

Introduction:

LESD is a K-8 elementary school district that serves approximately 260 students, therefore High School Graduation rates, AP Course Completion, HS Dropout Rate and EAP results are not applicable per required metrics. LESD currently has eighteen English Learners and therefore CELDT data is not reported as a whole, reliable, measureable component for AMAO 1.2 or reclassification rate. With ELL rates on the rise the district will do a careful analysis of its ELD program as well as other services for ELL students. LESD has a very high unduplicated count percentage >85% of low income, foster and homeless youth, therefore the majority of supplemental concentration dollars will be used to provide all students with supplemental services. The transiency rate at LESD is quite high in most years well over 50%. This makes it difficult to show school-wide growth over time in some areas, thus some of our metrics are based on beginning to end of year to properly account for so many students coming and going.

LESD continued the process for stakeholder input early in the fall of the 2015-16 school-year. Staff and Board members were again educated on the new state funding formula, LCAP and the 8 state priorities. Because we operate a Provision II Meal Program, we asked our parents to fill out income surveys with an attached letter describing LCFF. LCFF/LCAP information was also made available on the district website and in school newsletters. As the year progressed, teachers met at regularly scheduled staff meetings to discuss achievement and engagement gaps for our students based on assessment data and teacher input. This process continued throughout the year. One finding is that we would benefit more homework support and we were able to implement that mid-year to support students. Several staff members attended Professional Development which included LCAP/LCFF expectations and using the new template. The Board was also provided information during this time from the Superintendent and the CBO. School Site Council (SSC) / Parent Advisory Council (PAC) was provided with similar information over this time period. Parent input was encouraged at each of these meetings. Student guests were invited and shared ideas to improve student engagement and attendance. Students, school wide were given a survey in February to share their ideas on programs and climate. It also allowed an opportunity for students to voice their opinions on the school lunch program. Three parent surveys were used to collect data, a Title I survey given in the fall, a second school climate online survey was given in the spring and a third survey was also given in the spring to gain parent input on current program and climate improvements. The online survey had a very limited response. Parents were also asked to provide suggestions for future actions to support the goals. A survey was also distributed to classified staff for their input. The County Foster Youth Liaison was contacted through e-mail and meetings.

SSC supported the need for additional homework assistance. On 5/5/2016, the SSC/PAC reviewed the final draft of the plan for input. The draft of the plan was then placed on the LESD website with a request for parent and public comment.

A Public Hearing is scheduled on June 8, 2016 to receive feedback and comments on the proposed LCAP prior to final approval. The final draft of the LCAP will be presented to the board for approval on June 15, 2016.

LEA: Lucerne Elementary

Contact: Mike Brown, Superintendent-Principal, mbrown@lucerne.k12.ca.us, (707)274-5578

LCAP Year: 2016-17

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
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During teacher collaboration meetings we met to discuss LCAP goals and planned actions on 8/10/15, 8/11/15, 9/1/15, 9/16/15, 10/6/15, 10/28/15, 11/10/15, 2/9/16 and 3/22/16. Teachers would like to see an after school homework room for students 1st- 8th. Teachers would like an individualized reading program to support student literacy. Teachers would like to see additional parent nights. Teachers also would like continued support with the AVID program. They also would like to have additional technology devices to support student learning.

SSC input at regularly scheduled meetings on 10/1/15, 11/5/15, 2/4/16, and 5/5/16. The School Site Council would like to see additional after school homework services, expanded transportation, and AVID.

Parent surveys given during the first week of February 2016. Parents continued to believe that students need to be better prepared for high school and college. They also would like the electives to be expanded, more positive behavior incentives for students, and additional after school homework services.

Student surveys on academics, school climate, learning methods and support services were given on 2/15/16. Feedback was positive. Students would like to see more enrichment activities at school especially field trips. The students also indicated that the AVID binders have positively impacted their academic achievement.

District Foster youth/ ELL liaison communicated throughout the year with Healthy Start and the administration. Quarterly progress reports were given to parents/ guardians to improve parent input with these two groups of students.

In response to the input we started the homework room in the current school year. We also replaced the teacher website goal with student agendas to also support AVID goals. We started Lexia as a pilot program to address the need for an individualized reading program and will continue the program in the 2016-17 school year. We were able to purchase an additional Ipad cart this year and would like to purchase an additional laptop cart in the 2016-17 school year.

This input supported the actions listed above and we purchased additional transportation a year early.

In response to this input we budgeted additional money towards AVID supplies, elective supplies, and positive behavior incentives.

We will continue to support academic readiness and enrichment activities. AVID will continue to be expanded to support students' achievement needs.

Healthy Start program will provide monthly progress of foster youth. Intervention teachers will provide quarterly progress reports of foster youth and ELL to parents/guardians.

<p>Annual Update:</p> <p>Began at the beginning of the year. Teachers were updated on progress of 2015/16 goals during in service days prior to the start of the school year. They were excited to hear of additional programs, and services.</p> <p>Met to discuss LCAP goals and outcomes on 8/10/15, 8/11/15, 9/1/15, 9/16/15, 10/6/15, 10/28/15, 11/10/15, 2/9/16 and 3/22/16. On 10/28/15, a needs assessment was provided to teachers for feedback on existing programs and services.</p> <p>SSC input at regularly scheduled meetings 10/1/15, 11/5/15, 2/4/16, and 5/5/16. The School Site Council would like to see additional after school homework help.</p> <p>Student surveys were given 1/16.</p> <p><i>Students felt safe and positive about being at school. They also expressed increased engagement in class and they would like to see more field trips and assemblies. These findings were shared at the 3/22/16 staff meeting, the 2/10/16 board meeting and the 5/5/16 SSC meeting.</i></p> <p>District foster youth/ ELL liaison saw a need to improve the quarterly report form.</p>	<p>Annual Update:</p> <p>Teachers concurred with the set plan of actions and expressed a need for additional student help after school and in combination classes. They were pleased with the addition of student engagement activities (field trips and assemblies). The additional student incentive program was expanded because of the needs assessment. Additional Aide time was added to support upper-grade students to improve student achievement and overall G.P.A.</p> <p>We started two after school homework rooms for 1st-8th grade students mid-year to address this need.</p> <p><i>We purchased additional technology to support student engagement/classroom participation. Furthermore the actual number of field trips increased over the prior year.</i></p> <p>The parent survey form was improved to give better feedback to parents/ guardians.</p>
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Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils

using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

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

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

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

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

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

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

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil

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

GOAL:	#1 CONDITIONS OF LEARNING District will continue to attract and employ highly qualified, credentialed teachers; pupils will continue to have access to standards aligned instructional materials per EC 60119, access to a broad course of study per EC 51210 that includes art, music, elective courses, and access to technology; school facilities and grounds will continue to be maintained in good repair.	Related State and/or Local Priorities: X 1 X 2 _3 _4 _5 _6 X 7 _8 Local: N/A
Identified Need:	Williams Settlement Compliance: Maintain and attract Highly Qualified credentialed teachers; all pupils will have access to instructional materials, a broad course of study and facilities will be maintained in good repair. Continued professional development in technology and the implementation of CCSS.	
Goal Applies to:	Schools: ALL Grades: All	

Applicable Pupil Subgroups: All				
LCAP Year 1				
Expected Annual Measurable Outcomes:	2016-2017: District will continue to provide support and services to continue to achieve set goal; competitive salary schedules, professional development, purchase of standards aligned curriculum, facility maintenance staff, supplies and deferred maintenance set aside. District will continue to provide and maintain state of the art technology for use by teachers and students with a 2:1 ratio. Teachers will become more proficient in using technology to deliver and enhance the Common Core Curriculum. Students will have a broader course of study to include art, music and electives. District metrics; Williams Reports , district will maintain a “good” status on the FIT report, on the HQT component the district will maintain 100%, and on the instructional materials component the district will maintain a “Sufficient” rating. The district will use a survey to indentify teachers that need additional professional development in technology. Schoolwise software class course reports to show broad course of study offered.			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	

Certificated Teacher Salary and Benefits, Recruitment Activities; \$1,500 Signing Bonus for Newly Hired Teachers	ALL Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	<u>Resource: 0000</u> Object; \$ 1100; \$322,186 1190; \$1,500 3000; \$154,858 <u>Resource: 1400</u> Object; \$ 1100; \$182,850 3000; \$90,003 <u>Resource: 3010</u> Object; \$ 1100; \$39,390 3000; \$22,859 <u>Resource: 4035</u> Object; \$ 1100; \$8,596 3000; \$4,372 <u>Resource: 6500</u> Object; \$ 1100; \$45,972 3000; \$24,450 Total: \$897,036
Support beginning first and second year teachers in required program.	ALL Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	<u>Resource: 6264</u> Object; \$ 5800; \$6,600 1300; \$2,000 3000; \$310 Total: \$8,910

Core Instructional Materials and supplies	ALL Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	<u>Resource: 0000</u> Object; \$ 4100; \$40,000 4300; \$5,700 <u>Resource: 6300</u> Object; \$ 4100; \$10,000 <u>Resource: 1400</u> Object; \$ 4300; \$20,000 Total: \$75,700
Maintenance/Custodial Salary and Benefits	ALL Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	<u>Resource: 8150</u> Object; \$ 2300; \$48,490 2900; \$64,373 3000; \$65,509 Total: \$178,372
Maintenance/Custodial Supplies and Service	ALL Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	<u>Resource: 0000</u> Object; \$ 4300; \$16,966 4400; \$3,572 5500; \$70,000 5600; \$13,961 5800; \$6,376 Total: \$111,730

Services of IT technician (Additional services needed to support supplemental technological devices schoolwide using S&C dollars)	ALL Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	<u>Resource: 0100</u> Object; \$ 5800; \$8,000 <u>Resource: 0000</u> Object; \$ 5800; \$2,000 Total: \$10,000
Teachers will incorporate instructional activities in art in lesson plans (increased display of student artwork will be seen on campus and community), in music in lesson plans (to include “Music Mondays” in all grades) and students will have access to elective courses in grades 6, 7, & 8. Expand percussion and rhythm instruments to be used in the primary grades.	ALL Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	<u>Resource: 0000</u> Object; \$ 4200; \$10,000 4300; \$5,000
Provide teachers with PD training in use of technology	ALL Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	<u>Resource: 0100</u> Object; \$ 5200; \$2,000
Additional Laptop Cart for use in grades 6-8	ALL Grades: 6th, 7th, 8th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	<u>Resource: 0100</u> Object; \$ 4400; \$20,000
LCAP Year 2			

Expected Annual Measurable Outcomes:	2017/2018: District will continue to provide support and services to continue to achieve set goal; competitive salary schedules, professional development, purchase of standards aligned curriculum, facility maintenance staff, supplies and deferred maintenance set aside. District will continue to provide and maintain state of the art technology for use by teachers and students with a 2:1 ratio. Teachers will become more proficient in using technology to deliver and enhance the Common Core Curriculum. Students will have a broader course of study to include art, music and electives. District metrics; Williams Reports , district will maintain a “good” status on the FIT report, on the HQT component the district will maintain 100%, and on the instructional materials component the district will maintain a “Sufficient” rating. The district will use a survey to indentify teachers that need additional professional development in technology. Schoolwise software class course reports to show broad course of study offered.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Certificated Teacher Salary and Benefits, and Recruitment Activities	ALL Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	<u>Resource: 0000</u> Object; \$ 1100; \$330,000 1190; \$1,500 3000; \$159,000 <u>Resource: 1400</u> Object; \$ 1100; \$186,000 3000; \$92,000 <u>Resource: 3010</u> Object; \$ 1100; \$39,390 3000; \$22,859 <u>Resource: 4035</u> Object; \$ 1100; \$9,000 3000; \$4,500 <u>Resource: 6500</u> Object; \$ 1100; \$47,000 3000; \$25,000 Total: \$916,249

Support beginning first and second year teachers in required program.	ALL Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	<u>Resource: 0000</u> Object; \$ 5800; \$6,600 1300; \$2,000 3000; \$310 Total: \$8,910
Core Instructional Materials and supplies	ALL Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	<u>Resource: 0000</u> Object; \$ 4100; \$10,000 4300; \$5,700 <u>Resource: 1400</u> Object; \$ 4300; \$5,000 Total: \$27,000
Maintenance/Custodial Salary and Benefits	ALL Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	<u>Resource: 8150</u> Object; \$ 2300; \$50,000 2900; \$67,000 3000; \$68,000 Total: \$185,000
Maintenance/Custodial Supplies and Services	ALL Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	<u>Resource: 0000</u> Object; \$ 4300; \$18,000 4400; \$3,000 5500; \$72,000 5600; \$15,000 5800; \$6,500 Total: \$121,000

<p>Services of IT technician (Additional services needed to support supplemental technological devices schoolwide using S&C dollars)</p>	<p>ALL Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p><u>Resource: 0100</u> Object; \$ 5800; \$8,000 <u>Resource: 0000</u> Object; \$ 5800; \$2,000 Total: \$10,000</p>
<p>Teachers will incorporate instructional activities in art in lesson plans (increased display of student artwork will be seen on campus and community), in music in lesson plans (to include “Music Mondays” in all grades) and students will have access to elective courses in grades 6, 7, & 8. Purchase additional set of recorders.</p>	<p>ALL Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Resource: 0000 Object; \$ 4200; \$5,000 4300; \$5,000</p>
<p>Provide teachers with PD training in use of technology</p>	<p>ALL Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p><u>Resource: 0100</u> Object; \$ 5200; \$2,000</p>
<p>LCAP Year 3</p>			

Expected Annual Measurable Outcomes:	2018-2019: District will continue to provide support and services to continue to achieve set goal; competitive salary schedules, professional development, purchase of standards aligned curriculum, facility maintenance staff, supplies and deferred maintenance set aside. District will continue to provide and maintain state of the art technology for use by teachers and students with at least a 2:1 ratio. Teachers will become more proficient in using technology to deliver and enhance the Common Core Curriculum. Students will have a broader course of study to include art, music and electives. District metrics; Williams Reports , district will maintain a “good” status on the FIT report, on the HQT component the district will maintain 100%, and on the instructional materials component the district will maintain a “Sufficient” rating. The district will use a survey to identify teachers that need additional professional development in technology. Schoolwise software class course reports to show broad course of study offered.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Certificated Teacher Salary and Benefits, and Recruitment Activities	ALL Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	<u>Resource: 0000</u> Object; \$ 1100; \$338,000 1190; \$1,500 3000; \$163,000 <u>Resource: 1400</u> Object; \$ 1100; \$190,000 3000; \$95,000 <u>Resource: 3010</u> Object; \$ 1100; \$42,430 3000; \$24,000 <u>Resource: 4035</u> Object; \$ 1100; \$9,500 3000; \$4,750 <u>Resource: 6500</u> Object; \$ 1100; \$49,000 3000; \$26,000 Total: \$943,180

Support beginning first and second year teachers in required program.	ALL Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	<u>Resource: 0000</u> Object; \$ 5800; \$6,600 1300; \$2,000 3000; \$310 Total: \$8,910
Core Instructional Materials and supplies	ALL Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	<u>Resource: 0000</u> Object; \$ 4100; \$60,000 4300; \$5,700 <u>Resource: 6300</u> Object; \$ 4100; \$10,000 <u>Resource: 1400</u> Object; \$ 4300; \$20,000 Total: \$95,700
Maintenance/Custodial Salary and Benefits	ALL Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	<u>Resource: 8150</u> Object; \$ 2300; \$52,000 2900; \$69,000 3000; \$70,000 Total: \$191,000

Maintenance/Custodial Supplies and Services	ALL Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	<u>Resource: 0000</u> Object; \$ 4300; \$18,000 4400; \$3,000 5500; \$72,000 5600; \$15,000 5800; \$6,500 Total: \$121,000
Services of IT technician (Additional services needed to support supplemental technological devices schoolwide using S&C dollars)	ALL Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	<u>Resource: 0100</u> Object; \$ 5800; \$8,000 <u>Resource: 0000</u> Object; \$ 5800; \$2,000 Total: \$10,000
Teachers will incorporate instructional activities in art in lesson plans (increased display of student artwork will be seen on campus and community), in music in lesson plans (to include “Music Mondays” in all grades) and students will have access to elective courses in grades 6, 7, & 8. Additional string instruments will be purchased.	ALL Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	<u>Resource: 0000</u> Object; \$ 4200; \$1,000 4300; \$2,000 4400; \$3,000
Provide teachers with PD training in use of technology	ALL Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	<u>Resource: 0100</u> Object; \$ 5200; \$2,000

GOAL:	#2 PUPIL OUTCOMES Increase student achievement for all students, including Students with Disabilities, Low Income, Foster Youth, and ELLs.		Related State and/or Local Priorities: _1 _2 _3 X 4 _5 _6 _7 X 8 Local: N/A	
Identified Need:	A high number of our students are below grade level in reading and math. Students exhibit a lack of motivation to learn and the skills necessary to succeed in high school in order to become career and college ready.			
Goal Applies to:	Schools:	ALL		
	Grades:	All		
	Applicable Pupil Subgroups:	All		
LCAP Year 1				
Expected Annual Measurable Outcomes:	<p>2016/2017:</p> <p>Students targeted for intervention based on pre and third quarter post test assessments will show growth in either reading and/or mathematics by .5 of a grade level as per STAR reading and math. A higher percentage of all students in first grade through fifth grade will be on or at grade level, based on 2014-2015 baseline data (reading 25%, math 30% at grade level) will increase by at least 1% yearly. Student's value of education will increase by having at least two additional school-wide opportunities to share work and projects; be exposed to outside educational experiences such as assemblies, guest speakers, and field trips as measured by local survey. Students will show overall academic achievement growth by an increased average in GPA grades 4-8 by .10 grade point or until it reaches 3.0 or higher (2014-15 baseline of 2.72).</p> <p>Additional Metrics: API- establish growth when Calculated by CDE, Increase performance on SBAC assessments when baseline data is provided by CDE.</p>			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

Expansion of Accelerated Reader Online, STAR Reading, Read Naturally and Lexia Core5	ALL Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	<u>Resource: 0100</u> Object; \$ 5800; \$17,319
Library Services - Increase from 6 to 8 hrs per day (to include reading to primary classes, media and tech support, literacy contests, parent support, professional development, reading groups)	ALL Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	<u>Resource: 0000</u> Object; \$ 2200; \$8,797 3000; \$8,103 <u>Resource: 0100</u> Object; \$ 2200; \$14,978 3000; \$13,796 4300; \$500 Total: \$46,174
Supplemental Instructional Math and Reading Materials, aligned to the CCSS	ALL Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	<u>Resource: 0100</u> Object; \$ 4200; \$10,000 4300; \$2,500 Total: 12,500

<p>Continue to provide 1.0 FTE instructional aide support provided in core classroom and in special education [VanEtten .4375, Toman .4375, Phillips .125]</p>	<p>ALL Grades: All</p>	<p><u> </u> All ----- X Foster Youth <u> </u> American Indian or Alaska Native <u> </u> Hispanic or Latino <u> </u> Two or More Races X Low Income Pupils X Redesignated fluent English proficient <u> </u> Asian <u> </u> Native Hawaiian or Pacific Islander X English Learners <u> </u> Black or African American <u> </u> Filipino X White X Students with Disabilities X Homeless <u> </u> Other</p>	<p><u>Resource: 0100</u> Object; \$ 2200; \$10,458 3000; \$3,416 <u>Resource: 3310</u> Object; \$ 2200; \$7,647 3000; \$835 Total: \$22,356</p>
<p>Reading Intervention Teacher (to provide all students K-5 with reading assessments and intervention where applicable)</p>	<p>ALL Grades: All</p>	<p><u> </u> All ----- X Foster Youth <u> </u> American Indian or Alaska Native <u> </u> Hispanic or Latino <u> </u> Two or More Races X Low Income Pupils X Redesignated fluent English proficient <u> </u> Asian <u> </u> Native Hawaiian or Pacific Islander X English Learners <u> </u> Black or African American <u> </u> Filipino <u> </u> White X Students with Disabilities X Homeless <u> </u> Other</p>	<p><u>Resource: 0100</u> Object; \$ 1100; \$62,775 3000; \$26,760 Total: \$89,535</p>
<p>Kindergarten Tutoring (As part of Kindergarten afterschool program)</p>	<p>ALL Grades: TK, K</p>	<p><u> </u> All ----- X Foster Youth <u> </u> American Indian or Alaska Native <u> </u> Hispanic or Latino <u> </u> Two or More Races X Low Income Pupils X Redesignated fluent English proficient <u> </u> Asian <u> </u> Native Hawaiian or Pacific Islander X English Learners <u> </u> Black or African American <u> </u> Filipino <u> </u> White <u> </u> Students with Disabilities X Homeless <u> </u> Other</p>	<p><u>Resource: 0100</u> Object; \$ 2100; \$2,982 3000; \$740 Total: \$3,722</p>
<p>Homework Room (before and after school hours)</p>	<p>ALL Grades: All</p>	<p><u> </u> All ----- X Foster Youth <u> </u> American Indian or Alaska Native <u> </u> Hispanic or Latino <u> </u> Two or More Races X Low Income Pupils X Redesignated fluent English proficient <u> </u> Asian <u> </u> Native Hawaiian or Pacific Islander X English Learners <u> </u> Black or African American <u> </u> Filipino <u> </u> White X Students with Disabilities X Homeless <u> </u> Other</p>	<p><u>Resource: 0100</u> Object; \$ 1190; \$4,500 2100; \$7,700 3000; \$8,587 4300; \$500 Total: \$21,287</p>

Summer School (expanded to serve kindergarten students; math, reading and writing intervention)	ALL Grades: All	_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless _ Other	<u>Resource: 0100</u> Object; \$ 1190; \$10640 1300; \$3,500 2100; \$800 3000; \$2,645 4300; \$1,500 Total: \$19,085
Continue with additional 1.0 FTE teacher to reduce # of combination classes (to decrease the number of combination classes in grades K-3)	ALL Grades: K, 1st, 3rd	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	<u>Resource: 0100</u> Object; \$ 1100; \$43,402 3000; \$23,512 4300; \$300 Total: \$67,214
Math Intervention Teacher (1.0 FTE to assess all students 1-5 and provide intervention where applicable, curriculum coach)	ALL Grades: All	_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless _ Other	<u>Resource: 0100</u> Object; \$ 1100; \$65,501 3000; \$27,232 5200; \$750 Total: \$93,483
Math intervention software (STAR Math Online)	ALL Grades: All	_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless _ Other	<u>Resource: 0100</u> Object; \$ 5800; \$1,053

GATE/Leadership (addtl. opportunities to include but not limited to Robotics, drama productions, field trips and guest speakers)	ALL Grades: All	<input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (Advanced)	<u>Resource: 0100</u> Object; \$ 1190; \$3,150 3000; \$545 Total: \$3,695
Activity Director Stipend (to plan & provide addtl. student enrichment activities to include assemblies, field days, community service, guest speakers & field trips)	ALL Grades: All	<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	<u>Resource: 0100</u> Object; \$ 1900; \$1,200 3000; \$207 Total: \$1,407
Provide funding for field trips, guest speakers, assemblies and presentations	ALL Grades: All	<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	<u>Resource: 0100</u> Object; \$ 5200; \$1,000 5800; \$5,000 Total: \$6,000
Transportation Services (Home to School, Field Trips)	ALL Grades: All	<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	<u>Resource: 0000</u> Object; \$ 5600; \$2,500 4300; \$6,000 2200; \$16,539 3000; \$12,104 5900; \$110 Total: \$37,253

<p>Academic Achievement Incentives</p>	<p>ALL Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p><u>Resource: 0100</u> Object; \$ 4300; \$2,000</p>
<p>Foster Youth/ ELL Liaison responsible for quarterly updates for all FY and ELL students. Also advocates for and supports these students and their families. Reports to and facilitates coordination with LCOE programs.</p>	<p>ALL Grades: All</p>	<p>_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p><u>Resource: 0100</u> Object; \$ 1200; \$500 3000; \$87 Total: \$587</p>
<p>AVID College Readiness Program K-8 to include cost of program, supplies and materials and professional development</p>	<p>ALL Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p><u>Resource: 0100</u> Object; \$ 1190; \$2,000 3000; \$350 5200; \$2,000 5800; 10,000 Total: \$14,350</p>
<p>Pre-Kindergarten program for students that will be entering Kindergarten to ensure grade level readiness.</p>	<p>ALL Grades: Preschool</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p><u>Resource 0100:</u> Object; \$ 5800; \$5,000</p>
<p>LCAP Year 2</p>			

Expected Annual Measurable Outcomes:	2017/2018: Students targeted for intervention based on pre and third quarter post test assessments will show growth in either reading and/or mathematics by .5 of a grade level as per STAR reading and math. A higher percentage of all students in first grade through fifth grade will be on or at grade level, based on 2014-2015 baseline data (reading 25%, math 30% at grade level) will increase by at least 1% yearly. Student's value of education will increase by having at least two additional school-wide opportunities to share work and projects; be exposed to outside educational experiences such as assemblies, guest speakers, and field trips as measured by local survey. Students will show overall academic achievement growth by an increased average in GPA grades 4-8 by .10 grade point or until it reaches 3.0 or higher (2014-15 baseline of 2.72). Metric: API- establish growth when Calculated by CDE, Increase performance on SBAC assessments when baseline data is provided by CDE.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Expansion of Accelerated Reader Online, Read Naturally, STAR Reading and Lexia Core5	ALL Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	<u>Resource: 0100</u> Object; \$ 5800; \$17,319
Library Services - 8 hrs per day (to include reading to primary classes, media and tech support, literacy contests, parent support, professional development)	ALL Grades: All	_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	<u>Resource: 0000</u> Object; \$ 2200; \$9,000 3000; \$8,200 <u>Resource: 0100</u> Object; \$ 2200; \$16,000 3000; \$14,500 4300; \$500 Total: \$48,200

Supplemental Instructional Math and Reading Materials, aligned to the CCSS.	ALL Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	<u>Resource: 0100</u> Object; \$ 4200; \$10,000 4300; \$2,500 Total: 12,500
Continue to provide 1.0 FTE instructional aide support provided in core classroom and in special education [VanEtten .4375, Toman .4375, Phillips .125]	ALL Grades: All	_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino X White X Students with Disabilities X Homeless _ Other	<u>Resource: 0100</u> Object; \$ 2200; \$12,000 3000; \$4,000 <u>Resource: 3310</u> Object; \$ 2200; \$8,500 3000; \$1,000 Total: \$25,500
Reading Intervention Teacher (to provide all students K-5 with reading assessments and intervention where applicable)	ALL Grades: All	_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless _ Other	<u>Resource: 0100</u> Object; \$ 1100; \$64,000 3000; \$27,000 Total: \$91,000
Kindergarten Tutoring (As part of Kindergarten afterschool program)	ALL Grades: K	_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	<u>Resource: 0100</u> Object; \$ 1190; \$4,500 2100; \$7,700 3000; \$8,587 4300; \$500 Total: \$21,287

Homework Room (before and after school hours)	ALL Grades: All	_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless _ Other	Resource: 0100 Object; \$ 1190; \$2,800 3000; \$457 Total: \$3,257
Summer School (expanded to serve kindergarten students; math, reading and writing intervention)	ALL Grades: All	_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless _ Other	Resource: 0100 Object; \$ 1190; \$10640 1300; \$3,500 2100; \$800 3000; \$2,645 4300; \$1,500 Total: \$19,085
Continue with additional 1.0 FTE teacher to reduce # of combination classes (to decrease the number of combination classes in grades K-3)	ALL Grades: K, 1st, 2nd, 3rd	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Resource: 0100 Object; \$ 1100; \$43,402 3000; \$23,512 4300; \$300 Total: \$67,214
Math Intervention Teacher (1.0 FTE to assess all students 1-5 and provide intervention where applicable, curriculum coach)	ALL Grades: All	_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless _ Other	Resource: 0100 Object; \$ 1100; \$67,000 3000; \$28,000 5200; \$750 Total: \$95,750

Math intervention software (Accelerated Math Online and Number Worlds)	ALL Grades: All	_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless _ Other	<u>Resource: 0100</u> Object; \$ 5800; \$1,053
GATE/Leadership (addtl. opportunities to include but not limited to Robotics, field trips and guest speakers)	ALL Grades: All	_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless X Other (Advanced)	<u>Resource: 0100</u> Object; \$ 1190; \$3,150 3000; \$545 Total: \$3,695
Activity Director Stipend (to plan & provide addtl. student enrichment activities to include assemblies, field days, community service, guest speakers & field trips)	ALL Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	<u>Resource: 0100</u> Object; \$ 1900; \$1,200 3000; \$207 Total: \$1,407
Provide funding for field trips, guest speakers, assemblies and presentations	ALL Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	<u>Resource: 0100</u> Object; \$ 5200; \$1,000 5800; \$5,000 Total: \$6,000

Transportation Services (Home to School, Field Trips)	ALL Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	<u>Resource: 0000</u> Object; \$ 5600; \$2,500 4300; \$6,000 2200; \$17,250 3000; \$13,000 5900; \$110 Total: \$38,860
Academic Achievement Incentives	ALL Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	<u>Resource: 0100</u> Object; \$ 4300; \$2,000
Foster Youth/ ELL Liaison responsible for quarterly updates for all FY and ELL students. Also advocates for and supports these students and their families. Reports to and facilitates coordination with LCOE programs.	ALL Grades: All	_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	<u>Resource: 0100</u> Object; \$ 1200; \$500 3000; \$87 Total: \$587
AVID College Readiness Program K-8 to include cost of program, supplies and materials and professional development	ALL Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	<u>Resource: 0100</u> Object; \$ 1190; \$2,000 3000; \$350 5200; \$2,000 5800; 10,000 Total: \$14,350

<p>Pre-Kindergarten program for students that will be entering Kindergarten to ensure grade level readiness.</p>	<p>ALL Grades: Preschool</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p><u>Resource 0100:</u> Object; \$ 5800; \$5,000</p>
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LCAP Year 3

<p>Expected Annual Measurable Outcomes:</p>	<p>2018/2019: Students targeted for intervention based on pre and third quarter post test assessments will show growth in either reading and/or mathematics by .5 of a grade level as per STAR reading and math. A higher percentage of all students in first grade through fifth grade will be on or at grade level, based on 2014-2015 baseline data (reading 25%, math 30% at grade level) will increase by at least 1% yearly. Student's value of education will increase by having at least two additional school-wide opportunities to share work and projects; be exposed to outside educational experiences such as assemblies, guest speakers, and field trips as measured by local survey. Students will show overall academic achievement growth by an increased average in GPA grades 4-8 by .10 grade point or until it reaches 3.0 or higher (2014-15 baseline of 2.72). Metric: API- establish growth when Calculated by CDE, Increase performance on SBAC assessments when baseline data is provided by CDE.</p>
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<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>Expansion of Accelerated Reader Online, Read Naturally, STAR Reading and Lexia Core5</p>	<p>ALL Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p><u>Resource: 0100</u> Object; \$ 5800; \$17,319</p>

<p>Library Services - 8 hrs per day (to include reading to primary classes, media and tech support, literacy contests, parent support, professional development)</p>	<p>ALL Grades: All</p>	<p><u> </u> All ----- X Foster Youth <u> </u> American Indian or Alaska Native <u> </u> Hispanic or Latino <u> </u> Two or More Races X Low Income Pupils <u> </u> Redesignated fluent English proficient <u> </u> Asian <u> </u> Native Hawaiian or Pacific Islander X English Learners <u> </u> Black or African American <u> </u> Filipino <u> </u> White <u> </u> Students with Disabilities <u> </u> Homeless <u> </u> Other</p>	<p><u>Resource: 0000</u> Object; \$ 2200; \$9,000 3000; \$8,200 <u>Resource: 0100</u> Object; \$ 2200; \$16,000 3000; \$14,500 4300; \$500 Total: \$48,200</p>
<p>Supplemental Instructional Math and Reading Materials, aligned to the CCSS</p>	<p>ALL Grades: All</p>	<p>X All ----- <u> </u> Foster Youth <u> </u> American Indian or Alaska Native <u> </u> Hispanic or Latino <u> </u> Two or More Races <u> </u> Low Income Pupils <u> </u> Redesignated fluent English proficient <u> </u> Asian <u> </u> Native Hawaiian or Pacific Islander <u> </u> English Learners <u> </u> Black or African American <u> </u> Filipino <u> </u> White <u> </u> Students with Disabilities <u> </u> Homeless <u> </u> Other</p>	<p><u>Resource: 0100</u> Object; \$ 4200; \$10,000 4300; \$2,500 Total: 12,500</p>
<p>Continue to provide 1.0 FTE instructional aide support provided in core classroom and in special education [VanEtten .4375, Toman .4375, Phillips .125]</p>	<p>ALL Grades: All</p>	<p><u> </u> All ----- X Foster Youth <u> </u> American Indian or Alaska Native <u> </u> Hispanic or Latino <u> </u> Two or More Races X Low Income Pupils X Redesignated fluent English proficient <u> </u> Asian <u> </u> Native Hawaiian or Pacific Islander X English Learners <u> </u> Black or African American <u> </u> Filipino X White X Students with Disabilities X Homeless <u> </u> Other</p>	<p><u>Resource: 0100</u> Object; \$ 2200; \$13,000 3000; \$4,500 <u>Resource: 3310</u> Object; \$ 2200; \$9,000 3000; \$1,500 Total: \$28,000</p>

Reading Intervention Teacher (to provide all students K-5 with reading assessments and intervention where applicable)	ALL Grades: All	_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless _ Other	<u>Resource: 0100</u> Object; \$ 1100; \$64,500 3000; \$29,000 Total: \$93,500
Kindergarten Tutoring (As part of Kindergarten afterschool program)	ALL Grades: TK, K	_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities X Homeless _ Other	<u>Resource: 0100</u> Object; \$ 2100; \$3,200 3000; \$1,000 Total: \$4,200
Homework Room (before and after school hours)	ALL Grades: All	_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities X Homeless _ Other	<u>Resource: 0100</u> Object; \$ 1190; \$4,500 2100; \$7,700 3000; \$8,587 4300; \$500 Total: \$21,287
Summer School (expanded to serve kindergarten students; math, reading and writing intervention)	ALL Grades: All	_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless _ Other	<u>Resource: 0100</u> Object; \$ 1190; \$10640 1300; \$3,500 2100; \$800 3000; \$2,645 4300; \$1,500 Total: \$19,085

<p>Continue with additional 1.0 FTE teacher to reduce # of combination classes (to decrease the number of combination classes in grades K-3)</p>	<p>ALL Grades: K, 1st, 2nd, 3rd</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p><u>Resource: 0100</u> Object; \$ 1100; \$43,402 3000; \$23,512 4300; \$300 Total: \$67,214</p>
<p>Math Intervention Teacher (1.0 FTE to assess all students 1-5 and provide intervention where applicable, curriculum coach)</p>	<p>ALL Grades: All</p>	<p>_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless _ Other</p>	<p><u>Resource: 0100</u> Object; \$ 1100; \$69,000 3000; \$29,000 5200; \$750 Total: \$98,750</p>
<p>Math intervention software (Accelerated Math Online and Number Worlds)</p>	<p>ALL Grades: All</p>	<p>_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless _ Other</p>	<p><u>Resource: 0100</u> Object; \$ 5800; \$1,053</p>
<p>GATE/Leadership (addtl. opportunities to include but not limited to Robotics, field trips and guest speakers)</p>	<p>ALL Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless X Other (Advanced)</p>	<p><u>Resource: 0100</u> Object; \$ 1190; \$3,150 3000; \$545 Total: \$3,695</p>

Activity Director Stipend (to plan & provide addtl. student enrichment activities to include assemblies, field days, community service, guest speakers & field trips)	ALL Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	<u>Resource: 0100</u> Object; \$ 1900; \$1,200 3000; \$207 Total: \$1,407
Provide funding for field trips, guest speakers, assemblies and presentations	ALL Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	<u>Resource: 0100</u> Object; \$ 5200; \$1,000 5800; \$5,000 Total: \$6,000
Transportation Services (Home to School, Field Trips)	ALL Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	<u>Resource: 0000</u> Object; \$ 5600; \$2,500 4300; \$6,000 2200; \$18,000 3000; \$13,500 5900; \$110 Total: \$40,110
Academic Achievement Incentives	ALL Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	<u>Resource: 0100</u> Object; \$ 4300; \$2,000

<p>Foster Youth/ ELL Liaison responsible for quarterly updates for all FY and ELL students. Also advocates for and supports these students and their families. Reports to and facilitates coordination with LCOE programs.</p>	<p>ALL Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p><u>Resource: 0100</u> Object; \$ 1200; \$500 3000; \$87 Total: \$587</p>
<p>AVID College Readiness Program K-8 to include cost of program, supplies and materials and professional development</p>	<p>ALL Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p><u>Resource: 0100</u> Object; \$ 1190; \$2,000 3000; \$350 5200; \$2,000 5800; 10,000 Total: \$14,350</p>
<p>Pre-Kindergarten program for students that will be entering Kindergarten to ensure grade level readiness.</p>	<p>ALL Grades: Preschool</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p><u>Resource 0100:</u> Object; \$ 5800; \$5,000</p>

GOAL:	<p>#3 ENGAGEMENT</p> <p>Improve school culture and climate for all students, staff, parents, and guardians. Parents/Guardians will become more involved in their child's education and demonstrate increased participation in school sponsored activities.</p>	<p>Related State and/or Local Priorities: _1 _2 X 3 _4 X 5 X 6 _7 _8 Local: N/A</p>		
Identified Need:	<p>Observations of bullying and negative social behavior at school; Lack of parent involvement</p>			
Goal Applies to:	Schools:	<p>ALL</p> <p>Grades: All</p>		
	Applicable Pupil Subgroups:	<p>All</p>		
LCAP Year 1				
Expected Annual Measurable Outcomes:	<p>2016/2017</p> <p>Parents will have increased opportunities to be involved in school functions and attendance at school functions i.e. two parent/teacher conferences, Open House, two parent/family nights, Math Night, Back to School Night, Science Fair and classroom volunteering. Students' suspension rate will decrease. Students' attendance rate will raise.</p> <p>Metric: Measured number of parent involvement opportunities to be increased by one each year until the district reaches a total of 8 or more, (7 in 2015/16), parent attendance was measured by sign in sheets and a baseline attendance was developed of 756 visits for 2014-15 (then for each subsequent year increase by 2%), Suspension and expulsion rates (SARC) Students' suspension rate will decrease from the 2 year average of 6.45 to 6.25, attendance reports will show an increase in attendance by .2% yearly or be at or above 95% (with a 2014-2015 baseline of 93.94 calculated at end of 3rd quarter) middle school dropout rates will stay at 0. Expulsion Rate will stay at 0. The Chronic Absenteeism rate will decrease by at least 1% (based on the 2014-2015 baseline of 20% calculated on 4/30/15).</p> <p>K-8 district thus high school dropout and graduation rates not applicable.</p>			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

<p>Character Counts Program-Supplies and Stipend (Bullying prevention/School Climate supplies/materials) Too Good Curriculum for K-8</p>	<p>ALL Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p><u>Resource: 0100</u> Object; \$ 1190; \$600 3000; \$104 4200; 5,000 4300; \$250 Total: \$5,954</p>
<p>Noon Duty Supervision - (add .1875 FTE staff (Hutton) for a total of .625 FTE at noon duty and morning recess) Responsibilities include structured play activities for students during recess. Equipment to support student engagement in the activities.</p>	<p>ALL Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p><u>Resource: 0100</u> Object; \$ 2900; \$10,530 3000; \$1,437 4300; \$1,000 Total: \$12,967</p>
<p>School to Home Communication - Increase school to home communication through text message program, promotion of web site, flyers, newsletters, weekly progress reports, access to grading programs, outdoor digital information marquis sign.</p>	<p>ALL Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p><u>Resource: 0100</u> Object; \$ 4300; \$400 5800; \$1,100 6400; \$6,000 Total: \$7,500</p>
<p>Counseling Services –(to include Anger Mgmt groups, Peer Counseling opportunities to grades 6-8)</p>	<p>ALL Grades: All</p>	<p>_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities X Homeless _ Other</p>	<p><u>Resource: 0100</u> Object; \$ 5800; \$36,000 Total: \$36,000</p>

<p>PBIS (Positive Behavioral Intervention & Supports), Program Costs, Professional Development, Supplies</p>	<p>ALL Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p><u>Resource: 9010</u> Object; \$ 1300; \$11,272 3000; \$3,000 1190; \$600 2400; \$300 4300; \$500 4400; \$500 5200; \$1,000 Total: \$17,172</p>
<p>Attendance incentive program</p>	<p>ALL Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p><u>Resource: 0100</u> Object; \$ 4300; \$2,000 Total: \$2,000</p>
<p>.5 FTE Vice Principal/.5 FTE School Climate Coordinator Responsibilities to include student discipline, alternatives to suspension, coordination of student engagement and outcomes, and creating programs that function within the school day to improve overall climate and student achievement. They would also act as a liaison between school and community.</p>	<p>ALL Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p><u>Resource: 0100</u> Object; \$ 1100; \$22,119 1300; \$22,119 3000; \$17,191 <u>Resource: 0000</u> Object; \$ 1300; \$29,492 3000; \$11,461 Total: \$102,382</p>

<p>Parent Involvement Activities - Activities to increase parent's value of their child's education (4 family nights per yr, volunteer opp. & increased communication) to include supplies and materials</p>	<p>ALL Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Resource: 0100 Object; \$ 4300; \$2,000</p>
<p>School Climate Aide - 1.0 FTE; Responsibilities to include positive behavior support, structured play, supporting positive climate programs, and check in/check out program.</p>	<p>ALL Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Resource: 0100 Object; \$ 5100; \$17,000 Total: \$17,000</p>
<p>Clothes Closet/Hygiene Supplies - Supplies to improve general student hygiene and self esteem.</p>	<p>ALL Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Resource: 0100 Object; \$ 4300; \$2,000 Total: \$2,000</p>
<p>LCAP Year 2</p>			

Expected Annual Measurable Outcomes:	2017/2018: Parents will have increased opportunities to be involved in school functions and attendance at school functions i.e. two parent/teacher conferences, Open House, two parent/family nights, Math Night, Back to School Night, Science Fair and classroom volunteering. Students' suspension rate will decrease. Students' attendance rate will raise. Metric: Measured number of parent involvement opportunities to be increased by one each year until the district reaches a total of 8 or more, (7 in 2015/16), parent attendance was measured by sign in sheets and a baseline attendance was developed of 756 visits for 2014-15 (then for each subsequent year increase by 2%), Suspension and expulsion rates (SARC) Students' suspension rate will decrease from the 2 year average of 6.45 to 6.25, attendance reports will show an increase in attendance by .2% yearly or be at or above 95% (with a 2014-2015 baseline of 93.94 calculated at end of 3rd quarter) middle school dropout rates will stay at 0. Expulsion Rate will stay at 0. The Chronic Absenteeism rate will decrease by at least 1% (based on the 2014-2015 baseline of 20% calculated on 4/30/15). K-8 district thus high school dropout and graduation rates not applicable.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Character Counts Program-Supplies and Stipend (Bullying prevention/School Climate supplies/materials) Too Good Curriculum for K-8	ALL Grades: All	_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless _ Other	<u>Resource: 0100</u> Object; \$ 1190; \$600 3000; \$104 4200; 5,000 4300; \$250 Total: \$5,954
Noon Duty Supervision - (Total of .625 FTE (Jay-Moran, Hutton) at noon duty and morning recess) Responsibilities include structured play activities for students during recess. Equipment to support student engagement in the activities.	ALL Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	<u>Resource: 0100</u> Object; \$ 2900; \$11,500 3000; \$2,000 4300; \$1,000 Total: \$14,500

<p>School to Home Communication - Increase school to home communication through text message program, promotion of web site, flyers, newsletters, weekly progress reports, access to grading programs.</p>	<p>ALL Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p><u>Resource: 0100</u> Object; \$ 4300; \$400 5800; \$1,100 Total: \$1,500</p>
<p>Counseling Services – To include Anger Mgmt groups, Peer Counseling opportunities to grades 6-8.</p>	<p>ALL Grades: All</p>	<p>_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities X Homeless _ Other</p>	<p><u>Resource: 0100</u> Object; \$ 5800; \$36,000 Total: \$36,000</p>
<p>PBIS (Positive Behavioral Intervention & Supports), Program Costs, Professional Development, Supplies</p>	<p>ALL Grades: All</p>	<p>_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless _ Other</p>	<p><u>Resource: 9010</u> Object; \$ 1300; \$11,272 3000; \$3,000 1190; \$600 2400; \$300 4300; \$500 4400; \$500 5200; \$1,000 Total: \$17,172</p>

<p>Attendance incentive program</p>	<p>ALL Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p><u>Resource: 0100</u> Object; \$ 4300; \$2,000 Total: \$2,000</p>
<p>.5 FTE Vice Principal/.5 FTE School Climate Coordinator</p> <p>Responsibilities to include student discipline, alternatives to suspension, coordination of student engagement and outcomes, and creating programs that function within the school day to improve overall climate and student achievement. They would also act as a liaison between school and community.</p>	<p>ALL Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p><u>Resource: 0100</u> Object; \$ 1100; \$23,119 1300; \$22,119 3000; \$18,000 <u>Resource: 0000</u> Object; \$ 1300; \$30,000 3000; \$12,000 Total: \$105,238</p>
<p>Activities to increase parent's value of their child's education (4 family nights per yr, volunteer opp. & increased communication) to include supplies and materials</p>	<p>ALL Grades: All</p>	<p>_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other</p>	<p><u>Resource: 0100</u> Object; \$ 4300; \$2,000</p>
<p>School Climate Aide - 1.0 FTE; Responsibilities to include positive behavior support, structured play, supporting positive climate programs, and check in/check out program.</p>	<p>ALL Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p><u>Resource: 0100</u> Object; \$ 5800; \$17,000 Total: \$17,000</p>

<p>Clothes Closet/Hygiene Supplies - Supplies to improve general student hygiene and self esteem.</p>	<p>ALL Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p><u>Resource: 0100</u> Object; \$4300; \$2,000 Total: \$2,000</p>
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LCAP Year 3

<p>Expected Annual Measurable Outcomes:</p>	<p>2018/2019: Parents will have increased opportunities to be involved in school functions and attendance at school functions i.e. two parent/teacher conferences, Open House, two parent/family nights, Math Night, Back to School Night, Science Fair and classroom volunteering. Students' suspension rate will decrease. Students' attendance rate will raise. Metric: Measured number of parent involvement opportunities to be increased by one each year until the district reaches a total of 8 or more, (7 in 2015/16), parent attendance was measured by sign in sheets and a baseline attendance was developed of 756 visits for 2014-15 (then for each subsequent year increase by 2%), Suspension and expulsion rates (SARC) Students' suspension rate will decrease from the 2 year average of 6.45 to 6.25, attendance reports will show an increase in attendance by .2% yearly or be at or above 95% (with a 2014-2015 baseline of 93.94 calculated at end of 3rd quarter) middle school dropout rates will stay at 0. Expulsion Rate will stay at 0. The Chronic Absenteeism rate will decrease by at least 1% (based on the 2014-2015 baseline of 20% calculated on 4/30/15). K-8 district thus high school dropout and graduation rates not applicable.</p>
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<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>Character Counts Program-Supplies and Stipend (Bullying prevention/School Climate supplies/materials) Too Good Curriculum for K-8</p>	<p>ALL Grades: All</p>	<p>_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless _ Other</p>	<p><u>Resource: 0100</u> Object; \$1190; \$600 3000; \$104 4200; 5,000 4300; \$250 Total: \$5,954</p>

<p>Noon Duty Supervision - (Total of .625 FTE (Jay-Moran, Hutton) at noon duty and morning recess) Responsibilities include structured play activities for students during recess. Equipment to support student engagement in the activities.</p>	<p>ALL Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p><u>Resource: 0100</u> Object; \$ 2900; \$12,000 3000; \$2,500 4300; \$1,000 Total: \$15,500</p>
<p>School to Home Communication - Increase school to home communication through text message program, promotion of web site, flyers, newsletters, weekly progress reports, access to grading programs.</p>	<p>ALL Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p><u>Resource: 0100</u> Object; \$ 4300; \$400 5800; \$1,100 Total: \$1,500</p>
<p>Counseling Services - To include Anger Mgmt groups, Peer Counseling opportunities to grades 6-8.</p>	<p>ALL Grades: All</p>	<p>_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities X Homeless _ Other</p>	<p><u>Resource: 0100</u> Object; \$ 5800; \$36,000 Total: \$36,000</p>
<p>PBIS (Positive Behavioral Intervention & Supports), Program Costs, Professional Development, Supplies</p>	<p>ALL Grades: All</p>	<p>_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless _ Other</p>	<p><u>Resource: 9010</u> Object; \$ 1300; \$11,272 3000; \$3,000 1190; \$600 2400; \$300 4300; \$500 4400; \$500 5200; \$1,000 Total: \$17,172</p>

<p>Attendance Incentive Program</p>	<p>ALL Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p><u>Resource: 0100</u> Object; \$ 4300; \$2,000 Total: \$2,000</p>
<p>.5 FTE Vice Principal/.5 FTE School Climate Coordinator - Responsibilities to include student discipline, alternatives to suspension, coordination of student engagement and outcomes, and creating programs that function within the school day to improve overall climate and student achievement. They would also act as a liaison between school and community.</p>	<p>ALL Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p><u>Resource: 0100</u> Object; \$ 1100; \$24,000 1300; \$23,000 3000; \$20,000 <u>Resource: 0000</u> Object; \$ 1300; \$30,000 3000; \$12,500 Total: \$109,500</p>
<p>Parent Involvement Activities - Activities to increase parent's value of their child's education (4 family nights per yr, volunteer opp. & increased communication) to include supplies and materials</p>	<p>ALL Grades: All</p>	<p>_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other</p>	<p><u>Resource: 0100</u> Object; \$ 4300; \$2,000</p>
<p>School Climate Aide - 1.0 FTE; Responsibilities to include positive behavior support, structured play, supporting positive climate programs, and check in/check out program.</p>	<p>ALL Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p><u>Resource: 0100</u> Object; \$ 5800; \$17,000 Total: \$17,000</p>

Clothes Closet/Hygiene Supplies - Supplies to improve general student hygiene and self esteem.	ALL Grades: All	<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	<u>Resource: 0100</u> Object; \$4300; \$2,000 Total: \$2,000
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Annual Update

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

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Original Goal from prior year LCAP:	District will continue to attract and employ highly qualified, credentialed teachers; pupils will continue to have access to standards aligned instructional materials per EC 60119, access to a broad course of study per EC 51210 that includes art, music, and elective courses, and access to technology; school facilities and grounds will continue to be maintained in good repair.		Related State and/or Local Priorities: X 1 X 2 _3 _4 _5 _6 X 7 _8 Local:
Goal Applies to:	Schools:	ALL	
	Applicable Pupil Subgroups:	All	
	Grades:	All	

<p>Expected Annual Measurable Outcomes:</p>	<p>District will continue to provide support and services to continue to achieve set goal; competitive salary schedules, professional development, purchase of standards aligned curriculum, facility maintenance staff, supplies and deferred maintenance set aside.</p> <p>District will continue to provide and maintain state of the art technology for use by teachers and students with a 2:1 ratio. Teachers will become more proficient in using technology to deliver and enhance the Common Core Curriculum. Students will have a broader course of study to include art, music, and electives. District metrics; Williams Reports , district will maintain a “good” status on the FIT report, on the HQT component the district will maintain 100%, and on the instructional materials component the district will maintain a “Sufficient” rating. The district will use a survey to indentify teachers that need additional professional development in technology. Schoolwise software class course reports to show broad course of study offered.</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>We have met all outcomes and have exceeded the computer to student ratio which currently stands at 1.5:1 Furthermore we would like to purchase an additional laptop cart and smart white boards in the 2016-2017 school year to address the high demand of usage in the upper grades.</p>
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LCAP Year: 2015-16

<p>Planned Actions/Services</p>		<p>Actual Actions/Services</p>	
	<p>Budgeted Expenditures</p>		<p>Estimated Actual Annual Expenditures</p>
<p>Certificated Teacher Salary and Benefits</p>	<p><u>Resource:</u> <u>0000</u></p> <p>Object; \$ 1100; \$388,582</p> <p>3000; \$152,742</p> <p><u>Resource:</u> <u>1400</u></p>	<p>Certificated Teacher Salary and benefits</p>	<p><u>Resource: 0000</u></p> <p>Object; \$ 1100; \$349,013 3000; \$145,042</p> <p><u>Resource: 1400</u></p> <p>Object; \$ 1100; \$203,000</p>

Object; \$
 1100;
 \$163,491
 3000;
 \$68,631
Resource:
3010
 Object; \$
 1100; \$48,337
 3000;
 \$25,319
Resource:
4035
 Object; \$
 1100; \$8,235
 3000; \$3,511
Resource:
6500
 Object; \$
 1100; \$67,098
 3000;
 \$25,473
Total:
\$951,419

3000; \$85,125
Resource: 3010
 Object; \$
 1100; \$48,337
 3000; \$25,319
Resource: 4035
 Object; \$
 1100; \$8,235
 3000; \$3,511
Resource: 6500
 Object; \$
 1100; \$97,098
 3000; \$35,000
Total: \$999,680

Scope of service:	ALL Grades: All		Scope of service:	ALL Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
BTSA Support Program - Support beginning first and second year teachers in required program.		<u>Resource: 0000</u> Object; \$ 5800; \$8,000 <u>Resource: 4035</u> 1300; \$4,000 3000; \$618 Total: \$12,618	BTSA Support Program - Support beginning first and second year teachers in required program.	<u>Resource: 6264</u> Object; \$ 5800; \$10,000 1300; \$2,000 3000; \$310 <u>Resource 4035</u> Object; \$ 1300; \$3,000 3000; \$464 Total: \$15,774	
Scope of service:	ALL Grades: All		Scope of service:	ALL Grades: All	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	
<p>Core Instructional Materials and supplies aligned to the Common Core State Standards</p>	<p><u>Resource:</u> <u>0000</u></p> <p>Object; \$</p> <p>4100; \$40,000</p> <p>4300; \$4,605</p> <p><u>Resource:</u> <u>6300</u></p> <p>Object; \$</p> <p>4100; \$10,000</p> <p><u>Resource:</u> <u>1400</u></p> <p>Object; \$</p> <p>4300; \$13,135</p> <p>Total: \$67,740</p>	<p>Core Instructional Materials and supplies aligned to the Common Core State Standards.</p>	<p><u>Resource: 0000</u></p> <p>Object; \$</p> <p>4100; \$7,974</p> <p>4300; \$4,500</p> <p><u>Resource: 6300</u></p> <p>Object; \$</p> <p>4100; \$0</p> <p><u>Resource: 1400</u></p> <p>Object; \$</p> <p>4300; \$5,220</p> <p>Total: \$17,694</p>

Scope of service:	ALL Grades: All		Scope of service:	ALL Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Maintenance/Custodial Salary and Benefits		<u>Resource: 8150</u> Object; \$ 2300; \$46,162 2900; \$61,224 3000; \$53,761 Total: \$161,147	Maintenance/Custodial Salary and Benefits		<u>Resource: 8150</u> Object; \$ 2300; \$46,162 2900; \$61,224 3000; \$53,761 Total: \$161,147
Scope of service:	ALL Grades: All		Scope of service:	ALL Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Maintenance/Custodial Supplies and Services		<u>Resource:</u> 0000 Object; \$ 4300; \$16,871 4400; \$3,572 5500; \$70,000 5600; \$13,961 5800; \$6,376 Total: \$110,780	Maintenance/Custodial Supplies and Services	<u>Resource: 0000</u> Object; \$ 4300; \$11,500 4400; \$3,572 5500; \$70,499 5600; \$13,961 5800; \$4,750 Total: \$104,282	
Scope of service:	ALL Grades: All		Scope of service:	ALL Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
Deferred Maintenance Set-Aside for repairs		Ending balance designation: Assigned \$60,000	Deferred Maintenance set-aside for major repairs to include Fencing, Carpeting, HVAC, Electrical	<u>Resource:0040</u> Object; \$ 5600; \$11,589 <u>Resource: 0000</u> Object; \$ 5600; \$4,694 Total: \$16,283 Transferred \$150,000 from 0000 to Fund 14 for future Deferred Maintenance expenditures
Scope of service:	ALL Grades: All		Scope of service:	ALL Grades: All
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	

Add additional set of laptops/notebooks and a new student desktop for every classroom		<u>Resource:</u> 0100 Object; \$ 4400; \$27,000	Add additional set of laptops/notebooks and new student desktop for every classroom		<u>Resource:</u> 0100 Object; \$ 4400; \$23,289
Scope of service:	ALL Grades: All		Scope of service:	ALL Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Services of IT Technician - to support increased hardware/software network		<u>Resource:</u> 0100 Object; \$ 5800; \$8,000 <u>Resource:</u> 0000 Object; \$ 5800; \$2,000 Total: \$10,000	Services of IT Technician - to support increased hardware/software network		<u>Resource:</u> 0100 Object; \$ 5800; \$8,000 <u>Resource: 0000</u> Object; \$ 5800; \$2,000 Total: \$10,000

Scope of service:	ALL Grades: All		Scope of service:	ALL Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Teachers will incorporate instructional activities in art in lesson plans (increased display of student artwork will be seen on campus and community), in music in lesson plans (to include "Music Mondays" in all grades) and students will have access to elective courses in grades 6, 7, & 8. Music Expressions curriculum is planned to be piloted in the third grade.		<u>Resource:</u> 0000 Object; \$ 4200; \$1,600 4300; \$1,000 Total: \$2,600	Teachers will incorporate instructional activities in art in lesson plans (increased display of student artwork will be seen on campus and community), in music in lesson plans (to include "Music Mondays" in all grades) and students will have access to elective courses in grades 6, 7, & 8. Music Expressions curriculum was implemented in third grade and found to be unsatisfactory.	<u>Resource:</u> 0000 Object; \$ 4200; \$1,586 Total: \$1,586	
Scope of service:	ALL Grades: All		Scope of service:	ALL Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

Provide teachers with PD training in use of technology		<u>Resource:</u> 0100 Object; \$ 5200; \$2,000	Provide teachers with PD training in use of technology		<u>Resource:</u> 0100 Object; \$ 5200; \$500
Scope of service:	ALL Grades: All		Scope of service:	ALL Grades: All	
_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino X White X Students with Disabilities X Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
What changes in actions, services, and expenditures		<p>Music Expressions curriculum was implemented in third grade and found to be unsatisfactory. The district will provide more supplies and materials to program, to include the purchases of instruments and a new pilot music program.</p> <p>Deferred Maintenance Set-Aside: Transferred \$150,000 from 0000 to Fund 14 for future Deferred Maintenance expenditures</p> <p>Core Instructional Materials: District did not adopt ELA materials in this fiscal year. Plan to adopt and purchase in 2016/17.</p>			

Original Goal from prior year LCAP:	Increase student achievement for all students, including Students with Disabilities, Low Income, Foster Youth, and ELLs.	Related State and/or Local Priorities: _1 _2 _3 X 4 _5 _6 _7 X 8 Local:
Goal Applies to:	Schools: ALL Grades: All	

	Applicable Pupil Subgroups:	All
<p>Expected Annual Measurable Outcomes:</p>	<p>Students targeted for intervention based on pre and third quarter post test assessments will show growth in either reading and/or mathematics by .5 of a grade level as per STAR reading and math. A higher percentage of all students in first grade through fifth grade will be on or at grade level, based on 2014-2015 baseline data (reading 25%, math 30% at grade level) will increase by at least 1% yearly. Student's value of education will increase by having at least two additional school-wide opportunities to share work and projects; be exposed to outside educational experiences such as assemblies, guest speakers, and field trips as measured by local survey. Students will show overall academic achievement growth by an increased average in GPA grades 4-8 by .10 grade point (2014-15 baseline of 2.72).</p> <p>Metric: API- establish growth when Calculated by CDE, Increase performance on SBAC assessments when baseline data is provided by CDE.</p>	<p>Actual Annual Measurable Outcomes:</p> <p>Progress on outcomes for Goal 2 has been promising. 59% of students in reading intervention have made or surpassed the goal of improving .5 of a grade level. 78% percent of students in math intervention have made or surpassed the goal of improving .5 of a grade level. Schoolwide grade level percentages in Reading remained unchanged at 25% in grades 1-5 thus additional actions for improving Reading Achievement will be added in the 2016-2017 school year. The number of students at grade level in Math rose from 30% last year to 36% percent this year thus surpassing our goal of 1% growth. Existing actions addressing Math will continue and will remain mostly unchanged. This year, students were able to participate in a school wide Spelling Bee, Family Math Night, Read Across America Week activities and an Art Show at Open House. This year, additional field trips were taken to the Schoolhouse Museum, Area Farms, the Logging Conference, Alcatraz Island, Chico State University and the Senior Center. Extra-curricular assemblies were added to include: BMX/Drug Free, Earth Dome, Abraham Lincoln, Yo-yo/responsibility and Rachel's Challenge. Student GPA in grades 4-8 went from a baseline of 2.72 to 2.66. Thus additional incentives for honor role will be put into place for the 2016-2017 school year to include field trips.</p>

LCAP Year: 2015-16					
Planned Actions/Services		Actual Actions/Services			
		Budgeted Expenditures			Estimated Actual Annual Expenditures
Expansion of Accelerated Reader Online		<u>Resource: 0100</u> Object; \$ 5800; \$4,500	Expansion of Accelerated Reader Online, Pro Reading, Reading Renaissance U, STAR Reading		<u>Resource: 0100</u> Object; \$ 5800; \$6,071
Scope of service:	ALL Grades: All		Scope of service:	ALL Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

<p>Library Services - 6 hrs per day (to include reading to primary classes, media and tech support, literacy contests, parent support, professional development)</p>		<p><u>Resource:</u> <u>0000</u></p> <p>Object; \$</p> <p>2200; \$9,530.29</p> <p>3000; \$2,244.66</p> <p><u>Resource:</u> <u>0100</u></p> <p>Object; \$</p> <p>2200; \$9,530.18</p> <p>3000; \$2,244.44</p> <p>4300; \$500</p> <p>Total: \$24,049</p>	<p>Library Services - 6 hrs per day (to include reading to primary classes, media and tech support, literacy contests, parent support, professional development)</p>		<p><u>Resource:</u> 0000</p> <p>Object; \$</p> <p>2200; \$8,400</p> <p>3000; \$1,933</p> <p><u>Resource:</u> 0100</p> <p>Object; \$</p> <p>2200; \$8,400</p> <p>3000; \$1,933</p> <p>4300; \$350</p> <p>Total: \$21,016</p>
<p>Scope of service:</p>	<p>ALL</p> <p>Grades: All</p>		<p>Scope of service:</p>	<p>ALL</p> <p>Grades: All</p>	

<input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input checked="" type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other			<input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input checked="" type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other	
Supplemental Instructional Math and Reading Materials, aligned to the CCSS.		<u>Resource:</u> 0100 Object; \$ 4300; \$5,000	Supplemental Instructional Math and Reading Materials, aligned to the CCSS	<u>Resource:</u> 0100 Object; \$ 4200; \$695 4300; \$510
Scope of service:	ALL Grades: All		Scope of service:	ALL Grades: All
<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other			<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	

<p>Additional .875 FTE instructional aide support provided in core classroom and in special education</p>		<p><u>Resource:</u> 0100</p> <p>Object; \$ 2200; \$7,609 3000; \$897</p> <p><u>Resource:</u> 3310</p> <p>Object; \$ 2200; \$7,609 3000; \$897</p> <p>Total: \$17,012</p>	<p>Additional 1.0 FTE instructional aide support provided in core classroom and in special education [VanEtten .4375, Toman .4375, Phillips .125]</p>		<p><u>Resource:</u> 0100</p> <p>Object; \$ 2100; \$8,472 3000; \$1,922</p> <p><u>Resource:</u> 3310</p> <p>Object; \$ 2100; \$7,511 3000; \$821</p> <p>Total: \$18,626</p>
<p>Scope of service:</p>	<p>ALL</p> <p>Grades: All</p>		<p>Scope of service:</p>	<p>ALL</p> <p>Grades: All</p>	
<p>_ All</p> <p>-----</p> <p>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino X White X Students with Disabilities X Homeless _ Other</p>			<p>_ All</p> <p>-----</p> <p>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino X White X Students with Disabilities X Homeless _ Other</p>		

Reading Intervention Teacher (to provide all students K-5 with reading assessments and intervention where applicable)		<u>Resource: 0100</u> Object; \$ 1100; \$62,163 3000; \$24,578 Total: \$86,741	Reading Intervention Teacher (to provide all students K-5 with reading assessments and intervention where applicable)		<u>Resource: 0100</u> Object; \$ 1100; \$62,163 3000; \$24,578 Total: \$86,741
Scope of service:	ALL Grades: All		Scope of service:	ALL Grades: All	
_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino X White X Students with Disabilities X Homeless _ Other			_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino X White X Students with Disabilities X Homeless _ Other		
Kindergarten Tutoring (As part of Kindergarten afterschool program)		<u>Resource: 0100</u> Object; \$ 2100; \$2,805 3000; \$663 Total: \$3,468	Kindergarten Tutoring (As part of Kindergarten afterschool program)		<u>Resource: 0100</u> Object; \$ 2100; \$2,805 3000; \$638 Total: \$3,443

Scope of service:	ALL Grades: All		Scope of service:	ALL Grades: TK, K	
_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities X Homeless _ Other			_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities X Homeless _ Other		
Homework Room (before and after school hours)		<u>Resource:</u> 0100 Object; \$ 1190; \$2,800 3000; \$457 Total: \$3,257	Homework Room (before and after school hours)		<u>Resource:</u> 0100 Object; \$ 1190; \$3,500 2100; \$3,720 3000; \$4,041 Total: \$11,261
Scope of service:	ALL Grades: All		Scope of service:	ALL Grades: All	

_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino X White X Students with Disabilities X Homeless _ Other			_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino X White X Students with Disabilities X Homeless _ Other		
Summer School (increase one teacher to serve kindergarten students; math, reading and writing intervention)		<u>Resource: 0100</u> Object; \$ 1190; \$8,400 1300; \$3,500 2100; \$800 3000; \$2,035 4300; \$900 Total: \$15,635	Summer School (Increase one teacher to serve Kindergarten students; math, reading and writing intervention)	<u>Resource: 0100</u> Object; \$ 1190; \$8,400 1300; \$3,500 2100; \$800 3000; \$2,035 4200; \$900 4300; \$500 Total: \$16,135	
Scope of service:	ALL Grades: All		Scope of service:	ALL Grades: All	

_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino X White X Students with Disabilities X Homeless _ Other			_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino X White X Students with Disabilities X Homeless _ Other	
Continue with additional 1.0 FTE teacher to reduce # of combination classes (to decrease the number of combination classes in grades K-3)		<u>Resource:</u> 0100 Object; \$ 1100; \$42,977 3000; \$21,508 Total: \$64,485	Continue with additional 1.0 FTE teacher to reduce # of combination classes (to decrease the number of combination classes in grades K-3)	<u>Resource:</u> 0100 Object; \$ 1100; \$42,977 3000; \$21,123 4300; \$275 Total: \$64,375
Scope of service:	ALL Grades: TK, K, 1st, 2nd, 3rd		Scope of service:	ALL Grades: TK, K, 1st, 2nd, 3rd
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	

<p>Math Intervention Teacher (Increase from .75 FTE to 1.0 FTE to assess all students 1-5 and provide intervention where applicable, curriculum coach)</p>		<p><u>Resource:</u> 0100</p> <p>Object; \$</p> <p>1100; \$64,852</p> <p>3000; \$25,016</p> <p>Total: \$89,868</p>	<p>Math Intervention Teacher (increase from .75 FTE to 1.0 FTE to assess all students grades 1-5 and provide intervention where applicable, curriculum coach, professional development)</p>		<p><u>Resource:</u> 0100</p> <p>Object; \$</p> <p>1100; \$62,762</p> <p>1120; \$4,500</p> <p>3000; \$25,000</p> <p>5200; \$850</p> <p>Total: \$93,112</p>
<p>Scope of service:</p>	<p>ALL</p> <p>Grades: All</p>		<p>Scope of service:</p>	<p>ALL</p> <p>Grades: All</p>	
<p>_ All</p> <p>-----</p> <p>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless</p> <p>_ Other</p>			<p>_ All</p> <p>-----</p> <p>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless</p> <p>_ Other</p>		
<p>Math intervention software (Accelerated Math Online and Number Worlds)</p>		<p><u>Resource:</u> 0100</p> <p>Object; \$</p> <p>5800; \$12,155</p>	<p>Math intervention software (Accelerated Math Online and Number Worlds)</p>		<p><u>Resource:</u> 0100</p> <p>Object; \$</p> <p>4200; \$11,843</p> <p>5800; \$1,587</p> <p>Total: 13,430</p>

Scope of service:	ALL Grades: All		Scope of service:	ALL Grades: All	
_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless _ Other			_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless _ Other		
GATE/Leadership (addtl. opportunities to include but not limited to Robotics, field trips and guest speakers)		<u>Resource: 0040</u> Object; \$ 1190; \$2,300 3000; \$375	GATE/Leadership (addtl. opportunities to include but not limited to Robotics, field trips, guest speakers and Drama productions)		<u>Resource: 0100</u> Object; \$ 1190; \$3,150 3000; \$425 4300; \$341 Total: \$3,916
Scope of service:	ALL Grades: All		Scope of service:	ALL Grades: All	

_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless X Other (Advanced)			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless X Other(Advanced)		
Activity Director Stipend (to plan & provide addtl. student enrichment activities to include assemblies, field days, community service, guest speakers & field trips)		<u>Resource:</u> 0100 Object; \$ 1190; \$1,200 3000; \$196 Total: \$1,396	Activity Director Stipend (to plan & provide addtl. Student enrichment activities to include assemblies, field days, community service, guest speakers & field trips)		<u>Resource: 0100</u> Object; \$ 1190; \$1,200 3000; \$196 Total: \$1,396
Scope of service:	ALL Grades: All		Scope of service:	ALL Grades: All	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	
<p>Provide funding for field trips, guest speakers, assemblies and presentations</p>		<p><u>Resource:</u> 0100</p> <p>Object; \$</p> <p>5800; \$1,200</p> <p>Total: \$1,200</p>	<p>Provide funding for field trips, guest speakers, assemblies and presentations, Science Camp</p>	<p><u>Resource:</u> 0100</p> <p>Object; \$</p> <p>5200; \$353</p> <p>5800; \$3,890</p> <p>Total: \$4243</p>
<p>Scope of service:</p>	<p>ALL</p> <p>Grades: All</p>		<p>Scope of service:</p>	<p>ALL</p> <p>Grades: All</p>
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	

Transportation Services (Home to School, Field Trips).		<u>Resource:</u> <u>0000</u> Object; \$ 5600; \$2,100 4300; \$7,000 2200; \$15,519 3000; \$3,655 5900; \$100 <u>Resource:</u> <u>0100</u> Object; \$ 5200; \$300 Total: \$28,674	Transportation Services (Home to school, Field Trips, to include payroll and supplies), Purchase of two transport vans.	<u>Resource: 0000</u> Object; \$ 5600; \$2,000 4300; \$6,000 2200; \$15,519 3000; \$3,666 5900; \$110 6400; \$27,891 <u>Resource: 0100</u> Object; \$ 6400; \$27,891 Total: \$83,077
Scope of service:	ALL Grades: All		Scope of service:	ALL Grades: All
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	

Academic Achievement Incentives		<u>Resource:</u> 0100 Object; \$ 4300; \$1,000	Academic Achievement Incentives	<u>Resource:</u> 0100 Object; \$ 4300; \$1,000
Scope of service:	ALL Grades: All		Scope of service:	ALL Grades: All
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
Foster Youth/ ELL Liaison responsible for quarterly updates for all FY and ELL students. Also advocates for and supports these students and their families. Reports to and facilitates coordination with LCOE programs. Responsible for end of year foster Youth Report to Board of Trustees.		<u>Resource:</u> 0100 Object; \$ 1200; \$500 3000; \$81 Total: \$581	Foster Youth/ ELL Liaison responsible for quarterly updates for all FY and ELL students. Also advocates for and supports these students and their families. Reports to and facilitates coordination with LCOE programs. Responsible for end of year foster Youth Report to Board of Trustees.	<u>Resource:</u> 0100 Object; \$ 1200; \$500 3000; \$81 Total: \$581
Scope of service:	ALL Grades: All		Scope of service:	ALL Grades: All

_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other	
AVID College Readiness Program K-8 to include cost of program, supplies and materials and professional development		<u>Resource: 0100</u> Object; \$ 1190; \$11,000 1300; \$1,500 3000; \$2,040 5200; \$5,800 5800; 23,519 Total: \$43,859	AVID College Readiness Program K-8 to include cost of program, supplies and materials and professional development - AVID Summer Institute for 2016/17 has been included in 2015/16 expenditures because it is scheduled before the end of this fiscal year.	<u>Resource: 0100</u> Object; \$ 1190; \$14,000 1300; \$1,500 3000; \$3,500 5200; \$23,000 5800; \$30,000 4300; \$2,100 Total: \$74,100
Scope of service:	ALL Grades: All		Scope of service:	ALL Grades: All
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other	

What changes in actions, services, and expenditures	<p>Additional actions for improving Reading Achievement will be added in the 2016-2017 school year.</p> <p>Existing actions addressing Math will continue and will remain mostly unchanged.</p> <p>AVID Program expenditures include Summer Institute for 2016/17 due to dates of conference.</p> <p>In addition to offering a before school homework room, we added an after school tutoring/homework program at both the primary and upper grade levels.</p> <p>Additional incentives for GPA to include but not limited to field trips.</p> <p>At each midquarter, the School Climate Coordinator will monitor and meet with 4-8th grade students that are below a 2.0 and in some cases provide an intervention plan.</p> <p>In 2016/17 we will increase library services from .750 to 1.0 FTE to support reading groups and accelerated reader with an incentive program.</p>
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Original Goal from prior year LCAP:	<p>Improve school culture and climate for all students, staff, parents, and guardians. Parents/Guardians will become more involved in their child's education and demonstrate increased participation in school sponsored activities.</p>	<p>Related State and/or Local Priorities: _1 _2 X 3 _4 X 5 X 6 _7 _8 Local:</p>				
Goal Applies to:	<table border="1"> <tr> <td style="background-color: #cccccc;">Schools:</td> <td>ALL</td> </tr> <tr> <td style="background-color: #cccccc;">Grades:</td> <td>All</td> </tr> </table>	Schools:	ALL	Grades:	All	
Schools:	ALL					
Grades:	All					
Applicable Pupil Subgroups:	All					

Expected Annual Measurable Outcomes:		Actual Annual Measurable Outcomes:	
	<p>Parents will have increased opportunities to be involved in school functions and attendance at school functions i.e. two parent/teacher conferences, Open House, two parent/family nights, Math Night, Back to School Night, and classroom volunteering. Students' suspension rate will decrease. Students' attendance rate will rise.</p> <p>Metric: Measured number of parent involvement opportunities to be increased by one each year until the district reaches a total of 8, (6 in 2014/15), parent attendance was measured by sign in sheets and a baseline attendance was developed of 756 visits for 2014-15 (then for each subsequent year increase by 2%), Suspension and expulsion rates (SARC) Students' suspension rate will decrease from the 2 year average of 6.45 to 6.25, attendance reports will show an increase in attendance by .2% yearly or be at or above 95% (with a 2014-2015 baseline of 93.94 calculated at end of 3rd quarter) middle school dropout rates will stay at 0. Expulsion Rate will stay at 0. The Chronic Absenteeism rate will decrease by at least 1% (based on the 2014-2015 baseline of 20% calculated on 4/30/15).</p> <p>K-8 district thus high school dropout and graduation rates not applicable.</p>		<p>Some progress has been made on goal 3 outcomes. We have increased the number of formal opportunities for parents to participate at school to 7. This includes Open House, Back to School Night, Two Parent Conferences, Two AVID Nights and Family Math Night. The total number of parent visits to the site was 756 last year and 1006 this year. This was an increase of 33% surpassing our goal of 2% increase per year. The suspension rate as reported in the SARC went from 6.45 last year to 6.1 this year. (the goal was 6.25) The attendance rate dropped slightly from our benchmark of 93.94 to 93.58. we believe that this slight decrease is due partially to a flu epidemic experianced in the third quarter. The percentage has already started to climb and we feel it is possible that it might continue to rise to our target of 94.14 by the end of the year. The chronic absenteeism rate did fall slightly from last years benchmark of 20% to 19.9%.</p>

LCAP Year: 2015-16					
Planned Actions/Services		Actual Actions/Services			
		Budgeted Expenditures			Estimated Actual Annual Expenditures
Activities to increase parent’s value of their child’s education –Parent Involvement Coordinator (2 family nights per yr, volunteer opp. & increased communication) to include supplies and materials		<u>Resource: 0100</u> Object; \$ 1190; \$1,200 3000; \$196 4300; \$500 Total: \$1,896	Activities to increase parent’s value of their child’s education –Parent Involvement Coordinator (2 family nights per yr, volunteer opp. & increased communication) to include supplies and materials		<u>Resource: 0100</u> Object; \$ 1190; \$1,200 3000; \$196 4300; \$619 5710; \$11 Total: \$2,026
Scope of service:	ALL Grades: All		Scope of service:	ALL Grades: All	
_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino X White X Students with Disabilities X Homeless _ Other			_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino X White X Students with Disabilities X Homeless _ Other		

Character Counts Program-Supplies and Stipend		<u>Resource:</u> <u>0040</u>	Character Counts Program-Supplies and Stipend; School Climate/Bullying Supplies and Materials and Professional Development	<u>Resource:</u> 0100
		Object; \$		Object; \$
		1190; \$600		1190; \$600
		3000; \$97		3000; \$97
		4300; \$250		4300; \$902
		Total: \$1,896		Total: \$1,599
Scope of service:	ALL Grades: All		Scope of service: ALL Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
Additional Noon Duty Supervision (addtl. staff at noon duty and morning recess) Responsibilities include structured play activities for students during recess.		<u>Resource:</u> <u>0100</u>	Additional Noon Duty Supervision .4375 FTE - (addtl. staff at noon duty and morning recess) Responsibilities include structured play activities for students during recess	<u>Resource:</u> 0100
		Object; \$		Object; \$
		2900; \$7,500		2900; \$8,039
		3000; \$884		3000; \$884
		Total: \$8,384		4300; \$500
				Total: \$9,423

Scope of service:	ALL Grades: All		Scope of service:	ALL Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Increase participation in text message program, promotion of web site to parents		<u>Resource: 0100</u> Object; \$ 4300; \$100 5800; \$600 Total: \$700	Increase participation in text message program, promotion of web site to parents		<u>Resource: 0100</u> Object; \$ 4300; \$100 5800; \$774 Total: \$874
Scope of service:	ALL Grades: All		Scope of service:	ALL Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

<p>Increased school to home communication through flyers, weekly progress reports, teacher websites and access to grading programs</p>		<p><u>Resource:</u> 0100</p> <p>Object; \$</p> <p>4300; \$300</p> <p>5800; \$400</p> <p>Total: \$700</p>	<p>Increased school to home communication through flyers, weekly progress reports, teacher websites and access to grading programs</p>		<p><u>Resource:</u> 0100</p> <p>Object; \$</p> <p>4300; \$100</p> <p>Total: \$100</p>
<p>Scope of service:</p>	<p>ALL</p> <p>Grades: All</p>		<p>Scope of service:</p>	<p>ALL</p> <p>Grades: All</p>	
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		
<p>More opportunities for parents to participate in various committees/councils, activities and school volunteer work.</p>		<p>NA</p> <p>No cost</p>	<p>More opportunities for parents to participate in various committees/councils, activities and school volunteer work.</p>		<p>NONE</p>
<p>Scope of service:</p>	<p>ALL</p> <p>Grades: All</p>		<p>Scope of service:</p>	<p>ALL</p> <p>Grades: All</p>	

_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino X White X Students with Disabilities X Homeless _ Other			_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino X White X Students with Disabilities X Homeless _ Other		
Counseling Services –(Additional day to include Anger Mgmt groups, Peer Counseling opportunities to grades 6-8)		<u>Resource:</u> 0100 Object; \$ 5800; \$36,000 Total: \$36,000	Counseling Services –(Additional day to include Anger Mgmt groups, Peer Counseling opportunities to grades 6-8)		<u>Resource:</u> 0100 Object; \$ 5800; \$36,000 Total: \$36,000
Scope of service:	ALL Grades: All		Scope of service:	ALL Grades: All	
_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities X Homeless _ Other			_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities X Homeless _ Other		

PBIS (Positive Behavioral Intervention & Supports)		<u>Resource:</u> <u>9010</u> Object; \$ 1300; \$15,607 3000; \$4,268 Total: \$19,875	PBIS (Positive Behavioral Intervention & Supports), Program Costs, Professional Development, Supplies	<u>Resource:</u> 9010 Object; \$ 1300; \$11,272 3000; \$3,000 1190; \$600 2400; \$300 4300; \$400 4400; \$825 5200; \$898 Total: \$17,295
Scope of service:	ALL Grades: All		Scope of service:	ALL Grades: All
_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless _ Other			_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless _ Other	
Attendance incentive program		<u>Resource:</u> <u>0100</u> Object; \$ 4300; \$1,000 Total: \$1,000	Attendance Incentive Program	<u>Resource:</u> 0100 Object; \$ 4300; \$175 Total: \$175
Scope of service:	ALL Grades: All		Scope of service:	ALL Grades: All

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>
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What changes in actions, services, and expenditures

In 2016/17, we will be adding a .125 FTE for more playground/recess supervision to encourage students to be actively participating in games during recess thus staying out of trouble.

One more Family Night (Science Fair) will be added in 2016/2017 bringing the total to 9 and creating an additional opportunity for students to showcase their work. Additional funding needed.

Additional attendance incentives will be created for the 2016/2017 school year. Additional funding needed.

Healthy Start as well as the truancy officer will contact families of chronically absent students to offer services.

PBIS will move into full implementation to further support improved attendance and behavior.

A 1.0 FTE behavior aide will be added to support existing student programs.

School Climate Coordinator/behavior aide will meet with students who are moving towards chronic absenteeism do develop strategies for improvement.

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	569576
<p>In the 2016/2017 LCAP year, the district is projecting to receive \$569,576 in Supplemental and Concentration Grant funds (SCG) generated by the districts' number of low income, English learner and foster youth pupils. These pupils combined represent a projected 88.36% unduplicated count of total enrollment. Because the district's unduplicated percentage is very high with the majority of students falling in the low income category, SCG funds will be expended on all pupils (100%) in the district so that all pupils will benefit from the use of these particular funds. The district's projected budgeted expenditures of supplemental and concentration grant funds are \$580,617.</p> <p>Section 2 includes a listing of actions and services that are provided to all pupils school wide. Some actions will be given as a priority to foster youth, and EL/RFEP. The actions and services provided in this section for all three goals are a combination of basic core services (facilities, teachers, adopted textbooks/materials, transportation) and supplemental services (all other expenditures over and above basic core services). Most of the supplemental services in this section are funded with the Supplemental and Concentration Grant funds (SCG) identified by resource 0100. The SCG funds in this section allow the district to provide all pupils services such as increased technology exposure and use, reading and math supplemental instructional programs and materials/software programs, expanded library services, increased opportunities for parent involvement, behavioral interventions, and more opportunities for pupils to participate in educational experiences outside of the classroom.</p>	

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

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

31.77	%
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Because the district is expending supplemental and concentration funds on all students school wide, the proportionality percentage is met by the actions and services provided supplemental to the existing core services required. The supplemental actions and services in section 2 include the following: Reading and math pull-out intervention, homework help and tutoring, summer school, counseling services, parent involvement and support activities, noon duty supervision and bullying prevention activities, AVID program, PBIS (Positive Behavioral Intervention & Supports), Activity Director, two additional instructional aides, expansion of Accelerated Reader, a new supplemental math program, academic and attendance incentives, and a Foster Youth/ELL Coordinator. Due to being a small school K-8 district with an enrollment of approximately 260 students, it is very difficult to avoid multiple combination classrooms. The district will be using SCG funds to retain an additional teacher to reduce the number of combination classes at the primary level (K-3). In addition, the district is adding the following services: School Climate Coordinator, School Climate Aide to help promote positive behavior, Student clothes closet/hygiene supplies, outdoor marquis to promote parent involvement and increase communication, Lexia Core5 Reading program, Character Counts "Too Good" Curriculum, pre-kindergarten program at the preschool, expanded library services to offer more student reading groups, and an additional laptop cart for grades 6-8.

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).