

Introduction:

Introduction: The following metrics are not applicable to our TK-8 district: UC/CSU eligible graduates; AP exam results; Early Assessment Program (EAP) 2014 test results; high school dropout rates; high school graduation rates; concurrent enrollment in community college classes; enrollment in Career/Tech courses.

LEA: Fortuna Elementary

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LCAP Year: 2016-17

Local Control and Accountability plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP

Stakeholder Meeting dates:

10/26/15--Chamber of Commerce mtg. to gather stakeholder input

11/10/15--Parent/Teacher Organization mtg. to gather stakeholder input

12/2/15--Certificated staff meetings to review LCAP goals, discuss, and gather input

12/3/15--All schools' site councils met to discuss and review the LCAP (CTA and CSEA representatives were specifically invited to these meetings to review LCAP)

12/16/15--District meeting was held to review the LCAP with certificated, classified, admin, and classified mgmt. staff (CTA and CSEA representatives were specifically invited to this meeting to review LCAP)

1/27/16--Meeting was held with special ed. staff to review LCAP

3/7/16--Meeting with certificated staff to gather LCAP input (CTA representatives were specifically invited to attend this meeting)

4/16--LCAP input was also gathered by use of an online survey (English and Spanish) that was offered to all stakeholders (specific invitations to take the survey were issued to parents/guardians, all staff, CTA and CSEA representatives, management, and community stakeholders in order to gather their input on LCAP development) Students were also given the opportunity to give their input on the survey.

Several meetings were conducted to review LCAP goals and to gather data for future goals

Review of LCAP process and budget concerns took place at board meetings: gathered input

Public meeting for stakeholders took place at the Chamber of Commerce: gathered input

Trimesterly EL parent meetings: gathered input

Parent/Teacher meetings: gathered input

Site Council meetings: All schools' site councils served as parent advisory committees regarding LCAP updates as well as gathering future

There were repeated requests to maintain small class sizes throughout the district:

The district maintained average class sizes at 24:1 or less in TK-3, and at 26:1 or less in grades 4-8

Stakeholders repeated their desire to maintain counselors at all district sites

Counselors were maintained at all sites

Stakeholders repeated their desire to continue PBIS implementation at all district schools

PBIS implementation was continued at all sites

Teachers maintained their desire to have access to professional development activities--especially in regard to the implementation of CCSS

CCSS professional development opportunities continued to be made available to staff members

Teachers maintained their desire to continue the pursuit of a CCSS-based E/LA program

The district actively pursued the purchase of a new CCSS E/LA program

All stakeholders expressed a desire to continue with the upgrading of technology infrastructure at all school sites as well as to continue the purchase of technological devices i.e. Chromebooks, iPads, computers

Technology infrastructure was upgraded and additional devices were

input toward LCAP development

Meetings with teacher/parent committees: review of goals and gathered input

Meetings with certificated staff: reviewed goals and gathered input

Online survey (both Spanish and English) was offered to parents/guardians, staff, and students: input gathered

purchased

Certificated and Classified staff reiterated their desire to offer expanded academic intervention opportunities for all students, not just those identified as English Learners

Expanded academic intervention opportunities were provided to low achieving students

Teachers expressed a desire to expand the role of district library clerks in order to add a media component to their job descriptions that they might be able to maintain schools' computer labs as well as their libraries

It was determined that library clerk/media positions are not feasible at this time

<p>Annual Update:</p> <p>Discussion of progress on current goals and results to date for the Annual Update occurred at the same meetings as the Stakeholder sessions listed above.</p> <p>10/26/15--Chamber of Commerce mtg. to gather stakeholder input</p> <p>11/10/15--Parent/Teacher Organization mtg. to gather stakeholder input</p> <p>12/2/15--Certificated staff meetings to review LCAP goals, discuss, and gather input</p> <p>12/3/15--All schools' site councils met to discuss and review the LCAP</p> <p>12/16/15--District meeting was held to review the LCAP with certificated, classified, admin, and classified mgmt. staff</p> <p>1/27/16--Meeting was held with special ed. staff to review LCAP</p> <p>3/7/16--Meeting with certificated staff to gather LCAP input</p> <p>4/16--LCAP input was also gathered by use of an online survey (English and Spanish) that was offered to all parents/guardians, staff, (CTA, CSEA, and management) students, and community stakeholders</p>	<p>Annual Update:</p> <p>Discussion of results of the Annual Update occurred at stakeholder meetings</p> <p>Counselors were maintained at all sites</p> <p>Technology infrastructure was upgraded and additional devices were purchased</p> <p>The district maintained average class sizes at 24:1 or less in TK-3, and at 26:1 or less in grades 4-8</p> <p>PBIS implementation continued at all sites</p> <p>Professional development opportunities continued to be made available to staff members</p> <p>The district will continue to pursue the purchase of a CCSS E/LA program</p> <p>Expanded academic intervention opportunities were provided to low achieving students</p> <p>It was determined that library clerk/media positions are not feasible at this time</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:	Provide Equitable Intervention for all district sites. English Learners and students in any subgroups who are performing below expected grade level standards as measured by local and/or statewide assessments will be afforded intervention opportunities by their teachers, paraprofessionals, learning specialists, and intervention teachers.	Related State and/or Local Priorities: _1 X 2 _3 X 4 _5 _6 X 7 _8 Local: n/a
Identified Need:	Ongoing local and statewide achievement data shows a need for more individualized interventions at all sites.	
Goal Applies to:	Schools: All Grades: All	
	Applicable Pupil Subgroups:	All
LCAP Year 1		

<p>Expected Annual Measurable Outcomes:</p>	<p><u>Metric</u></p> <p>CELDT results</p> <p>NWEA results</p> <p>CAASPP results</p> <p><u>Outcome</u></p> <p>90% of students receiving EL interventions will show growth over the scores from previous CELDT testing and there will be an increase of the number of redesignated EL students by 1%.</p> <p>90% of students will show growth in both math and E/LA assessments when NWEA fall assessments are compared to winter assessments.</p> <p>On average by school site, 20% of students who take the CAASPP assessments will score at the proficient level or better in both ELA and math.</p>		
<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>Teachers will use all available data such as DIBELS, NWEA, CAASPP results, and classroom assessments to monitor student achievement</p>	<p>LEA-wide 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>\$1,141,975 (20% portion of teachers' salaries devoted to assessment and intervention) Resources: LCF Base, LCFF Sup/Con, EPA, Title I, Title II, Special Education: Salary and Benefits</p>
<p>DIBELS, NWEA, and CAASPP assessment data will be used to identify and determine appropriate interventions and help to drive instruction</p>	<p>LEA-wide 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>\$6,500 for testing supplies - LCFF Sup/Con: Tests; \$12,960 for NWEA testing services - LCFF Sup/Con: Contracted Services; \$1,200 for DIBELS testing services - LCFF Sup/Con - Contracted Services; \$2,030 for CELDT testing supplies - Title III: Supplies</p>

<p>The supplemental and concentration grant funds will principally be used to support the EL Coordinators, Reading Specialists, and the Foster Youth Liaison to provide additional academic support for students in the targeted groups.</p>	<p>LEA - wide 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 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 checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$304,156 - LCFF Sup/Con: Salary & Benefits</p>
<p>As requested by stakeholders, LCFF Sup/Con grant funds will primarily be used to provide eleven additional teachers in order to reduce student/teacher ratio to provide more learning support for students at all schools across the district.</p>	<p>LEA wide 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>Classroom teachers - Salary & Benefits \$920,899</p>
<p>Title I and LCFF funds will be used to support classroom aides in primary classrooms who will provide additional academic intervention opportunities for students identified as needing increased academic support.</p>	<p>Elementary Schools Grades: TK, K, 1st</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>\$160,062 - LCFF G/F and Title I - Salary and Benefits</p>
<p>LCAP Year 2</p>			

<p>Expected Annual Measurable Outcomes:</p>	<p><u>Metric</u></p> <p>CELDT results</p> <p>NWEA results</p> <p>CAASPP results</p> <p><u>Outcome</u></p> <p>90% of students receiving EL interventions will show growth over the scores from previous CELDT testing and there will be an increase of the number of redesignated EL students by 1%.</p> <p>90% of students will show growth in both math and E/LA assessments when NWEA fall assessments are compared to winter assessments.</p> <p>On average by school site, 25% of students who take the CAASPP assessments will score at the proficient level or better in both ELA and math..</p>		
<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>Teachers will use all available data such as DIBELS, NWEA, CAASPP results, and classroom assessments to monitor student achievement</p>	<p>LEA-wide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ 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</p> <p>_ Other</p>	<p>\$1,164,547</p> <p>(20% portion of teachers' salaries devoted to assessment and intervention)</p> <p>Resources: LCF Base, LCFF Sup/Con, EPA, Title I, Title II, Special Education: Salary and Benefits</p>

<p>DIBELS, NWEA, and CAASPP assessment data will be used to identify and determine appropriate interventions and help to drive instruction</p>	<p>LEA-wide 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>\$6,500 for testing supplies - LCFF Sup/Con: Tests; \$13,000 for NWEA testing services - LCFF Sup/Con: Contracted Services; \$1,200 for DIBELS testing services - LCFF Sup/Con - Contracted Services; \$2,030 for CELDT testing supplies - Title III: Supplies</p>
<p>The supplemental and concentration grant funds will principally be used to support the EL Coordinators, Reading Specialists, and the Foster Youth Liaison to provide additional academic support for students in the targeted groups.</p>	<p>LEA - wide Grades: All</p>	<p>_ All ----- X 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 X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities X Homeless _ Other</p>	<p>\$309,783 - LCFF Sup/Con: Salary & Benefits</p>
<p>As requested by stakeholders, LCFF Sup/Con grant funds will primarily be used to provide eleven additional teachers in order to reduce student/teacher ratio to provide more learning support for students at all schools across the district.</p>	<p>LEA wide 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>Classroom teachers - Salary & Benefits: \$937,936</p>

<p>Title I and LCFF funds will be used to support classroom aides in primary classrooms who will provide additional academic intervention opportunities for students identified as needing increased academic support.</p>	<p>Elementary Schools Grades: TK, K, 1st</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>\$164,864 - LCFF G/F and Title I - Salary and Benefits</p>
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LCAP Year 3

<p>Expected Annual Measurable Outcomes:</p>	<p><u>Metric</u> CELDT results NWEA results CAASPP results</p> <p><u>Outcome</u> 90% of students receiving EL interventions will show growth over the scores from previous CELDT testing and there will be an increase of the number of redesignated EL students by 1%. 90% of students will show growth in both math and E/LA assessments when NWEA fall assessments are compared to winter assessments. On average by school site, 30% of students who take the CAASPP assessments will score at the proficient level or better in both ELA and math.</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>
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<p>DIBELS, NWEA, and CAASPP assessment data will be used to identify and determine appropriate interventions and help to drive instruction</p>	<p>LEA-wide 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>\$6,500 for testing supplies - LCFF Sup/Con: Tests; \$13,000 for NWEA testing services - LCFF Sup/Con: Contracted Services; \$1,200 for DIBELS testing services - LCFF Sup/Con - Contracted Services; \$2,030 for CELDT testing supplies - Title III: Supplies</p>
<p>Teachers will use all available data such as DIBELS, NWEA, CAASPP results, and classroom assessments to monitor student achievement</p>	<p>LEA-wide 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>\$1,178,828 (20% portion of teachers' salaries devoted to assessment and intervention) Resources: LCFF Base, LCFF Sup/Con, EPA, Title I, Title II, Special Education: Salary and Benefits</p>

<p>The supplemental and concentration grant funds will principally be used to support the EL Coordinators, Reading Specialists, and the Foster Youth Liaison to provide additional academic support for students in the targeted groups.</p>	<p>LEA - wide 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 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 checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$315,514 - LCFF Sup/Con: Salary & Benefits</p>
<p>As requested by stakeholders, LCFF Sup/Con grant funds will primarily be used to provide eleven additional teachers in order to reduce student/teacher ratio to provide more learning support for students at all schools across the district.</p>	<p>LEA wide 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>Classroom teachers - Salary & Benefits: \$955,288</p>
<p>Title I and LCFF funds will be used to support classroom aides in primary classrooms who will provide additional academic intervention opportunities for students identified as needing increased academic support.</p>	<p>Elementary Schools Grades: TK, K, 1st</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>\$173,108 - LCFF G/F and Title I - Salary and Benefits</p>

GOAL:	All students will be taught by using CCSS practices and instructional materials for mathematics, and CCSS practices will be used by teachers for E/LA instruction.	Related State and/or Local Priorities: X 1 X 2 _3 X 4 _5 _6 X 7 X 8 Local: In/a
Identified Need:	Continued implementation of CCSS math adoption and review of new E/LA CCSS state approved adoptions. Student performance of CAASPP of only 23% at standard in math and 18% in ELA indicate CCS instructional practices are not yet fully in place.	
Goal Applies to:	Schools:	All
	Grades:	All
	Applicable Pupil Subgroups:	All
LCAP Year 1		

<p>Expected Annual Measurable Outcomes:</p>	<p><u>Metric</u></p> <p>Number of Highly Qualified Teachers</p> <p>Instructional Materials</p> <p>CCSS instructional materials</p> <p>PD with ELA/ELD newly adopted programs</p> <p>NWEA assessments and local multiple measures of student achievement</p> <p>CAASPP</p> <p><u>Outcome</u></p> <p>100% of teachers are Highly Qualified</p> <p>All students have access to instructional materials</p> <p>Full implementation of CCSS math & adopted E/LA materials</p> <p>All teachers will receive training on ELA/ELD materials</p> <p>80% of students district wide will show growth on the NWEA assessment</p> <p>School sites will average 20% or better of students who score proficient or better on CAASPP assessments</p> <p>Monthly awards assemblies to acknowledge academic and citizenship achievements</p> <p>Monthly awards to acknowledge positive student attendance</p> <p>Students will be exposed to a broad course of study through occasional art activities, exposure to music through the music program, and daily instruction in science, social studies/history, and physical education lessons/activities. Evidence of progress will be documented through teacher lesson plans, ongoing assessments, and student progress reports.</p>		
	<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>

<p>Teachers will use available data to monitor student achievement</p>	<p>LEA-wide 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>\$5,709,874 for HQT's - General Fund-Salaries and Benefits \$188,000 for instructional materials - Instructional Materials and State Lottery Revenue: Textbooks \$46,402 for PD - Title I Low Income: Travel & Conferences</p>
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<p>Formative assessment data will be used to drive instruction and interventions, as well as to document academic growth of the targeted student groups.</p>	<p>LEA-wide 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 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 checked="" type="checkbox"/> Other (Low achieving)</p>	<p>\$1,141,975 (20% portion of teachers' salaries devoted to assessment and intervention) Resources: LCFF Base, LCFF - Sup/Con, EPA, Title I, Title II, Special Education: Salary and Benefits \$5,000 Testing Coordinator Stipend - LCFF Sup/Con: Salary</p>
<p>Purchase state adopted ELA materials to provide a broad course of study for all students</p>	<p>LEA-wide 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 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 checked="" type="checkbox"/> Other (Low achieving)</p>	<p>\$185,000 RS 0212 Instructional Materials: OB 4110 Textbooks</p>

<p>LCFF Con/Sup grant funds will be used to partially support school librarians and library clerks to provide additional academic support for targeted student groups.</p>	<p>LEA wide 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>\$79,129 - LCFF Sup/Con: Salary and Benefits</p>
<p>In order to support English Language acquisition and provide translation services for student and parents of targeted ELLs, EL aides and a translator will be funded with LCFF Sup/Con grant funds.</p>	<p>LEA wide Grades: All</p>	<p>_ All ----- _ 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>\$59,971 - LCFF Sup/con: Salary & Benefits</p>
<p>A portion of Sup/Con grant funds will be used to purchase intervention supplies and materials in order to additionally support the academic needs of students in the targeted groups.</p>	<p>LEA wide Grades: All</p>	<p>_ 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 X Students with Disabilities X Homeless _ Other</p>	<p>\$9,471 - LCFF Sup/Con: Materials & Supplies</p>
<p>LCAP Year 2</p>			

Expected Annual Measurable Outcomes:	<p><u>Metric</u></p> <p>Number of Highly Qualified Teachers</p> <p>Instructional Materials</p> <p>CCSS instructional materials</p> <p>PD with ELA/ELD standards and framework</p> <p>NWEA assessments and local multiple measures of student achievement</p> <p>CAASPP</p> <p><u>Outcome</u></p> <p>100% of teachers are Highly Qualified</p> <p>All students have access to instructional materials</p> <p>Full implementation of CCSS math & adopted E/LA materials</p> <p>All teachers will receive training on ELA/ELD materials</p> <p>100% of students will show growth on local assessments and 80% of students will show growth on NWEA assessments</p> <p>School sites will average 25% or better of students who score proficient or better on CAASPP assessments</p> <p>Monthly awards assemblies to acknowledge academic and citizenship achievements</p> <p>Monthly awards to acknowledge positive student attendance</p> <p>Students will be exposed to a broad course of study through occasional art activities, exposure to music through the music program, and daily instruction in science, social studies/history, and physical education lessons/activities. Evidence of progress will be documented through teacher lesson plans, ongoing assessments, and student progress reports.</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

<p>Teachers will use multiple measures to monitor ongoing student achievement</p>	<p>LEA-wide 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>\$5,822,734 for HQT's - LCFF Base: Salaries and Benefits \$46,602 for PD - Title I: Travel & Conferences</p>
<p>Formative assessment data will be used to drive instruction and interventions, as well as to document academic growth of the targeted student groups.</p>	<p>LEA-wide 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>\$1,164,547 (20% portion of teachers' salaries devoted to assessment and intervention) Resources: LCFF Base, LCFF - Sup/Con, EPA, Title I, Title II, Special Education: Salary and Benefits \$5,000 - Testing Coordinator Stipend - Salary & Benefits</p>

<p>LCFF Con/Sup grant funds will be used to partially support school librarians and library clerks to provide additional academic support for targeted student groups.</p>	<p>LEA wide 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>\$82,295 - LCFF Sup/Con: Salary and Benefits</p>
<p>In order to support English Language acquisition and provide translation services for student and parents of targeted ELLs, EL aides and a translator will be funded with LCFF Sup/Con grant funds.</p>	<p>LEA wide Grades: All</p>	<p>_ All ----- _ 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>\$62,970 - LCFF Sup/con: Salary & Benefits</p>
<p>A portion of Sup/Con grant funds will be used to purchase intervention supplies and materials in order to additionally support the academic needs of students in the targeted groups.</p>	<p>LEA wide Grades: All</p>	<p>_ 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 X Students with Disabilities X Homeless _ Other</p>	<p>\$9,471 - LCFF Sup/Con: Materials & Supplies</p>
<p>LCAP Year 3</p>			

<p>Expected Annual Measurable Outcomes:</p>	<p><u>Metric</u></p> <p>Number of Highly Qualified Teachers</p> <p>Instructional Materials</p> <p>CCSS instructional materials</p> <p>PD with ELA/ELD standards and framework</p> <p>NWEA assessments and local multiple measures of student achievement</p> <p>CAASPP</p> <p><u>Outcome</u></p> <p>100% of teachers are Highly Qualified</p> <p>All students have access to instructional materials</p> <p>Full implementation of CCSS math & adopted E/LA materials</p> <p>All teachers will receive training on ELA/ELD materials</p> <p>100% of students will show growth on local assessments and 80% of students will show growth on NWEA assessments</p> <p>School sites will average 30% or better of students who score proficient or better on CAASPP assessments</p> <p>Monthly awards assemblies to acknowledge academic and citizenship achievements</p> <p>Monthly awards to acknowledge positive student attendance</p> <p>Students will be exposed to a broad course of study through occasional art activities, exposure to music through the music program, and daily instruction in science, social studies/history, and physical education lessons/activities. Evidence of progress will be documented through teacher lesson plans, ongoing assessments, and student progress reports.</p>		
	<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>

<p>Formative assessment data will be used to drive instruction and interventions, as well as to document academic growth of the targeted student groups.</p>	<p>LEA-wide 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>\$1,178,828 (20% portion of teachers' salaries devoted to assessment and intervention) Resources: LCFF Base, LCFF - Sup/Con, EPA, Title I, Title II, Special Education: Salary and Benefits \$5,000 - Testing Coordinator Stipend - Salary & Benefits</p>
<p>Teachers will use multiple measures to monitor ongoing student achievement</p>	<p>LEA-wide 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>\$5,894,139 for HQT's - LCFF Base: Salaries and Benefits \$46,602 for PD - Title I: Travel & Conferences</p>

<p>LCFF Con/Sup grant funds will be used to partially support school librarians and library clerks to provide additional academic support for targeted student groups.</p>	<p>LEA wide 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>\$85,587 - LCFF Sup/Con: Salary and Benefits</p>
<p>In order to support English Language acquisition and provide translation services for student and parents of targeted ELLs, EL aides and a translator will be funded with LCFF Sup/Con grant funds.</p>	<p>LEA wide Grades: All</p>	<p>_ All ----- _ 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>\$65,489 - LCFF Sup/con: Salary & Benefits</p>
<p>A portion of Sup/Con grant funds will be used to purchase intervention supplies and materials in order to additionally support the academic needs of students in the targeted groups.</p>	<p>LEA wide Grades: All</p>	<p>_ 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 X Students with Disabilities X Homeless _ Other</p>	<p>\$9,471 - LCFF Sup/Con: Materials & Supplies</p>

GOAL:	Develop positive school climate which engages students and is based on school wide positive behavior practices	Related State and/or Local Priorities: X 1 _2 _3 _4 X 5 X 6 _7 _8 Local: In/a
Identified Need:	Learning environments are sometimes disrupted by students who exhibit poor self-regulation and by poor attendance. The district's average attendance rate is 94.64% and the chronic absenteeism rate is .003%.	
Goal Applies to:	Schools:	All
		Grades: All
	Applicable Pupil Subgroups:	All
LCAP Year 1		

<p>Expected Annual Measurable Outcomes:</p>	<p><u>Metric</u></p> <p>School attendance rates</p> <p>Chronic absenteeism rates</p> <p>Middle School Dropout rate</p> <p>Suspension rates</p> <p>Expulsion rates</p> <p>School wide information system (SWIS) data to support PBIS implementation</p> <p>Site based student climate surveys</p> <p>FIT (Facilities Inspection Tool)</p> <p><u>Outcome</u></p> <p>Improve overall district wide attendance by .5%</p> <p>Decrease chronic absenteeism by .001%</p> <p>Maintain 0% dropout rate</p> <p>Decrease overall district suspension rates by 2%</p> <p>Maintain 0% expulsion rate</p> <p>Site data will show a decrease in incidents of needed “assertive discipline” interventions by 5%.</p> <p>Student survey data will show a 2% increase in students’ positive attitudes toward their school</p> <p>Maintain “good” standards per FIT reports</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>

Ongoing PD for counselors as PBIS trainers	LEA-wide 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	\$5,000 - Title I: Travel & Conference
Continued implementation of SWIS teams at each site	LEA-wide 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	\$1,200 - Title I: Travel & Conference
Maintain all facilities in fair to good repair	LEA-wide 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	\$182,971 - Ongoing and Major Maintenance
Counselors and Psychologists will be supported with LCFF Sup/Con grant funds to primarily support targeted student groups in order to engage them more fully at their school sites and improve school climate.	LEA wide 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 X Students with Disabilities X Homeless _ Other	\$449,363 - Salary and Benefits

<p>The music program will be partially supported by LCFF Con/Sup grant funds to engage students, encourage improved attendance for targeted student groups, and improve school climate at all school sites.</p>	<p>LEA Wide 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 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>\$20,687 - Salary and benefits</p>
<p>LCAP Year 2</p>			

Expected Annual Measurable Outcomes:	<p><u>Metric</u></p> <p>School attendance rates</p> <p>Chronic absenteeism rates</p> <p>Middle School Dropout rate</p> <p>Suspension rates</p> <p>Expulsion rates</p> <p>School wide information system (SWIS) data to support PBIS implementation</p> <p>Site based student climate surveys</p> <p>FIT (Facilities Inspection Tool)</p>
	<p><u>Outcome</u></p> <p>Improve overall district wide attendance by .5%</p> <p>Decrease chronic absenteeism by .004%</p> <p>Maintain 0% dropout rate</p> <p>Decrease overall district suspension rates by 2%</p> <p>Maintain 0% expulsion rates</p> <p>Site data will show a decrease in incidents of needed “assertive discipline” interventions by 5%.</p> <p>Student survey data will show a 2% increase in students’ positive attitudes toward their school</p> <p>Maintain “fair” to “good” standards per FIT reports</p>

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Ongoing PD for counselors as PBIS trainers	LEA-wide 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	\$3,000 - Title I: Travel & Conference
Continued implementation of SWIS teams at each site	LEA-wide Grades: All	<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 type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	\$1,200 - Title I: Travel & Conference
Maintain all facilities in fair to good repair	LEA-wide 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	\$195,171 - Ongoing and Major Maintenance

<p>Counselors and Psychologists will be supported with LCFF Sup/Con grant funds to primarily support targeted student groups in order to engage them more fully at their school sites and improve school climate.</p>	<p>LEA wide 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 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>\$528,991 - Salary and Benefits</p>
<p>The music program will be partially supported by LCFF Con/Sup grant funds to engage students, encourage improved attendance for targeted student groups, and improve school climate at all school sites.</p>	<p>LEA Wide 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 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>\$21,515 - Salary and benefits</p>
<p>LCAP Year 3</p>			

<p>Expected Annual Measurable Outcomes:</p>	<p><u>Metric</u></p> <p>School attendance rates</p> <p>Chronic absenteeism rates</p> <p>Middle School Dropout rate</p> <p>Suspension rates</p> <p>Expulsion rates</p> <p>School wide information system (SWIS) data to support PBIS implementation</p> <p>Site based student climate surveys</p> <p>FIT (Facilities Inspection Tool)</p>		
	<p><u>Outcome</u></p> <p>Improve overall district wide attendance by .5%</p> <p>Decrease chronic absenteeism by .004%</p> <p>Maintain 0% dropout rate</p> <p>Decrease overall district suspension rates by 2%</p> <p>Maintain 0% expulsion rates</p> <p>Site data will show a decrease in incidents of needed “assertive discipline” interventions by 5%.</p> <p>Student survey data will show a 2% increase in students’ positive attitudes toward their school</p> <p>Maintain “fair” to “good” standards per FIT reports</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>

Continued implementation of SWIS teams at each site	LEA-wide Grades: All	<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 type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	\$1,200 - Title I: Travel & Conference
Maintain all facilities in fair to good repair	LEA-wide 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	\$196,081 - Ongoing and Major Maintenance
Ongoing PD for counselors as PBIS trainers	LEA-wide 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	\$4,000 - Title I: Travel & Conference
Counselors and Psychologists will be supported with LCFF Sup/Con grant funds to primarily support targeted student groups in order to engage them more fully at their school sites and improve school climate.	LEA wide Grades: All	<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 type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other	\$538,778 - Salary and Benefits

<p>The music program will be partially supported by LCFF Con/Sup grant funds to engage students, encourage improved attendance for targeted student groups, and improve school climate at all school sites.</p>	<p>LEA Wide 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 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>\$22,376 - Salary and benefits</p>
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GOAL:	Parents will be welcomed and encouraged to actively engage in their child's education		Related State and/or Local Priorities: _1 _2 X 3 _4 _5 _6 _7 _8 Local: In/a
Identified Need:	Parent/Guardian involvement appears to decline as students move upward through the grades based on parent attendance at school events, awards assemblies, and conferences..		
Goal Applies to:	Schools:	All	
		Grades: All	
	Applicable Pupil Subgroups:	All	
LCAP Year 1			
Expected Annual Measurable Outcomes:	<p><u>Metric</u></p> <p>Parent/Guardian participation rates</p> <p>Parent/Guardian participation at IEP meetings</p> <p>Parent/Guardian participation in LCAP meetings</p> <p><u>Outcome</u></p> <p>Achieve 92% attendance rate at parent/teacher conferences</p> <p>Establish a baseline of parent involvement and a process for counting parent attendance at school events specified by individual school site</p> <p>Maintain 100% parent/guardian attendance at IEP meetings</p> <p>Increase parent/guardian involvement at LCAP Planning Meetings by 2%</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

<p>Parents/Guardians and community members will be actively recruited to join site council committees by notifications sent home and mailed.</p>	<p>LEA-wide 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>\$1,000 LCFF Base: Printing Services</p>
<p>Administrators will participate in community events and service clubs to help inform and recruit school volunteers</p>	<p>LEA-wide 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>\$250 LCFF Base: Dues & Memberships</p>
<p>Parents/Guardians and community members will be actively recruited to volunteer in the schools</p>	<p>LEA-wide 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>\$1,000 LCFF Base: Printing Services</p>
<p>In order to encourage parents/guardians to become more actively engaged in their child's education, the District will send notifications through mailings, newsletters, flyers, and computer generated phone calls.</p>	<p>LEA wide 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>\$1,000 - LCFF Sup/Con: Printing</p>
<p>LCAP Year 2</p>			

<p>Expected Annual Measurable Outcomes:</p>	<p><u>Metric</u></p> <p>Parent/Guardian participation rates</p> <p>Parent/Guardian participation at IEP meetings</p> <p>Parent/Guardian participation in LCAP mtgs.</p> <p><u>Outcome</u></p> <p>Achieve 94% attendance rate at parent/teacher conferences</p> <p>Maintain 100% parent/guardian attendance at IEP mtgs.</p> <p>Increase parent/guardian involvement at LCAP Planning Meetings by 3%</p>		
	<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>
<p>Parents/Guardians and community members will be actively recruited to join site council committees by notifications sent home and mailed</p>	<p>LEA-wide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ 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</p> <p>_ Other</p>	<p>\$1,000 LCFF Base: Printing Services</p>

<p>Parents/Guardians and community members will be actively recruited to volunteer in the schools</p>	<p>LEA-wide 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>\$1,000 LCFF Base: Printing Services</p>
<p>Administrators will participate in community events and service clubs to help inform and recruit school volunteers</p>	<p>LEA-wide 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>\$250 LCFF Base: Dues & Memberships</p>
<p>In order to encourage parents/guardians to become more actively engaged in their child's education, the District will send notifications through mailings, newsletters, flyers, and computer generated phone calls.</p>	<p>LEA wide 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>\$1,000 - LCFF Sup/Con: Printing</p>
<p>LCAP Year 3</p>			

<p>Expected Annual Measurable Outcomes:</p>	<p><u>Metric</u></p> <p>Parent/Guardian participation rates</p> <p>Parent/Guardian participation at IEP meetings</p> <p>Parent/Guardian participation in LCAP mtgs.</p> <p><u>Outcome</u></p> <p>Achieve 94% attendance rate at parent/teacher conferences</p> <p>Maintain 100% parent/guardian attendance at IEP mtgs.</p> <p>Increase parent/guardian involvement at LCAP Planning Meetings by 4%</p>		
	<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>
<p>Administrators will participate in community events and service clubs to help inform and recruit school volunteers</p>	<p>LEA-wide 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>\$250 LCFF Base: Dues & Memberships</p>
<p>Parents/Guardians and community members will be actively recruited to join site council committees by notifications sent home and mailed</p>	<p>LEA-wide 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>\$1,000 LCFF Base: Printing Services</p>

<p>Parents/Guardians and community members will be actively recruited to volunteer in the schools</p>	<p>LEA-wide 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>\$1,000 LCFF Base: Printing Services</p>
<p>In order to encourage parents/guardians to become more actively engaged in their child's education, the District will send notifications through mailings, newsletters, flyers, and computer generated phone calls.</p>	<p>LEA wide 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>\$1,000 - LCFF Sup/Con: Printing</p>

GOAL:	Students will be prepared as 21st century learners through instructional programs which integrate technology and are aligned to CCSS.			Related State and/or Local Priorities: _1 X 2 _3 X 4 X 5 _6 X 7 _8 Local: In/a
Identified Need:	Computers, devices, and infrastructure need to be continually monitored and upgraded			
Goal Applies to:	Schools:	All		
	Grades:	All		
	Applicable Pupil Subgroups:	All		
LCAP Year 1				
Expected Annual Measurable Outcomes:	<p><u>Metric</u></p> <p>Number of computers/devices per student</p> <p>Devices used as part of daily instruction</p> <p><u>Outcome</u></p> <p>Work toward achieving 1:1 devices in grades 5-8 and 1:4 devices in grades TK-4</p> <p>Computers/devices will be used for a minimum of 30% of students' instructional lessons as verified by teachers' lesson plans and administrator observations in the classrooms.</p>			
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

<p>Director of Technology will monitor needs throughout the district</p>	<p>LEA-wide 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>\$87,742 LCFF Base: Salary & Benefits</p>
<p>Site administrators will keep Director of Technology apprised of site technology/device needs</p>	<p>LEA-wide 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>\$20,000 LCFF Base: Principals' Salary & Benefits</p>
<p>Director of Technology will work with Superintendent and Budget Manager to monitor the purchase of new hardware/software as needed</p>	<p>LEA-wide 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>\$124,058 LCFF Sup/Con and State Lottery Revenue: Computers</p>
<p>LCAP Year 2</p>			

<p>Expected Annual Measurable Outcomes:</p>	<p><u>Metric</u> Number of computers/devices per student Teachers will include devices as part of daily instruction</p> <p><u>Outcome</u> Maintain 1:1 devices in grades 5-8 and 1:3 devices in grades TK-4 Computers/devices will be used for a minimum of 35% of students' instructional lessons</p>		
<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>Director of Technology will monitor needs throughout the district</p>	<p>LEA-wide 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>\$91,174 LCFF Base: Salary & Benefits</p>
<p>Site administrators will keep Director of Technology apprised of site technology/device needs</p>	<p>LEA-wide 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>\$20,000 LCFF Base: Principals' Salary & Benefits</p>

<p>Director of Technology will work with Superintendent and Budget Manager to monitor the purchase of new hardware/software as needed</p>	<p>LEA-wide 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>\$111,827 LCFF Sup/Con and State Lottery Revenue: Computers</p>
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LCAP Year 3

<p>Expected Annual Measurable Outcomes:</p>	<p><u>Metric</u> Number of computers/devices per student Teachers will include devices as part of daily instruction</p> <p><u>Outcome</u> Maintain 1:1 devices in grades 5-8 and 1:3 devices in grades TK-4 Computers/devices will be used for a minimum of 40% of students' instructional lessons</p>
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<p align="center">Actions/Services</p>	<p align="center">Scope of Service</p>	<p align="center">Pupils to be served within identified scope of service</p>	<p align="center">Budgeted Expenditures</p>
<p>Director of Technology will work with Superintendent and Budget Manager to monitor the purchase of new hardware/software as needed</p>	<p>LEA-wide 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>\$111,827 LCFF Sup/Con and State Lottery Revenue: Computers</p>

<p>Site administrators will keep Director of Technology apprised of site technology/device needs</p>	<p>LEA-wide 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>\$20,000 LCFF Base: Principals' Salary & Benefits</p>
<p>Director of Technology will monitor needs throughout the district</p>	<p>LEA-wide 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>\$92,149 LCFF Base: Salary & Benefits</p>

Annual Update

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

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific 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:	Provide Equitable Intervention for all district sites.		Related State and/or Local Priorities: _1 _2 _3 X 4 _5 _6 _7 _8 Local:
Goal Applies to:	Schools:	All	
	Grades:	All	
	Applicable Pupil Subgroups:	Foster Youth, Low Income Pupils, Other (Under Achieving), English Learners	

Expected Annual Measurable Outcomes:	Metric:	Actual Annual Measurable Outcomes:	
	<p>CELDT results</p> <p>CELDT results</p> <p>Outcome:</p> <p>90% of students receiving EL interventions will show growth over the scores from previous CELDT testing</p> <p>Increase the number of redesignated EL students by 1%</p>		<p>District wide, 264 students were identified as being eligible to receive CELDT testing. There were 128 students who took the test from South Fortuna Elementary, 61 from Fortuna Middle School, 50 from Ambrosini Elementary, and 25 students from Toddy Thomas Middle School.</p> <p>83.5% of students showed growth on the CELDT assessment from last year to this year. We missed our target goal by 6.5%.</p> <p>In 2014-2015, 32 EL students were redesignated being proficient in English as compared to 31 EL students were redesignated in 2015-2016. This was a decrease of 3% who were redesignated.</p>

LCAP Year: 2015-16					
Planned Actions/Services		Actual Actions/Services			
		Budgeted Expenditures			Estimated Actual Annual Expenditures
Teachers will use all available data such as DIBELS, NWEA, and class assessments to monitor student achievement		\$14,500 RS 0000, OB 5800; RS 0001, OB 4314	Intervention services were offered to other students in need as requested by stakeholder input. Our NWEA testing showed an average of 80% academic improvement of students at all four sites. NWEA assessments were administered to all students in grades 1 through 8. The assessments have been administered twice so far this year (once per trimester) with one final assessment planned for late spring 2016. DIBELS assessments are administered to students receiving Response to Intervention (RTI) services. All data is reviewed in grade level PLCs, and decisions are made on how to drive instruction based on assessment data results. Ongoing classroom assessments have taken place throughout all district schools to continually monitor student growth and progress.		\$12,750
Scope of service:	All Grades: All		Scope of service:	ALL Grades: All	
<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 type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (Under Achiving)			<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>DIBELS and NWEA data will be used to identify and determine appropriate interventions and drive instruction.</p>		<p>\$947,318 20% of teacher's salaries RS 0000, 0001, 1400, 3010, 4035, 6500 OB 1XXX, 3XXX</p>	<p>NWEA licenses were renewed and NWEA assessments were administered to all students in grades 1 through 8. The assessments have been administered twice so far this year (once per trimester) with one final assessment planned for late spring 2016. DIBELS assessments are administered to students receiving Response to Intervention (RTI) services. All data is reviewed in grade level PLCs, and decisions are made on how to drive instruction based on assessment data results. Ongoing classroom assessments have taken place throughout all district schools to continually monitor student growth and progress.</p>	<p>\$1,088,885 Actual expenditures were higher than budgeted expenditures due to an increase in the original budget as well as a 3% increase on the salary schedule, the addition of longevity pay and the increase in district paid health and welfare benefits. There was also a significant increase to the district's STRS obligation.</p>
<p>Scope of service:</p>	<p>All Grades: All</p>		<p>Scope of service:</p>	<p>All Grades: All</p>
<p><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 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>X 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>	

What changes in actions, services, and expenditures	<p>The goal will be revised based on stakeholder input to include intervention for other students in need in addition to ELs.</p> <p>The actions and services will be expanded to include services such as Reading Intervention Specialists, services for ELs, Intervention Techs and classroom aides.</p> <p>Teacher salaries will be realigned to Goal 2.</p> <p>There are no planned changes in the delivery of EL support services with the exception of possibly purchasing a new English/Language arts program which will have an EL component embedded in it. The new program will only be purchased once recommendations are received by the County Office of Education as well as school site advisory groups who are currently reviewing the materials.</p>
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Original Goal from prior year LCAP:	All students will be engaged in learning CCSS for mathematics and E/LA and will be provided interventions and additional support as needed.	Related State and/or Local Priorities: X 1 X 2 _3 X 4 _5 _6 X 7 X 8 Local:				
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					
	<table border="1"> <tr> <td style="background-color: #cccccc;">Applicable Pupil Subgroups:</td> <td>Foster Youth, Low Income Pupils, Other (Low achieving), English Learners</td> </tr> </table>	Applicable Pupil Subgroups:	Foster Youth, Low Income Pupils, Other (Low achieving), English Learners			
Applicable Pupil Subgroups:	Foster Youth, Low Income Pupils, Other (Low achieving), English Learners					

<p>Expected Annual Measurable Outcomes:</p>	<p>Metric:</p> <p>Number of Highly Qualified Teachers</p> <p>Instructional Materials</p> <p>CCSS instructional materials</p> <p>PD with ELD standards and framework</p> <p>NWEA assessments and Local multiple measures of student achievement</p> <p>CAASPP</p> <p>API Scores</p> <p>Outcome:</p> <p>100% of teachers are Highly Qualified</p> <p>All students have access to instructional materials</p> <p>All students have access to CCSS math materials; Full implementation of CCSS math & review of state adopted E/LA materials</p> <p>All teachers will receive training on ELD framework</p> <p>80% of students will show growth on the NWEA assessment</p> <p>Teachers will use 2015 test scores as a baseline for growth</p> <p>API baselines will be set by the SBE in 2015 (not available to districts at this time)</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>100% of all district certificated staff are highly qualified.</p> <p>All students had access to CCSS aligned instructional materials math. ELA materials are aligned to state standards.</p> <p>District wide professional development was provided to all classified and certificated staff members to enable them to most effectively deliver instruction to EL aligned to ELD standards and framework.</p> <p>District wide, 92% of students demonstrated growth in E/LA between the fall and winter assessments as evidenced on the NWEA testing. During that same time period, 89% of students district wide demonstrated growth in mathematics.</p> <p>Baselines were established at each school site after the first round of CAASPP testing. 16% of students district-wide met or exceeded standards in Math and 23% met or exceeded in ELA.</p> <p>All district schools exceeded the the 95% participation rate for for 3rd through 8th grade participation on the SBAC and all district schools exceeded the 90% attendance rate.</p> <p>API N/A</p>
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LCAP Year: 2015-16					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
HQTs will provide CCSS-aligned instruction Ensure support for all students by maintaining smaller class sizes		\$3,346,132 RS 0000, 0001, 1400, 4035, 4050; OB 1100 & 3XXX	<p>HQTs have consistently provided common core standards aligned instruction as documented through lesson plans, principal observations, and evaluations.</p> <p>Current district-wide class size averages for grades K-3 average 22.9 students per classroom. For students in grades 4-8, the district-wide class size average is 22.5 students per room.</p> <p>Common Core consummable math materials for the newly adopted math program were replaced.</p> <p>District wide professional development was provided to all classified and certificated staff members on Wednesday, Aug. 26, 2015 to review ELD standards and framework. The PD was conducted by the district's two ELD teachers.</p> <p>Contracts with NWEA were renewed. District schools continue to assess three times per year.</p>		\$4,009,021 Actual expenditures were higher than budgeted expenditures due to an underestimate in the original budget as well as a 3% salary increase on the salary schedule, the addition of longevity pay and the increase in district paid health and welfare benefits. There was also a significant increase to the district's STRS obligation.
Scope of service:	LEA-wide Grades: All		Scope of service:	LEA-wide Grades: All	

<p><input type="checkbox"/> All</p> <p>-----</p> <p>X Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races X Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander X 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 X Other (Low achieving)</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>Formative data will be used to drive instruction</p>	<p>\$669,227 20% of Teacher's salaries RS 0000, 0001, 1400, 4035, 4050; OB 1100 & 3XXX</p>	<p>Teachers continue to meet weekly with their grade level colleagues to review student progress and to review accumulated data. Formative assessment data is gathered on all students, reviewed by teachers, and discussions are held on how to best address the academic needs of the students based on the week-by-week data results. Teachers also continue to use data gained from DIEBELS and NWEA assessments to further drive instructional practices. DIBELS data is especially used in the formation of intervention groups by the schools' reading and intervention specialists.</p> <p>DIBELS assessment data among students in RTI programs at the two elementary schools continues to be ongoing. 78% of students (district wide) demonstrated growth when comparing initial assessments to current assessment data.</p> <p>Student data is reviewed weekly by all teachers at all grade levels across the district with special emphasis given to foster, low income, English Learners, and lower achieving students.</p>	<p>\$819,878</p> <p>Actual expenditures were higher than budgeted expenditures due to an underestimate in the original budget as well as a 3% salary increase on the salary schedule, the addition of longevity pay and the increase in district paid health and welfare benefits. There was also a significant increase to the district's STRS obligation.</p>

Scope of service:	LEA-wide Grades: All		Scope of service:	LEA-wide 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 X Other (Low achieving)			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>The district is currently reviewing newly state adopted CCSS-based English/Language Arts programs for implementation in the 2016-17 or 2017-18 school year. District staff are currently reviewing programs that seem most appropriate for our student population. As we have such a high percentage of English Learners, we are focusing on programs that have a strongly embeded English Language Learner component already built into them. We anticipate costs associated with this district-wide purchase to be similar to the \$185,000 spent last year in order to purchase CCSS-based mathematics materials.</p> <p>Outcomes will revised, teacher PD will be moved to an action in upcoming years' plans.</p> <p>Expenditures related to teacher salaries will be consolidated.</p>				

Original Goal from prior year LCAP:	Develop positive school climate which engages students and is based on school wide positive behavior practices		Related State and/or Local Priorities: X 1 _2 _3 _4 _5 X 6 _7 _8 Local:
Goal Applies to:	Schools:	All	
		Grades: All	
	Applicable Pupil Subgroups:	Foster Youth, Low Income Pupils, English Learners	

Expected Annual Measurable Outcomes:		Actual Annual Measurable Outcomes:	
	<p><u>Metric</u></p> <p>School attendance rates</p> <p>Chronic absenteeism rates</p> <p>Middle School Dropout rate</p> <p>Suspension rates</p> <p>Expulsion rates</p> <p>School wide information system (SWIS) data to support PBIS implementation</p> <p>Site based student climate surveys</p> <p>FIT (Facilities Inspection Tool)</p> <p><u>Outcome</u></p> <p>Improve overall district wide attendance by .5%</p> <p>Decrease chronic absenteeism by .004%</p> <p>Maintain 0% dropout rate</p> <p>Decrease overall district suspension rates by 2%</p> <p>Maintain 0% expulsion rate</p> <p>Site data will show a decrease in incidents of needed "assertive discipline" interventions by 5%.</p> <p>Establish baselines from student climate surveys</p> <p>Maintain "good" standards per FIT reports</p>		<p>School sites increased their diligence in encouraging perfect attendance at their schools. Overall, year to date school attendance rates have shown a minor increase in actual attendance. In 2015-16, the overall attendance rate was 94.48%. Currently, the district's attendance rate stands at 95.30% which shows a .82% increase. The goal of increasing attendance by .5% has been attained.</p> <p>Year to date chronic absenteeism was not decreased as expected. Chronic absenteeism during 14-15 was calculated at 12.7% and for 15-16, it was identified at 14%.</p> <p>Year to date dropout rates have increased by .003% over this time last year.</p> <p>District wide suspension rates are currently running at 2% less than at this time last year.</p> <p>District expulsion rates are still running at 0% as was projected.</p> <p>Site data did not show a decrease of "assertive discipline" events by 5% as projected. Currently, we are running at just above a 2% decrease in assertive discipline interventions.</p> <p>Climate surveys: District wide, fifty responses were returned. Of those responses, 78% stated that their children feel safe and welcomed at their school sites.</p> <p>This year's FIT reports did maintain an overall "good" standard for all schools who were reviewed.</p>

LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures
Site PBIS teams will receive additional PD		\$10,000 RS 3010 OB 5210	All schools have maintained site PBIS teams which have all been involved in ongoing professional development activities.
Scope of service:	LEA-wide Grades: All		Scope of service: All district sites will maintain PBIS team involvement and continue with ongoing professional development activities. Grades: All
<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 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
Counselors will be trained as PBIS trainers		\$12,000 RS 3010 OB 5210	Full-time counselors are available for students at each site, based on stakeholder input to maintain this support service. All district counselors have been attending PBIS trainings at the Humboldt County Office of Education. The district has spent approximately \$3,000 for inclusion in this ongoing training.

Scope of service:	LEA-wide Grades: All		Scope of service:	LEA-wide 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			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		
SWIS data teams will be developed at each site		\$1,200 RS 3010 OB 5210	A SWIS data collection and review team was established by all four schools in the district. Monthly meetings are conducted for SWIS team members to review and analyze discipline data. Recommendations are then established to be presented to each school's entire staff for discussion and possible interventions to be put into place at each site.	\$1,200	
Scope of service:	LEA-wide Grades: All		Scope of service:	This action has been implemented LEA-wide. 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			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		

Maintain all facilities in fair to good repair		\$182,971 RS 8150	Ongoing maintenance repairs continue to take place at all school sites when needed.		\$137,137 Actual expenditures were less than originally anticipated.
Scope of service:	LEA-wide Grades: All		Scope of service:	LEA-wide Grades: All	
<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 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		
What changes in actions, services, and expenditures	<p>Schools will continue to actively encourage 100% attendance for all students. Through continued use and implementation of Positive Behavior Intervention and Support (PBIS) practices, schools will actively pursue reductions in chronic absenteeism, suspensions, and assertive discipline interventions.</p> <p>Additional actions will be added to next year's LCAP to include daily calls made by school counselors or office personnel, the possible use of the automated phone call system to notify parents of absences, and the inclusion of attendance incentives for students, etc.</p>				

Original Goal from prior year LCAP:	Parents will be welcomed and encouraged to actively engage in their child's education		Related State and/or Local Priorities: _1 _2 X 3 _4 _5 _6 _7 _8 Local:	
Goal Applies to:	Schools:	All Grades: All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	<p>Metric:</p> <p>Parent/Guardian participation rates</p> <p>Parent/Guardian participation at IEP meetings</p> <p>Parent/Guardian participation in LCAP meetings</p> <p>Outcome:</p> <p>Achieve 90% attendance rate at parent/teacher conferences</p> <p>Maintain 100% parent/guardian attendance at IEP mtgs.</p> <p>Establish baselines for parent/guardian involvement at LCAP development meetings</p>		Actual Annual Measurable Outcomes:	<p>Actual attendance recorded for district-wide parent teacher conferences equaled 93% which was 3% higher than the expected outcome.</p> <p>Actual attendance at IEP meetings for parents/guardians has been maintained at 100%. If a parent cannot attend the meeting at the last minute, it is rescheduled for a time that the parent/guardian can attend.</p> <p>Over the course of the year, we've had consistent parental/community member participation in LCAP review/development from approximately 35 parents/community members.</p> <p>Monthly LCAP development meetings have taken place at all school sites through the site council process as well as additional community meetings and online surveys regarding the LCAP presented to all staff, some students, and all parent/guardians.</p>
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures		Estimated Actual Annual Expenditures
Parents/Guardians will be actively recruited for site council committees		\$3,000 RS 0000 OB 5805	Parents/guardians were contacted by all school sites as well as by the district office through, direct mailings, newsletters, and automated phone calls in order to encourage their participation at their respective school sites.	\$3,358

Scope of service:	LEA-wide Grades: All		Scope of service:	LEA-wide 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			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		
Parents/Guardians and community members will be actively recruited to volunteer in the schools		\$3,000 RS 0000 OB 5805	Parents/guardians were contacted by all school sites as well as by the district office through, direct mailings, newsletters, and automated phone calls in order to encourage them to volunteer at their respective school sites.	\$3,358	
Scope of service:	LEA-wide Grades: All		Scope of service:	Districtwide 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			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		

Administrators will participate in community events and service clubs to help inform and recruit volunteers		\$1,000 RS 0000 OB 5300	The district's five administrators all participate in community events. Three are involved in a local Rotary Club, one is actively involved in the local Lions Club as well as the Chamber of Commerce. Another is involved with a local leadership group consisting of local individuals involved in leadership positions throughout the community. All district administrators attend community events sponsored by their individual school sites as well as attend monthly public board meetings.		\$485
Scope of service:	LEA-wide Grades: All		Scope of service:	LEA-wide 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		
What changes in actions, servivces, and expenditures	A new action will be added to address inviting parents/guardians to participate in the development of the LCAP through attendance at scheduled meetings as well as online surveys and additional invitations to school events. Actions 1. and 2. will be combined into one.				

Original Goal from prior year LCAP:	Students will be prepared as 21st century learners through instructional programs which integrate technology and are aligned to CCSS.		Related State and/or Local Priorities: _1 X 2 _3 X 4 X 5 _6 X 7 X 8 Local:
Goal Applies to:	Schools:	All	
	Grades:	All	
	Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	Metric: Number of computers/devices per student Teachers will include devices as part of daily instruction Outcome: Maintain 1:1 devices in grades 5-8: 1:5 devices in grades TK-4 Computers/devices will be used for a minimum of 30% of students' instructional lessons	Actual Annual Measurable Outcomes:	The district has maintained 1:1 devices for all students in grades 5 through 8. In grades TK-4, <i>there is a 1:5 ratio for electronic devices that benefit all students.</i> These include Amplify Tablets, iPads, and Chromebooks. By site principal review of teacher lesson plans as well as classroom observations by site principals, it was verified that electronic devices are being used by students as an academic tool for a minimum of 30% of each school day.
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Director of Technology will monitor needs throughout the district	\$64,539 RS 0000 OB 2408, 3XXX	The district's newly hired full-time Director of Technology has maintained oversight of all district devices including registration, repairs, and software licensing. The Director has also monitored the level of wireless connectivity for students and their devices at all sites as well as the district office.	\$84,087.

Scope of service:	LEA-wide Grades: All		Scope of service:	LEA-wide 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		
Site administrators will keep Director of Technology apprised of site technology/device needs		\$95,000 RS 0000, 0001, 1100 OB 4310, 4445	Site principals as well as district staff have kept the Director apprised of individual site's needs. Support and trouble-shooting regarding the use and maintenance of technology and technological devices at each school site occurs daily.	\$104,976	
Scope of service:	Site administrators will keep Director of Technology apprised of site technology/device needs Grades: All		Scope of service:	LEA-wide 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>Expectations for enhancing students educational opportunities through use of instructional technology will be added as an Outcome.</p> <p>Additional actions will be added related to articulation with local high school district and within the district between elementary and middle school sites.</p>
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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:	1919155
<u>For 2016-17</u>	
The following services will be delivered district-wide in order to support targeted student groups to reduce or remove obstacles to their learning, improve school climate, and to support their regular attendance.	
Classroom teachers - Salary & Benefits \$920,899	
Reading & EL Specialists - Salary & Benefits \$304,156	
Music teachers - Salary & Benefits \$20,687	
Counselors & Psychologists - Salary & Benefits \$449,363	
Testing Coordinator - Stipend \$5,000	
Librarian - Salary & Benefits \$19,268	
Library Clerks, EL Aides and translator - Salary & Benefits \$105,752	
Classroom materials & supplies - \$9,471	
Assessment Costs - \$6,500	
Computers - \$61,058	
Professional Development - \$801	
DIBELS & NWEA assessment tools - \$15,200	
Mailings - \$1,000	

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.

24.01	%
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For 2016-17

The supplemental and concentration grant funds will be used to support the EL Coordinators, the Reading Specialists, and the Foster Youth Liaison. Currently, in order to support the stakeholder's recommendations to maintain small class sizes and enhance educational benefit of the targeted student groups across the district, eleven teachers are being paid through supplemental and concentration grant funds to maintain lower class sizes at our elementary and middle schools. Counselors and the PBIS/SWIS program will be supported with the funding since the counseling grant ended and these programs are considered priorities at all sites. Psychologists, reading specialists and translators are being supported with supplemental and concentration grant funds. School librarians and library clerks will be partially supported through these funds. In addition, music teachers will be partially supported through supplemental and concentration funds to encourage improved attendance for targeted students groups. A portion of the funds will also be used to purchase intervention supplies and materials. In order to document academic growth for the targeted student groups a stipend is provided for a testing coordinator.

The District has 265 EL students at the four schools. The majority of the EL students are at South Fortuna Elementary and Fortuna Middle School. 74% of students district-wide are eligible for free or reduced lunches. Supplemental/concentration funds will be used to support these students and their families. The District will improve services to unduplicated students by 24.01% by using supplemental/concentration funds to increase counseling services and ELD classes which will be of greatest benefit to ELs and to Low Income families. Low student/teacher ratios increase student contact with teachers which will improve learning. Classified personnel providing instructional assistance in the classrooms will provide additional support for students most in need. Aides, librarians, library clerks, and EL Coordinators also will improve student achievement.

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).