

§ 15497.5. Local Control and Accountability Plan and Annual Update Template.

Introduction:

LEA: Pacheco Union Elementary Contact: John Greene, Ed.D. Superintendent igreene@pacheco.k12.ca.us. (530) 224-4599 LCAP Year: 2016-2019

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 school site, 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 52055(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 |
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| <p>-Parent and community engagement meetings at both sites throughout the school year</p> <p>-School site council meetings (Oct. 27, 2015, Dec. 1, 2015, Feb. 2, 2016, Feb 23, 2016, April 13, 2016, May18, 2016) The local bargaining units are always represented.</p> <p>-Board meetings (second Tuesday of each month and 1 additional meeting in June on June 14. A special board meeting for staff and community input was held on May 16, 2016)</p> <p>-Bach to School Night Parent input table (8/26 & 8/27 of 2015)</p> <p>Parent and Community Input Night (Sept. 23, 2015)</p> <p>-Open House parent & community input table (5/18 & 5/19 of 2016)</p> <p>-Family Math Night & Parent input (March 14, 2106)</p> <p>-Family Literacy Night & Parent input (May 4, 2016)</p> <p>-Individual certificated input meetings (Dec. 9 & 14 of 2015) Pacheco District Teachers Association was represented.</p> <p>-Special board meeting for input and priorities (May 16, 2016)Pacheco District Teachers Association and California School Employee Association Employee Chapter 681 wer invited but only two certificated attended.</p> <p>-Parent Club/Parent Advisory meetings (Last Thursday of each month)</p> <p>-Student Council Advisory and Input meeting (Oct. 16, 2015 & Dec. 4, 2015 (Pacheco) & Prairie</p> | <p>All involved groups had a direct impact on the development of the 2016/17 LCAP specific examples include:</p> <p>Parent Surveys-Prairie School parents wanted to continue character education with Mr. Brown and continue Positive Behavior Intervention Supports (PBIS) and rewards as well as training for teachers in PBIS. Plan collaborations around College and Career Readiness and make a plan for how this would be introduced to parents and the community. Communicate data from the parent survey back to parents and the community. Pacheco parents surveys indicated a concern for behavior support and communication with homework. Certificated staff will increase essential questioning All grade levels will work on grade level proficiency. All students below grade level will receive intervention supports.</p> <p>Morning parent coffees parents suggested a possible after school math club. Parents wanted to know whether we supported Common Core and had questions around our curriculum. Pacheco had questions around policy about pets in the classroom and concealed weapons. Also, parents requested support with how to teach their children the new math program and where to find on-line resources.</p> |
| <p>Annual Update:</p> <p>Annual Update per month TK-3</p> <p>Implementation of State Standards Basic Services Student Achievement Student Engagement School Climate Parent Involvement Course Access Other Student Outcomes</p> <ul style="list-style-type: none"> • The most successful meetings had topics on common core, math pilot, safety and communication. • A community stakeholder family fun night and dinner was held and offered free pizza and was very successful in attendance. • A student advisory group was formed to gain student input for the LCAP. • Students responded well to the rewards being offered for good behavior, good attendance, and honor roll, as well as good citizenship. • Everyday Math pilot has been implemented fully (TK-6) and teachers have opportunity for input on adoption of the program. Trainings were attended by all teachers, TK-6. • ELD time for designated EL students is 1/2 hour daily. • Foreign language is offered in 6-8 grades. • To address academic needs, aide time was increased in all grades (TK-8). • GATE classes continued in grades 4-8. GATE qualification assessments are completed yearly as needed. • The Pacheco after school program has continued this school year, Monday-Friday, from school dismissal until 5:30 PM. Teachers and classified staff have continued to support the program to help students with homework, computers, art, and other interests. • The ELA adoption process | <p>Annual Update:</p> <ul style="list-style-type: none"> -Collaboration and assessment schedule updated to reflect stakeholder input. -School site council surveys were changed to reflect conditions of learning, pupil outcomes, and student engagement. -Parent input nights were modified in response to feedback and lack of attendance (i.e. day, time, topic, etc.). <p>It was decided to eliminate the free After School Program at Pacheco as we found it ineffective and it encroached on the general fund and that we had to tap into our reserves to fund the program. Half way through the year we hired an intervention teacher to support 4th and 5th grade literacy. We also hired a third grade intervention teacher to address class size reduction requirements.</p> |

has begun in conjunction with Shasta County Office of Education.

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, school site-level advisory groups, as applicable (e.g., school site 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 school site 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 school site.

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 schools 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 school site level.

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

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

Scope of Service: Describe the scope of each action/service by identifying the 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 school site 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?

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| GOAL: | Provide high quality classroom instruction and curriculum that prepares students to be confident and empowered. Classroom curriculum and instruction should promote college and career readiness, and a focus on academic interventions, enrichment, and extracurricular opportunities so that all students are ensured success. | Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local: Specify _____ | |
| Identified Need: | Over 60% of our students K-8 do not meet or exceed proficiency levels on local, District and State assessments for language arts and math. 10% of our students need accelerated learning opportunities as measured by local, District and State assessments. 100% of our students need extra curricular and enrichment opportunities. | | |
| Goal Applies to: | Schools: | All | |
| | Applicable Pupil Subgroups: | All | |
| LCAP Year 1: 2016-17 | | | |
| Expected Annual Measurable Outcomes: | SP1 All students will have access to safe, clean facilities as measured by the Facilities Inspection Tool. SP1 All students will have access to instructional materials as measured by the quarterly Williams Report. SP2 The district will purchased math and English language arts curriculum and implement the curriculum as measured by weekly walk-throughs and weekly collaboration time. SP4 Based on local/District/State assessments ALL students and subgroups that nearly met or not met grade level proficiency will show 2.5% individual growth in language arts and math on the CAASPP test. The average CAASPP score for ELA in grades 3-8 is 33% met and exceeded. The average math score in 3-8 on the CAASPP is 35% met and exceeded. 65% of students will increase CAASPP test scores by 2.5% minimum. SP4 There are currently less than 30 English Language Learners in our District therefore, the English Learner proficiency rate and English Learner reclassification rate do not apply to our District. SP5 We will maintain a 0% middle school dropout rate. SP5 We will maintain a less than 3%. Sp5 We will increase our attendance rates from 95% to 97%. SP7 All students will have access Gifted and Talented Education (GATE), music, performing and visual arts, foreign language, physical education and other electives as measured by the master schedule. SP8 We will increase literacy through interventions and best instructional practices as measured by Dibels, Kindergarten Readiness Snapshot, Lexia STAR Reniansance. A baseline will be established this year. | | |
| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
| Maintain transitional kindergarten for students who turn 5 between the dates of September 2nd and December 1. Board policy maintained to accept TK students between the dates of Dec. 2 & Feb. 28 if room is available. | All for this Goal | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | Transitional Kindergarten (Program 1009) - \$64768.00 Funding Sources: LCFF Supplemental (0000) - \$64768.00 |
| Provide a Literacy teacher at Prairie for RTI so that 60% of identified students have access to the literacy teacher. | Prairie Elementary | <input checked="" type="checkbox"/> ALL | Literacy Teacher Prairie (Program |

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| | | OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | 1011) - \$98004.00 Funding Sources: LCFF Supplemental (0000) - \$98004.00 |
| Maintain classified help in all classrooms | All for this Goal | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | Classified Classroom Aides - \$119176.00 Funding Sources: LCFF Supplemental (0000) - \$119176.00 |
| Provide a certificated .20 teacher at Pacheco for RTI for 60% of 4th and 5th graders identified | All for this Goal | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | RTI Teacher Pacheco (Program 1011) - \$16719.00 Funding Sources: LCFF Supplemental (0000) - \$16719.00 |
| Provide training staff in Capturing Kids Hearts until 100% of staff is trained | All for this Goal | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | Capturing Kids Hearts (Resource 6264) - \$19300.00 Funding Sources: Other - \$19300.00 |
| Provide PD in technology, ELA, Math, Technology, STEM (Science, Technology, Engineering and Math), Trauma Informed Education Instruction & collaboration. Maintain minimum day Mondays & collaboration schedule (focus on new adoptions in math and ELA) | All for this Goal | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | Pd in Tech, ELA, Math, Collaboration - \$81261.00 Funding Sources: LCFF Base (0000) - \$17999.00, Title I |

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| | | | Basic (3010) - \$59834.00, Other - \$3428.00 |
| Maintain Character Development assemblies, videos and visits by Mister Brown | All for this Goal | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | Character Development Assemblies, Mr. Brown - \$21500.00 Funding Sources: LCFF Supplemental (0000) - \$21500.00 |
| Provide PBIS Matrix focus and charts in K-8 classrooms and student planners | All for this Goal | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | PBIX Matrix focus and Charts, student planners - \$4000.00 Funding Sources: Lottery (1100) - \$4000.00 |
| .60 music teacher (Pacheco) | Pacheco Elementary | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | .60 Music Teacher, Pacheco (program 6760) - \$52874.00 Funding Sources: LCFF Base (0000) - \$52874.00 |
| Maintain .20 music coordinator (Prairie) | Prairie Elementary | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | .20 Music Coordinator Prairie (program 6760) - \$8778.00 Funding Sources: LCFF Base (0000) - \$8778.00 |

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| Provide Enrichment classes for grades 6th-8th that include foreign language, career and college readiness. | All for this Goal | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | Foreign Language instruction (Program 1005) - \$30726.00 Funding Sources: LCFF Base (0000) - \$30726.00 |
| Provide .83 art & ELD teacher Prairie | Prairie Elementary | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | .83 Art and ELD Teacher Prairie - \$45135.00 Funding Sources: LCFF Base (0000) - \$27081.00, LCFF Supplemental (0000) - \$18054.00 |
| Provide After school programs/daycare/offerings at Prairie School | Prairie Elementary | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | After School Programs/Daycare - \$100997.00 Funding Sources: LCFF Base (0000) - \$40400.00, LCFF Supplemental (0000) - \$60597.00 |
| Provide Social/emotional/academic counseling | All for this Goal | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | Social/Emotional/Academic Counseling (program 3110) - \$53012.00 Funding Sources: LCFF Supplemental (0000) - \$53012.00 |
| *Provide GATE classes at Pacheco | Pacheco Elementary | <input checked="" type="checkbox"/> ALL OR: | GATE: Res 0000,0100, pgm 7140, \$36,520 |

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| | | <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ |
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LCAP Year 2: 2017-18

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| Expected Annual Measurable Outcomes: | <p>SP1 All students will have access to safe, clean facilities as measured by the Facilities Inspection Tool.</p> <p>SP1 All students will have access to instructional materials as measured by the quarterly Williams Report.</p> <p>SP2 The district will purchased math and English language arts curriculum and implement the curriculum as measured by weekly walk-throughs and weekly collaboration time.</p> <p>SP4 Based on local/District/State assessments ALL students and subgroups that nearly met or not met grade level proficiency will show 2.5% individual growth in language arts and math on the CAASPP test. The average CAASPP score for ELA in grades 3-8 is 33% met and exceeded. The average math score in 3-8 on the CAASPP is 35% met and exceeded. 65% of students will increase CAASPP test scores by 2.5% minimum.</p> <p>SP4 There are currently less than 30 English Language Learners in our District therefore, the English Learner proficiency rate and English Learner reclassification rate do not apply to our District.</p> <p>SP5 We will maintain a 0% middle school dropout rate.</p> <p>SP5 We will maintain a less than 3%.</p> <p>Sp5 We will increase our attendance rates from 95% to 97%.</p> <p>SP7 All students will have access Gifted and Talented Education (GATE), music, performing and visual arts, foreign language, physical education and other electives as measured by the master schedule.</p> <p>SP8 We will increase literacy through interventions and best instructional practices as measured by Dibels, Kindergarten Readiness Snapshot, Lexia STAR Reniansance. A baseline will be established this year.</p> |
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| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
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| Maintain transitional kindergarten for students who turn 5 between the dates of September 2nd and December 1. Board policy maintained to accept TK students between the dates of Dec. 2 & Feb. 28 if room is available. | All for this Goal | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | Transitional Kindergarten (Program 1009) - \$64768.00 Funding Sources: LCFF Supplemental (0000) - \$64768.00 |
| Provide a Literacy teacher at Prairie for RTI so that 60% of identified students have access to the literacy teacher. | Prairie Elementary | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | Literacy Teacher Prairie (Program 1011) - \$98004.00 Funding Sources: LCFF Supplemental (0000) - \$98004.00 |
| Maintain classified help in all classrooms | All for this Goal | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient | Classified Classroom Aides - \$119176.00 Funding Sources: |

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| | | __ Other Subgroups:(Specify) _____ | LCFF Supplemental (0000) - \$119176.00 |
| Provide a certificated .20 teacher at Pacheco for RTI for 60% of 4th and 5th graders identified | All for this Goal | <input checked="" type="checkbox"/> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____ | RTI Teacher Pacheco (Program 1011) - \$16719.00 Funding Sources: LCFF Supplemental (0000) - \$16719.00 |
| Provide training staff in Capturing Kids Hearts until 100% of staff is trained | All for this Goal | <input checked="" type="checkbox"/> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____ | Capturing Kids Hearts (Resource 6264) - \$3000.00 Funding Sources: LCFF Base (0000) - \$3000.00 |
| Provide PD in technology, ELA, Math, Technology, STEM (Science, Technology, Engineering and Math), Trauma Informed Education Instruction & collaboration. Maintain minimum day Mondays & collaboration schedule (focus on new adoptions in math and ELA) | All for this Goal | <input checked="" type="checkbox"/> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____ | Pd in Tech, ELA, Math, Collaboration - \$77833.00 Funding Sources: LCFF Base (0000) - \$17999.00, Title I Basic (3010) - \$59834.00 |
| Maintain Character Development assemblies, videos and visits by Mister Brown | All for this Goal | <input checked="" type="checkbox"/> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____ | Character Development Assemblies, Mr. Brown - \$21500.00 Funding Sources: LCFF |

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| | | | Supplemental (0000) - \$21500.00 |
| Provide PBIS Matrix focus and charts in K-8 classrooms and student planners | All for this Goal | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | PBIX Matrix focus and Charts, student planners - \$4000.00 Funding Sources: Lottery (1100) - \$4000.00 |
| .60 music teacher (Pacheco) | Pacheco Elementary | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | .60 Music Teacher, Pacheco (program 6760) - \$52874.00 Funding Sources: LCFF Base (0000) - \$52874.00 |
| Maintain .20 music coordinator (Prairie) | Prairie Elementary | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | .20 Music Coordinator Prairie (program 6760) - \$8778.00 Funding Sources: LCFF Base (0000) - \$8778.00 |
| Provide Enrichment classes for grades 6th-8th that include foreign language, career and college readiness. | All for this Goal | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | Foreign Language instruction (Program 1005) - \$30726.00 Funding Sources: LCFF Base (0000) - \$30726.00 |
| Provide .83 art & ELD teacher Prairie | Prairie Elementary | <input checked="" type="checkbox"/> ALL OR: | .83 Art and ELD Teacher Prairie - |

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| | | <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | \$45135.00 Funding Sources: LCFF Base (0000) - \$27081.00, LCFF Supplemental (0000) - \$18054.00 |
| Provide After school programs/daycare/offerings at Prairie School | Prairie Elementary | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | After School Programs/Daycare - \$100997.00 Funding Sources: LCFF Base (0000) - \$40400.00, LCFF Supplemental (0000) - \$60597.00 |
| Provide Social/emotional/academic counseling | All for this Goal | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | Social/Emotional/Academic Counseling (program 3110) - \$53012.00 Funding Sources: LCFF Supplemental (0000) - \$53012.00 |

LCAP Year 3: 2018-19

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| Expected Annual Measurable Outcomes: | <p>SP1 All students will have access to safe, clean facilities as measured by the Facilities Inspection Tool.</p> <p>SP1 All students will have access to instructional materials as measured by the quarterly Williams Report.</p> <p>SP2 The district will purchased math and English language arts curriculum and implement the curriculum as measured by weekly walk-throughs and weekly collaboration time.</p> <p>SP4 Based on local/District/State assessments ALL students and subgroups that nearly met or not met grade level proficiency will show 2.5% individual growth in language arts and math on the CAASPP test. The average CAASPP score for ELA in grades 3-8 is 33% met and exceeded. The average math score in 3-8 on the CAASPP is 35% met and exceeded. 65% of students will increase CAASPP test scores by 2.5% minimum.</p> <p>SP4 There are currently less than 30 English Language Learners in our District therefore, the English Learner proficiency rate and English Learner reclassification rate do not apply to our District.</p> <p>SP5 We will maintain a 0% middle school dropout rate.</p> <p>SP5 We will maintain a less than 3%.</p> <p>Sp5 We will increase our attendance rates from 95% to 97%.</p> <p>SP7 All students will have access Gifted and Talented Education (GATE), music, performing and visual arts, foreign language, physical education and other electives as measured by the master schedule.</p> <p>SP8 We will increase literacy through interventions and best instructional practices as measured by Dibels, Kindergarten Readiness Snapshot, Lexia STAR Renaisance. A baseline will be established this year.</p> |
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| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|--------------------|---|---|
| Maintain transitional kindergarten for students who turn 5 between the dates of September 2nd and December 1. Board policy maintained to accept TK students between the dates of Dec. 2 & Feb. 28 if room is available. | All for this Goal | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | Transitional Kindergarten (Program 1009) - \$64768.00 Funding Sources: LCFF Supplemental (0000) - \$64768.00 |
| Provide a Literacy teacher at Prairie for RTI so that 60% of identified students have access to the literacy teacher. | Prairie Elementary | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | Literacy Teacher Prairie (Program 1011) - \$98004.00 Funding Sources: LCFF Supplemental (0000) - \$98004.00 |
| Maintain classified help in all classrooms | All for this Goal | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | Classified Classroom Aides - \$119176.00 Funding Sources: LCFF Supplemental (0000) - \$119176.00 |
| Provide a certificated .20 teacher at Pacheco for RTI for 60% of 4th and 5th graders identified | All for this Goal | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | RTI Teacher Pacheco - \$16719.00 Funding Sources: LCFF Supplemental (0000) - \$16719.00 |
| Provide training staff in Capturing Kids Hearts until 100% of | All for this | <input checked="" type="checkbox"/> ALL | Capturing Kids |

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| staff is trained | Goal | OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | Hearts (Resource 6264) - \$3000.00 Funding Sources: LCFF Base (0000) - \$3000.00 |
| Provide PD in technology, ELA, Math, Technology, STEM (Science, Technology, Engineering and Math), Trauma Informed Education Instruction & collaboration. Maintain minimum day Mondays & collaboration schedule (focus on new adoptions in math and ELA) | All for this Goal | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | Pd in Tech, ELA, Math, Collaboration - \$77833.00 Funding Sources: LCFF Base (0000) - \$17999.00, Title I Basic (3010) - \$59834.00 |
| Maintain Character Development assemblies, videos and visits by Mister Brown | All for this Goal | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | Character Development Assemblies, Mr. Brown - \$21500.00 Funding Sources: LCFF Supplemental (0000) - \$21500.00 |
| Provide PBIS Matrix focus and charts in K-8 classrooms and student planners | All for this Goal | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | PBIX Matrix focus and Charts, student planners - \$4000.00 Funding Sources: Lottery (1100) - \$4000.00 |
| .60 music teacher (Pacheco) | Pacheco Elementary | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient | .60 Music Teacher, Pacheco (program 6760) - \$52874.00 |

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| | | __ Other Subgroups:(Specify) _____ | Funding Sources: LCFF Base (0000) - \$52874.00 |
| Maintain .20 music coordinator (Prairie) | Prairie Elementary | <input checked="" type="checkbox"/> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____ | .20 Music Coordinator Prairie (program 6760) - \$8778.00 Funding Sources: LCFF Base (0000) - \$8778.00 |
| Provide Enrichment classes for grades 6th-8th that include foreign language, career and college readiness. | All for this Goal | <input checked="" type="checkbox"/> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____ | Foreign Language instruction (Program 1005) - \$30726.00 Funding Sources: LCFF Base (0000) - \$30726.00 |
| Provide .83 art & ELD teacher Prairie | Prairie Elementary | <input checked="" type="checkbox"/> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____ | .83 Art and ELD Teacher Prairie - \$45135.00 Funding Sources: LCFF Base (0000) - \$27081.00, LCFF Supplemental (0000) - \$18054.00 |
| Provide After school programs/daycare/offerings at Prairie School | Prairie Elementary | <input checked="" type="checkbox"/> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____ | After School Programs/Daycare - \$100997.00 Funding Sources: LCFF Base (0000) - \$40400.00, LCFF Supplemental (0000) - \$60597.00 |

| | | | |
|--|-------------------|---|--|
| Provide Social/emotional/academic counseling | All for this Goal | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | Social/Emotional/Academic Counseling - \$53012.00 Funding Sources: LCFF Supplemental (0000) - \$53012.00 |
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

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|--|---|---|
| <p>GOAL:</p> | <p>Ensure equitable outcomes for ALL students by preparing students for 21st Century technology skills and preparedness for college and career.</p> | <p>Related State and/or Local Priorities: 1 __ 2 __ 3 __ 4 _ 5 __ 6 __ 7 __ 8 <u>X</u> COE only: 9 __ 10 __ Local: Specify _____</p> |
| <p>Identified Need:</p> | <p>District curriculum must align with new state standards that includes technology-based learning, instruction, and assessment.</p> <p>District students must be prepared to matriculate to secondary education at/exceeding grade level proficiency in all subject areas, which will ensure success in the 21st Century.</p> <p>Due to new curriculum adoption and new standards, teachers are in need of professional development to integrate technology and assessment into classroom instruction.</p> | |
| <p>Goal Applies to:</p> | <p>Schools:</p> | <p>All</p> |
| | <p>Applicable Pupil Subgroups:</p> | <p>All</p> |
| <p>LCAP Year 1: 2016-17</p> | | |
| <p>Expected Annual Measurable Outcomes:</p> | <p>SP8 The Technology Continuum will be implemented at each grade level as measured by walk throughs and lesson plans.</p> <p>SP8 One computer Tech will be hired to support instruction.</p> <p>SP8 All staff will have the option to attend technology trainings as measured by training participation.</p> | |

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|--|-------------------|---|--|
| Maintain mobile lab (Chromebook) purchases | All for this Goal | <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 checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Students with Disability, Fluent-English Proficient and English Only, English Only</u> | Chromebook Mobile Lab purchases - \$24000.00 Funding Sources: LCFF Base (0000) - \$24000.00 |
| Provide Academic counselor | All for this Goal | <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 checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Students with Disability, Fluent-English Proficient and English Only, English Only</u> | Academic Counselor - \$16567.00 Funding Sources: LCFF Supplemental (0000) - \$16567.00 |
| Provide Techs for technology learning and assistance | All for this Goal | <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 checked="" type="checkbox"/> Redesignated fluent English proficient | Computer Techs - \$13701.00 Funding Sources: LCFF Base (0000) |

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| | | <u>x</u> Other Subgroups:(Specify) <u>Students with Disability, Fluent-English Proficient and English Only, English Only</u> | - \$13701.00 |
| Provide Literacy support in grades 4 and 5 | All for this Goal | <u>ALL</u> OR: <u>x</u> Low Income pupils <u>x</u> English Learners <u>x</u> Foster Youth <u>x</u> Redesignated fluent English proficient <u>x</u> Other Subgroups:(Specify) <u>Students with Disability, Fluent-English Proficient and English Only, English Only</u> | Literacy Support Grades 4-5 - \$16719.00 Funding Sources: LCFF Supplemental (0000) - \$16719.00 |
| Provide Literacy teacher in grades TK-3 | All for this Goal | <u>ALL</u> OR: <u>x</u> Low Income pupils <u>x</u> English Learners <u>x</u> Foster Youth <u>x</u> Redesignated fluent English proficient <u>x</u> Other Subgroups:(Specify) <u>Students with Disability, Fluent-English Proficient and English Only, English Only</u> | Literacy Teacher TK-3 - \$98003.00 Funding Sources: LCFF Supplemental (0000) - \$98003.00 |
| Maintain Technology software upgrades. Provide Technology professional development for staff. | All for this Goal | <u>ALL</u> OR: <u>x</u> Low Income pupils <u>x</u> English Learners <u>x</u> Foster Youth <u>x</u> Redesignated fluent English proficient <u>x</u> Other Subgroups:(Specify) <u>Students with Disability, Fluent-English Proficient and English Only, English Only</u> | Technology Software Upgrades - \$7000.00 Funding Sources: LCFF Base (0000) - \$4000.00, Lottery (1100) - \$3000.00 |
| Provide Technology professional development for staff | All for this Goal | <u>ALL</u> OR: <u>x</u> Low Income pupils <u>x</u> English Learners <u>x</u> Foster Youth <u>x</u> Redesignated fluent English proficient <u>x</u> Other Subgroups:(Specify) <u>Students with Disability, Fluent-English Proficient and English Only, English Only</u> | Technology Professional Development - \$17999.00 Funding Sources: LCFF Base (0000) - \$17999.00 |

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| Maintain ELD teacher | All for this Goal | <u>ALL</u> OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Students with Disability, Fluent-English Proficient and English Only, English Only</u> | ELD Intruction - \$22593.00 Funding Sources: LCFF Supplemental (0000) - \$22593.00 |
| * Explore Digital Libraries | All for this Goal | <u>ALL</u> OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Students with Disability, Fluent-English Proficient and English Only, English Only</u> | *No current budget pending future decisions. |

LCAP Year 2: 2017-18

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| <p>Expected Annual Measurable Outcomes:</p> | <p>SP8 The Technology Continuum will be implemented at each grade level as measured by walk throughs and lesson plans. SP8 One computer Tech will be maintained to support instruction. SP8 All staff will have the option to attend technology trainings as measured by training participation.</p> |
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| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
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| Maintain mobile lab (Chromebook) purchases | All for this Goal | <p><u> </u> ALL</p> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners</p> <p><u> </u> Foster Youth <u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups:(Specify) <u>Students with Disability,</u> <u>Fluent-English Proficient and English Only, English Only</u></p> | <p>Chromebook Mobile Lab purchases - \$24000.00</p> <p>Funding Sources: LCFF Base (0000) - \$24000.00</p> |
| Provide Academic counselor | All for this Goal | <p><u> </u> ALL</p> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners</p> <p><u> </u> Foster Youth <u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups:(Specify) <u>Students with Disability,</u> <u>Fluent-English Proficient and English Only, English Only</u></p> | <p>Academic Counselor - \$16567.00</p> <p>Funding Sources: LCFF Supplemental (0000) - \$16567.00</p> |
| Provide Techs for technology learning and assistance | All for this Goal | <p><u> </u> ALL</p> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners</p> <p><u> </u> Foster Youth <u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups:(Specify) <u>Students with Disability,</u> <u>Fluent-English Proficient and English Only, English Only</u></p> | <p>Computer Techs - \$13701.00</p> <p>Funding Sources: LCFF Base (0000) - \$13701.00</p> |
| Provide Literacy support in grades 4 and 5 | All for this Goal | <p><u> </u> ALL</p> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners</p> <p><u> </u> Foster Youth <u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups:(Specify) <u>Students with Disability,</u> <u>Fluent-English Proficient and English Only, English Only</u></p> | <p>Literacy Support Grades 4-5 - \$16719.00</p> <p>Funding Sources: LCFF Supplemental (0000) - \$16719.00</p> |
| Provide Literacy teacher in grades TK-3 | All for this Goal | <p><u> </u> ALL</p> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners</p> | <p>Literacy Teacher TK-3 - \$98003.00</p> <p>Funding Sources: LCFF</p> |

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| | | <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Students with Disability, Fluent-English Proficient and English Only, English Only</u> | Supplemental (0000) - \$98003.00 |
| Maintain Technology software upgrades. Provide Technology professional development for staff. | All for this Goal | <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 checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Students with Disability, Fluent-English Proficient and English Only, English Only</u> | Technology Software Upgrades - \$7000.00 Funding Sources: LCFF Base (0000) - \$4000.00, Lottery (1100) - \$3000.00 |
| Provide Technology professional development for staff | All for this Goal | <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 checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Students with Disability, Fluent-English Proficient and English Only, English Only</u> | Technology Professional Development - \$17999.00 Funding Sources: LCFF Base (0000) - \$17999.00 |
| Maintain ELD teacher | All for this Goal | <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 checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Students with Disability, Fluent-English Proficient and English Only, English Only</u> | ELD Intruction - \$22593.00 Funding Sources: LCFF Supplemental (0000) - \$22593.00 |
| * Explore Digital Libraries | All for this Goal | <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 checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Students with Disability, Fluent-English Proficient and English Only, English Only</u> | No current * budget pending future decisions. |

LCAP Year 3: 2018-19

Expected Annual
Measurable
Outcomes:

SP8 The Technology Continuum will be implemented at each grade level as measured by walk throughs and lesson plans.
SP8 One computer Tech will be maintained to support instruction.
SP8 All staff will have the option to attend technology trainings as measured by training participation.

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|--|-------------------|---|--|
| Maintain mobile lab (Chromebook) purchases | All for this Goal | <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 checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Students with Disability, Fluent-English Proficient and English Only, English Only</u> | Chromebook Mobile Lab purchases - \$24000.00 Funding Sources: LCFF Base (0000) - \$24000.00 |
| Provide Academic counselor | All for this Goal | <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 checked="" type="checkbox"/> Redesignated fluent English proficient | Academic Counselor - \$16567.00 Funding Sources: LCFF |

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| | | <u> x </u> Other Subgroups:(Specify) <u> Students with Disability, Fluent-English Proficient and English Only, English Only</u> | Supplemental (0000) - \$16567.00 |
| Provide Techs for technology learning and assistance | All for this Goal | <u> </u> ALL OR: <u> x </u> Low Income pupils <u> x </u> English Learners <u> x </u> Foster Youth <u> x </u> Redesignated fluent English proficient <u> x </u> Other Subgroups:(Specify) <u> Students with Disability, Fluent-English Proficient and English Only, English Only</u> | Computer Techs - \$13701.00 Funding Sources: LCFF Base (0000) - \$13701.00 |
| Provide Literacy support in grades 4 and 5 | All for this Goal | <u> </u> ALL OR: <u> x </u> Low Income pupils <u> x </u> English Learners <u> x </u> Foster Youth <u> x </u> Redesignated fluent English proficient <u> x </u> Other Subgroups:(Specify) <u> Students with Disability, Fluent-English Proficient and English Only, English Only</u> | Literacy Support Grades 4-5 - \$16719.00 Funding Sources: LCFF Supplemental (0000) - \$16719.00 |
| Provide Literacy teacher in grades TK-3 | All for this Goal | <u> </u> ALL OR: <u> x </u> Low Income pupils <u> x </u> English Learners <u> x </u> Foster Youth <u> x </u> Redesignated fluent English proficient <u> x </u> Other Subgroups:(Specify) <u> Students with Disability, Fluent-English Proficient and English Only, English Only</u> | Literacy Teacher TK-3 - \$98003.00 Funding Sources: LCFF Supplemental (0000) - \$98003.00 |
| Maintain Technology software upgrades. Provide Technology professional development for staff. | All for this Goal | <u> </u> ALL OR: <u> x </u> Low Income pupils <u> x </u> English Learners <u> x </u> Foster Youth <u> x </u> Redesignated fluent English proficient <u> x </u> Other Subgroups:(Specify) <u> Students with Disability, Fluent-English Proficient and English Only, English Only</u> | Technology Software Upgrades - \$7000.00 Funding Sources: LCFF Base (0000) - \$4000.00, Lottery (1100) - \$3000.00 |

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| Provide Technology professional development for staff | All for this Goal | <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 checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Students with Disability, Fluent-English Proficient and English Only, English Only</u> | Technology Professional Development - \$17999.00 Funding Sources: LCFF Base (0000) - \$17999.00 |
| Maintain ELD teacher | All for this Goal | <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 checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Students with Disability, Fluent-English Proficient and English Only, English Only</u> | ELD Intruction - \$22593.00 Funding Sources: LCFF Supplemental (0000) - \$22593.00 |
| * Explore Digital Libraries | All for this Goal | <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 checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Students with Disability, Fluent-English Proficient and English Only, English Only</u> | * No current budget pending future decisions. |

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

| | | |
|--|---|--|
| <p>GOAL:</p> | <p>Ensure school sites have safe, welcoming and inclusive climates for all staff, students, and their families. That ALL students are actively engaged in safe, healthy, relevant and rigorous learning environments.</p> | <p>Related State and/or Local Priorities: 1 __ 2 __ 3 <u>x</u> 4 __ 5 <u>x</u> 6 <u>x</u> 7 __ 8 __ COE only: 9 __ 10 __ Local: Specify _____</p> |
| <p>Identified Need:</p> | <p>Security Cameras Bus cameras Curriculum adoption Staff survey Student survey Enclosed entrances to school offices Mister Brown Counselor Academic Counselor Discipline reports Attendance reports Walkway covers HVAC Units Lighting Retro-fit windows</p> | |
| <p>Goal Applies to:</p> | <p>Schools:</p> | <p>All</p> |
| | <p>Applicable Pupil Subgroups:</p> | <p>All</p> |
| <p>LCAP Year 1: 2016-17</p> | | |
| <p>Expected Annual Measurable Outcomes:</p> | <p>SP 3 Parent involvement will be measured by the return rate of parent surveys of 80% . SP 3 Parent conferences will be attended by at least 85% of parents in grades TK-8 as mesasured by parent attendance. SP 6 0% Expulsion rates will be maintained as measured by discipline reports. SP6 The suspension rate will decrease from 18% to 16% as measured by discipline reports.</p> | |

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|-------------------|---|---|
| Monthly student rewards for attendance and behavior. Quarterly student rewards for academic achievement. Quarterly awards assemblies for students and families for academic achievement | All for this Goal | <u> </u> ALL OR: <u>x</u> Low Income pupils <u>x</u> English Learners <u>x</u> Foster Youth <u>x</u> Redesignated fluent English proficient <u>x</u> Other Subgroups:(Specify) <u>Students with Disability, Fluent-English Proficient and English Only, English Only</u> | Student Rewards - \$1300.00 Funding Sources: LCFF Base (0000) - \$1300.00 |
| Capturing Kid's Hearts training for all staff | All for this Goal | <u> </u> ALL OR: <u>x</u> Low Income pupils <u>x</u> English Learners <u>x</u> Foster Youth <u>x</u> Redesignated fluent English proficient <u>x</u> Other Subgroups:(Specify) <u>Students with Disability, Fluent-English Proficient and English Only, English Only</u> | Capturing Kids Hearts Training (res 6264) - \$19300.00 Funding Sources: Other - \$19300.00 |
| Mister Brown - Choose Well | All for this Goal | <u> </u> ALL OR: <u>x</u> Low Income pupils <u>x</u> English Learners <u>x</u> Foster Youth <u>x</u> Redesignated fluent English proficient <u>x</u> Other Subgroups:(Specify) <u>Students with Disability, Fluent-English Proficient and English Only, English Only</u> | Mister Brown - Choose Well - \$21500.00 Funding Sources: LCFF Supplemental (0000) - \$21500.00 |
| Monday Staff Collaboration Parent Coffees Family Math/ELA nights | All for this Goal | <u> </u> ALL OR: <u>x</u> Low Income pupils <u>x</u> English Learners | Monday Staff Collab incl in reg tchr sal and ben. Parent Coffee \$600, rs 0000, pgm 7200, obj 4510; Family nights rs 0000, obj 1115 |

| | | | |
|--|-------------------|---|--|
| Monthly staff appreciation at Board meetings | | <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Students with Disability, Fluent-English Proficient and English Only, English Only</u> | No additional expense; Parent Group funded |
| Continue academic and student counseling | All for this Goal | <u>ALL</u> OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Students with Disability, Fluent-English Proficient and English Only, English Only</u> | Academic and Student Counseling - \$53012.00 Funding Sources: LCFF Supplemental (0000) - \$53012.00 |

LCAP Year 2: 2017-18

| | |
|--------------------------------------|--|
| Expected Annual Measurable Outcomes: | <p>SP 3 Parent involment will be measured by the return rate of parent surveys of 80% .</p> <p>SP 3 Parent conferences will be attended by at least 85% of parents in grades TK-8 as mesaured by parent attendance.</p> <p>SP 6 0% Expulsion rates will be maintained as measured by discipline reports.</p> <p>SP6 The suspension rate will decrease from 18% to 16% as measured by discipline reports.</p> |
|--------------------------------------|--|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|-------------------|--|---|
| Monthly student rewards for attendance and behavior. Quarterly student rewards for academic achievement. Quarterly awards assemblies for students and families for academic achievement | All for this Goal | <u> </u> 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) <u>Students with Disability, Fluent-English Proficient and English Only, English Only</u> | Student Rewards - \$1300.00 Funding Sources: LCFF Base (0000) - \$1300.00 |
| Capturing Kid's Hearts training for all staff | All for this Goal | <u> </u> 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) <u>Students with Disability, Fluent-English Proficient and English Only, English Only</u> | Capturing Kids Hearts Training (res 6264) - \$3000.00 Funding Sources: Other - \$3000.00 |
| Mister Brown - Choose Well | All for this Goal | <u> </u> 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) <u>Students with Disability, Fluent-English Proficient and English Only, English Only</u> | Mister Brown - Choose Well - \$21500.00 Funding Sources: LCFF Supplemental (0000) - \$21500.00 |
| Monday Staff Collaboration Parent Coffees Family Math/ELA nights Monthly staff appreciation at Board meetings | All for this Goal | <u> </u> 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) <u>Students with Disability, Fluent-English Proficient and English Only, English Only</u> | Monday Staff Collaboration incl in reg tchr salary and ben. Parent Coffee \$600, rs 0000, pgm 7200, obj 4510; Family nights rs 0000, obj 1115; no addl exp staff appreciation |

| | | | |
|--|-------------------|---|---|
| Continue academic and student counseling | All for this Goal | <p>..... ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Students with Disability, Fluent-English Proficient and English Only, English Only</u></p> | <p>Academic and Student Counseling - \$53012.00</p> <p>Funding Sources: LCFF Supplemental (0000) - \$53012.00</p> |
|--|-------------------|---|---|

LCAP Year 3: 2018-19

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| <p>Expected Annual Measurable Outcomes:</p> | <p>SP 3 Parent involment will be measured by the return rate of parent surveys of 80% .</p> <p>SP 3 Parent conferences will be attended by at least 85% of parents in grades TK-8 as mesasured by parent attendance.</p> <p>SP 6 0% Expulsion rates will be maintained as measured by discipline reports.</p> <p>SP6 The suspension rate will decrease from 18% to 16% as measured by discipline reports.</p> | | |
|---|---|--|--|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|------------------|------------------|--|-----------------------|
|------------------|------------------|--|-----------------------|

| | | | |
|--|--------------------------|--|--|
| <p>Monthly student rewards for attendance and behavior. Quarterly student rewards for academic achievement. Quarterly awards assemblies for students and families for academic achievement</p> | <p>All for this Goal</p> | <p><u>ALL</u> OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Students with Disability, Fluent-English Proficient and English Only, English Only</u></p> | <p>Student Awards - \$1300.00 Funding Sources: LCFF Base (0000) - \$1300.00</p> |
| <p>Capturing Kid's Hearts training for all staff</p> | <p>All for this Goal</p> | <p><u>ALL</u> OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Students with Disability, Fluent-English Proficient and English Only, English Only</u></p> | <p>Capturing Kids Hearts Training (res 6264) - \$3000.00 Funding Sources: LCFF Base (0000) - \$3000.00</p> |
| <p>Mister Brown - Choose Well</p> | <p>All for this Goal</p> | <p><u>ALL</u> OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Students with Disability, Fluent-English Proficient and English Only, English Only</u></p> | <p>Mister Brown - Choose Well - \$21500.00 Funding Sources: LCFF Supplemental (0000) - \$21500.00</p> |
| <p>Monday Staff Collaboration Parent Coffees Family Math/ELA nights Monthly staff appreciation at Board meetings</p> | <p>All for this Goal</p> | <p><u>ALL</u> OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Students with Disability, Fluent-English Proficient and English Only, English Only</u></p> | <p>Monday Staff Collab incl in reg tchr sal and ben. Parent Coffee \$600, rs 0000, pgm 7200, obj 4510; Family nights rs 0000, obj 1115; no addl exp staff appreciation</p> |
| <p>Continue academic and student counseling</p> | <p>All for this Goal</p> | <p><u>ALL</u> OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Students with Disability,</u></p> | <p>Academic and Student Counseling - \$53012.00 Funding Sources: LCFF</p> |

| | | | |
|--|--|---|--|
| | | <u>Fluent-English Proficient and English Only, English Only</u> | Supplemental (0000) - \$53012.00 |
|--|--|---|--|

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

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific 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.

| | | | |
|---|--|---|---|
| <p>Original GOAL from prior year LCAP:</p> | <p>Provide high quality classroom instruction and curriculum that prepares students to be confident and empowered. Classroom curriculum and instruction should promote college and career readiness, and a focus on academic interventions, enrichment, and extracurricular opportunities so that all students are ensured success.</p> | <p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local: Specify _____</p> | |
| <p>Goal Applies to:</p> | | <p>Schools: All Applicable Pupil Subgroups: Students with Disability, Low Income, Fluent-English Proficient and English Only, Redesignated fluent English proficient (R-FEP), English Learner (EL), Foster Youth</p> | |
| <p>Expected Annual Measurable Outcomes:</p> | <p>Based on local/District/State assessments ALL students and subgroups that nearly met or not met grade level proficiency will show 2% individual growth in language arts . Students will increase form 40 to 42% in ELA.</p> <p>Based on local/District/State assessments ALL students and subgroups that nearly met or not met grade level proficiency will show 2% individual growth in math. Students will increase form to in Math.</p> <p>Based on local/District/State assessments ALL students and subgroups that nearly met or not met grade level proficiency will show 2% individual growth in Science. Students will increase form to in Science.</p> | <p>Actual Annual Measurable Outcomes:</p> | <p>Adoption and Purchase of ELA curriculum</p> <p>Adoption and Purchase of math curriculum</p> <p>As of June 2016, District wide students in grades 3rd - 8th improved 2% on CAASPP Math assessment and 1% on CAASPP ELA.</p> <p>Continued RTI, Literacy, academic/social counseling, music, art, GATE, ELD, art instruction and support.</p> |
| <p>LCAP YEAR: 2015-16</p> | | | |
| <p>Planned Actions/Services</p> | | <p>Actual Actions/Services</p> | |
| | <p>Budgeted Expenditures</p> | | <p>Estimated Actual Annual</p> |

| | | | Expenditures |
|--|---|--|--|
| Professional development for teachers including, but not limited to: STEM (Science, Technology, Engineering and Math) K-2, and 7-8 Capturing Kids Hearts for all staff ELA/ELD/Math adoption meetings and collaborations Trauma Informed Education Instruction Technology SS teaching strategies/conferences | Professional Development - \$88997.00 Funding Sources: LCFF Base (0000) - \$14025.00, Title I Basic (3010) - \$47984.00, Other - \$26988.00 | Professional Development as described. | Professional Development - \$88997.00 |
| Enrichment classes for grades 6th-8th that include foreign language, career and college readiness. | Foreign Language Instruction - \$17291.00 Funding Sources: LCFF Base (0000) - \$17291.00 | | Foreign Language Instruction - \$17291.00 |
| Literacy support in grades TK-5 | Literacy Support TK-5 (Instr Day Intervention) - \$110319.00 | | Literacy Support TK-5 (Instructional Day Intervention) - \$110319.00 |
| Afterschool program grades 4th - 8th | Funding Sources: LCFF Supplemental (0000) - \$110319.00 | | After-School Program Gr 4-8 - \$37648.00 |
| Character development assemblies for all grades. | Afterschool Program Gr 4-8 - \$37648.00 | | Academic Counseling - \$16567.00 |
| Academic counselor grades 6th - 8th | Funding Sources: LCFF Supplemental (0000) - \$37648.00 | | Social and Emotional Counseling - \$34989.00 |
| Social/emotional counselor for grades TK-8 | Academic Counseling - \$16567.00 | | Character Development Assemblies (Mr. Brown) - \$25500.00 |
| Transitional Kindergarten teacher hired | Funding Sources: LCFF Supplemental | | Transitional Kindergarten - \$63806.00 |

| | | | | |
|---|--|--|---|--|
| | | (0000) - \$16567.00 Social and Emotional Counseling - \$34989.00 Funding Sources: LCFF Supplemental (0000) - \$34989.00 Character Development Assemblies - \$25500.00 Funding Sources: LCFF Supplemental (0000) - \$25500.00 Transitional Kindergarten - \$63806.00 Funding Sources: LCFF Supplemental (0000) - \$63806.00 | | |
| Scope of service: | Pacheco Elementary, Prairie Elementary | | Scope of service: | Pacheco Elementary, Prairie Elementary |
| <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 checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Students with Disability, Fluent-English Proficient and English Only, English Only</u> | | | <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 checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Students with Disability, Fluent-English Proficient and English Only</u> | |
| What changes in actions, services, and expenditures will be made as a | | The following actions were added for the 2016-2017 school year K-3 literacy teacher Paraprofessionals Continue academic counseling and social/emotional counseling | | |

| | |
|--|--|
| result of reviewing past progress and/or changes to goals? | Add additional period for sectionals in the master schedule at Pacheco Designated literacy time for grades k-3 After school program changes at Pacheco After School Clubs at both sites |
|--|--|

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

| | | | |
|---|---|--|---|
| <p>Original GOAL from prior year LCAP:</p> | <p>Ensure equitable outcomes for ALL students by preparing students for 21st Century technology skills and preparedness for college and career.</p> | <p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 ___ 10 ___ Local: Specify _____</p> | |
| <p>Goal Applies to:</p> | | <p>Schools: All</p> | <p>Applicable Pupil Subgroups: Students with Disability, Low Income, Fluent-English Proficient and English Only, Redesignated fluent English proficient (R-FEP), English Learner (EL), English Only, Foster Youth</p> |
| <p>Expected Annual Measurable Outcomes:</p> | <p>Create days of training for new math and ELA curriculum for all grades (a minimum of 2 trainings from publishers) Teachers have had very little exposure to new curricula so TK-8 teachers will attend a minimum of 2 trainings during the 15-16 school year, as measured by attendance at trainings Create time for all students to access technology (labs and mobile labs). Master schedule will show time for technology use. Measurement will be through sign in sheets and tracking of grade level time on computers Create an academic advisory period for 7th and 8th graders. Master schedule will show one 40 minute period per day per class. Academic counselor will work with struggling students during this time and such help will show an increase in strategic students' success on CAASPP testing Create RTI period for 4th and 5th grade students. Intensive and strategic students will receive intervention in reading as measured by bi-weekly assessments from Journey's intervention boxes. A focus will be on comprehension, listening, fluency, and writing. Put in place 1 computer tech at each site to help teachers and students learn typing, navigation, and presentation. Students will meet grade level technology expectations, as measured by grade level Pacheco District Technology Continuum. Increase Stem lessons in 7-8 science. Teachers will continue in STEM grant to bring STEM lessons to students at Pacheco. Measurement will be in amount of days teachers attend STEM lesson studies in 16-17 school year and amount of</p> | <p>Actual Annual Measurable Outcomes:</p> | <p>Certificated employees attended publisher trainings provided by Shasta County Office of Education and District. 15-16 Master schedule reflected technology implementation. Chromebook carts were purchased to increase student access to 1 cart per grade level as reflected in technology budget. As reflected in 15-16 Master schedule Advisory period was implemented for grades 4-8. Academic counselor was hired to work with at risk 7th and 8th grade students which improved the promotion participation rate by 2%. RTI teacher was hired and period was created for 4th/5th grade as reflected in Master Schedule and annual budget expenditures. As measured by CAASPP ELA scores, 5th grade with an increase of 9% increase by cohort. 4th grade decreased by 10% by cohort. Two computer techs were in place for teacher support during CAASPP testing and student access to keyboarding curriculum for the 15-16 school year as measured by budget expenditures. Students continued to work on grade level technology expectations with teachers as measured by the Pacheco District Technology curriculum. 7th/8th grade teachers in the grant attended all STEM trainings and lesson plan studies as measured by teacher attendance. Teachers participated in Kelly Rizzi literacy training as measured by staff collaboration schedule.</p> |

STEM lessons taught in 7th and 8th grade (3 per month, as measured by principal walk thrus)
 Provide Kelly Rizzi literacy training for teachers TK-8 as measured by 1 time per month during Monday staff collaborations. Number of students who participate in RTI program (Intensive & Strategic)

LCAP YEAR: 2015-16

| Planned Actions/Services | | Actual Actions/Services | |
|--|--------------------------------------|--|--------------------------------------|
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| Continue mobile lab (Chromebook) purchases | Literacy support Gr 4-5 - \$16719.00 | Chromebook - mobile labs purchased | Literacy Support Gr 4-5 - \$16719.00 |
| English Language Arts curriculum with complete technology component adoption/purchase. | Funding Sources: LCFF | | Technology Software |
| Math curriculum with complete technology component adoption and purchase. | Supplemental (0000) - \$16719.00 | Adopted/purchased ELA curriculum with technology | Upgrades - \$7000.00 |
| | Technology Software | | Chromebook |
| | | | Mobile Lab |

| | | | |
|---|--|---|---|
| <p>Academic counselor</p> <p>Computer Techs for technology learning and assistance</p> <p>Literacy support in grades 4 and 5</p> <p>Technology software upgrades</p> <p>Technology professional development for staff</p> <p>ELD teacher</p> <p>Digital Libraries</p> | <p>Upgrades - \$7000.00</p> <p>Funding Sources: LCFF Base (0000) - \$4000.00, Lottery (1100) - \$3000.00</p> <p>Chromebook Mobile Lab purchases - \$55000.00</p> <p>Funding Sources: LCFF Base (0000) - \$55000.00</p> <p>Academic Counselor - \$16567.00</p> <p>Funding Sources: LCFF Supplemental (0000) - \$16567.00</p> <p>ELD Instruction - \$21873.00</p> <p>Funding Sources: LCFF Supplemental (0000) - \$21873.00</p> <p>Technology Professional Development - \$7000.00</p> <p>Funding Sources: Title I Basic (3010) - \$5000.00, Other - \$2000.00</p> <p>Computer Techs - \$36187.00</p> <p>Funding Sources: LCFF Base (0000) -</p> | <p>Adopted/purchased Math curriculum with technology</p> <p>Hired computer techs for support</p> <p>Hired academic counselor</p> <p>Hired literacy support in 4th/5th grade</p> <p>CUE and Google professional development for staff</p> <p>Continued ELD teacher</p> | <p>Purchases - \$55000.00</p> <p>Academic Counselor - \$16567.00</p> <p>ELD Instruction - \$21873.00</p> <p>Technology Professional Development - \$7000.00</p> <p>Computer Techs - \$36187.00</p> <p>ELA Curriculum Purchase - \$112000.00</p> <p>Complete Math Curriculum Purchase - \$40000.00</p> |
|---|--|---|---|

| | | | | |
|---|---|---|---|--|
| | | \$36187.00 ELA Curriculum Purchase - \$112000.00 Funding Sources: LCFF Base (0000) - \$112000.00 Complete Math Curriculum Purchase - \$40000.00 Funding Sources: LCFF Base (0000) - \$40000.00 | | |
| Scope of service: | Pacheco Elementary, Prairie Elementary | | Scope of service: | Pacheco Elementary, Prairie Elementary |
| ___ ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Students with Disability, Fluent-English Proficient and English Only, English Only</u> | | | ___ ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Students with Disability, Fluent-English Proficient and English Only, English Only</u> | |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | No significant changes occurred in the actions and services for 2015-2016 school year. We found these actions/services to be effective and will continue for the 2016-2017 school year. | | | |

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 from prior year LCAP: | Ensure school sites have safe, welcoming and inclusive climates for all staff, students, and their families. That ALL students are actively engaged in safe, healthy, relevant and rigorous learning environments. | Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 ___ 10 ___ Local: Specify _____ |
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| Goal Applies to: | Schools: All | Applicable Pupil Subgroups: Students with Disability, Low Income, Fluent-English Proficient and English Only, Redesignated fluent English proficient (R-FEP), English Learner (EL), Foster Youth |
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|--------------------------------------|---|------------------------------------|--|
| Expected Annual Measurable Outcomes: | -Installation of security cameras complete -Parent input and engagement coffees, Mr. Brown Family Fun (Game) nights -Math and literacy nights -Academic and student counseling -Capturing Kid's Hearts training -Monthly Staff affirmation at Board meetings -Monthly good behavior/attendance rewards -Quarterly/Trimester awards assemblies -Choose Well days once a month at each site | Actual Annual Measurable Outcomes: | Installation of security cameras complete measured by budget expenditures . Parent input and engagement coffees, Mr. Brown Family Fun (Game) nights, and Math and literacy nights were held as measured by District calendar and sign in sheets. Academic and student counseling is continuing for students as measured by budget expenditures and promotion participation rate increase of 2%. Staff participated in Capturing Kid's Hearts training measured by attendnace and budget expenditures at 85% staff completion. Various Staff were affirmation at monthly Board meetings as measrued by Board agendas. Students participated in Monthly good behavior/attendance rewards as measured by District calendar and budget expenditures Quarterly/Trimester awards assemblies were held measured by District Calendar and budget expenditures Mister Brown Choose Well days were scheduled once a month at each site as mesured by District Calendar and budget expenditures. |
|--------------------------------------|---|------------------------------------|--|

LCAP YEAR: 2015-16

| Planned Actions/Services | | Actual Actions/Services | |
|---|---|--|--|
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| Monthly student rewards for attendance and behavior. Quarterly student rewards for academic achievement. Quarterly awards assemblies for students and families for academic achievement. Capturing Kid's Hearts training for all staff | Monthly and Quarterly Rewards - \$1300.00 Funding Sources: | The following actions and services were completed successfully for the 2015-2016 school year: Monthly student rewards for attendance and behavior. Quarterly student rewards for academic achievement. Quarterly awards assemblies for students and families for academic achievement. Capturing Kid's Hearts training for all staff | Monthly and Quarterly Rewards - \$1300.00 Mr. Brown - Choose Well - |

| | | | | |
|---|--|--|---|--|
| Mister Brown - Choose Well Monday Staff Collaboration Parent Coffees Family Math/ELA nights Monthly staff appreciation at Board meetings Continue academic and student counseling | | LCFF Base (0000) - \$1300.00 Mr. Brown - Choose Well - \$25500.00 Funding Sources: LCFF Supplemental (0000) - \$25500.00 | Mister Brown - Choose Well Monday Staff Collaboration Parent Coffees Family Math/ELA nights Monthly staff appreciation at Board meetings Continue academic and student counseling | \$25500.00 |
| Scope of service: | Pacheco Elementary, Prairie Elementary | | Scope of service: | Pacheco Elementary, Prairie Elementary |
| <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 checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Students with Disability, Fluent-English Proficient and English Only, English Only</u> | | | <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 checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) _____ | |
| Planned Actions/Services | | | Actual Actions/Services | |
| | | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| Installation of Security Cameras at Pacheco and Prairie Schools | | \$35,000 | Installed Security Cameras at Pacheco and Prairie Schools | |
| | | | | Rs 8150, obj 4140, \$26,000 |
| Scope of service: | Districtwide | | Scope of service: | Districtwide |
| <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | | | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | |
| Planned Actions/Services | | | Actual Actions/Services | |
| | | Budgeted Expenditures | | Estimated Actual Annual |

| | | | | Expenditures | |
|--|--------------|---|--|--------------|---|
| ELA and Math Adoptions | | ELA and Math Curriculum Adoptions - \$152000.00 Funding Sources: LCFF Base (0000) - \$152000.00 | Purchased Math and ELA curriculum | | Res 0000, Pgm 7156, obj 4140, \$152,700 |
| Scope of service: | Districtwide | | Scope of service: | Districtwide | |
| <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? | | No significant changes occurred in the actions and services for 2015-2016 school year. We found these actions/services to be effective and will continue for the 2016-2017 school year. | | | |

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

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

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

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

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site 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.)

| | |
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| Total amount of Supplemental and Concentration grant funds calculated: | \$500,945.00 |
| <p>Pacheco Union School District is using supplemental funding so that low income, foster youth, and English learners can have extended access to all programs offered. By providing more offerings in academic areas from remediation to accelerated (GATE) classes, designated EL periods, art, foreign languages, enrichment classes, up-to-date technology, supplemental materials, music, art, after school clubs and after school care, we believe we will help students needs to be met. We want all students to have an opportunity to be involved, no matter their situation. We believe that creating opportunities and great life experiences will help these students flourish. Pacheco Union School District is principally directing program and service activities towards the needs of unduplicated pupils and underperforming pupils. Corresponding funds are allocated in a districtwide manner as deemed most appropriate by PUSD for delivery of programs and services the PUSD believes will be affective in achieveing District goals.</p> <ol style="list-style-type: none"> 1. Literacy Instruction, K-3 to help Prairie School students achieve grade level reading by 3rd Grade; additional supplemental instruction at Pacheco School. Resource 0100, program 1011, \$114,723 2. After School Programs, including certificated teachers and classified aides providing supplementary instruction and Math/ELA remediation: Resource 0100, Program 1001, \$60,597 3. EL Instruction by designated certificated teachers: Resource 0100, Program 1006, \$22,593 4. Counseling services, including social and academic counseling: Resouce 0100, Program 3110, \$74,512 5. Certificated administrators designated for Curriculum, Instruction, and Assessment to identify needs of targeted students: Resource 0100, Program 2700, \$53,362 6. Intervention during the Regular Instructional Day, including supplementary aides: Resource 0100, Program 1003, \$121,655 7. Additional Designated Teacher for Transitional Kindergarten: Resource 0100, Program \$64,768 8. GATE instruction serving all students, including unduplicated (estimated unduplicated portion by enrollment) in grades 4-8: Resource 0100, Program 7140, \$14,493 <p>Action 1: This is an effective action to mitigate the achievement gap due to the fact that 85% of students are not reading at grade level and need intense literacy instruction in smaller groups on a daily basis. Our choice to offer a literacy center to our K-3 grade students is due to the belief that by creating a center that is targeted to the exact literacy needs and deficits of every student. This will close the gaps and prepare students for literacy success in the intermediate grades. Additional supplemental instruction in the intermedate grades helps to continue the support to close the gaps and prepare the students to be successful in their secondary education. (Districtwide)</p> | |

Action 2: K-3 teachers provide supplementary instruction in reading and math in an effort to increase proficiency by 5%. After school tutoring available as needed in grades 4-8. (Districtwide)

Action 3: Designated English Language teachers provide instruction on a daily basis for an allotted period of time. (Targeted)

Action 4: This effective action was taken to help the achievement gap and give emotional support to all students. Academic counseling is provided for all 6-8 grade students receiving grades below passing, in order to give them an equal opportunity to achieve and be supported. Social/emotional counseling is available to all students as needed, to support a healthy and safe learning environment. (Districtwide)

Action 5: Administrators will support staff and students with new standards and adopted/purchased curriculum in English Language Arts and Math. (Districtwide)

Action 6: This is offered to help low achieving students receive extra help in reading and math in an effort to close the achievement gap and increase proficiency levels on State and District assessments. (Districtwide)

Action 7: Stand alone Transitional Kindergarten class is provided to support all students once they are no longer meet the age eligibility for preschool, but are too young to start traditional kindergarten. Research shows that student not reading on grade level by the 3rd grade will have a more educational challenges and a higher drop out rate. (Districtwide)

Action 8: Gifted and Talented instruction helps to challenge high ability unduplicated students with differentiated learning experiences within the regular school day. Having this program during the school day enables unduplicated students access to new education opportunities. The Gifted and Talented program will be supported by the supplemental budget only to the percentage of unduplicated enrollment.

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.

| | |
|-------|---|
| 11.92 | % |
|-------|---|

As stated above, the PUSD plans to spend about \$500,945.00 derived from the Supplemental and Concentration Grants to serve, increase and /or improve services for unduplicated pupils during the 2016/2017 fiscal year. Per the FCMAT LCFF calculate the District must achieve and 11.95% proportionality percentage (5CCR 15496(a)(7)). The District's budgeted expenditures and delivery of related services costing about \$526,703 serves as the proxy measurement of service delivery to unduplicated pupils. When applied to the budgeted LCFF Base Funding entitlement of \$4,203,032 the District achieves an expenditure percentage of 11.92%, satisfying the minimum proportionality percentage requirement. Attached please find the FCMAT LCFF calculator Minimum Proportionality Percentage (MPP) which further details the District's MPP requirement and calculation

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

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).