in EC Section 51210 (a) to (h).</p>	<p>District-Wide</p>	<p><input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>No additional cost incurred.</p>
<p>Maintain Site Instructional Coach & support team on each</p>	<p>District - Wide</p>	<p><input type="checkbox"/> ALL</p>	<p>Resource:</p>

<p>campus to principally support low income, English learners and foster youth.</p> <ul style="list-style-type: none"> • Site Instructional Coach or equiv. @ K-5 & K-8 sites • Counselor/Team Leaders & TOSA (Middle School) • Support team (2 Aides per site) 		<p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Unrestricted (0709) Object: (1-3) \$1,100,000</p>
<p>Implement 1 to 1 personal computing devices for 5th grade students. (approx. 350 units)</p> <p>Replace student computers in all K-3 classrooms with Chrome Bases or other appropriate devices. These actions are primarily to increase access for low income, English learners and foster youth.</p>	<p>District - Wide</p>	<p>__ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Resource: Unrestricted (0163,0709) Object: (45**,58**) \$375,000</p>
<p>Increase intervention for low achievement students (that substantially include low income, English learners and foster youth) on each campus. Resource Teacher intervention services for non-IEP students based on caseload by site.</p>	<p>District - Wide</p>	<p>__ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Resource: Unrestricted (0709) Object: (1110,3) \$125,000</p>
<p>Support 5th grade participation in WES Camp which is aligned to NGSS. This action is principally directed towards, and effective in, meeting the districts goals for its unduplicated pupils (Low-Income, English Learners & Foster Youth).</p>	<p>District - Wide</p>	<p>__ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Resource: Unrestricted (0709) Object: (5805) \$83,760</p>
<p>Translation of communication documents for parents of English Learners.</p>	<p>District - Wide</p>	<p>__ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Resource: Unrestricted (0709) Object: (5801) \$4,000</p>
<p>Provide District ESL coordinator & Support Team for English Learners & Redesignated fluent English proficient.</p>	<p>District - Wide</p>	<p>__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>Resource: Unrestricted (0709) Object: (1-3) \$92,250</p>
<p>Enhanced training for teachers of English learners to implement</p>	<p>District - Wide</p>	<p>__ALL</p>	<p>Resource:</p>

ELD instruction in classroom.

OR:

Low Income pupils English Learners

Foster Youth Redesignated fluent English proficient Other

Subgroups:(Specify)_____

Unrestricted (0105) & Restricted (4035)

Object:
(1**2, 1**5,3-5)
** Included in 3 staff dev. day training costs

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:

Pupils will benefit from retention of skilled veteran teachers and classified staff through competitive K-8 District wage structures
(SARC)

1. Misassignments—Maintain 0%

Pupils will benefit from Common Core aligned materials

2. Text Sufficiency Resolution – Maintain 100%

Pupils will benefit from teachers increasing rigor & relevance in their learning including ELD
Staff Survey – 5% Increase in Teachers stating they are more prepared
(RCBM) Reading Fluency – 1% increase over previous years scores
(AR STAR) Reading Comprehension – 1% increase over previous years scores
CAASPP – Base to be determined in current year
(API)- Base to be determined in 2016-17
EL Reclassification Rate – Maintain 5% or better reclassification rate
EL Pupils California English Development Test (CELDT) Progress– Maintain at least 69% of students making progress annually towards reclassification

Clean and safe facilities maintained in good repair will lead to increased pupil sense of well-being and less distractions. District will perform monthly site inspections to review site conditions.

Monthly Safety Inspections completed – Maintain monthly inspections
Williams Report Findings – Maintain 0% findings
Parent Survey Positive Responses – 1% increase in positive parent responses
Healthy Kids Survey (feel Safe) – 5th grade (5% increase) 7th grade (5% increase)
Staff Survey (Facilities clean, safe, functional) – Maintain or increase over 2015-16 baseline

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain a broad course of study for all students as defined in California Education Codes 51210(K-6) and 51220(7-8) as evidenced by school schedules to be reviewed by site administration.	District - Wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	No additional cost incurred. Expense built into Site Administrator annual wages.

<p>Principally directed towards low income, English learners and foster youth, increase classroom space at Turtle Bay & Manzanita School due to growth and need to provide safe and functional learning environment as well as increased course options. (Phase II)</p>	<p>Turtle Bay School & Manzanita School</p>	<p><input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Resource: Unrestricted (0709,25-0754) Object: (6000) \$250,000</p>
<p>HR assesses competitive wage structure. HR Director conducts "like" district survey.</p>	<p>District - Wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Resource: Unrestricted (0610) Object: (2310,3) \$1,000</p>
<p>Conduct professional development to increase knowledge of CCSS, ELD, STEM and Next Generation Science Standards (NGSS). Provide strategies that directly impact low-income, English learners & foster youth. Maintain 3 Staff Development Days for Teachers.</p>	<p>District - Wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Resource: Unrestricted (0105) Object: (1110,3) \$250,000</p>
<p>Conduct teacher collaboration to share effective instructional strategies aligned with CCSS, ELD, STEM and NGSS. Provide strategies that directly impact low-income, English learners & foster youth. 3 Staff development days - training costs.</p>	<p>District - Wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Resource: Unrestricted (0137) & Restricted (4035) Object: (1**2,1**5,3,4-5) \$15,000</p>
<p>Conduct professional development to increase knowledge of instructional strategies aligned with CCSS, ELD, STEM and NGSS. Use Multiple Measures aligned to CCSS, ELD, STEM and NGSS. Math Lesson Study Cycles.</p>	<p>District - Wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Resource: Restricted (4035) Object: (5210) \$15,000</p>
<p>Purchase TK-5 CCSS aligned math Textbooks. Second of a two year commitment.</p>	<p>District - Wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Resource: Unrestricted & Restricted (0105 & 6300) Object: (4110) \$325,000</p>

<p>Evaluate ELA materials for alignment to CCSS to determine if adoption is needed.</p>	<p>District - Wide</p>	<p><u> X </u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>No additional cost incurred. Cost included in scheduled professional development and collaboration days.</p>
<p>District will perform <u>monthly</u> site inspections to review site condition as defined in Education Code.</p>	<p>District - Wide</p>	<p><u> X </u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>Resource: Restricted (8150) Object: (2310,3) \$12,500</p>
<p>An appropriate plan will be developed and implemented to address needs. Maintain annual maintenance account.</p>	<p>District - Wide</p>	<p><u> X </u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>Resource: Unrestricted (0754)& Restricted (8150) Object: (1-7) \$350,000</p>
<p>Addition of 1.0 FTE Maintenance staff.</p>	<p>District - Wide</p>	<p><u> X </u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>Resource: Restricted (8150) Object: (2220,3) \$60,000</p>
<p>Evaluate coverage at all sites and implement additional security cameras as needed.</p>	<p>District - Wide</p>	<p><u> X </u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>Resource: Unrestricted (01-0163 & 25-0754) Object: (4510,4464) \$45,000</p>
<p>Site Principal to verify all students have access to all subjects as identified in EC Section 51210 (a) to (h).</p>	<p>District-Wide</p>	<p><u> X </u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>No additional cost incurred.</p>
<p>Maintain Site Instructional Coach & support team on each</p>	<p>District - Wide</p>	<p><u> </u> ALL -----</p>	<p>Resource:</p>

<p>campus to principally support low income, English learners and foster youth.</p> <ul style="list-style-type: none"> • Site Instructional Coach or equiv. @ K-5 & K-8 sites • Counselor/Team Leaders & TOSA (Middle School) • Support team (2 Aides per site) 		<p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Unrestricted (0709) Object: (1-3) \$1,100,000</p>
<p>Implement 1 to 1 personal computing devices for 4th grade students. (approx. 350 units)</p> <p>Replace student computers in all K-3 classrooms with Chrome Bases or other appropriate devices. These actions are primarily to increase access for low income, English learners and foster youth.</p>	<p>District - Wide</p>	<p>__ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Resource: Unrestricted (0163,0709) Object: (45**,58**) \$375,000</p>
<p>Increase intervention for low achievement students (that substantially include low income, English learners and foster youth) on each campus. Resource Teacher intervention services for non-IEP students based on caseload by site.</p>	<p>District - Wide</p>	<p>__ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Resource: Unrestricted (0709) Object: (1,3) \$125,000</p>
<p>Support 5th grade participation in WES Camp which is aligned to NGSS. This action is principally directed towards, and effective in, meeting the districts goals for its unduplicated pupils (Low-Income, English Learners & Foster Youth).</p>	<p>District - Wide</p>	<p>__ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Resource: Unrestricted (0709) Object: (5805) \$83,760</p>
<p>Translation of communication documents for parents of English Learners.</p>	<p>District - Wide</p>	<p>__ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Resource: Unrestricted (0709) Object: (5801) \$4,000</p>
<p>Provide District ESL coordinator & Support Team for English Learners & Redesignated fluent English proficient.</p>	<p>District - Wide</p>	<p>__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>Resource: Unrestricted (0709) Object: (1-3) \$92,250</p>
<p>Enhanced training for EL Teachers to implement ELD instruction in classroom.</p>	<p>District - Wide</p>	<p>__ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p>	<p>Resource: Unrestricted (0105) & Restricted (4035)</p>

Subgroups:(Specify)_____

Object:
 (1**2, 1**5,3-5)
 Included in 3 staff
 development day
 training costs

LCAP Year 3: 2017-18

Expected Annual
 Measurable
 Outcomes:

Pupils will benefit from retention of skilled veteran teachers and classified staff through competitive K-8 District wage structures
(SARC)
1. Misassignments–Maintain 0%
 Pupils will benefit from Common Core aligned materials
2. Text Sufficiency Resolution – Maintain 100%
 Pupils will benefit from teachers increasing rigor & relevance in their learning including ELD
Staff Survey – 5% Increase in Teachers stating they are more prepared
(RCBM) Reading Fluency – 1% increase over previous years scores

(AR STAR) Reading Comprehension – 1% increase over previous years scores
CAASPP – Base to be determined in current year
(API)- Base to be determined in 2016-17
EL Reclassification Rate – Maintain 5% or better reclassification rate
EL Pupils California English Development Test (CELDT) Progress– Maintain at least 69% of students making progress annually towards reclassification

Clean and safe facilities maintained in good repair will lead to increased pupil sense of well-being and less distractions. District will perform monthly site inspections to review site conditions.

Monthly Safety Inspections completed – Maintain monthly inspections

Williams Report Findings – Maintain 0% findings

Parent Survey Positive Responses – 1% increase in positive parent responses

Healthy Kids Survey (feel Safe) – 5th grade (5% increase) 7th grade (5% increase)

Staff Survey (Facilities clean, safe, functional) – Maintain or increase over 2015-16 baseline

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain a broad course of study for all students as defined in California Education Codes 51210(K-6) and 51220(7-8) as evidenced by school schedules to be reviewed by site administration.	District - Wide	<input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No additional cost incurred. Expense built into Site Administrator annual wages.
HR assesses competitive wage structure. HR Director conducts “like” district survey.	District - Wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Resource: Unrestricted (0610) Object: (2310,3) \$1,000
Conduct professional development to increase knowledge of CCSS, ELD, STEM and Next Generation Science Standards (NGSS). Provide strategies that directly impact low-income, English learners & foster youth. Maintain 3 Staff Development Days for Teachers.	District - Wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Resource: Unrestricted (0105) Object: (1110,3) \$250,000
Conduct teacher collaboration to share effective instructional strategies aligned with CCSS, ELD, STEM and NGSS. Provide strategies that directly impact low-income, English learners & foster youth. 3 Staff development days - training costs.	District - Wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Resource: Unrestricted (0137) & Restricted (4035) Object: (1**2,1**5,3,4-5)

			\$15,000
Conduct professional development to increase knowledge of instructional strategies aligned with CCSS, ELD, STEM and NGSS. Use Multiple Measures aligned to CCSS, ELD, STEM and NGSS. Math Lesson Study Cycles.	District - Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Resource: Restricted (4035) Object: (5210) \$15,000
District will perform <u>monthly</u> site inspections to review site condition as defined in Education Code.	District - Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Resource: Restricted (8150) Object: (2310,3) \$12,500
An appropriate plan will be developed and implemented to address needs. Maintain annual maintenance account.	District - Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Resource: Unrestricted & Restricted (0754,8150) Object: (1-7) \$350,000
Evaluate coverage at all sites and implement additional security cameras as needed.	District - Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Resource: Unrestricted (01-0163 & 25-0754) Object: (4510,4464) \$45,000
Site Principal to verify all students have access to all subjects as identified in EC Section 51210 (a) to (h).	District-Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No additional cost incurred.
Maintain Site Instructional Coach & support team on each campus to principally support low income, English learners and foster youth. <ul style="list-style-type: none"> Site Instructional Coach or equiv. @ K-5 & K-8 sites 	District - Wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other	Resource: Unrestricted (0709) Object:

<ul style="list-style-type: none"> • Counselor/Team Leaders & TOSA (Middle School) • Support team (2 Aides per site) 		Subgroups:(Specify)_____	(1-3) \$1,100,000
Increase intervention for low achievement students (that substantially include low income, English learners and foster youth) on each campus. Resource Teacher intervention services for non-IEP students based on caseload by site.	District - Wide	__ALL OR: __X Low Income pupils __X English Learners __X Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Resource: Unrestricted (0709) Object: (1,3) \$125,000
Based on evaluation of current ELA materials. District will continue to align current materials or evaluate purchase of new CCSS aligned materials.	District - Wide	__X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No additional cost to be incurred
Evaluate NGSS materials to consider adoption in current of subsequent years.	District - Wide	__X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No additional cost to be incurred
Support 5 th grade participation in WES Camp which is aligned to NGSS. This action is principally directed towards, and effective in, meeting the districts goals for its unduplicated pupils (Low-Income, English Learners & Foster Youth).	District - Wide	__ALL OR: __X Low Income pupils __X English Learners __X Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Resource: Unrestricted (0709) Object: (5805) \$83,760
Translation of communication documents for parents of English Learners.	District - Wide	__ALL OR: __Low Income pupils __X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Resource: Unrestricted (0709) Object: (5801) \$4,000
Provide District ESL coordinator & Support Team for English	District - Wide	__ALL	Resource:

<p>Learners & Redesignated fluent English proficient.</p>		<p>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>Unrestricted (0709) Object: (1-3) \$92,250</p>
<p>Enhanced training for EL Teachers to implement ELD instruction in classroom.</p>	<p>District - Wide</p>	<p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Resource: Unrestricted (0105) & Restricted (4035) Object: (1**2, 1**5,3-5) Included in 3 staff development day training costs</p>
<p>GOAL:</p>	<p>Increase student achievement through college and career readiness/pathways, student engagement strategies, up to date technology and improved parent/guardian involvement and communication.</p>		<p>Related State and/or Local Priorities: 1__ 2__ 3_X 4_X 5_X 6_X 7__ 8__ COE only: 9__ 10__ Local : Specify _____</p>
<p>Identified Need :</p>	<p>Local measures show a low college attending/completion rate which facilitates a need for increased student knowledge of college requirements and career readiness/pathways connected to student learning. In order for college and career readiness to be impactful student engagement strategies need to create a safe, caring and orderly classroom for every child. To be both career and college ready there is a need for increased student ethical use of technology to communicate, collaborate, think critically, and create. Stakeholders have identified a need for improvement in greater parent communication and feedback opportunities.</p>		
<p>Goal Applies to:</p>	<p>Schools: All</p>	<p>Applicable Pupil Subgroups: All</p>	

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:

Pupils in grades 4-8 will make more informed choices through curricular connections with career and college pathways.
College-Going Culture Rubric – 100% of sites score 3 or better on the Rubric.
Healthy Kids Survey (connected) – 5th grade (2% increase to 58%) 7th grade (2% increase to 55%)
Course Access Report Including Subgroups – Maintain 100% course access as defined in the Master Schedule.

6-8 Pupils will be more engaged in their learning by setting goals and tracking progress
School Attendance Rates – 1% increase to 96% in Average Daily Attendance (ADA).
Middle School Drop Out Rate – Maintain 0% drop-out rate.

Pupils will improve their ability to communicate, collaborate, think critically, and create with 75% of 4th through 8th grade teachers implementing new standards with the integration of technology. In addition 50% of K through 3rd grade teachers will implement new standards with the integration of technology.
Analytics of student tools – Base 2015 = 50,175 unique documents, increase base by 5%.

Pupils will benefit from increased parent involvement with a 50% increase in school and classroom electronic communications.
Track use of site and classroom electronic communications Website Visits – Increase website hits by 10% over baseline of 33,682.
Parent Survey Participation Rate – Increase 4% over baseline of 26% parent survey participation rate.

Pupils will benefit by 70% of CKH trained teachers implementing strategies.
Chronic Absenteeism rate – Maintain at or under 2%
Pupil Suspension rate – Maintain at or under baseline rate of 6% pupil suspensions
Pupil Expulsion rate – Maintain rate of 0.10% or under of pupil expulsions.
Percent of classrooms using Capturing Kids Hearts (CKH) Strategies – Maintain or increase classrooms using CKH strategies over baseline of 67%
Percent of Teen leadership courses implemented (Middle School) - Maintain 100% of 6-8 sites implementing Teen Leadership courses.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Office staff members dedicated to track daily attendance and make phone calls to absent students.	District - Wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Resource: (0606) Object: (2410,3) \$171,000
Implement School Messenger auto dialer to make daily calls in order to inform parents of their child’s absences.	District - Wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No additional cost to be incurred

<p>Add 1.0 FTE Counselor to service multiple sites in order to principally benefit low income, English learners and foster youth.</p>	<p>District - Wide</p>	<p><u> </u> ALL ----- OR: <u> </u> X Low Income pupils <u> </u> X English Learners <u> </u> X Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____</p>	<p>Resource: Unrestricted (0709) Object: (1250,3) \$70,000</p>
<p>Teacher Collaboration Wednesday to address academic achievement for the lowest performing students (that substantially include low income, English learners and foster youth).</p>	<p>District - Wide</p>	<p><u> </u> ALL ----- OR: <u> </u> X Low Income pupils <u> </u> X English Learners <u> </u> X Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____</p>	<p>Resource: Unrestricted (0709) Object: (1110,3) \$267,685</p>
<p>Teacher on-site preparation day which enables staff to prepare implementing college going culture as well as preparation of CCSS and ELD instruction. This principally benefits low income, English learners and foster youth.</p>	<p>District - Wide</p>	<p><u> </u> ALL ----- OR: <u> </u> X Low Income pupils <u> </u> X English Learners <u> </u> X Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____</p>	<p>Resource: Unrestricted (0709) Object: (1110,3) \$53,537</p>
<p>Pre-expulsion and expulsion rehabilitation services through Community Day School (CDS). Maintain CDS program to rehabilitate students back to regular education system.</p> <ul style="list-style-type: none"> 0.6 FTE Administrator, .3 FTE Clerical, 2.0 FTE Teachers, 3.0 FTE Instructional assistants. 	<p>District - Wide</p>	<p><u> </u> ALL ----- OR: <u> </u> X Low Income pupils <u> </u> X English Learners <u> </u> X Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____</p>	<p>Resource: Unrestricted (0709) Object: (1-3) \$328,000</p>
<p>Middle School Opportunity Class. Middle school program as interim step to District CDS program</p>	<p>District - Wide</p>	<p><u> </u> ALL ----- OR: <u> </u> X Low Income pupils <u> </u> X English Learners <u> </u> X Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____</p>	<p>Resource: Unrestricted (0709) Object: (1110,3) \$59,000</p>
<p>Staff to gain knowledge and awareness of requirements of career and college A-G (language). Maintain 3 Staff Development Days for Teachers.</p>	<p>District - Wide</p>	<p><u> </u> X ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____</p>	<p>Resource: Unrestricted (0105) Object: (1110,3) Expense noted in previous goal</p>
<p>Align CCSS instruction with college and career. Provide staff</p>	<p>District - Wide</p>	<p><u> </u> X ALL -----</p>	<p>Resource:</p>

<p>training on student goal setting. 3 Staff development days - training costs.</p>		<p>OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>Restricted (4035) Object: (1**2,1**5,3,4-5) Expense noted in previous goal</p>
<p>Foster Core Values: Adaptability, creativity, risk taking, flexibility and team work. Acquire and implement use of school communication technologies.</p>	<p>District - Wide</p>	<p><u> X </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>Resource: Unrestricted (0163) Object: (58**) \$21,500</p>
<p>Evaluate and Build a supportive infrastructure for multiple uses.</p> <ul style="list-style-type: none"> • Wired • Wireless Devices <p>Enhance ability to effectively integrate technology District-wide by means of infrastructure upgrade.</p>	<p>District - Wide</p>	<p><u> X </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>Resource: Unrestricted (0163) Object: (74**) \$57,800</p>
<p>Train teachers.</p> <ul style="list-style-type: none"> • Devices • Software • Curriculum Integration <p>Maintain 3 Staff Development Days for Teachers. 3 Staff development days - training costs.</p>	<p>District - Wide</p>	<p><u> X </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>Resource: Unrestricted (0137) & Restricted (4035) Object: (1**2,1**5,3,4-5) Expense noted in previous goal</p>
<p>Provide access to tools that increase parent engagement.</p> <ul style="list-style-type: none"> • Software • Web based products • Devices • Digital Textbooks <p>Online software renewals. RSD APP, Aeries.net, School</p>	<p>District - Wide</p>	<p><u> X </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>Resource: Unrestricted (0163) & Restricted (3010) Object: (58**) \$81,000</p>

<p>Messenger, school websites.</p>			
<p>Provide workshops for any untrained site administrators and teachers in Capturing Kids Hearts, a training provided by the Flippen Group, with the expectation they will implement these strategies.</p>	<p>District - Wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>	<p>Resource: Restricted (4035)</p> <p>Object: (1**2,1**5,3,4-5) \$16,000</p>

LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<p>Pupils in grades 4-8 will make more informed choices through curricular connections with career and college pathways.</p> <p>College-Going Culture Rubric – 100% of sites score 3 or better on the Rubric.</p> <p>Healthy Kids Survey (connected) – 5th grade (2% increase to 60%) 7th grade (2% increase to 57%)</p> <p>Course Access Report Including Subgroups – Maintain 100% course access as defined in the Master Schedule.</p> <p>6-8 Pupils will be more engaged in their learning by setting goals and tracking progress</p> <p>School Attendance Rates – Maintain 96% or better Average Daily Attendance (ADA).</p> <p>Middle School Drop Out Rate – Maintain 0% drop-out rate.</p> <p>Pupils will improve their ability to communicate, collaborate, think critically, and create with 75% of 4th through 8th grade teachers implementing new standards with the integration of technology. In addition 50% of K through 3rd grade teachers will implement new standards with the integration of technology.</p> <p>Analytics of student tools – Base 2015 = 50,175 unique documents, increase base by 5%.</p> <p>Pupils will benefit from increased parent involvement with a 50% increase in school and classroom electronic communications.</p>
---	--

Track use of site and classroom electronic communications Website Visits – Increase website hits by 10% over baseline of 33,682.
Parent Survey Participation Rate – Increase 4% over baseline of 26% parent survey participation rate.

Pupils will benefit by 70% of CKH trained teachers implementing strategies.

Chronic Absenteeism rate – Maintain at or under 2%

Pupil Suspension rate – Maintain at or under baseline rate of 6% pupil suspensions

Pupil Expulsion rate – Maintain rate of 0.10% or under of pupil expulsions.

Percent of classrooms using Capturing Kids Hearts (CKH) Strategies – Maintain or increase classrooms using CKH strategies over baseline of 67%

Percent of Teen leadership courses implemented (Middle School) - Maintain 100% of 6-8 sites implementing Teen Leadership courses.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Office staff members dedicated to track daily attendance and make phone calls to absent students.	District - Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Resource: (0606) Object: (2410,3) \$171,000
Implement School Messenger auto dialer to make daily calls in order to inform parents of their child’s absences.	District - Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No additional cost to be incurred
Maintain 1.0 FTE Counselor to service multiple sites.	District - Wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Resource: Unrestricted (0709) Object: (1250,3) \$70,000
Teacher Collaboration Wednesday to address academic achievement for the lowest performing students.	District - Wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Resource: Unrestricted (0709) Object: (1110,3) \$267,685
Pre-expulsion and expulsion rehabilitation services through Community Day School (CDS). Maintain CDS program to rehabilitate students back to regular education system.	District - Wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other	Resource: Unrestricted (0709) Object:

<ul style="list-style-type: none"> 0.6 FTE Administrator, 0.3 FTE Clerical, 2.0 FTE Teachers, 3.0 FTE Instructional assistants. 		Subgroups:(Specify)_____	(1-3) \$328,000
Middle School Opportunity Class. Middle school program as interim step to District CDS program	District - Wide	__ALL OR: __X Low Income pupils __X English Learners __X Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Resource: Unrestricted (0709) Object: (1110,3) \$59,000
Maintain teacher on-site preparation day which enables staff to prepare implementing college going culture as well as preparation of CCSS and ELD instruction. This principally benefits low income, English learners and foster youth.	District - Wide	__ALL OR: __X Low Income pupils __X English Learners __X Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Resource: Unrestricted (0709) Object: (1110,3) \$53,537
Staff to gain knowledge and awareness of requirements of career and college A-G (language). Maintain 3 Staff Development Days for Teachers.	District - Wide	__X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Resource: Unrestricted (0105) Object: (1110,3) Expense noted in previous goal
Align CCSS instruction with college and career. Provide staff training on student goal setting. 3 Staff development days - training costs.	District - Wide	__X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Resource: Restricted (4035) Object: (1**2,1**5,3,4-5) Expense noted in previous goal
Foster Core Values: Adaptability, creativity, risk taking, flexibility and team work. Acquire and implement use of school communication technologies.	District - Wide	__X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Resource: Unrestricted (0163) Object: (58**) \$21,500
Evaluate and Build a supportive infrastructure for multiple uses. <ul style="list-style-type: none"> Wired Wireless Devices Enhance ability to effectively integrate technology District-wide by means of infrastructure upgrade.	District - Wide	__X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Resource: Unrestricted (0163) Object: (74**)

			\$57,800
<p>Train teachers.</p> <ul style="list-style-type: none"> • Devices • Software • Curriculum Integration <p>Maintain 3 Staff Development Days for Teachers. 3 Staff development days - training costs.</p>	District - Wide	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>	<p>Resource: Restricted (4035)</p> <p>Object: (1**2,1**5,3,4-5)</p> <p>Expense noted in previous goal</p>
<p>Provide access to tools.</p> <ul style="list-style-type: none"> • Software • Web based products • Devices • Digital Textbooks <p>Online software renewals</p>	District - Wide	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>	<p>Resource: Unrestricted (0163) & Restricted (3010)</p> <p>Object: (58**)</p> <p>\$81,000</p>
<p>Provide workshops for any untrained site administrators and teachers in Capturing Kids Hearts, a training provided by the Flippen Group, with the expectation they will implement these strategies.</p>	District - Wide	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>	<p>Resource: Restricted (4035)</p> <p>Object: (1**2,1**5,3,4-5)</p> <p>\$16,000</p>

LCAP Year 3: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p>Pupils in grades 4-8 will make more informed choices through curricular connections with career and college pathways.</p> <p>College-Going Culture Rubric – 100% of sites score 3 or better on the Rubric.</p> <p>Healthy Kids Survey (connected) – 5th grade (Maintain 60%) 7th grade (Maintain 57%)</p> <p>Course Access Report Including Subgroups – Maintain 100% course access as defined in the Master Schedule.</p> <p>6-8 Pupils will be more engaged in their learning by setting goals and tracking progress</p> <p>School Attendance Rates – Maintain 96% or better Average Daily Attendance (ADA).</p> <p>Middle School Drop Out Rate – Maintain 0% drop-out rate.</p> <p>Pupils will improve their ability to communicate, collaborate, think critically, and create with 75% of 4th through 8th grade teachers implementing new standards with the integration of technology. In addition 50% of K through 3rd grade teachers will implement new standards with the integration of technology.</p> <p>Analytics of student tools – Base 2015 = 50,175 unique documents, increase base by 5%.</p> <p>Pupils will benefit from increased parent involvement with a 50% increase in school and classroom electronic communications.</p>
---	--

Track use of site and classroom electronic communications Website Visits – Increase website hits by 10% over baseline of 33,682.
Parent Survey Participation Rate – Increase 4% over baseline of 26% parent survey participation rate.

Pupils will benefit by 70% of CKH trained teachers implementing strategies.

Chronic Absenteeism rate – Maintain at or under 2%

Pupil Suspension rate – Maintain at or under baseline rate of 6% pupil suspensions

Pupil Expulsion rate – Maintain rate of 0.10% or under of pupil expulsions.

Percent of classrooms using Capturing Kids Hearts (CKH) Strategies – Maintain or increase classrooms using CKH strategies over baseline of 67%

Percent of Teen leadership courses implemented (Middle School) - Maintain 100% of 6-8 sites implementing Teen Leadership courses.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Office staff members dedicated to track daily attendance and make phone calls to absent students.	District - Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Resource: (0606) Object: (2410,3) \$171,000
Implement School Messenger auto dialer to make daily calls in order to inform parents of their child’s absences.	District - Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	No additional cost to be incurred
Maintain 1.0 FTE Counselor to service multiple sites.	District - Wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners	Resource: Unrestricted (0709) Object:

		<input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	(1250,3) \$70,000
Teacher Collaboration Wednesday to address academic achievement for the lowest performing students.	District - Wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Resource: Unrestricted (0709) Object: (1110,3) \$267,685
Pre-expulsion and expulsion rehabilitation services through Community Day School (CDS). Maintain CDS program to rehabilitate students back to regular education system. <ul style="list-style-type: none"> 0.6 FTE Administrator, 0.3 FTE Clerical, 2.0 FTE Teachers, 3.0 FTE Instructional assistants. 	District - Wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Resource: Unrestricted (0709) Object: (1-3) \$328,000
Middle School Opportunity Class. Middle school program as interim step to District CDS program	District - Wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Resource: Unrestricted (0709) Object: (1110,3) \$59,000
Maintain teacher on-site preparation day which enables staff to prepare implementing college going culture as well as preparation of CCSS and ELD instruction. This principally benefits low income, English learners and foster youth.	District - Wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Resource: Unrestricted (0709) Object: (1110,3) \$53,537
Staff to gain knowledge and awareness of requirements of career and college A-G (language). Maintain 3 Staff Development Days for Teachers.	District - Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Resource: Unrestricted (0105) Object: (1110,3) Expense noted in previous goal
Align CCSS instruction with college and career. Provide staff	District - Wide	<input checked="" type="checkbox"/> ALL	Resource:

<p>training on student goal setting. 3 Staff development days - training costs.</p>		<p>OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>Unrestricted (0137) & Restricted (4035) Object: (1**2,1**5,3,4-5) Expense noted in previous goal</p>
<p>Foster Core Values: Adaptability, creativity, risk taking, flexibility and team work. Acquire and implement use of school communication technologies.</p>	<p>District - Wide</p>	<p><u><input checked="" type="checkbox"/></u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>Resource: Unrestricted (0163) Object: (58**) \$21,500</p>
<p>Evaluate and Build a supportive infrastructure for multiple uses.</p> <ul style="list-style-type: none"> • Wired • Wireless Devices <p>Enhance ability to effectively integrate technology District-wide by means of infrastructure upgrade.</p>	<p>District - Wide</p>	<p><u><input checked="" type="checkbox"/></u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>Resource: Unrestricted (0163) Object: (74**) \$57,800</p>
<p>Train teachers.</p> <ul style="list-style-type: none"> • Devices • Software • Curriculum Integration <p>Maintain 3 Staff Development Days for Teachers. 3 Staff development days - training costs.</p>	<p>District - Wide</p>	<p><u><input checked="" type="checkbox"/></u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>Resource: Restricted (4035) Object: (1**2,1**5,3,4-5) Expense noted in previous goal</p>
<p>Provide access to tools.</p> <ul style="list-style-type: none"> • Software • Web based products • Devices • Digital Textbooks <p>Online software renewals</p>	<p>District - Wide</p>	<p><u><input checked="" type="checkbox"/></u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>Resource: Unrestricted (0163) & Restricted (3010) Object: (58**) \$81,000</p>

<p>Provide workshops for any untrained site administrators and teachers in Capturing Kids Hearts, a training provided by the Flippen Group, with the expectation they will implement these strategies.</p>	<p>District - Wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>	<p>Resource: Restricted (4035)</p> <p>Object: (1**2,1**5,3,4-5) \$16,000</p>
--	------------------------	---	--

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 school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

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

Original GOAL 1 from prior year LCAP:	Maintain competitive wages. By spring of 2017 100% of teachers will be trained and implementing CCSS with curriculum, instruction, and assessment.		Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3__ 4 <u>X</u> 5__ 6__ 7__ 8 <u>X</u> COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	All		
Expected Annual Measurable Outcomes:	Applicable Pupil Subgroups:	All		
	<p>Pupils will benefit from retention of skilled veteran teachers and classified staff through competitive K-8 District wage structures School Accountability Report Card (SARC) 1. Misassignments – Maintain 0% Misassignments</p> <p>Pupils will benefit from Common Core aligned materials 2. Text Sufficiency Resolution – Maintain 100% (All students have access to textbooks)</p> <p>Pupils will benefit from teachers who are trained and implementing of new standards including ELD Staff Survey – 10% increase over baseline of 42% positive responses</p>	Actual Annual Measurable Outcomes:	<p>Misassignments – Maintained 0% Misassignments in the 2014-15 school year</p> <p>Text Sufficiency Resolution – Reported in September that 100% of students have access to textbooks.</p> <p>Staff Survey – 37% of our Teachers stated that they are more prepared to implement the new standards over the previous year</p>	

	<p>Reading Curriculum Based Measurement (RCBM) Aimsweb – 1% increase over baseline of 43% proficient in fluency</p> <p>Accelerated Reader (AR) STAR – 1% increase over baseline of 59% reading comprehension</p> <p>English Learner (EL) Reclassification Rate – Maintain 5% rate of reclassification</p> <p>EL Pupils California English Development Test (CELDT) Progress – Maintain at least 69% of students making progress annually toward reclassification</p>		<p>Reading Curriculum Based Measurement (RCBM) Aimsweb – 57% as of May 2015 are proficient in fluency</p> <p>Accelerated Reader (AR) STAR – As of May 2015 reading comprehension is at 58%</p> <p>English Learner (EL) Reclassification Rate – Current reclassification rate has increased 1% to 6%.</p> <p>EL Pupils California English Development Test (CELDT) Progress – 85% of students made progress.</p>
--	--	--	---

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
HR assesses competitive wage structure. HR Director conducts “like” district survey.	<p>Resource: Unrestricted (0610) Object: (2310,3) \$1,000</p>	HR Director throughout the year conducted surveys of “like” Districts wage structures.	<p>Resource: Unrestricted (0610) Object: (2310,3) \$1,000</p>
Conduct professional development to increase knowledge of CCSS. Increase work calendar by 3 Staff Development Days for Teachers	<p>Resource: Unrestricted (0105) Object: (1110,3) \$171,500</p> <p>Resource:</p>	Increased work calendar by 3 Staff Development Days for Teachers as evidenced by the posted & approved 2015-16 District calendar. Teacher discussed instructional strategies that are aligned to CCSS.	<p>Resource: Unrestricted (0105) Object: (1110,3) \$202,861</p>

<p>Conduct teacher collaboration to share effective instructional strategies aligned with CCSS. 3 Staff development days - training costs</p> <p>Conduct professional development to increase knowledge of instructional strategies aligned with CCSS. Math Lesson Study Cycles. Use Multiple Measures aligned to CCSS.</p> <p>Develop and implement a plan for grades K-5 and more emphasis on academic Common Core rigor in grades 6-8. Purchase CCSS aligned math Textbooks & materials in grades 6-8</p>	<p>Unrestricted (0137) & Restricted (4035) Object: 1**2,1**5,3,4-5 \$15,000</p> <p>Resource: Restricted (4035) Object: (5210) \$30,000</p> <p>Resource: Restricted (7405 & 6300) Object: (4110) \$136,000</p>	<p>Three collaboration teacher instructional training days were conducted with favorable staff feedback.</p> <p>Five math CCSS lesson study cycle groups were conducted through-out the 2014-15 school year.</p> <p>Instructional coaches and Assistant Superintendent developed and implemented several Common Core rigor instructional strategy sessions. Textbook and materials were purchased for grades 6-8.</p>	<p>Resource: Restricted (4035) Object: (1**2,1**5,3-5) \$12,036.47</p> <p>Resource: Restricted (4035) Object: (1**2,1**5,3-5) \$26,739.41</p> <p>Resource: Restricted (6300) Object: (4110) \$193,943</p>
<p>Scope of service: District-Wide</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>Scope of service: District-Wide</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>	
<p>Implement Site Instructional Coach & support team on each campus. Site Instructional Coach or equiv. @ K-5 & K-8 sites. Counselor/Team Leaders & TOSA (Middle School) as well as Instructional Assistants</p>	<p>Resource: Unrestricted (0709) \$238,500 (2 sites) Restricted (3010) \$276,500 (4 sites) Resource: Unrestricted (0709)</p>	<p>Site instructional Coaches or equivalent @ K-5 & K-8 sites and support teams were implemented.</p> <p>Upon further reflection the District identified the need and added a Counseling position to the Turtle Bay campus.</p> <p>1,3's = \$820,359 2,3's = \$235,576</p>	<p>Resource: Unrestricted (0709) & Restricted (3010) Object: (1-3) \$1,055,935</p>

	<p>\$283,600 (3 positions) Resource: Unrestricted (0709) \$202,400 (2 aides @ 5.5hrs x 7)</p>		
<p>Implement 1 to 1 personal computing devices. 6th through 8th grade Chromebook 1 to 1 initiative. Approx. 1,000 units</p>	<p>Resource: Unrestricted (0163) & Restricted (7405) Object: (45**,58**) \$335,000</p>	<p>1 to 1 Chromebooks were purchased for all 6th through 8th grade students in district. Added storage carts for Chromebooks to JU, TB & SQ. Upgraded computer labs with Chrome Bases (36 in each lab) at BV, CY, JU, MZ, & SY.</p>	<p>Resource: Unrestricted (0163) & Restricted (7405) Object: (4510,5801) \$465,080</p>
<p>Intervention for low achievement students on each campus. Resource Teacher intervention services for non-IEP students based on caseload by site.</p>	<p>Resource: Unrestricted (0709) \$60,600</p>	<p>Provided intervention for low achievement students on each campus. Resource Teachers provided intervention services for non-IEP students based on caseload by site.</p>	<p>Resource: Unrestricted (0709) Object: (1110,3) \$119,672</p>
<p>Pre-expulsion and expulsion rehabilitation services through Community Day School (CDS). Maintain CDS program to rehabilitate students back to regular education system. (Administrator/Teachers/ Instructional Assistants)</p>	<p>Resource: Unrestricted (0709) \$323,200</p>	<p>Community Day School was maintained to rehabilitate students back to regular education system.</p>	<p>Resource: Unrestricted (0709) Object: (1-5) \$328,000</p>
		<p>The District supported all sites participating in Science-Based</p>	<p>Resource:</p>

<p>**Mid-year evaluation was conducted and a determination was to support increased participation in WES camp.</p> <p>Translation of communication documents.</p> <p>Provide District ESL coordinator & Support Team</p> <p>Enhanced training for EL Teachers to implement ELD instruction in classroom. Increase work calendar by 3 Staff Development Days for Teachers.</p>	<p>Resource: Unrestricted (0709) \$45,000</p> <p>Resource: Unrestricted (0709) \$4,000</p> <p>Resource: Unrestricted (0709) \$90,610</p> <p>Resource: Unrestricted (0105) Object: (1110,3) ** Exp. noted in Goal 1</p>	<p>Whiskeytown Environmental School (WES) based upon each campuses Unduplicated percentage of Low Income, English Learners and Foster Youth.</p> <p>Translation of communication documents were completed as needed.</p> <p>A District ESL coordinator and support team were provided.</p> <p>EL coordinator met with teachers of EL students and reviewed instructional strategies specific to their EL student needs.</p>	<p>Unrestricted (0709) Object: (5805) \$44,600</p> <p>Resource: Restricted (3010) Object: (58**) \$645.41</p> <p>Resource: Unrestricted (0709) Object: (5805) \$92,250</p> <p>No additional costs incurred</p>
<p>Scope of service: District-Wide</p>		<p>Scope of service: District-Wide</p>	
<p>__ALL</p>		<p>__ALL</p>	
<p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>		<p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes</p>	<ul style="list-style-type: none"> • Three staff development days, Wednesday collaboration times in combination with the hiring of instructional coaches have all contributed to more effective teaching strategies. These were effective in enhancing student achievement. • The 1 to 1 personal computing devices effectively enhanced the programs offered to our students in grades 6 		

to goals?	<p>through 8. The students increased their production of documents from previous years.</p> <ul style="list-style-type: none"> • Staff survey had positive results in staff feeling prepared to implement new state standards. Based on staff input it was determined that additional time was needed for preparation to maintain or increase readiness for the new state standards. Increase certificated work year from 184 to 185 based on need for staff preparation to assist in increasing student achievement. • In reviewing the actions the District has determined the need for improved coordination with EL Teacher to better identify parents in need of document translations and provide increased related services. • During the year the District recognized a desire and need to support attendance in the Whiskeytown Environmental School (WES). Based on this evaluation the District financially supported 5th grade participation by allocating funds by sites unduplicated percentage of Low Income, Foster Youth & English Learners. • For convenience and ease of access storage carts were added to the Chromebox initiative.
-----------	---

Original GOAL 2 from prior year LCAP:	By spring 2017 75% of students will have knowledge and awareness of college and career ready pathways as measured by college awareness rubric and the percentage of students setting individual goals.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_X 6_X 7_X 8__ COE only: 9__ 10__ Local : Specify _____
--	--	--

Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
------------------	--------------	---------------------------------

Expected Annual Measurable Outcomes:	Pupils in grades 6-8 will make more informed choices through curricular connections with career and college pathways College-Going Culture Rubric – 10% increase over baseline 71% Healthy Kids Survey (connected) – 5 th grade increase 5% over baseline 52% positive responses; 7 th grade increase 5% over baseline 51% positive responses School Attendance Rate – 95.43% Course Access Report Including Subgroups – 100% of students have course access as represented in Master Schedule Middle School Drop Out Rate – Maintain 0% drop-out rate	Actual Annual Measurable Outcomes:	College-Going Culture Rubric – Maintained 71% Healthy Kids Survey (connected) – 5 th grade 56%; 7 th grade 53% School Attendance rate – 95.29% Course Access Report Including Subgroups – Master Schedule is reviewed to demonstrate 100% course access for all students Middle School Drop Out Rate – Maintained 0% drop-out rate.
--------------------------------------	--	------------------------------------	--

--	--	--	--

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Staff to gain knowledge and awareness of requirements of career and college A-G (language). Align CCSS instruction with college and career. Provide staff training on student goal setting. Increase work calendar by 3 Staff Development Days for Teachers.	<p>Resource: Unrestricted (0105) Object: (1110,3) ** Exp. noted in Goal 1</p> <p>3 Staff development days - training costs. Resource: Unrestricted (0137) & Restricted (4035) Object: 1**2,1**5,3,4-5 Exp. Noted in Goal 1</p>	Staff development days included training on strategies for implementing alignment of CCSS and college and career knowledge and awareness as well as student goal setting.	Actual expense reflected in Goal 1
Foster Core Values: Adaptability, creativity, risk taking, flexibility and team work. School communication technologies. (Web Site,	Resource: Unrestricted	Implemented school communication applications including a District-Wide website, Mobile App and school messenger.	Resource:

Mobile App, School Messenger.		(0163) Object: (58**) \$21,500		Unrestricted (0163) Object: (4-5) \$21,202
Scope of service:	District-Wide		Scope of service:	District-Wide
<u>X</u> ALL			<u>X</u> ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		<ul style="list-style-type: none"> • The drop in attendance may indicate a need for more aggressive use of office staff and messaging system to call parents of absent students daily. • It was determined that eChalk website might not be the most flexible tool. Looking for a more flexible modern site that can give our parents all that they need to help connect better with school. • Staff training with college and career alignment ideas was an effective way to help staff make the connections within their curriculum. Many staff members are asking for a curriculum to use at their grade level. 		
Original GOAL 3 from prior year LCAP:	By 2017 increase two-way parent/guardian communication as measured by electronic analytics. Technology will be integrated in classrooms instruction as measured by student usage.		Related State and/or Local Priorities: 1__ 2_ <u>X</u> 3_ <u>X</u> 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	Pupils will improve their ability to communicate, collaborate, think critically, and create with 50% of 4 th through 8 th grade teachers implementing new standards with the integration of technology. Analytics of student tools – Base to be determined in 2015		Actual Annual Measurable Outcomes:	Analytics of student tools – For a 6 month period of November

	<p>Pupils will benefit from increased parent involvement with a 20% increase in school and classroom electronic communications.</p> <p>Track use of site and classroom electronic communications Website Visits – Increase 5% website visits over baseline of 33,682 hits.</p> <p>Parent Survey Participation Rate – Increase 4% over baseline 26% parent survey participation rate.</p>		<p>2014 to April 2015 50,175 unique documents have been created over the entire partnership.</p> <p>Track use of site and classroom electronic communications – Website hits increased significantly to 182,716 new visitor hits.</p> <p>Parent Survey Participation Rate - The District did not realize any improvement in Parent participation rate</p>
--	--	--	---

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Evaluate and Build a supportive infrastructure for multiple uses.</p> <ul style="list-style-type: none"> • Wired • Wireless Devices <p>Enhance ability to effectively integrate technology District-wide by means of infrastructure upgrade</p> <p>Train teachers.</p> <ul style="list-style-type: none"> • Devices • Software • Curriculum Integration <p>Increase work calendar by 3 Staff Development Days for Teachers. 3 Staff development days - training costs.</p>	<p>Resource: Unrestricted (0163) Object: (74**) \$57,800</p> <p>Resource: Unrestricted (0105) Object: (1110,3) ** Exp. noted in Goal 1</p> <p>Resource: Unrestricted (0137) & Restricted (4035) Object: 1**2,1**5,3,4-5 Exp. Noted in Goal</p>	<p>The District invested in a complete technology infrastructure upgrade.</p> <p>Teachers who attended the 3 Staff Development days were trained on Technology hardware, software and curriculum integration.</p>	<p>Resource: Restricted (7405) Object: (7438-39) \$57,854.65</p> <p>Actual expense reflected in Goal 1</p>

<p>Provide access to tools.</p> <ul style="list-style-type: none"> • Software • Web based products • Devices • Digital Textbooks <p>Online software renewals. (Ren Place, Learn 360, My Access, etc.)</p>	<p>1</p> <p>Resource: Unrestricted (0163) & Restricted (3010)</p> <p>Object: (58**) \$81,000</p>	<p>The district purchased and implemented use of various software including Ren Place, Learn 360 and my Access.</p>	<p>Resource: Unrestricted (0163) & Restricted (3010)</p> <p>Object: (4-5) \$66,810</p>
<p>Scope of service: District-Wide</p>		<p>Scope of service: District-Wide</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<ul style="list-style-type: none"> • Based on Parent survey results it has been determined that a more dynamic and enhanced communication tool and/or method is needed. • Continued evaluation of analytics will be used to ascertain impact on student learning to determine continued usage of adopted programs. Student analytics need to be further divided in order to indicate each partner’s numbers. 		

<p>Original GOAL 4 from prior year LCAP:</p>	<p>By 2017 90% of teachers implementing strategies of Capturing Kids Hearts (CKH) and Teen Leadership (Middle School).</p>		<p>Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_X 6_X 7__ 8__ COE only: 9__ 10__ Local : Specify _____</p>	
<p>Goal Applies to:</p>	<p>Schools: All</p>	<p>Applicable Pupil Subgroups: All</p>		
<p>Expected Annual Measurable Outcomes:</p>	<p>Pupils will benefit by 50% of CKH trained teachers implementing strategies.</p> <p>Chronic Absenteeism rate – Maintain absentee rate at or under 2% of population</p> <p>Pupil Suspension rate – Decrease 1% of baseline rate of 6% pupil suspensions</p> <p>Pupil Expulsion rate – Maintain rate of 0.07% or under of expelled pupils</p> <p>Percent of classrooms using CKH Strategies – Increase 10% over baseline rate of 34% of classrooms using CKH strategies</p> <p>Percent of Teen leadership courses implemented (Middle School) - Increase 10% over baseline 66%</p>		<p>Actual Annual Measurable Outcomes:</p>	<p>Chronic Absenteeism rate – The current chronic absenteeism rate is 0.8% of the student population</p> <p>Pupil Suspension rate – District experienced an increase in suspensions to a rate of 6.7%</p> <p>Pupil Expulsion rate – Pupil expulsions decreased to 0.0%</p> <p>Percent of classrooms using CKH Strategies – 67% of classrooms are using CKH strategies</p> <p>Percent of Teen leadership courses implemented (Middle School) – 100% of Middle Schools have implemented Teen Leadership courses.</p>
<p>LCAP Year: 2014-15</p>				
<p>Planned Actions/Services</p>			<p>Actual Actions/Services</p>	
		<p>Budgeted Expenditures</p>	<p>Estimated Actual Annual Expenditures</p>	

Train site administrators and teacher leaders in the Capturing Kids Hearts workshop given by the Flippen Group with the expectation they will share concepts with site staff. 75% of Certificated staff to complete Capturing Kids Hearts training.		Resource: Restricted (4035) & Unrestricted (0137 & 0105) Object: (1**2,1**5,3,4-5) \$40,600	90% of certificated primary focus group has been trained district-wide. 43 Teachers, 3 Site Administrators, and 2 Site Leaders/Coaches attended Capturing Kids Hearts training this year.	Resource: Restricted (4035) Object: (1**2,1**5,3-5) \$24,295.96
Scope of service:	District-Wide		Scope of service:	District-Wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		<ul style="list-style-type: none"> • Based on suspension rates it has been determined that monitoring of staff implementing CKH strategies may result in additional support services. • It has been determined site based administrators, classroom teachers and instructional coaches should be the primary focus group to be formally trained in CKH strategies. • A training model needs to be developed to train support staff in CKH strategies. 		

<p>Original GOAL 5 from prior year LCAP:</p>	<p>Maintain facility in a manner that ensures it is clean, safe, and functional.</p>		<p>Related State and/or Local Priorities: 1 <u>X</u> 2__ 3 <u>X</u> 4__ 5__ 6 <u>X</u> 7__ 8__ COE only: 9__ 10__ Local : Specify _____</p>		
<p>Goal Applies to:</p>		<p>Schools: All</p>	<p>Applicable Pupil Subgroups: All</p>		
<p>Expected Annual Measurable Outcomes:</p>	<p>Clean and safe facilities maintained in good repair will lead to increased pupil sense of well-being and less distractions. District will perform <u>monthly</u> site inspections to review site conditions.</p> <p>Monthly Safety Inspections completed – Maintain 100% compliance in completing monthly safety inspections</p> <p>Williams Report Findings – Maintain 0% Williams report findings</p> <p>Parent Survey Positive Responses – Increase 1% over baseline 71% positive parent responses</p> <p>Healthy Kids Survey (feel Safe) – 5th grade increase 6% over baseline of 44% positive responses; 7th grade increase 10% over baseline of 21% positive responses.</p> <p>Staff Survey (Facilities clean, safe, and functional) – Base to be determined in 2015.</p>		<p>Actual Annual Measurable Outcomes:</p>	<p>Monthly Safety Inspections completed – The Facilities and Operations Coordinator visited each site in the District on average of at least twice per month.</p> <p>Williams Report Findings – The District continues to maintain 0% Williams report findings.</p> <p>Parent Survey Positive Responses – The District maintained the same level of positive parent responses</p> <p>Healthy Kids Survey (feel Safe) – 5th grade 58% feel safe; 7th grade 63%</p> <p>Staff Survey (Facilities clean, safe, and functional) – 37% of staff feel that the care and upkeep of the facilities are better than the year prior</p>	
<p>LCAP Year: 2014-15</p>					
<p>Planned Actions/Services</p>			<p>Actual Actions/Services</p>		
		<p>Budgeted Expenditures</p>			<p>Estimated Actual Annual Expenditures</p>

<p>District will perform <u>monthly</u> site inspections to review site condition as defined in Education Code. An appropriate plan will be developed and implemented to address needs.</p> <p>Maintain annual maintenance account. Annual estimated on-going maintenance cost.</p> <p>Increase security features to enhance students feeling of a safe environment. Security Fencing added to MZ, CY & SQ.</p> <p>Security Camera's added to MZ, CY, and SY & SQ.</p>	<p>Resource: Restricted (8150) Object: (2310,3) \$12,500</p> <p>Resource: Unrestricted (0754)& Restricted (8150) Object: (1-7) \$200,000</p> <p>Resource: Unrestricted (25-0754) Object: (6220) \$95,000</p> <p>Resource: Unrestricted (0163 & 25-0754) Object: (4510,4464,4465) \$48,000</p>	<p>The District's Facilities and Operations Coordinator conducts monthly site inspections. As needs are determined appropriate actions are developed with an implementation schedule to address needs.</p> <p>The District budget includes an allocation for on-going maintenance needs.</p> <p>Increased security features to enhance students feeling of a safe environment. Security Fencing added to MZ, CY & SQ.</p> <p>Security Camera's added to MZ, CY, and SY & SQ.</p> <p>**In addition the District added fencing to JU as well as cameras added to BV, TB & JU.</p>	<p>Resource: Restricted (8150) Object: (2310,3) \$12,500</p> <p>Resource: Unrestricted (0754) Object: (4-5) \$313,565</p> <p>Resource: Unrestricted (0754 & 25-0754) Object: (4-5) \$185,458</p> <p>Resource: Unrestricted (0163 & 25-0754) Object: (4510,4464,4465) \$50,281</p>
<p>Scope of service: District-Wide</p>		<p>Scope of service: District-Wide</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<ul style="list-style-type: none"> Based on Parent survey results it has been determined that a more dynamic and enhanced communication tool and/or method is needed. 		

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	\$2,481,736
<p>The district’s unduplicated population represents 61.51% of students. The district plans to use the supplemental/concentration funds generated by these students as outlined in Section 2. All services are planned to be implemented district/school-wide because of the high percentage of targeted students. The primary benefit is for the targeted students, but all students will benefit from the plan. The district believes these are the most effective uses of the additional funds to improve the educational program for the targeted students. Additionally, the planned services will avoid the potential negative stigma from a traditional targeted or pull out program and will allow students to maintain access to all other services available to students without interruption.</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.

11.72%	%
---------------	----------

The district plans to spend **\$2,553,895** to provide the services described above. These services will be provided districtwide because of the high concentration of unduplicated students. While all students will benefit, the strategies were developed to principally focus on providing improved services for the unduplicated students. When compared to the LCFF base, these planned expenditures will meet the MPP noted.

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).

Acronyms

AB	Assembly Bill
ACSA	Association of California School Administrators
ADA	Average Daily Attendance
API	Academic Performance Index
AR	Accelerated Reader
ASB	Associated Student Body
ASES	After School Education & Safety Program
AYP	Adequate Yearly Progress
BTSA	Beginning Teacher Support and Assessment
CAASP	California Assessment of Student Performance and Progress
CAHSEE	California High School Exit Examination
CALPADS	California Longitudinal Pupil Achievement Data System
CalPERS	Public Employee's Retirement System
CalSTRS	California School Teachers Retirement System
CARS	Consolidated Application Reporting System
CASBO	California Association of School Business Officials
CASEMIS	California Special Education Management Information System
CCC	California Community Colleges
CCSA	California Charter Schools Association
CCSS	Common Core State Standards
CDE	California Department of Education
CDS	Community Day School
CELDT	California English Language Development Test
CKH	Capturing Kids Hearts
ConAPP	Consolidated Application
CRCS	Cost and Reimbursement Comparison Schedule
CSAM	California Schools Accounting Manual
CSBA	California School Board Association
CSDC	Charter Schools Development Center
CSEA	California Schools Employees Association
CSIS	California School Information System

CTA	California Teachers Association
CTC	California Commission on Teacher Credentialing
CTE	Career Technical Education
DAC	District Advisory Committee
DELAC	District English Learners Advisory Committee
EAP	Early Assessment Program
EC	California Education Code
ED	United States Department of Education
EL	English Learner
ELA	English-language arts
ELD	English language development
ESEA	Elementary and Secondary Education Act of 1965
ESL	English as a Second Language
FAPE	Free and Appropriate Public Education
FCMAT	Fiscal Crisis and Management Assistance Team
FEP	Fluent English Proficient
FERPA	Family Educational Rights and Privacy Act
FY	Foster Youth
GASB	Governmental Accounting Standards Board
GATE	Gifted and Talented Education
GED	General Education Development Test
GREAT	Gateway-Redding-Enterprise Achieves Together
HSI	Healthy Shasta Initiative
IDEA	Individuals with Disabilities Education Act of 2004
IEP	individualized education program
IMFRP	Instructional Materials Fund Realignment Program
IOP	Igo-Ono-Platina Union School District
LCAP	Local Control Accountability Plan
LCFF	Local Control Funding Formula
LEA	Local Educational Agency
LEP	Limited English Proficient
LI	Low Income
NCLB	No Child Left Behind Act of 2001
NCSIG	Northern California Schools Insurance Group

NEA	National Education Association
NGSS	Next Generation Science Standards
NMP	New Millennium Partnership
NPS/NPA	Non Public Schools/Non Public Agencies
PI	Program Improvement
QEIA	Quality Education Investment Act of 2006
QZAB	Qualified Zone Academy Bond
RCBM	Reading Curriculum-Based Measurement
RDA	Redevelopment Agency
RFA	Request for Applications
RFP	Request for Proposals
ROCP	Regional Occupational Centers and Programs
RSD	Redding School District
RTA	Redding Teachers Association
RTTT	Race to the Top
SACS	Standardized Account Code Structure
SARB	School Attendance Review Board
SARC	School Accountability Report Card
SB	Senate Bill
SBAC	Smarter Balanced Assessment Consortium
SBCP	School-Based Coordination Program
SBE	State Board of Education
SCOE	Shasta County Office of Education
SDC	Special Day Class
SELPA	Special Education Local Plan Area
SES	Supplemental Education Services
SIG	School Improvement Grant
SSC	School Services of California
SSPI	State Superintendent of Public Instruction
STAR	Standardized Testing and Reporting Program
STEM	Science, Technology, Engineering, and Mathematics
STSIG	Shasta Trinity Schools Insurance Group
SUE	Shasta Union Elementary School District
SUHSD	Shasta Union High School District

TIC	Teacher In Charge
TOSA	Teacher On Special Assignment
UCP	Uniform Complaint Procedure
USD	Unified School District
WASC	Western Association of Schools and Colleges
WES	Whiskeytown Environmental School
WIA	Workforce Investment Act

Resource **Description**

0000	No Reporting Requirements
0070	Athletics
0105	Regular Ed
0108	After School Fees
0109	Child Care
0111	Medi-Cal Administrative Activities
0137	Professional Development Center
0163	Technology
0165	Independent Study
0166	Home School
0168	Home & Hospital
0193	Music
0483	Donations
0604	Instructional Media
0605	Library
0606	School Administration
0610	Human Resources
0612	Board Priorities
0613	Board and Superintendent
0614	Other General Administration
0620	Operations
0652	Attendance
0666	Grounds
0670	Courier
0671	Qualified Zone Academy Bond
0696	Pathways
0702	Community Service
0704	Retiree Benefits
0705	COBRA
0706	Food Services
0709	LCFF Supplemental & Concentration Grant

0723	Transportation
0754	Other Facilities Cost
0774	All Other Outgo
1100	State Lottery (Unrestricted)
1400	Education Protection Account
3010	Title I
3310	Special Education Local Assistance
3311	Special Education - IDEA
3320	Special Education Pre-Kindergarten
3372	Special Education State Improvement Grant
4035	Title II Part A Teacher/Principal
4050	Math & Science Partnership
5310	Child Nutrition School Program
5640	Medi-Cal
6010	After School Learning
6230	Prop 39 Energy Efficiency
6300	Lottery - Instructional Materials (Restricted)
6500	Special Education
6501	RSD GREAT Partnership
6502	Special Day Class
6511	Resource Specialist
6513	Assistive Technology
6522	Designated Instructional Services
6531	Non Public School/Agency
7400	QEIA
7405	Common Core
8150	Ongoing & Major Maintenance Account
9010	Other Local
9019	Healthy Students Initiative
9024	Kindergarten Readiness Grant
9025	i3 SLOPE
9026	GEAR UP

9027	Garden
9028	Positive Action Grant
9029	First 5 Shasta
9150	Education Technology K-12 Voucher Program

Object**Description**

1000	Certificated Salaries
2000	Classified Salaries
3000	Salary Driven Benefits
4000	Books & Supplies
5000	Services & Other Operating Expenditures
6000	Capital Outlay
7000	Other Outgo
8000	Revenue
9100	Cash
9200	Accounts Receivable
9500	Accounts Payable