

**Introduction:**

**LEA:** Etiwanda School District **Contact (Name, Title, Email, Phone Number):** Dr. Shawn Judson, Superintendent, shawn\_judson@etiwanda.org, (909) 899-2451 **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
<p>Etiwanda School District’s goal is to involve parents, community members, students, and school staffs in the development, review, and implementation of the Local Control and Accountability Plan (LCAP) goals.</p> <p>Community Forums: In October 2015, Etiwanda School District hosted four Local Control Accountability Plan (LCAP) Community Forums to introduce stakeholders to the Local Control Accountability Plan and gain input on progress towards</p>	<p>Stakeholder involvement and input was collected in a variety of formats and reviewed by the LCAP Advisory Committee for the development of the Local Control and Accountability Plan (LCAP).</p> <p>The October Community Forums provided the District with feedback on current goals and actions. State metrics (CAASPP, attendance, and discipline) and local metrics (diagnostic assessments, parent engagement, and survey participation) results were shared. Forum participants were asked to provide</p>

current goals and actions. School administrators encouraged attendance through auto-dialers, flyers, invitations, and marquee signage. Approximately 300 families attended the Fall Community Forums representing all sixteen schools and demographic groups in the Etiwanda School District.

In April 2016, Etiwanda School District hosted additional four LCAP Community Forums to introduce stakeholders to the Local Control Accountability Plan and gain input on 2016-17 draft LCAP goals and actions. School administrators encouraged attendance through auto-dialers, flyers, invitations, and marquee signage. Approximately 150 families attended the Spring Community Forums representing all sixteen schools and demographic groups in the Etiwanda School District.

Parent Survey

Parent Survey was administered in August 2015 during Back to School Night using student Chromebooks to maximize engagement. Over 7,000 parents responded to the survey which represents more than 50% of the district's parent population. Demographics of parent respondents matched District demographics with English learner, low income, and foster youth represented proportionally.

evidence, from their point of view, of district/school progress towards goals and actions and develop suggestions for additional actions. The forum feedback indicated the District was making progress towards implementing the current goals and action.

Stakeholder suggestions included: class size reduction, science, technology, engineering, and math (STEM) lessons/activities, after-school sports, activities or tutoring, character education/bully prevention programs, and parent education on supporting learning at home. The feedback and input was reviewed by the LCAP Advisory Committee and used to update and revise the goals and actions for 2016-17.

The April Community Forums provide the District with feedback and input on the development of next year's goals and actions based on the annual review of current goals and actions. Forum participants were asked to review the updated goals and actions and provide input on the strength of the actions in terms of supporting the goals.

The forum feedback indicated the strongest LCAP actions included: hiring qualified teachers, providing an induction program for new teachers, providing Academic Advisors at intermediate schools, developing STEAM program, providing weekly universal access time, providing extended day intervention program, maintaining regular home to school communication, providing parent education opportunities to support learning at home, increasing the options for after school programs/athletics, and implementing a character education/bully prevention program at school site. The input was reviewed by the LCAP Advisory Committee and used to update and revise the goals and actions for 2016-17.

Parent survey results indicate that parents are highly satisfied with communication, school climate, academic expectations, parent engagement, facilities, and school safety. Parents indicated their child felt safe at school and they felt welcome at school. Overall 92% agree they would recommend their child's school to others.

Priority areas for change included: more after school programs (SC), more science and engineering programs (CA), more support for learning at home (PI), and more support for teachers in the implementation of the new

**Student Survey:**

Student Survey was administered to students in grades 3 – 8 with parent permission, in November 2015 and 3065 students in grades 3- 5 responded to the survey, representing over half of the student population and 3032 students in grades 6-8 responded to the survey, representing nearly 55% of the student population. Demographics of student respondents matched District demographics with English learner, low income, and foster youth represented proportionally.

**Parent Advisory Groups:**

LCAP goal progress monitoring activities were conducted in October 2015 and draft goal reviews for updates were conducted in April 2016 with parent advisory groups, including District Advisory Council (DAC), English Language Advisory Council (ELAC), School Site Councils (SSC), and PTA/PTO leadership.

**DAC/DELAC Meetings:**

**\*\*October** - DAC/DELAC committee members receive an orientation to the Local Control and Accountability Plan and Local Control Funding Formula for school districts in California.

**\*\*January** - DAC/DELAC committee members discussed parent and student survey stakeholder participation rates and results.

**\*\*March** - DAC/DELAC committee members provide input on school and teacher quality and discuss progress towards current LCAP goals and actions for all students and unduplicated students.

**\*\*April** - DAC/DELAC committee members review the draft 2016-17 LCAP and provide input on the draft goals, actions, and expenditures.

**District and School Stakeholders:**

Stakeholders who served on District Advisory Council (DAC), English Learner Advisory Council (ELAC), School Site Councils (SSC), and PTA/PTO Leadership Council participated in LCAP goal development activities and regularly received

academic content standards (SS). The survey input was reviewed by the LCAP Advisory Committee and used to update and revise the goals and actions for 2016-17.

Student survey results indicate that teachers expectations are high, school rules are applied consistently, classroom instruction is shifting to new academic standards, and bully prevention programs are in place. Students indicated they felt safe at school and they get extra help when they need it. Overall, 82% agree they would recommend their school to others.

Priority areas for change included: more hands-on science, math, and engineering opportunities (CA), more access to technology (PA), more after-school programs/activities (SC), and more respect between students (SC). The survey input was reviewed by the LCAP Advisory Committee and used to update and revise the goals and actions for 2016-17.

Goal development activities with Parent Advisory stakeholders indicated the following as priorities for ESD in goal development:

- Class-size reduction (BS); preparing teachers to implement new academic standards (SS); implementation of the state academic standards (Common Core) for all students (SS); parent education on new state standards (SS); course access to STEAM learning opportunities (CA); and using technology in all curriculum areas for both students and teachers (SS)

Advisory group input was reviewed by the LCAP Advisory Committee and used to update and revise the goals and actions for 2016-17.

Goal development activities with District/Staff stakeholders indicated the following as priorities for ESD in goal development:

- Preparing teachers to implement rigorous curriculum (BS); providing

goal updates as a council member. In addition to having an Etiwanda Teachers Association (ETA) appointed member of the LCAP Advisory Committee, the Etiwanda Teachers Association (ETA) Executive Council participated in LCAP goal progress monitoring activities conducted in October 2015 and LCAP goal reviews for updates in April 2016. Prior to adoption by the Board of Trustees, the LCAP goals and actions are provided to the ETA Executive Council for review and comment. School administrators provided opportunities for staff members to provide input during staff meetings twice during the school year.

Community Outreach:

The current District Local Control Accountability Plan is available on the Etiwanda School District webpage for parents, school staff and the community, along with the current Parent and Student surveys and results, and links to LCAP information and resources.

Online Public Review and Comment:

The 2015-16 draft LCAP is posted to the Etiwanda School District webpage for parents, school staff, and the community to view for 30 days prior to the Board of Trustees' final consideration for approval. An online response form is available for parents, school staff, and the community to provide feedback and suggestions.

Local Control Accountability Plan (LCAP) Advisory Committee:

A committee is responsible for collecting and analyzing stakeholder feedback and input for the annual review and development of the Local Control Accountability Plan. The LCAP Advisory Committee is composed of 20 members, representing all stakeholders including unduplicated student families, and met five times during the school year.

LCAP Advisory Meetings:

\*\*September – Members discuss roles and responsibilities in the development of the annual Local Control and Accountability Plan during LCAP Committee orientation.

\*\*October – Members analyze and discuss fall Community Forum stakeholder input on evidence of actions and suggestions for improvement. Stakeholder feedback is used by committee to monitor progress on the current LCAP goals

parents with support for learning at home with the new academic content standards (SS); providing at-risk students with additional support (SS); closing the achievement gap (PA); supporting English learners towards English proficiency and increase reclassification rate (PA).

Stakeholder input was reviewed by the LCAP Advisory Committee and used to update and revise the goals and actions for 2016-17.

Stakeholder input from online and outreach activities was reviewed by the LCAP Advisory Committee and used to update and revise the goals and actions for 2015-16.

The online portal for the review and comment on the LCAP through the District website provides members of the Etiwanda School District community an opportunity to review the draft Local Control Accountability Plan and provide feedback prior to the approval by the Board of Trustees. Stakeholder feedback provided through the District online portal and LCAP Public Hearing on June 9, 2016 and Board meeting for LCAP approval on June 23, 2016 will be reviewed by the Board of Trustees.

The Local Control Accountability Plan (LCAP) Advisory Committee met five times during the year to organize and analyze stakeholder input, monitor progress towards current goals and actions, and review collective stakeholder input for the development of the 2016-17 LCAP.

The LCAP Advisory committee used stakeholder feedback and input used to monitor progress towards the current LCAP goals and actions and to update and revise the 2016-17 LCAP. Specifically, the stakeholders input on additional after school programs for students, more access to STEAM lessons and activities, more character education/bully prevention support, educational opportunities for parents to support learning at home, after-school tutoring/academic support, and maintaining professional development/training for teachers on the academic standards.

and actions and to update/revision of the 2016-17 LCAP.  
\*\*December – Members analyze and discuss fall parent and student survey stakeholder input and suggestions for improvement. Stakeholder feedback is used by committee to monitor progress on the current LCAP goals and actions and to update/revision of the 2016-17 LCAP.  
\*\*January – Members review current LCAP goals and actions progress and make recommendations for the development of the next year’s Local Control and Accountability based on stakeholder feedback and input from forums, surveys and activities.  
\*\*March – Members review the draft 2016-17 LCAP and provide feedback.

**Public Hearing:**  
Public Hearing on the draft Local Control Accountability Plan (LCAP) and budget expenditures is scheduled during the Board Meeting for public comment, feedback and suggestions on Thursday, June 9, 2016 at 6:30 p.m. Stakeholder feedback provided during the LCAP Public Hearing will be reviewed by the Board of Trustees.

**Public Meeting:**  
Agenda item on the approval of the LCAP is scheduled during the Board Meeting on Thursday, June 23, 2016 at 6:30 p.m.

Members of the public are encouraged to attend the 2016-17 draft LCAP presentation and Public Hearing at the Board of Trustees meetings on June 9, 2016 to provide feedback on the draft goals and actions, prior to approval by the Board of Trustees on June 23, 2016. Updates to the LCAP may be implemented based on community feedback, and public hearing input.

**Annual Update:**  
Parent and Employee Advisory Groups provide input on the progress towards current goals and actions through group activity in the spring and review the draft goals and actions through a group activity in the fall.

**Annual Update:**  
Goal development activities with Parent Advisory stakeholders indicated the following as priorities in goal or action development:  
  
Class-size reduction; preparing teachers to implement new academic standards ; implementation of the state academic standards (Common Core) for all students ; parent education on new state standards; course access to STEAM learning opportunities; and using technology in all curriculum areas for both students and teachers.  
  
Updates to the LCAP goals and actions based on parent and employee advisory groups include maintaining professional development for teachers on implementing state standards and using instructional technology, increasing



Parent and Student Surveys indicate areas of strength and areas for growth related to student outcomes and LCAP goals and actions.

Community Forums provide opportunity for community stakeholders to provide evidence on progress towards goals in the fall and input on the draft goals and actions in the spring.

State and Local metrics provide information on basic services, pupil achievement, pupil engagement, and school climate.

the number of parent education events at school sites, and increasing the number of STEAM lessons/activities. The grade span average for class size reduction is met in the Etiwanda School District and as a result was not included as an action or goal.

Parent and Student Surveys indicate areas of strength and areas for growth. Information from stakeholders showed that overall, parents and students are highly satisfied with the educational program and services in the Etiwanda School District, but suggest improvements in the areas of after-school sports or programs, positive school climate, access to STEAM lessons/activities, and parent education.

Updates to the LCAP goals and actions based on parent and student survey input include expanding the after-school intramural sports program to the elementary level, implementing a character education/bully prevention program at the elementary school level, increasing the number of parent education events at school sites, and increasing the number of STEAM lessons/activities.

Input from the Fall and Spring Community Forums provided evidence of progress towards current goals and actions and suggestions for additional actions. Stakeholder suggestions for improvement include class size reduction, professional development for teachers on implementing state standards, science, technology, engineering, and math (STEM) lessons/activities, after-school sports, activities or tutoring, character education/bully prevention programs, and parent education on supporting learning at home.

Updates to the LCAP goals and actions based on community forum input include maintaining professional development for teachers on implementing state standards, providing before/after-school academic intervention program and sports program, implementing character education/bully prevention program at all schools, increasing the number of STEAM lessons/activities, and increasing the number of parent education events at school sites. The grade span average for class size reduction is met in the Etiwanda School District and as a result was not included as an action or goal.

The LCAP Advisory Committee reviewed required state and local metrics to monitor, evaluate, and update the annual Local Control Accountability Plan.

LCAP Advisory Committee collects input from stakeholder groups on progress towards goals and actions.

Online Draft LCAP Feedback portal is opened on the District website on May 27, 2016 for community members to review progress towards goals and provide feedback on draft 2016-17 LCAP during the Public Hearing on June 9, 2016 and prior to Board of Trustees approval on June 23, 2016.

LCAP Public Hearing on June 9, 2016, prior to the approval on June 23, 2016,

Updates to the LCAP goals and actions based on required state and local metrics include increasing academic and behavior support to at-risk/under-performing students, providing before/after-school academic intervention program and sports program, provide supplemental language development instructional to Newcomer and Long Term English Learner (LTEL) students, professional development on positive behavior and intervention support for school administrators, and increased outreach to families of unduplicated pupils.

The LCAP Advisory Committee collects and reviews input from all stakeholder groups and uses that information and evidence to monitor, evaluate, and update the annual Local Control Accountability Plan.

Annual updates to plan goals and actions are directed by LCAP Advisory Committee recommendations and based on stakeholder feedback from forums, surveys, and advisory groups. New and revised goals are a result of stakeholder input and/or state and local metrics.

- \*\*September – Orientation to Local Control and Accountability Plan and committee responsibilities.
- \*\*October – Community Forum stakeholder feedback analysis. Stakeholder feedback and input used by committee to monitor progress on the current LCAP goals and actions and for the update/revision of the 2016-17 LCAP.
- \*\*December – Parent and Student Survey input analysis. Stakeholder feedback and input used by committee to monitor progress on the current LCAP goals and actions and for the update/revision of the 2016-17 LCAP.
- \*\*January – LCAP goal and action progress monitoring and recommendations for the development of the next year’s Local Control and Accountability based on stakeholder feedback and input from forums, surveys and activities.
- \*\*March – Review the draft 2016-17 LCAP and provide feedback.

Online Draft LCAP Feedback portal is opened on the District website for community members to review progress towards goals and provide feedback on draft 2016-17 LCAP prior to Board approval in June. Stakeholders feedback will be reviewed and considered prior to the presentation of the draft LCAP to the Board of Trustees on Thursday, June 9, 2016.

Stakeholder feedback provided during the LCAP Public Hearing on June 9, 2016

provides the community with an opportunity to share feedback with the Board of Trustees.

will be considered prior to the LCAP approval at the June 23, 2016 meeting of the Board of Trustees.

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

**Instructions:**

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

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

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

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

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

**Goal:** Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

**Guiding Questions:**

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

GOAL 1:	All students receive instruction from an appropriately assigned teacher and have access to standards-aligned instructional materials and adequate, updated, and safe facilities that meet District's educational priorities and goals.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 3 4 5 6 7 8  COE only: 9 10  Local : Specify
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Identified Need :	1. Students need fully credentialed teaching staff at all schools. 2. Students need instruction from teachers with access to instructional coaching and support in meeting the needs of all students. 3. Students need sufficient access to textbooks and adequate facilities.
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
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**LCAP Year 1: 2016-2017**

Expected Annual Measurable Outcomes:	1. Students have access to appropriately assigned and certificated teachers. Required State Metric: Rate of teacher misassignment  2. Students have access to standards-aligned textbooks. Required State Metric: Textbook sufficiency rate  3. Students have access to facilities are in good repair. Required State Metric: Annual Williams Report
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
A. District hires and retains appropriately credentialed teachers and provides a two year induction program for new teachers and support for teachers identified as needing improvement.	All schools	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Highly qualified teachers 1000-1999: Certificated Personnel Salaries Base \$52,239,743
B. District provides students with state-approved textbooks and provides teachers with standards-aligned scope and sequence for instruction in Math and English-	All schools	<input checked="" type="checkbox"/> All OR: Low Income pupils	Textbooks and resource materials 4000-4999: Books And Supplies Base \$647,685

<p>Language Arts.</p>		<p>English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	
<p>C. District meets state-mandated class size reduction requirements of 24:1 in grade span Transitional Kindergarten (TK) – Grade 3.</p>	<p>All schools</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Highly qualified teachers grades TK-3 1000-1999: Certificated Personnel Salaries Base \$16,310,000</p>
<p>D. District coordinates additional facilities and improvements as determined by District Facility Plan and annually updates Etiwanda School District Safety Plan at all schools.</p>	<p>All schools</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Maintenance and repairs of facilities as needed 5000-5999: Services And Other Operating Expenditures Funds 25 40 and 35 \$545,000</p>
<p>E. New Teacher Induction program provides professional development and classroom support in early intervention, literacy, and English language development.</p>	<p>All schools</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Student groups with an achievement gap.</u></p>	<p>Professional Development staff 1000-1999: Certificated Personnel Salaries Base \$453,861</p>



**LCAP Year 2: 2017-18**

<p>Expected Annual Measurable Outcomes:</p>	<p>1. Students have access to appropriately assigned and certificated teachers. Required State Metric: Rate of teacher misassignment</p> <p>2. Students have access to standards-aligned textbooks. Required State Metric: Textbook sufficiency rate</p> <p>3. Students have access to facilities are in good repair. Required State Metric: Annual Williams Report</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
A. District hires and retains appropriately credentialed teachers and provides a two year induction program for new teachers and support for teachers identified as needing improvement.	All schools	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Highly qualified teachers 1000-1999: Certificated Personnel Salaries Base \$53,336,778
B. District provides students with state-approved textbooks and provides teachers with standards-aligned scope and sequence for instruction in Math and English-Language Arts.	All schools	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Textbooks and resource materials 4000-4999: Books And Supplies Base \$667,116
C. District meets state-mandated class size reduction requirements of 24:1 in grade span Transitional Kindergarten (TK) – Grade 3.	All schools	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Highly qualified teachers grades TK-3 1000-1999: Certificated Personnel Salaries Base \$16,652,510

<p>D. District coordinates additional facilities and improvements as determined by District Facility Plan and annually updates Etiwanda School District Safety Plan at all schools.</p>	<p>All schools</p>	<p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Maintenance and repairs of facilities as needed 5000-5999: Services And Other Operating Expenditures Base \$561,350</p>
<p>E. New Teacher Induction program provides professional development and classroom support in early intervention, literacy, and English language development.</p>	<p>All schools</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Student groups with an achievement gap.</u></p>	<p>Professional Development staff 1000-1999: Certificated Personnel Salaries Base \$463,392</p>

**LCAP Year 3: 2018-19**

<p>Expected Annual Measurable Outcomes:</p>	<p>1. Students have access to appropriately assigned and certificated teachers. Required State Metric: Rate of teacher misassignment</p> <p>2. Students have access to standards-aligned textbooks. Required State Metric: Textbook sufficiency rate</p> <p>3. Students have access to facilities are in good repair. Required State Metric: Annual Williams Report</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>A. District hires and retains appropriately credentialed teachers and provides a two year induction program for new teachers and support for teachers identified as needing improvement.</p>	<p>All schools</p>	<p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient</p>	<p>Highly qualified teachers 1000-1999: Certificated Personnel Salaries Base \$54,456,850</p>

		_ Other Subgroups: (Specify)	
B. District provides students with state-approved textbooks and provides teachers with standards-aligned scope and sequence for instruction in Math and English-Language Arts.	All schools	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Textbooks and resource materials 4000-4999: Books And Supplies Base \$661,286
C. District meets state-mandated class size reduction requirements of 24:1 in grade span Transitional Kindergarten (TK) – Grade 3.	All schools	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Highly qualified teachers grades TK-3 1000-1999: Certificated Personnel Salaries Base \$17,002,213
D. District coordinates additional facilities and improvements as determined by District Facility Plan and annually updates Etiwanda School District Safety Plan at all schools.	All schools	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Maintenance and repairs of facilities as needed 5000-5999: Services And Other Operating Expenditures Base \$578,191
E. New Teacher Induction program provides professional development and classroom support in early intervention, literacy, and English language development.	All schools	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Student groups with an	Professional Development staff 1000-1999: Certificated Personnel Salaries Base \$473,123

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

GOAL 2:	Teacher capacity to implement new academic content and performance standards is sustained through ongoing professional development and collaborative planning time; parent capacity to support learning at home is increased through educational learning opportunities.	Related State and/or Local Priorities: 1 2 <u>X</u> 3 4 5 6 7 8  COE only: 9 10  Local : Specify
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Identified Need : 1. Students need instruction from teachers with access to on-going teacher professional development and support on implementing academic content and performance standards.

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

**LCAP Year 1: 2016-2017**

Expected Annual Measurable Outcomes: 1. Students receive instruction from teachers with professional development in the implementation of the academic content and performance standards.  
 Local Metric: Annual District Professional Development Plan

2. Implementation of academic content and performance standards for all pupils, including English language learners.  
 Local metric: Administrator observations

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
A. District administrators develop annual Professional Development Plan, using input from teachers, administrators, and achievement data, and implement training and coaching for all teachers and administrators according to the plan of action.	All schools	<u>X</u> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	District administrative staff 1000-1999: Certificated Personnel Salaries Base \$1,603,017  District administrative staff 2000-2999: Classified Personnel Salaries Base \$172,233
B. Professional Development Coordinator and Providers provide professional development and instructional support on implementing academic content and performance standards (CCSS) to teachers, support staff, and administrators.	All schools	<u>X</u> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent	Professional Development salaries included above

		English proficient Other Subgroups: (Specify)	
C. District provides weekly collaborative planning time to teachers to plan the implementation of academic content and performance standards and develop extended learning opportunities that meet student needs during core instruction and weekly Universal Access time.	All schools	<input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Planning time included in certificated salaries above.
D. Professional Development Coordinator and Providers collaborate with Site Representatives on preparing additional support and resources needed to implement academic content and performance standards.	All schools	<input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Professional Development salaries included above
E. District administrators provide information, resources, and materials on the new academic content and performance standards and state assessment system to parents on the District website.	All schools	<input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient Other Subgroups: (Specify)	District administrative salaries included above
F. School administrators provide parents with information to support learning at home through two annual parent education learning opportunities.  School administrators share informational resources on the new academic content and performance standards, state assessment system, and educational programs and services through school websites, newsletters, parent/volunteer meetings and other communication	All schools	<input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient Other Subgroups: (Specify)	Professional Development salaries included above

pathways.			
G. District provides professional development and collaborative planning time for teachers to develop designated instruction aligned with the academic content and performance standards for English learners and students performing below grade level during weekly Universal Access time.	All schools	All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Student groups with an achievement gap.</u>	Professional Development Staff 1000-1999: Certificated Personnel Salaries Supplemental \$345,000
H. English Learner/Intervention Program Coordinator provides professional development and support for teachers and administrators in the implementation of the new English Language Development standards.	All schools	All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)	District administrative staff 1000-1999: Certificated Personnel Salaries Other \$108,045
I. School administrators and Academic Advisors/Assistants (Intermediate School) increase outreach to parents of English learners, foster youth and low income student group families for parent education events or parent group meetings and provide childcare for school age children during parent evening educational opportunities, if available.	All schools	All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Student groups with an achievement gap.</u>	Principals/Academic Advisors 1000-1999: Certificated Personnel Salaries Supplemental \$692,990 Academic Advisor Assistants 2000-2999: Classified Personnel Salaries Supplemental \$26,660

**LCAP Year 2: 2017-18**

Expected Annual Measurable Outcomes:	<p>1. Students receive instruction from teachers with professional development in the implementation of the academic content and performance standards. Local Metric: Annual District Professional Development Plan</p> <p>2. Implementation of academic content and performance standards for all pupils, including English language learners. Local metric: Administrator observations</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
A. District administrators develop annual Professional Development Plan, using input from teachers, administrators, and achievement data, and implement training and coaching for all teachers and administrators according to the plan of action.	All schools	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	District administrative staff 1000-1999: Certificated Personnel Salaries Base \$1,636,680  District administrative staff 2000-2999: Classified Personnel Salaries Base \$176,539
B. Professional Development Coordinator and Providers provide professional development and instructional support on implementing academic content and performance standards (CCSS) to teachers, support staff, and administrators.	All schools	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Professional Development salaries included above
C. District provides weekly collaborative planning time to teachers to plan the implementation of academic content and performance standards and develop extended learning opportunities that meet student needs during core instruction and weekly Universal Access time.	All schools	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Planning time included in certificated salaries above.



<p>D. Professional Development Coordinator and Providers collaborate with Site Representatives on preparing additional support and resources needed to implement academic content and performance standards.</p>	<p>All schools</p>	<p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>Professional Development salaries included above</p>
<p>E. District administrators provide information, resources, and materials on the new academic content and performance standards and state assessment system to parents on the District website.</p>	<p>All schools</p>	<p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>District administrative salaries included above</p>
<p>F. School administrators provide parents with information to support learning at home through two annual parent education learning opportunities.</p> <p>School administrators share informational resources on the new academic content and performance standards, state assessment system, and educational programs and services through school websites, newsletters, parent/volunteer meetings and other communication pathways.</p>	<p>All schools</p>	<p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>Professional Development salaries included above</p>
<p>G. District provides professional development and collaborative planning time for teachers to develop designated instruction aligned with the academic content and performance standards for English learners and students performing below grade level during weekly Universal Access time.</p>	<p>All schools</p>	<p>All  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups:  (Specify)  <u>Student groups with an achievement gap.</u></p>	<p>Professional Development Staff 1000-1999: Certificated Personnel Salaries Supplemental \$352,245</p>
<p>H. English Learner/Intervention Program Coordinator</p>	<p>All</p>	<p>All</p>	<p>District administrative staff 1000-1999: Certificated Personnel</p>

<p>provides professional development and support for teachers and administrators in the implementation of the new English Language Development standards.</p>	<p>schools</p>	<p>OR:  <input type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient                  Other Subgroups:                  (Specify)</p>	<p>Salaries Other \$110,314</p>
<p>I. School administrators and Academic Advisors/Assistants (Intermediate School) increase outreach to parents of English learners, foster youth and low income student group families for parent education events or parent group meetings and provide childcare for school age children during parent evening educational opportunities, if available.</p>	<p>All schools</p>	<p>All                  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups:                  (Specify)  <u>Student groups with an achievement gap.</u></p>	<p>Principals/Academic Advisors 1000-1999: Certificated Personnel Salaries Supplemental \$707,543                  Academic Advisor Assistants 2000-2999: Classified Personnel Salaries Supplemental \$27,327</p>

**LCAP Year 3: 2018-19**

<p>Expected Annual Measurable Outcomes:</p>	<p>1. Students receive instruction from teachers with professional development in the implementation of the academic content and performance standards.                  Local Metric: Annual District Professional Development Plan</p> <p>2. Implementation of academic content and performance standards for all pupils, including English language learners.                  Local metric: Administrator observations</p>
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<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>A. District administrators develop annual Professional Development Plan, using input from teachers, administrators, and achievement data, and implement training and coaching for all teachers and administrators according to the plan of action.</p>	<p>All schools</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>District administrative staff 1000-1999: Certificated Personnel Salaries Base \$1,671,050                  District administrative staff 2000-2999: Classified Personnel Salaries Base \$180,953</p>

<p>B. Professional Development Coordinator and Providers provide professional development and instructional support on implementing academic content and performance standards (CCSS) to teachers, support staff, and administrators.</p>	<p>All schools</p>	<p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>Professional Development salaries included above</p>
<p>C. District provides weekly collaborative planning time to teachers to plan the implementation of academic content and performance standards and develop extended learning opportunities that meet student needs during core instruction and weekly Universal Access time.</p>	<p>All schools</p>	<p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>Planning time included in certificated salaries above.</p>
<p>D. Professional Development Coordinator and Providers collaborate with Site Representatives on preparing additional support and resources needed to implement academic content and performance standards.</p>	<p>All schools</p>	<p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>Professional Development salaries included above</p>
<p>E. District administrators provide information, resources, and materials on the new academic content and performance standards and state assessment system to parents on the District website.</p>	<p>All schools</p>	<p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>District administrative salaries included above</p>
<p>F. School administrators provide parents with information to support learning at home through two annual parent education learning opportunities.</p>	<p>All schools</p>	<p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>Professional Development salaries included above</p>

<p>School administrators share informational resources on the new academic content and performance standards, state assessment system, and educational programs and services through school websites, newsletters, parent/volunteer meetings and other communication pathways.</p>		<p><input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	
<p>G. District provides professional development and collaborative planning time for teachers to develop designated instruction aligned with the academic content and performance standards for English learners and students performing below grade level during weekly Universal Access time.</p>	<p>All schools</p>	<p><input type="checkbox"/> All                  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups:                  (Specify)  <u>Student groups with an achievement gap.</u></p>	<p>Professional Development Staff 1000-1999: Certificated Personnel Salaries Supplemental \$359,642</p>
<p>H. English Learner/Intervention Program Coordinator provides professional development and support for teachers and administrators in the implementation of the new English Language Development standards.</p>	<p>All schools</p>	<p><input type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>District administrative staff 1000-1999: Certificated Personnel Salaries Other \$112,631</p>
<p>I. School administrators and Academic Advisors/Assistants (Intermediate School) increase outreach to parents of English learners, foster youth and low income student group families for parent education events or parent group meetings and provide childcare for school age children during parent evening educational opportunities, if available.</p>	<p>All schools</p>	<p><input type="checkbox"/> All                  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups:                  (Specify)  <u>Student groups with an achievement gap.</u></p>	<p>Principals/Academic Advisors 1000-1999: Certificated Personnel Salaries Supplemental \$722,401                  Academic Advisor Assistants 2000-2999: Classified Personnel Salaries Supplemental \$28010</p>

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

<b>GOAL 3:</b>	Students have access to a broad course of study (language arts, social studies, science, and math), including visual and performing arts, health and nutrition, STEAM (science, technology, engineering, art, and math) and physical education; in addition, students in grade 6-8 have access to foreign language and college/career exploratory classes.	Related State and/or Local Priorities: 1 2 _ 3 _ 4 5 6 7 <u>X</u> 8  COE only: 9 10  Local : Specify
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**Identified Need :** Parent and student stakeholder input indicates desire for broad course of study at all schools.

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

**LCAP Year 1: 2016-2017**

**Expected Annual Measurable Outcomes:**

1. Students at the elementary level (TK-5) have access to broad course of study, including visual and performing arts, health and nutrition, keyboarding and technology skills, and physical education.  
 Local Metric: School administrator report of progress
2. Students at the intermediate school (grades 6-8) have access to broad course of study, including exploratory classes in visual and performing arts, health and nutrition, foreign language and college/career exploratory classes.  
 Local Metric: School master schedule

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
A. School administrators provide students with access to broad course of study, including visual and performing arts, health and nutrition, keyboarding and technology skills, and physical education.	All schools	<u>X</u> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Principals 1000-1999: Certificated Personnel Salaries Base \$2,366,218 Highly qualified teachers 1000-1999: Certificated Personnel Salaries Base Included in Goal 1A
B. School administrators provide students at the intermediate school level with access to foreign language and college/career exploratory classes.	All schools	<u>X</u> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient	Principal salaries included above

		Other Subgroups: (Specify)	
C. School administrators and teachers provide students with an opportunity to engage in at least two STEAM lessons or activities each year.  District develops Science, Technology, Engineering, Art and Math (STEAM) scope and sequence and resources for grade level STEAM learning opportunities.	All schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)	Principal salaries included above Highly qualified teachers salaries included above
D. School administrators and teachers provide academic intervention and designated language development instruction during weekly Universal Access time to provide at-risk and English learner students with the same access to a broad course of study as proficient and English fluent peers.	All schools	All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Student groups with an achievement gap.</u>	Principals 1000-1999: Certificated Personnel Salaries Supplemental \$1,274,118 Highly qualified teachers 1000-1999: Certificated Personnel Salaries Base Included in Goal 1A

**LCAP Year 2: 2017-18**

Expected Annual Measurable Outcomes:	<p>1. Students at the elementary level (TK-5) have access to broad course of study, including visual and performing arts, health and nutrition, keyboarding and technology skills, and physical education. Local Metric: School administrator report of progress</p> <p>2. Students at the intermediate school (grades 6-8) have access to broad course of study, including exploratory classes in visual and performing arts, health and nutrition, foreign language and college/career exploratory classes. Local Metric: School master schedule</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
A. School administrators provide students with access to broad course of study, including visual and performing arts, health and nutrition, keyboarding and technology skills, and physical education.	All schools	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent	Principals 1000-1999: Certificated Personnel Salaries Base \$2,415,909 Highly qualified teachers 1000-1999: Certificated Personnel Salaries Base Included in Goal 1A

		English proficient Other Subgroups: (Specify)	
B. School administrators provide students at the intermediate school level with access to foreign language and college/career exploratory classes.	All schools	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient Other Subgroups: (Specify)	Principal salaries included above
C. School administrators and teachers provide students with an opportunity to engage in at least two STEAM lessons or activities each year.  District develops Science, Technology, Engineering, Art and Math (STEAM) scope and sequence and resources for grade level STEAM learning opportunities.	All schools	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient Other Subgroups: (Specify)	Principal salaries included above Highly qualified teachers salaries included above
D. School administrators and teachers provide academic intervention and designated language development instruction during weekly Universal Access time to provide at-risk and English learner students with the same access to a broad course of study as proficient and English fluent peers.	All schools	All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Student groups with an achievement gap.</u>	Principals 1000-1999: Certificated Personnel Salaries Supplemental \$1,300,874 Highly qualified teachers 1000-1999: Certificated Personnel Salaries Base Included in Goal 1A

**LCAP Year 3: 2018-19**

Expected Annual Measurable Outcomes: 1. Students at the elementary level (TK-5) have access to broad course of study, including visual and performing arts, health and nutrition, keyboarding and technology skills, and physical education.  
Local Metric: School administrator report of progress

2. Students at the intermediate school (grades 6-8) have access to broad course of study, including exploratory classes in visual and performing arts, health and nutrition, foreign language and college/career exploratory classes.  
Local Metric: School master schedule

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>A. School administrators provide students with access to broad course of study, including visual and performing arts, health and nutrition, keyboarding and technology skills, and physical education.</p>	<p>All schools</p>	<p><input checked="" type="checkbox"/> All OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                      (Specify)</p>	<p>Principals 1000-1999: Certificated Personnel Salaries Base \$2,466,643 Highly qualified teachers 1000-1999: Certificated Personnel Salaries Base Included in Goal 1A</p>
<p>B. School administrators provide students at the intermediate school level with access to foreign language and college/career exploratory classes.</p>	<p>All schools</p>	<p><input checked="" type="checkbox"/> All OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                      (Specify)</p>	<p>Principal salaries included above</p>
<p>C. School administrators and teachers provide students with an opportunity to engage in at least two STEAM lessons or activities each year.  District develops Science, Technology, Engineering, Art and Math (STEAM) scope and sequence and resources for grade level STEAM learning opportunities.</p>	<p>All schools</p>	<p><input checked="" type="checkbox"/> All OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                      (Specify)</p>	<p>Principal salaries included above Highly qualified teachers salaries included above</p>



<p>D. School administrators and teachers provide academic intervention and designated language development instruction during weekly Universal Access time to provide at-risk and English learner students with the same access to a broad course of study as proficient and English fluent peers.</p>	<p>All schools</p>	<p><input type="checkbox"/> All  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups: (Specify)  <u>Student groups with an achievement gap.</u></p>	<p>Principals 1000-1999: Certificated Personnel Salaries Supplemental \$1,328,192</p> <hr/> <p>Highly qualified teachers 1000-1999: Certificated Personnel Salaries Base Included in Goal 1A</p>
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**Complete a copy of this table for each of the LEA’s goals. Duplicate and expand the fields as necessary.**

GOAL 4:	Students become college and career ready by meeting all state and federal targets for achievement and language fluency and the disparity in academic performance between state-identified groups of students is reduced.	Related State and/or Local Priorities: 1 2 3 4 <u>X</u> 5 6 7 _ 8 <u>X</u>  COE only: 9 10  Local : Specify
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Identified Need :	1. Students need to meet all federal and state academic achievement and English language fluency targets. 2. An achievement gap exists between state-identified subgroups of students. 3. English learner students need to make annual gains in English proficiency. 4. Students need to make progress towards meeting state healthy fitness zone targets established by CA Physical Fitness Test.
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Goal Applies to:	Schools: All Applicable Pupil Subgroups: All
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**LCAP Year 1: 2016-2017**

Expected Annual Measurable Outcomes:	1. Students meet federal and state academic achievement targets. Required State Metric: Federal and state targets for achievement (percent proficient); Academic Performance Index (API)  2. The achievement gap between state-identified subgroups of students is reduced. Baseline achievement determined by 2015-16. Local Metric: Academic achievement results show achievement gap between state-identified student groups reduced.  3. English learner students meet state target for percent of English learner students who make progress towards English proficiency on state language development test. Required State Metric: Federal and state target for progress towards English proficiency  4. English learner students meet state target for percent of students reclassifying as English proficient. Required State Metric: Federal and state target for English learner reclassification  5. Students make progress towards meeting Healthy Fitness Zones (HFZ) on CA Physical Fitness Test. Baseline HFZ determined by 2014-15. Required State Metric: CA Physical Fitness Test administered only in grades 5 and 7
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
A. District provides on-going and sustained professional development that addresses the academic and performance content and performance standards, literacy, instructional engagement strategies, instructional technology and remedial and intervention	All schools	<u>X</u> All OR: Low Income pupils English Learners Foster Youth	Highly qualified teachers 1000-1999: Certificated Personnel Salaries Base Included in Goal 1A Professional development staff 1000-1999: Certificated Personnel Salaries Base \$453,816

<p>instruction.</p>		<p>Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Substitute teachers 1000-1999: Certificated Personnel Salaries Base \$345,000</p>
<p>B. Teachers administer interim and diagnostic assessments in reading and math to monitor student progress towards academic targets, inform instruction and identify students in need of intervention or enrichment.</p>	<p>All schools</p>	<p><input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Highly qualified teacher salaries included above 1000-1999: Certificated Personnel Salaries Base</p>
<p>C. School administrators and teachers provide all students with weekly Universal Access time to provide designated instruction and target the learning needs of GATE/advanced, proficient, under-performing, and English learner students.</p>	<p>All schools</p>	<p><input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Highly qualified teacher salaries included above 1000-1999: Certificated Personnel Salaries Base</p>
<p>D. District provides 1:1 access to electronic devices for students in grades K-8 and an Instructional Technology Support Clerk (ITSC) to each school to assist with the maintenance and support of site instructional technology.</p>	<p>All schools</p>	<p><input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Technology devices, chromebooks, Ipads, other tablets 4000-4999: Books And Supplies Base 797,425 Technology devices, chromebooks, Ipads, other tablets 6000-6999: Capital Outlay Funds 40 \$763,800</p>
<p>E. School administrators and teachers provide students with instruction and support in developing college and career technology skills and competencies.  Professional Development Coordinator and Providers provide teachers and administrators with professional development in the use of instructional technology to support teaching and learning.</p>	<p>All schools  Pilot schools for the assignment of</p>	<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups:</p>	<p>Highly qualified teacher salaries included in the salaries above 1000-1999: Certificated Personnel Salaries Base Principals salaries included in salaries above 1000-1999: Certificated Personnel Salaries Base Professional development coordinator 1000-1999: Certificated Personnel Salaries Base \$125,000 Support staff for after school access 2000-2999: Classified</p>

<p>District and school administrators pilot assigning electronic devices to students for home use.</p> <p>School administrators provide after-school access to electronic devices and support parents in locating evening and weekend wireless access points within the community.</p>	<p>electronic device for home use.</p>	<p>(Specify)</p>	<p>Personnel Salaries Base \$297,554</p>
<p>F. District provides physical education teachers and physical education program to elementary and intermediate schools to engage all students in physical fitness and meet minimum requirements for healthy fitness zones as determined by the California Physical Fitness Test (PFT).</p>	<p>All schools</p>	<p><input checked="" type="checkbox"/> All  OR:  Low Income pupils  English Learners  Foster Youth  Redesignated fluent English proficient  Other Subgroups:  (Specify)</p>	<p>Highly qualified teacher salaries included above 1000-1999: Certificated Personnel Salaries Base</p> <p>Instructional Assistants 2000-2999: Classified Personnel Salaries Base \$252,930</p>
<p>G. English Learner/Intervention Coordinator provides professional development and support for teachers and administrators on the implementation of the new English Language Development standards, including training on integrated language development during core instruction and designated language development during weekly Universal Access time.</p>	<p>All schools</p>	<p><input type="checkbox"/> All  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups:  (Specify)  <u>Student groups with an achievement gap</u></p>	<p>Program Specialist 1000-1999: Certificated Personnel Salaries Other \$108,045</p>
<p>H. School administrators provide under-performing students with extended day intervention and use positive behavior pre-referral interventions, counseling services, and early identification reports to address the needs of under-performing students.</p> <p>EL/Intervention Coordinator coordinates extended day intervention program services at all schools for at-risk and under-performing students.</p>	<p>All schools</p>	<p><input type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups:  (Specify)  <u>Student groups with an achievement gap.</u></p>	<p>Program Specialist salary included above 1000-1999: Certificated Personnel Salaries Supplemental</p> <p>Principals salaries included above 1000-1999: Certificated Personnel Salaries Base</p> <p>Highly qualified teacher additional time 1000-1999: Certificated Personnel Salaries Supplemental \$648,000</p> <p>Materials for intervention 4000-4999: Books And Supplies Supplemental \$240,000</p>
<p>I. Teachers provide classroom instruction that uses engagement strategies that promote positive</p>	<p>All schools</p>	<p><input type="checkbox"/> All  OR:</p>	<p>Highly qualified teacher salaries included above 1000-1999: Certificated Personnel Salaries Supplemental</p>

<p>interdependence, individual accountability, equal participation, and simultaneous interaction (Kagan Engagement Structures).</p>		<p><input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups: (Specify)  <u>Student groups with an achievement gap</u></p>	
<p>J. Teachers use multiple measures to identify at-risk students with an achievement gap (English learner and non-proficient students in state-identified subgroups) and develop a Plan of Action for Student Success (PASS) that incorporates weekly Universal Access support for remediation, pupil engagement , and parent involvement. Teachers monitor PASS student progress regularly during the year and adjust instruction, programs, and services as needed.</p> <p>School Administrators regularly monitor school PASS students' progress with teachers and report progress through goal meetings with Superintendent.</p>	<p>All schools</p>	<p><u>All</u>  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  Other Subgroups: (Specify)  <u>Student groups with an achievement gap</u></p>	<p>Highly qualified teacher salaries included above 1000-1999: Certificated Personnel Salaries Supplemental</p> <p>Principal salaries included above 1000-1999: Certificated Personnel Salaries Supplemental</p>
<p>K. District provides an Academic Advisor to intermediate schools with higher than District average population of at-risk and high need students and a Student Services Assistant (SSA) to intermediate schools not eligible for Academic Advisors, to support students with cognitive, social, health, economic, or other barriers to academic achievement.</p>	<p>All schools</p>	<p><u>All</u>  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups: (Specify)  <u>Student groups with an achievement gap</u></p>	<p>Academic Advisors 1000-1999: Certificated Personnel Salaries Supplemental \$188,078</p> <p>Student Services Assistants 2000-2999: Classified Personnel Salaries Supplemental \$27,617</p>
<p>L. Professional Development Coordinator and Providers provide on-going and sustained professional development for teachers in the areas of remediation and intervention, literacy for under-performing students, and implementation of the new English Language Development standards, including integrated language development during core instruction and designated language development during weekly Universal Access time.</p>	<p>All schools</p>	<p><u>All</u>  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Professional Development staff salaries 1000-1999: Certificated Personnel Salaries Supplemental \$633,264</p>

		<u>Student groups with an achievement gap</u>	
M. School administrators and teachers provide English learner, at-risk and under-performing students with designated instruction during weekly Universal Access time that addresses the literacy needs of under-performing students and the language and learning needs of English learners at all language proficiency levels.	All schools	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Student groups with an achievement gap</u>	Principal salaries included above 1000-1999: Certificated Personnel Salaries Supplemental Highly qualified teachers salaries included above 1000-1999: Certificated Personnel Salaries Supplemental
N. Physical education teachers use weekly collaboration time to develop strategies to engage English learner, at-risk and under-performing students in physical fitness activities and address the needs of students not meeting the minimum requirements for healthy fitness zones in physical fitness testing.	All schools	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify)	Highly qualified teachers salaries included above 1000-1999: Certificated Personnel Salaries Supplemental
O. District provides supplemental language development program and services to Long Term English Learners (LTELs) and English learners in US schools less than 12 months (Newcomer).  For English learner students in U.S. schools for the first time for less than 12 months: District provides students with an electronic tablet to assist in instruction and translation during the school day and provides teachers with English learner instructional aide classroom support.	All schools	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Highly qualified teacher salaries included above 1000-1999: Certificated Personnel Salaries Supplemental Instructional Assistants 2000-2999: Classified Personnel Salaries Supplemental \$54,671 Tablets 4000-4999: Books And Supplies Other \$4000
P. School administrators and Academic Advisors/Assistants (Intermediate School) monitor under-performing English learner (EL) students and refer EL students to the Student Study Team if they are not making annual progress towards English proficiency.	All schools	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:	Principals salaries included above 1000-1999: Certificated Personnel Salaries Supplemental Academic Advisor salaries included above 1000-1999: Certificated Personnel Salaries Supplemental Student Services Assistants salaries included above 2000-2999: Classified Personnel Salaries Supplemental

		(Specify)	
		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

**LCAP Year 2: 2017-18**

Expected Annual Measurable Outcomes:	1. Students meet federal and state academic achievement targets. Required State Metric: Federal and state targets for achievement (percent proficient); Academic Performance Index (API)  2. The achievement gap between state-identified subgroups of students is reduced. Baseline achievement determined by 2015-16. Local Metric: Academic achievement results show achievement gap between state-identified student groups reduced.  3. English learner students meet state target for percent of English learner students who make progress towards English proficiency on state language development test. Required State Metric: Federal and state target for progress towards English proficiency  4. English learner students meet state target for percent of students reclassifying as English proficient. Required State Metric: Federal and state target for English learner reclassification  5. Students make progress towards meeting healthy fitness zone on CA Physical Fitness Test. Required State Metric: CA Physical Fitness Test administered only in grades 5 and 7
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
A. District provides on-going and sustained professional development that addresses the academic and performance content and performance standards, literacy, instructional engagement strategies, instructional technology and remedial and intervention instruction.	All schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Highly qualified teachers 1000-1999: Certificated Personnel Salaries Base Included in Goal 1A <hr/> Professional development staff 1000-1999: Certificated Personnel Salaries Base \$463,347 <hr/> Substitute teachers 1000-1999: Certificated Personnel Salaries Base \$352,245

<p>B. Teachers administer interim and diagnostic assessments in reading and math to monitor student progress towards academic targets, inform instruction and identify students in need of intervention or enrichment.</p>	<p>All schools</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Highly qualified teacher salaries included above 1000-1999: Certificated Personnel Salaries Base</p>
<p>C. School administrators and teachers provide all students with weekly Universal Access time to provide designated instruction and target the learning needs of GATE/advanced, proficient, under-performing, and English learner students.</p>	<p>All schools</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Highly qualified teacher salaries included above 1000-1999: Certificated Personnel Salaries Base</p>
<p>D. District provides 1:1 access to electronic devices for students in grades K-8 and an Instructional Technology Support Clerk (ITSC) to each school to assist with the maintenance and support of site instructional technology.</p>	<p>All schools</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Technology devices, chromebooks, Ipads, other tablets 4000-4999: Books And Supplies Base \$821,348 Technology devices, chromebooks, Ipads, other tablets 6000-6999: Capital Outlay Funds 40 \$786,714</p>
<p>E. School administrators and teachers provide students with instruction and support in developing college and career technology skills and competencies.</p> <p>Professional Development Coordinator and Providers provide teachers and administrators with professional development in the use of instructional technology to support teaching and learning.</p> <p>District and school administrators pilot assigning electronic devices to students for home use.</p> <p>School administrators provide after-school access to</p>	<p>All schools</p> <p>Pilot schools for the assignment of electronic device for home use.</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent <input type="checkbox"/> English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Highly qualified teacher salaries included in the salaries above 1000-1999: Certificated Personnel Salaries Base</p> <p>Principals salaries included in salaries above 1000-1999: Certificated Personnel Salaries Base</p> <p>Professional development coordinator 1000-1999: Certificated Personnel Salaries Base \$127,625</p> <p>Support staff for after school access 2000-2999: Classified Personnel Salaries Base \$304,993</p>



<p>electronic devices and support parents in locating evening and weekend wireless access points within the community.</p>			
<p>F. District provides physical education teachers and physical education program to elementary and intermediate schools to engage all students in physical fitness and meet minimum requirements for healthy fitness zones as determined by the California Physical Fitness Test (PFT).</p>	<p>All schools</p>	<p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>Highly qualified teacher salaries included above 1000-1999: Certificated Personnel Salaries Base  Instructional Assistants 2000-2999: Classified Personnel Salaries Base \$259,253</p>
<p>G. English Learner/Intervention Coordinator provides professional development and support for teachers and administrators on the implementation of the new English Language Development standards, including training on integrated language development during core instruction and designated language development during weekly Universal Access time.</p>	<p>All schools</p>	<p><input type="checkbox"/> All  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups:  (Specify)  <u>Student groups with an achievement gap</u></p>	<p>Program Specialist 1000-1999: Certificated Personnel Salaries Other \$110,314</p>
<p>H. School administrators provide under-performing students with extended day intervention and use positive behavior pre-referral interventions, counseling services, and early identification reports to address the needs of under-performing students.   EL/Intervention Coordinator coordinates extended day intervention program services at all schools for at-risk and under-performing students.</p>	<p>All schools</p>	<p>All  OR:  <input type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups:  (Specify)  <u>Student groups with an achievement gap.</u></p>	<p>Program Specialist salary included above 1000-1999: Certificated Personnel Salaries Supplemental  Principals salaries included above 1000-1999: Certificated Personnel Salaries Base  Highly qualified teacher additional time 1000-1999: Certificated Personnel Salaries Supplemental \$661,608  Materials for intervention 4000-4999: Books And Supplies Supplemental \$247,200</p>
<p>I. Teachers provide classroom instruction that uses engagement strategies that promote positive interdependence, individual accountability, equal participation, and simultaneous interaction (Kagan Engagement Structures).</p>	<p>All schools</p>	<p>All  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient</p>	<p>Highly qualified teacher salaries included above 1000-1999: Certificated Personnel Salaries Supplemental</p>

		<input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Student groups with an achievement gap</u>	
<p>J. Teachers use multiple measures to identify at-risk students with an achievement gap (English learner and non-proficient students in state-identified subgroups) and develop a Plan of Action for Student Success (PASS) that incorporates weekly Universal Access support for remediation, pupil engagement , and parent involvement. Teachers monitor PASS student progress regularly during the year and adjust instruction, programs, and services as needed.</p> <p>School Administrators regularly monitor school PASS students' progress with teachers and report progress through goal meetings with Superintendent.</p>	All schools	All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify) <u>Student groups with an achievement gap</u>	Highly qualified teacher salaries included above 1000-1999: Certificated Personnel Salaries Supplemental Principal salaries included above 1000-1999: Certificated Personnel Salaries Supplemental
<p>K. District provides an Academic Advisor to intermediate schools with higher than District average population of at-risk and high need students and a Student Services Assistant (SSA) to intermediate schools not eligible for Academic Advisors, to support students with cognitive, social, health, economic, or other barriers to academic achievement.</p>	All schools	All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Student groups with an achievement gap</u>	Academic Advisors 1000-1999: Certificated Personnel Salaries Supplemental \$192,028 Student Services Assistants 2000-2999: Classified Personnel Salaries Supplemental \$28,307
<p>L. Professional Development Coordinator and Providers provide on-going and sustained professional development for teachers in the areas of remediation and intervention, literacy for under-performing students, and implementation of the new English Language Development standards, including integrated language development during core instruction and designated language development during weekly Universal Access time.</p>	All schools	All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Student groups with an achievement gap</u>	Professional Development staff salaries 1000-1999: Certificated Personnel Salaries Supplemental \$646,563
<p>M. School administrators and teachers provide English learner, at-risk and under-performing students with designated instruction during weekly Universal Access</p>	All schools	All OR: <input checked="" type="checkbox"/> Low Income pupils	Principal salaries included above 1000-1999: Certificated Personnel Salaries Supplemental

<p>time that addresses the literacy needs of under-performing students and the language and learning needs of English learners at all language proficiency levels.</p>		<p><input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups: (Specify)  <u>Student groups with an achievement gap</u></p>	<p>Highly qualified teachers salaries included above 1000-1999: Certificated Personnel Salaries Supplemental</p>
<p>N. Physical education teachers use weekly collaboration time to develop strategies to engage English learner, at-risk and under-performing students in physical fitness activities and address the needs of students not meeting the minimum requirements for healthy fitness zones in physical fitness testing.</p>	<p>All schools</p>	<p><input type="checkbox"/> All  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Highly qualified teachers salaries included above 1000-1999: Certificated Personnel Salaries Supplemental</p>
<p>O. District provides supplemental language development program and services to Long Term English Learners (LTELS) and English learners in US schools less than 12 months (Newcomer).</p> <p>For English learner students in U.S. schools for the first time for less than 12 months: District provides students with an electronic tablet to assist in instruction and translation during the school day and provides teachers with English learner instructional aide classroom support.</p>	<p>All schools</p>	<p><input type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Highly qualified teacher salaries included above 1000-1999: Certificated Personnel Salaries Supplemental</p> <p>Instructional Assistants 2000-2999: Classified Personnel Salaries Supplemental \$56,038</p> <p>Tablets 4000-4999: Books And Supplies Other \$4,120</p>
<p>P. School administrators and Academic Advisors/Assistants (Intermediate School) monitor under-performing English learner (EL) students and refer EL students to the Student Study Team if they are not making annual progress towards English proficiency.</p>	<p>All schools</p>	<p><input type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Principals salaries included above 1000-1999: Certificated Personnel Salaries Supplemental</p> <p>Academic Advisor salaries included above 1000-1999: Certificated Personnel Salaries Supplemental</p> <p>Student Services Assistants salaries included above 2000-2999: Classified Personnel Salaries Supplemental</p>

**LCAP Year 3: 2018-19**

<p>Expected Annual Measurable Outcomes:</p>	<p>1. Students meet federal and state academic achievement targets.                  Required State Metric: Federal and state targets for achievement (percent proficient); Academic Performance Index (API)</p> <p>2. The achievement gap between state-identified subgroups of students is reduced. Baseline achievement determined by 2015-16.                  Local Metric: Academic achievement results show achievement gap between state-identified student groups reduced.</p> <p>3. English learner students meet state target for percent of English learner students who make progress towards English proficiency on state language development test.                  Required State Metric: Federal and state target for progress towards English proficiency</p> <p>4. English learner students meet state target for percent of students reclassifying as English proficient.                  Required State Metric: Federal and state target for English learner reclassification</p> <p>5. Students make progress towards meeting healthy fitness zone on CA Physical Fitness Test.                  Required State Metric: CA Physical Fitness Test administered only in grades 5 and 7</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
A. District provides on-going and sustained professional development that addresses the academic and performance content and performance standards, literacy, instructional engagement strategies, instructional technology and remedial and intervention instruction.	All schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Highly qualified teachers 1000-1999: Certificated Personnel Salaries Base Included in Goal 1A Professional development staff 1000-1999: Certificated Personnel Salaries Base \$473,076 Substitute teachers 1000-1999: Certificated Personnel Salaries Base \$359,642
B. Teachers administer interim and diagnostic assessments in reading and math to monitor student progress towards academic targets, inform instruction and identify students in need of intervention or enrichment.	All schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Highly qualified teacher salaries included above 1000-1999: Certificated Personnel Salaries Base
C. School administrators and teachers provide all students with weekly Universal Access time to provide	All schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Highly qualified teacher salaries included above 1000-1999: Certificated Personnel Salaries Base

<p>designated instruction and target the learning needs of GATE/advanced, proficient, under-performing, and English learner students.</p>		<p><input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	
<p>D. District provides 1:1 access to electronic devices for students in grades K-8 and an Instructional Technology Support Clerk (ITSC) to each school to assist with the maintenance and support of site instructional technology.</p>	<p>All schools</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>Technology devices, chromebooks, Ipads, other tablets 4000-4999: Books And Supplies Base \$845,988                  Technology devices, chromebooks, Ipads, other tablets 6000-6999: Capital Outlay Funds 40 \$810,315</p>
<p>E. School administrators and teachers provide students with instruction and support in developing college and career technology skills and competencies.</p> <p>Professional Development Coordinator and Providers provide teachers and administrators with professional development in the use of instructional technology to support teaching and learning.</p> <p>District and school administrators pilot assigning electronic devices to students for home use.</p> <p>School administrators provide after-school access to electronic devices and support parents in locating evening and weekend wireless access points within the community.</p>	<p>All schools                   Pilot schools for the assignment of electronic device for home use.</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>Highly qualified teacher salaries included in the salaries above 1000-1999: Certificated Personnel Salaries Base                  Principals salaries included in salaries above 1000-1999: Certificated Personnel Salaries Base                  Professional development coordinator 1000-1999: Certificated Personnel Salaries Base \$130,305                  Support staff for after school access 1000-1999: Certificated Personnel Salaries Base \$310,182</p>
<p>F. District provides physical education teachers and physical education program to elementary and intermediate schools to engage all students in physical fitness and meet minimum requirements for healthy fitness zones as determined by the California Physical Fitness Test (PFT).</p>	<p>All schools</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:</p>	<p>Highly qualified teacher salaries included above 1000-1999: Certificated Personnel Salaries Base                  Instructional Assistants 2000-2999: Classified Personnel Salaries Base \$265,735</p>

		(Specify)	
<p>G. English Learner/Intervention Coordinator provides professional development and support for teachers and administrators on the implementation of the new English Language Development standards, including training on integrated language development during core instruction and designated language development during weekly Universal Access time.</p>	<p>All schools</p>	<p><input type="checkbox"/> All  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups:  (Specify)  <u>Student groups with an achievement gap</u></p>	<p>Program Specialist 1000-1999: Certificated Personnel Salaries Other \$112,631</p>
<p>H. School administrators provide under-performing students with extended day intervention and use positive behavior pre-referral interventions, counseling services, and early identification reports to address the needs of under-performing students.</p> <p>EL/Intervention Coordinator coordinates extended day intervention program services at all schools for at-risk and under-performing students.</p>	<p>All schools</p>	<p><input type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups:  (Specify)  <u>Student groups with an achievement gap.</u></p>	<p>Program Specialist salary included above 1000-1999: Certificated Personnel Salaries Supplemental</p> <p>Principals salaries included above 1000-1999: Certificated Personnel Salaries Base</p> <p>Highly qualified teacher additional time 1000-1999: Certificated Personnel Salaries Supplemental \$675,502</p> <p>Materials for intervention 4000-4999: Books And Supplies Supplemental \$254,616</p>
<p>I. Teachers provide classroom instruction that uses engagement strategies that promote positive interdependence, individual accountability, equal participation, and simultaneous interaction (Kagan Engagement Structures).</p>	<p>All schools</p>	<p><input type="checkbox"/> All  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups:  (Specify)  <u>Student groups with an achievement gap</u></p>	<p>Highly qualified teacher salaries included above 1000-1999: Certificated Personnel Salaries Supplemental</p>
<p>J. Teachers use multiple measures to identify at-risk students with an achievement gap (English learner and non-proficient students in state-identified subgroups) and develop a Plan of Action for Student Success (PASS) that incorporates weekly Universal Access support for remediation, pupil engagement , and parent involvement. Teachers monitor PASS student progress regularly during the year and adjust instruction,</p>	<p>All schools</p>	<p><input type="checkbox"/> All  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:</p>	<p>Highly qualified teacher salaries included above 1000-1999: Certificated Personnel Salaries Supplemental</p> <p>Principal salaries included above 1000-1999: Certificated Personnel Salaries Supplemental</p>

<p>programs, and services as needed.</p> <p>School Administrators regularly monitor school PASS students' progress with teachers and report progress through goal meetings with Superintendent.</p>		<p>(Specify)  <u>Student groups with an achievement gap</u></p>	
<p>K. District provides an Academic Advisor to intermediate schools with higher than District average population of at-risk and high need students and a Student Services Assistant (SSA) to intermediate schools not eligible for Academic Advisors, to support students with cognitive, social, health, economic, or other barriers to academic achievement.</p>	<p>All schools</p>	<p><u>All</u>  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups:  (Specify)  <u>Student groups with an achievement gap</u></p>	<p>Academic Advisors 1000-1999: Certificated Personnel Salaries Supplemental \$196,060</p> <p>Student Services Assistants 2000-2999: Classified Personnel Salaries Supplemental \$29,015</p>
<p>L. Professional Development Coordinator and Providers provide on-going and sustained professional development for teachers in the areas of remediation and intervention, literacy for under-performing students, and implementation of the new English Language Development standards, including integrated language development during core instruction and designated language development during weekly Universal Access time.</p>	<p>All schools</p>	<p><u>All</u>  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups:  (Specify)  <u>Student groups with an achievement gap</u></p>	<p>Professional Development staff salaries 1000-1999: Certificated Personnel Salaries Supplemental \$660,140</p>
<p>M. School administrators and teachers provide English learner, at-risk and under-performing students with designated instruction during weekly Universal Access time that addresses the literacy needs of under-performing students and the language and learning needs of English learners at all language proficiency levels.</p>	<p>All schools</p>	<p><u>All</u>  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups:  (Specify)  <u>Student groups with an achievement gap</u></p>	<p>Principal salaries included above 1000-1999: Certificated Personnel Salaries Supplemental</p> <p>Highly qualified teachers salaries included above 1000-1999: Certificated Personnel Salaries Supplemental</p>
<p>N. Physical education teachers use weekly collaboration time to develop strategies to engage English learner, at-risk and under-performing students in physical fitness activities and address the needs of</p>	<p>All schools</p>	<p><u>All</u>  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners</p>	<p>Highly qualified teachers salaries included above 1000-1999: Certificated Personnel Salaries Supplemental</p>

<p>students not meeting the minimum requirements for healthy fitness zones in physical fitness testing.</p>		<p><input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups:                  (Specify)</p>	
<p>O. District provides supplemental language development program and services to Long Term English Learners (LTELS) and English learners in US schools less than 12 months (Newcomer).</p> <p>For English learner students in U.S. schools for the first time for less than 12 months: District provides students with an electronic tablet to assist in instruction and translation during the school day and provides teachers with English learner instructional aide classroom support.</p>	<p>All schools</p>	<p><input type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>Highly qualified teacher salaries included above 1000-1999: Certificated Personnel Salaries Supplemental</p> <hr/> <p>Instructional Assistants 2000-2999: Classified Personnel Salaries Supplemental \$57,439</p> <hr/> <p>Tablets 4000-4999: Books And Supplies Other \$4,244</p>
<p>P. School administrators and Academic Advisors/Assistants (Intermediate School) monitor under-performing English learner (EL) students and refer EL students to the Student Study Team if they are not making annual progress towards English proficiency.</p>	<p>All schools</p>	<p><input type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>Principals salaries included above 1000-1999: Certificated Personnel Salaries Supplemental</p> <hr/> <p>Academic Advisor salaries included above 1000-1999: Certificated Personnel Salaries Supplemental</p> <hr/> <p>Student Services Assistants salaries included above 2000-2999: Classified Personnel Salaries Supplemental</p>

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



GOAL 5:	School administrators engage parents in the school community and parents participate in decision making events, parent learning opportunities, and other school community building activities.	Related State and/or Local Priorities: 1 2 3 <u>X</u> 4 _ 5 6 7 8  COE only: 9 10  Local : Specify
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Identified Need :	1. Students benefit from parent input in decision-making processes in schools and district. 2. Students benefit from parent engagement in school community.
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Goal Applies to:	Schools: All
	Applicable Pupil Subgroups: All

**LCAP Year 1: 2016-2017**

Expected Annual Measurable Outcomes:	1. Students benefit when input from parents of students are included in decision-making process. Local Metric: Stakeholder input opportunity records.  2. Students benefit from increased parent engagement at schools. Local Metric: School administrator report of progress. Local metric: Parent Survey response on schools efforts to engage parents.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
A. Director of Pupil Services provides school administrators with strategies and support for engaging parents in the school community and promoting parent participation in stakeholder input opportunities, family night events, parent education opportunities, and other school programs and activities.	All schools	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Director of Pupil Services salary 1000-1999: Certificated Personnel Salaries Base \$137,391
B. District and school administrators promote communication with parents through ESPRI portal and online gradebook, school/district websites, auto-dialer system, email, text messages, newsletters, and social media communication tools.	All schools	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth	Principal salaries  1000-1999: Certificated Personnel Salaries Base \$3,640,336 District Administrator salaries 1000-1999: Certificated Personnel Salaries Base \$1,603,017

<p>District and school administrators provide multiple pathways for parent to learn about and get involved in stakeholder input opportunities and school programs and activities.</p>		<p>Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Various software programs 4000-4999: Books And Supplies Base \$20,000 Various online programs 5000-5999: Services And Other Operating Expenditures Base \$587,741</p>
<p>C. District and school administrators administer Parent Survey for input on improving school climate, student outcomes, and overall performance at schools.</p>	<p>All schools</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Principals salaries included above 1000-1999: Certificated Personnel Salaries Base District Administrators salaries included above 1000-1999: Certificated Personnel Salaries Base</p>
<p>D. School administrators and Academic Advisors/Assistants (Intermediate School) provide targeted outreach to families of at-risk, low income, foster youth and English learner students to involve them in stakeholder input opportunities, family night events, parent education opportunities, and other school programs and activities. In schools with over 15% English learner student population, communication will be provided in primary language.  Director of Pupil Services provides school administrators and Academic Advisors/Assistants (Intermediate School) with strategies for targeted outreach to engage at-risk, low income, foster youth, and English learner student families in the school community.</p>	<p>All schools</p>	<p>All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Principal salaries included above 1000-1999: Certificated Personnel Salaries Supplemental Academic Advisor salaries included above 1000-1999: Certificated Personnel Salaries Supplemental Student Services Assistants salaries included above 2000-2999: Classified Personnel Salaries Supplemental Director of Pupil Services salaries included above 1000-1999: Certificated Personnel Salaries Supplemental</p>
<p>E. If participation in Parent Survey is not representative of District demographics, district and school administrators administer a separate Parent Survey to families of low income and English learner students for input on improving school climate, student outcomes, and overall performance at schools.</p>	<p>All schools</p>	<p>All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Student groups with an</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Supplemental \$15,000</p>

achievement gap.

**LCAP Year 2: 2017-18**

Expected Annual Measurable Outcomes:

- 1. Students benefit when input from parents of students are included in decision-making process.  
Local Metric: Stakeholder input opportunity records.
- 2. Students benefit from increased parent engagement at schools.  
Local Metric: School administrator report of progress.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>A. Director of Pupil Services provides school administrators with strategies and support for engaging parents in the school community and promoting parent participation in stakeholder input opportunities, family night events, parent education opportunities, and other school programs and activities.</p>	<p>All schools</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Director of Pupil Services salary 1000-1999: Certificated Personnel Salaries Base \$140,277</p>
<p>B. District and school administrators promote communication with parents through ESPRI portal and online gradebook, school/district websites, auto-dialer system, email, text messages, newsletters, and social media communication tools.</p> <p>District and school administrators provide multiple pathways for parent to learn about and get involved in stakeholder input opportunities and school programs and activities.</p>	<p>All schools</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Principal salaries 1000-1999: Certificated Personnel Salaries Base \$3,716,784 District Administrator salaries 1000-1999: Certificated Personnel Salaries Base \$1,636,681 Various software programs 4000-4999: Books And Supplies Base \$20,600 Various online programs 5000-5999: Services And Other Operating Expenditures Base \$605,373</p>
<p>C. District and school administrators administer Parent Survey for input on improving school climate, student outcomes, and overall performance at schools.</p>	<p>All schools</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:</p>	<p>Principals salaries included above 1000-1999: Certificated Personnel Salaries Base District Administrators salaries included above 1000-1999: Certificated Personnel Salaries Base</p>

<p>D. School administrators and Academic Advisors/Assistants (Intermediate School) provide targeted outreach to families of at-risk, low income, foster youth and English learner students to involve them in stakeholder input opportunities, family night events, parent education opportunities, and other school programs and activities. In schools with over 15% English learner student population, communication will be provided in primary language.</p> <p>Director of Pupil Services provides school administrators and Academic Advisors/Assistants (Intermediate School) with strategies for targeted outreach to engage at-risk, low income, foster youth, and English learner student families in the school community.</p>	<p>All schools</p>	<p>(Specify)</p> <p><u>  </u> All  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  Other Subgroups:  (Specify)</p>	<p>Principal salaries included above 1000-1999: Certificated Personnel Salaries Supplemental</p> <p>Academic Advisor salaries included above 1000-1999: Certificated Personnel Salaries Supplemental</p> <p>Student Services Assistants salaries included above 2000-2999: Classified Personnel Salaries Supplemental</p> <p>Director of Pupil Services salaries included above 1000-1999: Certificated Personnel Salaries Supplemental</p>
<p>E. If participation in Parent Survey is not representative of District demographics, district and school administrators administer a separate Parent Survey to families of low income and English learner students for input on improving school climate, student outcomes, and overall performance at schools.</p>	<p>All schools</p>	<p><u>  </u> All  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups:  (Specify)  <u>Student groups with an achievement gap.</u></p>	<p>5800: Professional/Consulting Services And Operating Expenditures Supplemental \$15,000</p>

**LCAP Year 3: 2018-19**

<p>Expected Annual Measurable Outcomes:</p>	<p>1. Students benefit when input from parents of students are included in decision-making process.  Local Metric: Stakeholder input opportunity records.</p> <p>2. Students benefit from increased parent engagement at schools.  Local Metric: School administrator report of progress.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>A. Director of Pupil Services provides school administrators with strategies and support for engaging</p>	<p>All schools</p>	<p><input checked="" type="checkbox"/> All  OR:</p>	<p>Director of Pupil Services salary 1000-1999: Certificated Personnel Salaries Base \$143,222</p>

<p>parents in the school community and promoting parent participation in stakeholder input opportunities, family night events, parent education opportunities, and other school programs and activities.</p>		<p><input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	
<p>B. District and school administrators promote communication with parents through ESPRI portal and online gradebook, school/district websites, auto-dialer system, email, text messages, newsletters, and social media communication tools.</p> <p>District and school administrators provide multiple pathways for parent to learn about and get involved in stakeholder input opportunities and school programs and activities.</p>	<p>All schools</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>Principal salaries</p> <p>1000-1999: Certificated Personnel Salaries Base \$3,794,836</p> <p>District Administrator salaries 1000-1999: Certificated Personnel Salaries Base \$1,671,051</p> <p>Various software programs 4000-4999: Books And Supplies Base \$21,218</p> <p>Various online programs 5000-5999: Services And Other Operating Expenditures Base \$623,534</p>
<p>C. District and school administrators administer Parent Survey for input on improving school climate, student outcomes, and overall performance at schools.</p>	<p>All schools</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>Principals salaries included above 1000-1999: Certificated Personnel Salaries Base</p> <p>District Administrators salaries included above 1000-1999: Certificated Personnel Salaries Base</p>
<p>D. School administrators and Academic Advisors/Assistants (Intermediate School) provide targeted outreach to families of at-risk, low income, foster youth and English learner students to involve them in stakeholder input opportunities, family night events, parent education opportunities, and other school programs and activities. In schools with over 15% English learner student population, communication will be provided in primary language.</p> <p>Director of Pupil Services provides school administrators and Academic Advisors/Assistants (Intermediate School) with strategies for targeted outreach to engage</p>	<p>All schools</p>	<p><input type="checkbox"/> All                  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>Principal salaries included above 1000-1999: Certificated Personnel Salaries Supplemental</p> <p>Academic Advisor salaries included above 1000-1999: Certificated Personnel Salaries Supplemental</p> <p>Student Services Assistants salaries included above 2000-2999: Classified Personnel Salaries Supplemental</p> <p>Director of Pupil Services salaries included above 1000-1999: Certificated Personnel Salaries Supplemental</p>

<p>at-risk, low income, foster youth, and English learner student families in the school community.</p>			
<p>E. If participation in Parent Survey is not representative of District demographics, district and school administrators administer a separate Parent Survey to families of low income and English learner students for input on improving school climate, student outcomes, and overall performance at schools.</p>	<p>All schools</p>	<p><input type="checkbox"/> All  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups:  (Specify)  <u>Student groups with an achievement gap.</u></p>	<p>5800: Professional/Consulting Services And Operating Expenditures Supplemental \$15.000</p>

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

GOAL 6:	Students maintain high attendance rates and schools decrease rates of chronic absenteeism, middle school drop-out, and social promotions from eighth grade to high school rate each year.	Related State and/or Local Priorities: 1 2 3 4 _ 5 <u>X</u> 6 7 8  COE only: 9 10  Local : Specify
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Identified Need :	1. Students must attend school on a regular basis to be successful in high school and beyond. 2. Student engagement is positively affected when parents are involved in the school community and informed of programs and services for their child.
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Goal Applies to:	Schools: All Applicable Pupil Subgroups: All
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**LCAP Year 1: 2016-2017**

Expected Annual Measurable Outcomes:	1. Students maintain or improve attendance rates. Attendance baseline determined by 2013-14 rates and Chronic Absenteeism baseline determined by 2014-15 rates. Required State Metric: Attendance and Chronic Absenteeism rates  2. Middle school drop-out rate is reduced each year. Baseline determined by 2013-14 rates. Required State Metric: Middle School Drop-Out rates  3. Student social promotions from grade eight to high school are reduced. Baseline determined by 2013-14 rates. (Social promotion – students without sufficient academic credits in grades 6-8 are “socially” promoted to high school but do not participate in end-of year promotion exercises or activities) Local Metric: Number of social promotions is reduced each year.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
A. Director of Pupil Services coordinates programs to maximize student welfare and attendance and minimize truancy, chronic absenteeism, middle school dropout and social promotion rates.  Director of Pupil Services provides credit recovery and acceleration options, manages the Academic Advisor/Assistant program and West End counseling services to eligible students, supports schools in expanding other means of correction, and directs the Etiwanda Alternative Studies Education (EASE)	All schools	<u>X</u> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Director of Pupil Services salary 1000-1999: Certificated Personnel Salaries Base \$137,391

<p>program.</p>			
<p>B. School administrators and teachers maintain home-to-school communication and provide multiple pathways for parents to learn about school programs and services through ESPRI parent portal/online gradebook, school/district website, auto-dialer, email, text messages, newsletters, and social media communication tools.</p>	<p>All schools</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Principal salaries 1000-1999: Certificated Personnel Salaries Base Included in Goal 3A Highly qualified teachers salaries 1000-1999: Certificated Personnel Salaries Base Included in Goal 1A Various online programs 5000-5999: Services And Other Operating Expenditures Base \$587,741</p>
<p>C. School administrators and Academic Advisors/Assistants (Intermediate School) collaborate with at-risk and English learner families on attendance, credit recovery, and alternative studies education program options.</p>	<p>All schools</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Student groups with an achievement gap.</u></p>	<p>Principal salaries included above 1000-1999: Certificated Personnel Salaries Supplemental Academic Advisor salaries 1000-1999: Certificated Personnel Salaries Supplemental \$188,078 Student Services Assistants salaries 2000-2999: Classified Personnel Salaries Supplemental \$27,617</p>
<p>D. Teachers provide academic intervention and designated language development instruction during weekly Universal Access time to provide at-risk, under-performing and English learner students with the same access to after-school extra-curricular and athletic programs as their proficient and English fluent peers.</p>	<p>All schools</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Student groups with an achievement gap.</u></p>	<p>Highly qualified teacher salaries included above 1000-1999: Certificated Personnel Salaries Supplemental</p>
<p>E. Director of Pupil Services provides school administrators and Academic Advisors/Assistants (Intermediate School) with strategies for targeted outreach to engage at-risk, low income, foster youth, and English learner student families in the school community.</p>	<p>All schools</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Director of Pupil Services salary included above 1000-1999: Certificated Personnel Salaries Supplemental</p>



**LCAP Year 2: 2017-18**

Expected Annual Measurable Outcomes:	<p>1. Students maintain or improve attendance rates. Baseline determined by 2013-14 rates. Required State Metric: Attendance and Chronic Absenteeism rates</p> <p>2. Middle school drop-out rate is reduced each year. Baseline determined by 2013-14 rates. Required State Metric: Middle School Drop-Out rates</p> <p>3. Student social promotions from grade eight to high school are reduced. Baseline determined by 2013-14 rates. (Social promotion – students without sufficient academic credit in grades 6-8 are “socially” promoted to high school but do not participate in end-of year promotion exercises or activities) Local Metric: Number of social promotions is reduced each year.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>A. Director of Pupil Services coordinates programs to maximize student welfare and attendance and minimize truancy, chronic absenteeism, middle school dropout and social promotion rates.</p> <p>Director of Pupil Services provides credit recovery and acceleration options, manages the Academic Advisor/Assistant program and West End counseling services to eligible students, supports schools in expanding other means of correction, and directs the Etiwanda Alternative Studies Education (EASE) program.</p>	All schools	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p>Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Director of Pupil Services salary 1000-1999: Certificated Personnel Salaries Base \$140,276</p>
<p>B. School administrators and teachers maintain home-to-school communication and provide multiple pathways for parents to learn about school programs and services through ESPRI parent portal/online gradebook, school/district website, auto-dialer, email, text messages, newsletters, and social media communication tools.</p>	All schools	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p>Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Principal salaries 1000-1999: Certificated Personnel Salaries Base Included in G</p> <p>Highly qualified teachers salaries 1000-1999: Certificated Personnel Salaries Base Included in G</p> <p>Various online programs 5000-5999: Services And Other Operating Expenditures Base \$605,373</p>
<p>C. School administrators and Academic Advisors/Assistants (Intermediate School) collaborate with at-risk and English learner families on attendance,</p>	All schools	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p>	<p>Principal salaries included above 1000-1999: Certificated Personnel Salaries Supplemental</p> <p>Academic Advisor salaries 1000-1999: Certificated Personnel</p>

<p>credit recovery, and alternative studies education program options.</p>		<p><input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups: (Specify)  <u>Student groups with an achievement gap.</u></p>	<p>Salaries Supplemental \$192,028  Student Services Assistants salaries 2000-2999: Classified Personnel Salaries Supplemental \$28,307</p>
<p>D. Teachers provide academic intervention and designated language development instruction during weekly Universal Access time to provide at-risk, under-performing and English learner students with the same access to after-school extra-curricular and athletic programs as their proficient and English fluent peers.</p>	<p>All schools</p>	<p>All  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups: (Specify)  <u>Student groups with an achievement gap.</u></p>	<p>Highly qualified teacher salaries included above 1000-1999: Certificated Personnel Salaries Supplemental</p>
<p>E. Director of Pupil Services provides school administrators and Academic Advisors/Assistants (Intermediate School) with strategies for targeted outreach to engage at-risk, low income, foster youth, and English learner student families in the school community.</p>	<p>All schools</p>	<p>All  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  Other Subgroups: (Specify)</p>	<p>Director of Pupil Services salary included above 1000-1999: Certificated Personnel Salaries Supplemental</p>

**LCAP Year 3: 2018-19**

<p>Expected Annual Measurable Outcomes:</p>	<p>1. Students maintain or improve attendance rates. Baseline determined by 2013-14 rates. Required State Metric: Attendance and Chronic Absenteeism rates</p> <p>2. Middle school drop-out rate is reduced each year. Baseline determined by 2013-14 rates. Required State Metric: Middle School Drop-Out rates</p> <p>3. Student social promotions from grade eight to high school are reduced. Baseline determined by 2013-14 rates. (Social promotion – students without sufficient academic credit in grades 6-8 are “socially” promoted to high school but do not participate in end-of year promotion exercises or activities) Local Metric: Number of social promotions is reduced each year.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>A. Director of Pupil Services coordinates programs to maximize student welfare and attendance and minimize truancy, chronic absenteeism, middle school dropout and social promotion rates.</p> <p>Director of Pupil Services provides credit recovery and acceleration options, manages the Academic Advisor/Assistant program and West End counseling services to eligible students, supports schools in expanding other means of correction, and directs the Etiwanda Alternative Studies Education (EASE) program.</p>	<p>All schools</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Director of Pupil Services salary 1000-1999: Certificated Personnel Salaries Base \$143,222</p>
<p>B. School administrators and teachers maintain home-to-school communication and provide multiple pathways for parents to learn about school programs and services through ESPRI parent portal/online gradebook, school/district website, auto-dialer, email, text messages, newsletters, and social media communication tools.</p>	<p>All schools</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Principal salaries 1000-1999: Certificated Personnel Salaries Base Included in G</p> <p>Highly qualified teachers salaries 1000-1999: Certificated Personnel Salaries Base Included in G</p> <p>Various online programs 5000-5999: Services And Other Operating Expenditures Base \$623,534</p>
<p>C. School administrators and Academic Advisors/Assistants (Intermediate School) collaborate with at-risk and English learner families on attendance, credit recovery, and alternative studies education</p>	<p>All schools</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p>	<p>Principal salaries included above 1000-1999: Certificated Personnel Salaries Supplemental</p> <p>Academic Advisor salaries 1000-1999: Certificated Personnel Salaries Supplemental \$196,060</p>

<p>program options.</p>		<p><input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups: (Specify)  <u>Student groups with an achievement gap.</u></p>	<p>Student Services Assistants salaries 2000-2999: Classified Personnel Salaries Supplemental \$29,015</p>
<p>D. Teachers provide academic intervention and designated language development instruction during weekly Universal Access time to provide at-risk, under-performing and English learner students with the same access to after-school extra-curricular and athletic programs as their proficient and English fluent peers.</p>	<p>All schools</p>	<p><input type="checkbox"/> All  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups: (Specify)  <u>Student groups with an achievement gap.</u></p>	<p>Highly qualified teacher salaries included above 1000-1999: Certificated Personnel Salaries Supplemental</p>
<p>E. Director of Pupil Services provides school administrators and Academic Advisors/Assistants (Intermediate School) with strategies for targeted outreach to engage at-risk, low income, foster youth, and English learner student families in the school community.</p>	<p>All schools</p>	<p><input type="checkbox"/> All  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Director of Pupil Services salary included above 1000-1999: Certificated Personnel Salaries Supplemental</p>

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

GOAL 7:	School administrators build a sense of safety and school connectedness for students, reduce incidents of bullying, and address suspension and expulsion rates through counseling, intervention, and positive behavior supports.	Related State and/or Local Priorities: 1 2 3 4 _ 5 6 <u>X</u> 7 8  COE only: 9 10  Local : Specify
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Identified Need :	1. Students need to feel connected and safe in their school environment. 2. Students need positive behavior interventions and support to reduce the number of suspensions and expulsions.
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Goal Applies to:	Schools: All
Applicable Pupil Subgroups:	All

**LCAP Year 1: 2016-2017**

Expected Annual Measurable Outcomes:	1. The percent of students that agree they feel safe and connected to school on student survey maintains or increases. Baseline determined by 2013-14 rates. Local Metric: Student input or surveys results  2. Students benefit when the percent of parents that report they feel their child is safe at school maintains or increases. Baseline determined by 2013-14 rates. Local Metric: Parent input or surveys results  3. Student rate of suspensions and expulsions is reduced. Baseline determined by 2013-14 rates. State Required Metric: Suspension and expulsion rates
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
A. School administrators coordinate a character education bully prevention program at each school site to engage students in building a positive school climate.  School administrators investigate and address all reported incidents of bullying.	All schools	<u>X</u> All OR: ----- Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Principal salaries 1000-1999: Certificated Personnel Salaries Base Included in Goal 3A  Professional consulting services 5800: Professional/Consulting Services And Operating Expenditures Base \$160,000
B. Director of Pupil Services supports schools in building a positive school community, addressing and	All schools	<u>X</u> All OR: -----	Director of Pupil Services salary 1000-1999: Certificated Personnel Salaries Base \$137,391

<p>reducing incidences of bullying, and coordinating student disciplinary proceedings.</p>		<p>Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	
<p>C. School administrators provide at least three after-school no-cost extra-curricular programs during the school year to increase positive school climate.</p> <p>District provides intra-mural sports program at elementary and intermediate schools to increase positive school climate.</p> <p>School administrators provide least one Family Night activity to build a sense of school community.</p> <p>Director of Pupil Services and Professional Development Coordinator provides school administrators with support for engaging students and parents in the school community.</p>	<p>All schools</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Principals salaries included above 1000-1999: Certificated Personnel Salaries Base</p> <p>Supplies to support after school programs 4000-4999: Books And Supplies Base \$32,000</p> <p>Highly qualified teacher salaries 1000-1999: Certificated Personnel Salaries Base Included in Goal 1A</p> <p>Director of Pupil Services salary included above 1000-1999: Certificated Personnel Salaries Base</p> <p>Professional Development Coordinator 1000-1999: Certificated Personnel Salaries Base \$118,586</p>
<p>D. District Teacher Librarian and library clerks implement programs and activities that build a positive school climate and encourage student and parent engagement with school libraries.</p>	<p>All schools</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Teacher Librarian 1000-1999: Certificated Personnel Salaries Base \$84,952</p> <p>Library Clerks 2000-2999: Classified Personnel Salaries Base \$651,976</p>
<p>E. School administrators use positive behavior pre-referral interventions, other means of correction, counseling services, and early identification reports to reduce the rate of suspensions and expulsions.</p>	<p>All schools</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Principals salaries included above 1000-1999: Certificated Personnel Salaries Base</p>

<p>F. District provides an Academic Advisor to intermediate schools with higher than District average population of at-risk and under-performing students and Student Services Assistant (SSA) to intermediate schools not eligible for an Academic Advisor, to reduce discipline and attendance issues for low income, foster youth, and English learner students through positive behavior pre-referral interventions, counseling services, and early identification.</p>	<p>All schools</p>	<p>All                  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient                  Other Subgroups:                  (Specify)</p>	<p>Academic Advisors salary 1000-1999: Certificated Personnel Salaries Supplemental Included in Goal 4K                  Student Services Assistants salary 2000-2999: Classified Personnel Salaries Supplemental Included in Goal 4K</p>
<p>G. School administrators and Academic Advisors/Assistants encourage low income, foster youth, and English learner students to get involved in after-school extra-curricular/athletic programs and facilitate the enrollment process with parents.</p>	<p>All schools</p>	<p>All                  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient                  Other Subgroups:                  (Specify)</p>	<p>Principal salaries included above 1000-1999: Certificated Personnel Salaries Supplemental                  Academic Advisors salaries included above 1000-1999: Certificated Personnel Salaries Supplemental                  Student Services Assistant salaries included above 2000-2999: Classified Personnel Salaries Supplemental</p>
<p>H. Director of Pupil Services provides school administrators and Academic Advisors/Assistants with strategies and support for engaging parents of low income, foster youth, and English learner student families in the school community.</p>	<p>All schools</p>	<p>All                  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient                  Other Subgroups:                  (Specify)</p>	<p>Director of Pupil Services salary included above 1000-1999: Certificated Personnel Salaries Supplemental</p>
<p>I. School administrators, Academic Advisors/Assistants, and character education/leadership program advisors include low income, foster youth, and English Learner students in the leadership of the character education bully prevention program at each school.</p>	<p>All schools</p>	<p>All                  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient                  Other Subgroups:                  (Specify)</p>	<p>Principal salaries included above 1000-1999: Certificated Personnel Salaries Supplemental                  Academic Advisor salaries included above 1000-1999: Certificated Personnel Salaries Supplemental                  Student Services Assistant salaries included above 2000-2999: Classified Personnel Salaries Supplemental</p>
<p>J. District Teacher Librarian and library clerks increase</p>	<p>All</p>	<p>All</p>	<p>Teacher Librarian salaries included above 1000-1999:</p>

<p>the number and circulation of high interest low readability and primary language books available in the school libraries.</p>	<p>schools</p>	<p>OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient                      Other Subgroups:                      (Specify)</p>	<p>Certificated Personnel Salaries Supplemental \$45744                      Library Clerks salaries included above 2000-2999: Classified Personnel Salaries Supplemental \$351,064</p>
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**LCAP Year 2: 2017-18**

<p>Expected Annual Measurable Outcomes:</p>	<p>1. The percent of students that agree they feel safe and connected to school on student survey maintains or increases. Baseline determined by 2013-14 rates.                      Local Metric: Student input or surveys results</p> <p>2. Students benefit when the percent of parents that report they feel their child is safe at school maintains or increases. Baseline determined by 2013-14 rates.                      Local Metric: Parent input or surveys results</p> <p>3. Student rate of suspensions and expulsions is reduced. Baseline determined by 2013-14 rates.                      State Required Metric: Suspension and expulsion rates</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>A. School administrators coordinate a character education bully prevention program at each school site to engage students in building a positive school climate.</p> <p>School administrators investigate and address all reported incidents of bullying.</p>	<p>All schools</p>	<p><input checked="" type="checkbox"/> All                      OR:                      Low Income pupils                      English Learners                      Foster Youth                      Redesignated fluent English proficient                      Other Subgroups:                      (Specify)</p>	<p>Principal salaries 1000-1999: Certificated Personnel Salaries Base Included in G                      Professional consulting services 5800:                      Professional/Consulting Services And Operating Expenditures Base \$163,360</p>
<p>B. Director of Pupil Services supports schools in building a positive school community, addressing and reducing incidences of bullying, and coordinating student disciplinary proceedings.</p>	<p>All schools</p>	<p><input checked="" type="checkbox"/> All                      OR:                      Low Income pupils                      English Learners                      Foster Youth                      Redesignated fluent English proficient                      Other Subgroups:                      (Specify)</p>	<p>Director of Pupil Services salary 1000-1999: Certificated Personnel Salaries Base \$140,276</p>



		(Specify)	
<p>C. School administrators provide at least three after-school no-cost extra-curricular programs during the school year to increase positive school climate.</p> <p>District provides intra-mural sports program at elementary and intermediate schools to increase positive school climate.</p> <p>School administrators provide least one Family Night activity to build a sense of school community.</p> <p>Director of Pupil Services and Professional Development Coordinator provides school administrators with support for engaging students and parents in the school community.</p>	<p>All schools</p>	<p><input checked="" type="checkbox"/> All  OR:  Low Income pupils  English Learners  Foster Youth  Redesignated fluent English proficient  Other Subgroups:  (Specify)</p>	<p>Principals salaries included above 1000-1999: Certificated Personnel Salaries Base</p> <p>Supplies to support after school programs 4000-4999: Books And Supplies Base \$32,960</p> <p>Highly qualified teacher salaries 1000-1999: Certificated Personnel Salaries Base Included in G</p> <p>Director of Pupil Services salary included above 1000-1999: Certificated Personnel Salaries Base</p> <p>Professional Development Coordinator 1000-1999: Certificated Personnel Salaries \$121,076</p>
<p>D. District Teacher Librarian and library clerks implement programs and activities that build a positive school climate and encourage student and parent engagement with school libraries.</p>	<p>All schools</p>	<p><input checked="" type="checkbox"/> All  OR:  Low Income pupils  English Learners  Foster Youth  Redesignated fluent English proficient  Other Subgroups:  (Specify)</p>	<p>Teacher Librarian 1000-1999: Certificated Personnel Salaries Base \$86,736</p> <p>Library Clerks 2000-2999: Classified Personnel Salaries Base \$668,275</p>
<p>E. School administrators use positive behavior pre-referral interventions, other means of correction, counseling services, and early identification reports to reduce the rate of suspensions and expulsions.</p>	<p>All schools</p>	<p><input checked="" type="checkbox"/> All  OR:  _ Low Income pupils  _ English Learners  _ Foster Youth  _ Redesignated fluent English proficient  Other Subgroups:  (Specify)</p>	<p>Principals salaries included above 1000-1999: Certificated Personnel Salaries Base</p>
<p>F. District provides an Academic Advisor to intermediate schools with higher than District average population of at-risk and under-performing students and Student Services Assistant (SSA) to intermediate schools not eligible for an Academic Advisor, to reduce</p>	<p>All schools</p>	<p>All  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth</p>	<p>Academic Advisors salary 1000-1999: Certificated Personnel Salaries Supplemental Included in G</p> <p>Student Services Assistants salary 2000-2999: Classified Personnel Salaries Supplemental Included in G</p>

<p>discipline and attendance issues for low income, foster youth, and English learner students through positive behavior pre-referral interventions, counseling services, and early identification.</p>		<p><input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)</p>	
<p>G. School administrators and Academic Advisors/Assistants encourage low income, foster youth, and English learner students to get involved in after-school extra-curricular/athletic programs and facilitate the enrollment process with parents.</p>	<p>All schools</p>	<p>All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Principal salaries included above 1000-1999: Certificated Personnel Salaries Supplemental Academic Advisors salaries included above 1000-1999: Certificated Personnel Salaries Supplemental Student Services Assistant salaries included above 2000-2999: Classified Personnel Salaries Supplemental</p>
<p>H. Director of Pupil Services provides school administrators and Academic Advisors/Assistants with strategies and support for engaging parents of low income, foster youth, and English learner student families in the school community.</p>	<p>All schools</p>	<p>All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Director of Pupil Services salary included above 1000-1999: Certificated Personnel Salaries Supplemental</p>
<p>I. School administrators, Academic Advisors/Assistants, and character education/leadership program advisors include low income, foster youth, and English Learner students in the leadership of the character education bully prevention program at each school.</p>	<p>All schools</p>	<p>All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Principal salaries included above 1000-1999: Certificated Personnel Salaries Supplemental Academic Advisor salaries included above 1000-1999: Certificated Personnel Salaries Supplemental Student Services Assistant salaries included above 2000-2999: Classified Personnel Salaries Supplemental</p>
<p>J. District Teacher Librarian and library clerks increase the number and circulation of high interest low readability and primary language books available in the school libraries.</p>	<p>All schools</p>	<p>All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups:</p>	<p>Teacher Librarian salaries included above 1000-1999: Certificated Personnel Salaries Supplemental \$46,705 Library Clerks salaries included above 2000-2999: Classified Personnel Salaries Supplemental \$359,841</p>

		(Specify)	
<b>LCAP Year 3: 2018-19</b>			
Expected Annual Measurable Outcomes:	1. The percent of students that agree they feel safe and connected to school on student survey maintains or increases. Baseline determined by 2013-14 rates. Local Metric: Student input or surveys results  2. Students benefit when the percent of parents that report they feel their child is safe at school maintains or increases. Baseline determined by 2013-14 rates. Local Metric: Parent input or surveys results  3. Student rate of suspensions and expulsions is reduced. Baseline determined by 2013-14 rates. State Required Metric: Suspension and expulsion rates		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
A. School administrators coordinate a character education bully prevention program at each school site to engage students in building a positive school climate.  School administrators investigate and address all reported incidents of bullying.	All schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Principal salaries 1000-1999: Certificated Personnel Salaries Base Included in G  Professional consulting services 5800: Professional/Consulting Services And Operating Expenditures Base \$166,791
B. Director of Pupil Services supports schools in building a positive school community, addressing and reducing incidences of bullying, and coordinating student disciplinary proceedings.	All schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Director of Pupil Services salary 1000-1999: Certificated Personnel Salaries Base \$143,222
C. School administrators provide at least three after-school no-cost extra-curricular programs during the school year to increase positive school climate.  District provides intra-mural sports program at	All schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Principals salaries included above 1000-1999: Certificated Personnel Salaries Base  Supplies to support after school programs 4000-4999: Books And Supplies Base \$33,949

<p>elementary and intermediate schools to increase positive school climate.</p> <p>School administrators provide least one Family Night activity to build a sense of school community.</p> <p>Director of Pupil Services and Professional Development Coordinator provides school administrators with support for engaging students and parents in the school community.</p>		<p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Highly qualified teacher salaries 1000-1999: Certificated Personnel Salaries Base Included in G</p> <p>Director of Pupil Services salary included above 1000-1999: Certificated Personnel Salaries Base</p> <p>Professional Development Coordinator 1000-1999: Certificated Personnel Salaries Base \$123,619</p>
<p>D. District Teacher Librarian and library clerks implement programs and activities that build a positive school climate and encourage student and parent engagement with school libraries.</p>	<p>All schools</p>	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Teacher Librarian 1000-1999: Certificated Personnel Salaries Base \$88,557</p> <p>Library Clerks 2000-2999: Classified Personnel Salaries Base \$684,982</p>
<p>E. School administrators use positive behavior pre-referral interventions, other means of correction, counseling services, and early identification reports to reduce the rate of suspensions and expulsions.</p>	<p>All schools</p>	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Principals salaries included above 1000-1999: Certificated Personnel Salaries Base</p>
<p>F. District provides an Academic Advisor to intermediate schools with higher than District average population of at-risk and under-performing students and Student Services Assistant (SSA) to intermediate schools not eligible for an Academic Advisor, to reduce discipline and attendance issues for low income, foster youth, and English learner students through positive behavior pre-referral interventions, counseling services, and early identification.</p>	<p>All schools</p>	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Academic Advisors salary 1000-1999: Certificated Personnel Salaries Supplemental Included in G</p> <p>Student Services Assistants salary 2000-2999: Classified Personnel Salaries Supplemental Included in G</p>
<p>G. School administrators and Academic Advisors/Assistants encourage low income, foster youth,</p>	<p>All schools</p>	<p><input type="checkbox"/> All</p> <p>OR:</p>	<p>Principal salaries included above 1000-1999: Certificated Personnel Salaries Supplemental</p>

<p>and English learner students to get involved in after-school extra-curricular/athletic programs and facilitate the enrollment process with parents.</p>		<p><input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>Academic Advisors salaries included above 1000-1999: Certificated Personnel Salaries Supplemental                  Student Services Assistant salaries included above 2000-2999: Classified Personnel Salaries Supplemental</p>
<p>H. Director of Pupil Services provides school administrators and Academic Advisors/Assistants with strategies and support for engaging parents of low income, foster youth, and English learner student families in the school community.</p>	<p>All schools</p>	<p><input type="checkbox"/> All                  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>Director of Pupil Services salary included above 1000-1999: Certificated Personnel Salaries Supplemental</p>
<p>I. School administrators, Academic Advisors/Assistants, and character education/leadership program advisors include low income, foster youth, and English Learner students in the leadership of the character education bully prevention program at each school.</p>	<p>All schools</p>	<p><input type="checkbox"/> All                  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>Principal salaries included above 1000-1999: Certificated Personnel Salaries Supplemental                  Academic Advisor salaries included above 1000-1999: Certificated Personnel Salaries Supplemental                  Student Services Assistant salaries included above 2000-2999: Classified Personnel Salaries Supplemental</p>
<p>J. District Teacher Librarian and library clerks increase the number and circulation of high interest low readability and primary language books available in the school libraries.</p>	<p>All schools</p>	<p><input type="checkbox"/> All                  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>Teacher Librarian salaries included above 1000-1999: Certificated Personnel Salaries Supplemental \$47,685                  Library Clerks salaries included above 2000-2999: Classified Personnel Salaries Supplemental \$368,837</p>

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

## Annual Update

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

### Guiding Questions:

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

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

Original GOAL 1 from prior year LCAP:	All students receive instruction from a highly-qualified, appropriately assigned teacher and have access to standards-aligned instructional materials and adequate, updated, and safe facilities that support the instructional program and meet District's educational priorities and goals.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/>  COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/>  Local : Specify	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	<p>1. Students have access to 100% of highly qualified teachers. Required State Metric: Rate of teacher misassignment</p> <p>2. Students have access to standards-aligned textbooks. Required State Metric: Textbook sufficiency rate</p> <p>3. Students have access to facilities are in good repair. Required State Metric: Annual Williams Report</p>	<p>Actual Annual Measurable Outcomes:</p> <p>1. Rate of teacher misassignment 0% 2015-16</p> <p>2. Textbook sufficiency rate 100% 2015-16</p> <p>3. Number of Annual Williams report 0 2015-16</p>	
<b>LCAP Year:</b>			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Hire highly qualified, appropriately credentialed teachers A California Highly Qualified Teacher (HQT) holds at least a bachelor's degree, be appropriately licensed by the state, and demonstrate subject matter competency.	credentialed teachers 1000-1999: Certificated Personnel Salaries Base \$47,707,809	District hired thirty highly qualified, appropriately credentialed teachers and moved sixteen teachers from temporary to probationary status.	1000-1999: Certificated Personnel Salaries Base \$41,483,058
Scope of Service	All schools	Scope of Service	All Schools
<input checked="" type="checkbox"/> All OR: -----		<input checked="" type="checkbox"/> All OR: -----	

<ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	
<p>District provides Peer Assistance and Review (PAR) program to experienced teachers and two year New Teacher Induction (BTSA) program to probationary beginning teachers.</p>	<p>credentialed PAR teachers 1000-1999: Certificated Personnel Salaries Base \$5,000</p>	<p>One experienced teacher participated in coaching support and forty probationary beginning teachers participated in the two-year New Teacher Induction (BTSA) program.</p>	<p>1000-1999: Certificated Personnel Salaries Base \$5000</p>
<p>Scope of Service   All schools</p> <hr/> <p><input checked="" type="checkbox"/> All          OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   All Schools</p> <hr/> <p><input checked="" type="checkbox"/> All          OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>District provides students with Math and English-Language Arts (ELA) state-approved textbooks and provide teachers with standards-aligned scope and sequence for instruction in Math and ELA.</p>	<p>textbooks 4000-4999: Books And Supplies Base \$1,196,962</p>	<p>William's Act certification indicates all students provided with Math and English-Language Arts (ELA) state-approved textbooks. District provided teachers with standards-aligned scope and sequence for instruction in Math and ELA.</p>	<p>4000-4999: Books And Supplies Base \$1,247,301</p>
<p>Scope of Service   All schools</p> <hr/> <p><input checked="" type="checkbox"/> All          OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   All Schools</p> <hr/> <p><input checked="" type="checkbox"/> All          OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	



<p>District meets state-mandated class size reduction requirements for grades Transitional Kindergarten(TK) – Grade 3.</p>	<p>credentialed teachers 1000-1999: Certificated Personnel Salaries Base \$1,046,245</p>	<p>LCFF Grade Span Regulations report shows District met state-mandated class size reduction requirements for grades Transitional Kindergarten (TK) – Grade 3.</p>	<p>1000-1999: Certificated Personnel Salaries Base \$15,974,535</p>
<p>Scope of Service: Elementary Schools</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: Elementary Schools</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>District coordinates improvements and additional facilities as determined by District Facility Plan and annually update and implement Etiwanda School District Safety Plan at all schools</p>	<p>facilities master plan items 4000-4999: Books And Supplies Funds 40 \$60,000</p> <p>facilities master plan items 6000-6999: Capital Outlay Funds 40 \$840,000</p>	<p>District completed improvements and additional facilities as determined by District Facility Plan, including facility upgrades, library maintenance, and safety measures. Etiwanda School District Safety Plan at all schools was updated and implemented.</p>	<p>4000-4999: Books And Supplies Funds 40 \$4000</p> <p>6000-6999: Capital Outlay Funds 40 \$96,176</p> <p>5000-5999: Services And Other Operating Expenditures Funds 25 40 and 35 \$56,735</p> <p>6000-6999: Capital Outlay Funds 25 40 and 35 \$33,406</p>
<p>Scope of Service: All schools</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: All Schools</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>District assigns appropriately credentialed teachers, with language</p>	<p>credentialed teachers 1000-1999: Certificated Personnel Salaries</p>	<p>William's Act certification report indicates District assigned appropriately</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental \$1,692,598</p>

<p>development certification, to schools with large populations of high-need students.</p>	<p>Supplemental \$654,165</p>	<p>credentialed teachers, with language development certification, to all schools regardless of population of high-need students.</p>	
<p>Scope of Service   All schools</p> <hr/> <p>All          -----          OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   All Schools</p> <hr/> <p>All          -----          OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>District Professional Development Providers provide training in New Teacher Induction (BTSA) program on early intervention, literacy, and English language development.</p>	<p>credentialed Professional Development Center teachers          1000-1999: Certificated Personnel Salaries Supplemental \$50,000</p>	<p>District Induction Support Providers provided training, coaching and support to probationary teachers through the New Teacher Induction (BTSA) program on early intervention, literacy, and English language development.</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental \$156,330</p>
<p>Scope of Service   All Schools</p> <hr/> <p>All          -----          OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   All Schools</p> <hr/> <p>All          -----          OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>School administrators provide all students with weekly Universal Access time to target the learning needs of GATE/advanced, proficient, under-performing, and English learner students.</p>	<p>certificated administration 1000-1999: Certificated Personnel Salaries Supplemental \$3,256,746</p>	<p>School administrators developed master schedules that provided all students with weekly Universal Access time to target the learning needs of GATE/advanced, proficient, under-performing, and English learner students.</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental \$4,928,443</p>

Scope of Service All Schools		Scope of Service All Schools	
_ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) GATE/Advanced	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Supporting actions, services and expenditures for this goal were collapsed to better concentrate services, personnel, and resources for Basic Services in the 2016-19 Local Control and Accountability Plan (LCAP). Providing weekly Universal Access time action was moved to Pupil Achievement where it better supported the goal in the 2016-19 LCAP.		

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

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

Original GOAL 2 from prior year LCAP:	Teacher capacity to implement new academic content and performance standards is sustained through ongoing professional development, instructional support and collaborative planning time.	Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 _ 5 _ 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	1. Students receive instruction from teachers with professional development in the implementation of the state standards. Local Metric: Annual District Professional Development Plan Local Metric: Professional Development attendance records	Actual Annual Measurable Outcomes: 1. 2015-16 Professional Development Plan implemented with attendance records indicating all teachers attended three or more days of professional development.	
<b>LCAP Year:</b>			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
District administrators develop and implement annual Professional Development Plan using input from teachers and administrators, and student achievement data, if available.	Certificated Professional Development salaries 1000-1999: Certificated Personnel Salaries Base \$1,177,005	District Professional Development Plan developed based on stakeholder input and student achievement data.	1000-1999: Certificated Personnel Salaries Base \$1,385,040
Scope of Service: All schools  <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service: All schools  <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Professional Development Specialists (PDS) and Providers (PDP) provide	Professional Development salaries	District Professional Development Plan was implemented providing all teachers	included in salaries above

<p>training and instructional support on new academic standards (CCSS) to teachers, support staff, and administrators.</p>	<p>included above</p>	<p>and administrators with four or more days of professional development in the areas of academic content and performance standards, literacy, numeracy, student engagement and language development.</p>	
<p>Scope of Service   All schools</p> <hr/> <p>X All          -----          OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   All schools</p> <hr/> <p>X All          -----          OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>District provides collaborative planning time to teachers to plan the implementation of new academic standards and develop extended learning opportunities for advanced and proficient students, to be integrated into core instruction and provided during weekly Universal Access time.</p>	<p>Planning time included in certificated salaries above.</p>	<p>District provided collaborative planning time to all elementary teachers through the elementary PE program. District provided collaborative planning time to all intermediate school teachers through the master schedule. School administrators supported teachers in using the collaborative planning time to develop extended learning opportunities for use during Universal Access time.</p>	<p>included in salaries above</p>
<p>Scope of Service   All schools</p> <hr/> <p>X All          -----          OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   All schools</p> <hr/> <p>X All          -----          OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Professional Development Specialists</p>	<p>Professional Development salaries</p>	<p>Professional Development Specialists</p>	<p>included in salaries above</p>

<p>(PDS) and Providers (PDP) collaborate with Site Representatives on preparing additional resources to implement new academic standards.</p>	<p>included above</p>	<p>(PDS) and Providers (PDP) collaborated with Site Representatives on four days during the 2016-17 school year to prepare additional resources to implement new academic content standards.</p>	
<p>Scope of Service   All schools</p> <hr/> <p><input checked="" type="checkbox"/> All          OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   All schools</p> <hr/> <p><input checked="" type="checkbox"/> All          OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>District provides professional development in classroom learning structures that engage students in the learning process with positive interdependence, individual accountability, equal participation, and simultaneous interaction (Kagan Engagement Structures).</p>	<p>certificated Professional Development salaries 1000-1999: Certificated Personnel Salaries Supplemental \$60,000</p>	<p>District provided full-day professional development on January 12, 2016 on classroom learning structures that engage students in the learning process with positive interdependence, individual accountability, equal participation, and simultaneous interaction (Kagan Engagement Structures).</p> <p>Additionally, the District provided classroom coaching support for every teacher during the 2015-16 school year.</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental \$89,402</p>
<p>Scope of Service   All schools</p> <hr/> <p><input type="checkbox"/> All          OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   All schools</p> <hr/> <p><input type="checkbox"/> All          OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	

<p>District provides professional development and collaborative planning time for teachers to develop Universal Access resources and strategies for meeting the needs of students performing below grade level and building language acquisition.</p>	<p>Professional Development salaries included above</p>	<p>During the 2015-16 school year, the District provided twenty five days of professional development on literacy and language development. District provided collaborative planning time for teachers, through the elementary PE program or master schedule, to develop Universal Access resources and strategies for meeting the needs of students performing below grade level and building language acquisition.</p>	<p>included in salaries above</p>
<p>Scope of Service: All schools</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: All schools</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>EL / Intervention Program Specialist provides professional development in implementation of the new English Language Development standards and integrated language development during core instruction and designated language development during weekly Universal Access time; coordinates school based language development programs; and supports the instructional programs at all schools for at-risk and English learner students.</p>	<p>Program specialist salary included above with Professional Development salaries.</p>	<p>During the 2015-16 school year, the EL / Intervention Program Specialist provided ten days of professional development on the new English Language Development (ELD) standards and integrated and designated language development; coordinated school based language development programs; and supported the instructional programs at all schools for at-risk and English learner students.</p> <p>Additionally the the EL / Intervention Program Specialist provided training on English language development to all school administrators and site EL facilitators.</p>	<p>1000-1999: Certificated Personnel Salaries Base \$108,045</p>

Scope of Service All schools		Scope of Service All schools	
_ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Goal was combined with another goal in State Standards and revised to better address the state priority of Implementing State Standards in the 2016-19 Local Control and Accountability Plan (LCAP). Supporting actions, services, and expenditures were collapsed to concentrate services, personnel and resources on revised goal for Implementing State Standards in the 2016-19 LCAP.		

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



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

Original GOAL 3 from prior year LCAP:	Parents have opportunities to learn more about the new academic Common Core State Standards (CCSS), the components of California Assessment of Students Performance and Progress (CAASPP), and educational programs and services for their child.	Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 _ 5 _ 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	1. School will provide parents with learning opportunity related to new state standards and ways to support student learning at home. Local Metric: School Administrator report of progress	Actual Annual Measurable Outcomes: All school administrators reported holding one or more parent education events related to the new state content standards.	
<b>LCAP Year:</b>			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
District administrators provide information, resources, and materials on the new academic standards and state assessment system to parents on the District website	Website development and updating 1000-1999: Certificated Personnel Salaries Base \$500  Website development and updating 2000-2999: Classified Personnel Salaries Base \$1,000	District administrators updated and maintained District website webpage with information, resources, and materials on the new academic standards and state assessment system for parents.	1000-1999: Certificated Personnel Salaries Base \$500  2000-2999: Classified Personnel Salaries Base \$1,000
Scope of Service: All schools		Scope of Service: All schools	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

<p>School administrators provide information, resources, and materials on the new academic standards, state assessment system, and educational programs and services to parents at the school site through parent education events, parent group meetings (PTA/PTO, School Site Council, Title I, English Learner Advisory Committee), and other information or communication pathways.</p>	<p>Information development and production 1000-1999: Certificated Personnel Salaries Base \$1,000</p> <p>Information development and production: 2000-2999: Classified Personnel Salaries Base \$1,000</p> <p>Information development and production: 4000-4999: Books And Supplies Base \$3,000</p>	<p>School administrators maintained communication pathways to provide information, resources, and materials on the new academic standards, state assessment system, and educational programs and services to parents at the school site. Additionally, parent education events, parent group meetings (PTA/PTO, School Site Council, Title I, English Learner Advisory Committee), and other events supported home-to-school communication.</p>	<p>1000-1999: Certificated Personnel Salaries Base \$8,976</p> <p>2000-2999: Classified Personnel Salaries Base \$2,400</p> <p>4000-4999: Books And Supplies Base \$2,500</p> <p>5000-5999: Services And Other Operating Expenditures Base \$4,000</p>
<p>Scope of Service   All schools</p> <hr/> <p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   All schools</p> <hr/> <p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>School administrators and Academic Advisors/Assistants (Intermediate School) increase outreach to parents of English learners, foster youth and low income student group families for parent education events or parent group meetings and provide childcare for school age children during parent evening educational opportunities, if available.</p>	<p>Information development and production: 1000-1999: Certificated Personnel Salaries Base \$1,000</p> <p>Information development and production: 2000-2999: Classified Personnel Salaries Base \$1,000</p> <p>Information development and production: 4000-4999: Books And Supplies Base \$2,000</p>	<p>School administrators and Academic Advisors/Assistants (Intermediate School) made significant efforts to contact and invite parents of English learners, foster youth and low income student group families to parent education events or parent group meetings. Childcare was provided for school age children during parent evening educational opportunities at some schools, if appropriate. Many family education events involved children in the activities.</p>	<p>1000-1999: Certificated Personnel Salaries Base \$35,904</p> <p>2000-2999: Classified Personnel Salaries Base \$4,099</p> <p>4000-4999: Books And Supplies Base \$181,162</p> <p>6000-6999: Capital Outlay Base \$126,370</p>
<p>Scope of Service   All schools</p> <hr/> <p><input type="checkbox"/> All  OR:</p>		<p>Scope of Service   All schools</p> <hr/> <p><input type="checkbox"/> All  OR:</p>	

<input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)		<input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	This goal was combined with another goal to better address the state priority of Implementing State Standards in the 2016-19 Local Control and Accountability Plan (LCAP). Supporting actions, services, and expenditures were collapsed to concentrate services, personnel and resources on revised goal for Implementing State Standards and parent education learning opportunities was increased to a minimum of two per year for each school in the 2016-19 LCAP.		

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

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

Original GOAL 4 from prior year LCAP:	Students in grades TK – 8 have access to a broad course of study (language arts, social studies, science and math), including visual and performing arts, health and nutrition, STEM (science, technology, engineering, and math) and physical education; in addition, students in grade 6-8 have access to foreign language and career exploratory classes.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 _  COE only: 9 _ 10 _  Local : Specify	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	1. Students at the elementary level (TK-5) have access to broad course of study, including lessons and activities in visual and performing arts, health and nutrition, STEM, and physical education. Local Metric: School administrator report of progress 2. Students at the intermediate school (grades 6-8) have access to broad course of study, including exploratory classes in visual and performing arts, health and nutrition, foreign language, college and career options. Local Metric: School master schedule	Actual Annual Measurable Outcomes:	1. All school administrators reported students have access to broad course of study, including lessons and activities in visual and performing arts, health and nutrition, STEM, and physical education.  2. All school administrators at the intermediate level reported students have access to broad course of study, including exploratory classes in visual and performing arts, health and nutrition, foreign language, college and career options.
<b>LCAP Year:</b>			
Planned Actions/Services		Actual Actions/Services	
School administrators provide an appropriately rigorous pathway in core subjects to support student success and at intermediate level provide credit recovery and acceleration options.	Budgeted Expenditures credentialed teachers 1000-1999: Certificated Personnel Salaries Base \$64,000	School administrators provided a rigorous pathway in core subjects to support student success. School administrators at the intermediate level provided credit recovery and acceleration options when appropriate.	Estimated Actual Annual Expenditures 1000-1999: Certificated Personnel Salaries Base \$53,856
Scope of Service	All schools	Scope of Service	All schools
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	

<p><input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>School administrators provide students with access to broad course of study, including visual and performing arts, health and nutrition, keyboarding and technology skills, and physical education.</p>	<p>credentialed teachers 1000-1999: Certificated Personnel Salaries Base \$64,000</p>	<p>All school administrators reported students have access to broad course of study, including lessons and activities in visual and performing arts, health and nutrition, STEM, and physical education.</p>	<p>1000-1999: Certificated Personnel Salaries Base \$62,000</p>
<p>Scope of Service: All schools</p> <hr/> <p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: All schools</p> <hr/> <p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>School administrators provide students at the intermediate school level with access to foreign language and career exploratory classes.</p>	<p>credentialed teachers 1000-1999: Certificated Personnel Salaries Base \$16,000</p>	<p>All school administrators at the intermediate level reported students have access to broad course of study, including exploratory classes in visual and performing arts, health and nutrition, foreign language, college and career options.</p>	<p>1000-1999: Certificated Personnel Salaries Base \$16,000</p>
<p>Scope of Service: Intermediate schools</p> <hr/> <p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: Intermediate schools</p> <hr/> <p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	

<p>District develops STEM scope and sequence and resources for grade level STEM learning opportunities. School administrators and teachers provide students at elementary school with opportunity to engage in at least one STEM lesson or activity. School administrators at intermediate school level provide students with access to STEM exploratory class.</p>	<p>credentialed teachers 1000-1999: Certificated Personnel Salaries Base \$64,000</p>	<p>District provided STEM scope and sequence and resources for STEM learning opportunities to all schools through STEM site representatives. School administrators at the elementary level reported that students engaged in one or more STEM lessons or activities. School administrators at intermediate school level reported that master schedule included STEM exploratory class.</p>	<p>1000-1999: Certificated Personnel Salaries Base \$62,000</p>
<p>Scope of Service   All schools</p>	<p style="background-color: #cccccc;"></p>	<p>Scope of Service   All schools</p>	<p style="background-color: #cccccc;"></p>
<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>School administrators and teachers provide academic intervention and designated language development instruction during weekly Universal Access time to provide at-risk and English learner students with access to broad course of study.</p>	<p>credentialed teachers 1000-1999: Certificated Personnel Salaries Supplemental \$64,000</p>	<p>School administrators reported that academic intervention and designated language development instruction was provided during weekly Universal Access time to at-risk and English learner students so that they could have equal access to broad course of study.</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental \$576,000</p>
<p>Scope of Service   All schools</p>	<p style="background-color: #cccccc;"></p>	<p>Scope of Service   All schools</p>	<p style="background-color: #cccccc;"></p>
<p><input type="checkbox"/> All                  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> All                  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Supporting actions, services and expenditures for this goal were collapsed to better concentrate services, personnel, and resources in the 2016-19 Local Control and Accountability Plan (LCAP). Credit recovery and acceleration action for Course Access was moved to Pupil Engagement where it better supported the goal in the 2016-19 LCAP. Goal was expanded in the 2016-19 plan to include Art (STEAM) and action related to STEAM engagement was expanded to a minimum of two lessons/activities per year.
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Original GOAL 5 from prior year LCAP:	Students make continuous improvement in academic achievement towards all state and federal targets. Smarter Balanced Interim assessment(s), local assessments of new state standards (CCSS), and primary reading diagnostic assessments are used to inform instruction, and identify students in need of intervention or enrichment.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <u>X</u> 5 _ 6 _ 7 _ 8  COE only: 9 _ 10 _  Local : Specify	
Goal Applies to:	Schools: All	Applicable Pupil Subgroups:	All
Expected Annual Measurable Outcomes:	<p>1. Students meet federal and state academic achievement targets. Required State Metric: Federal and state targets for achievement (percent proficient); Academic Performance Index (API)</p> <p>2. English learner students meet state target for percent of English learner students who make progress towards English proficiency on state language development test. Required State Metric: Federal and state target for progress towards English proficiency</p> <p>3. English learner students meet state target for percent of students reclassifying as English proficient. Required State Metric: Federal and state target for English learner reclassification</p>	Actual Annual Measurable Outcomes:	<p>1. CA Assessment of Student Performance and Progress (CAASPP). No federal or state targets for student achievement for 2015-16. 58% of students met or exceeded standards in language arts 53% of students met or exceeded standards in mathematics</p> <p>2. CA English Language Development Test (CELDT) 75% of English learner students made progress towards English proficiency - exceeded state target of 60%</p> <p>3. CA English Language Development Test (CELDT) 39% of English learner students reclassified as English proficient - exceeded state target of 24%</p>
<b>LCAP Year:</b>			
<b>Planned Actions/Services</b>		<b>Actual Actions/Services</b>	
	<b>Budgeted Expenditures</b>		<b>Estimated Actual Annual Expenditures</b>
District provides on-going and sustained professional development that addresses the new academic standards (CCSS), remedial instruction, engagement strategies, instructional technology, and intervention resources and materials.	Professional Development salaries provided above.	During the 2015-16 school year, the District provided twenty-five days of professional development to teachers on the new academic standards (CCSS), remedial instruction, engagement strategies, instructional technology, and intervention resources and materials.	1000-1999: Certificated Personnel Salaries Base \$4,000



<p>Scope of Service   All schools</p>		<p>Scope of Service   All schools</p>	
<p>X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p>X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>School administrators and teachers administer interim benchmarks to monitor student progress towards academic targets and provide collaboration time for teachers to analyze and address interim assessment results.</p>	<p>assessments Collaboration time provided in certificated salaries.  5800: Professional/Consulting Services And Operating Expenditures Supplemental \$30,000</p>	<p>All school administrators reported that six interim benchmarks were administered to monitor student progress towards academic targets and collaboration time was provide for teachers to analyze and address interim assessment results.</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental \$78,750 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$30,000</p>
<p>Scope of Service   All schools</p>		<p>Scope of Service   All schools</p>	
<p>X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p>X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>School administrators and teachers provide all students with weekly Universal Access time to target the learning needs of GATE/advanced, proficient, and under-performing, and English learner students.</p>	<p>UA Time included in certificated salaries above</p>	<p>School administrators reported that all students were provided with weekly Universal Access time to address the learning needs of GATE/advanced, proficient, and under-performing, and English learner students.</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental \$12,960,000</p>
<p>Scope of Service   All schools</p>		<p>Scope of Service   All schools</p>	
<p>X All OR:</p>		<p>X All OR:</p>	

<ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	
<p>District provides an Academic Advisor to intermediate schools with higher than District average population of unduplicated students and an Academic Advisor Assistant to intermediate schools not eligible for Academic Advisors, to support students with cognitive, social, health, economic or other barriers to academic achievement.</p>	<p>\$160,000*.4 for Academic Advisor certificated salary 1000-1999: Certificated Personnel Salaries Supplemental \$64,000</p>	<p>Academic Advisors were assigned to two intermediate schools with higher than District average population of unduplicated students and Academic Advisor Assistants to two intermediate schools not eligible for Academic Advisors. Academic Advisors/Assistants supported at-risk and under-performing students with academic, cognitive, social, health, economic or other barriers to academic achievement.</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental \$78,871</p>
<p>Scope of Service: Intermediate schools</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Low Income pupils</li> <li><input checked="" type="checkbox"/> English Learners</li> <li><input checked="" type="checkbox"/> Foster Youth</li> <li><input checked="" type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>		<p>Scope of Service: Intermediate schools</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Low Income pupils</li> <li><input checked="" type="checkbox"/> English Learners</li> <li><input checked="" type="checkbox"/> Foster Youth</li> <li><input checked="" type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	
<p>Professional Development Specialists (PDS) and Providers (PDP) provide professional development to teachers in the areas of remediation and intervention, literacy for under-performing students, new English Language Development standards, and instructional strategies, resources and materials that meet the needs of at-risk and English learner students.</p>	<p>Professional Development salaries included above</p>	<p>During the 2015-16 school year, the District provided sixty-two days of professional development to teachers in the areas of remediation and intervention, literacy for under-performing students, new English Language Development standards, and instructional strategies, resources and materials that meet the needs of at-risk and English learner students.</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental \$4,684,705</p>

<p>Scope of Service   All schools</p>		<p>Scope of Service   All schools</p>	
<p> <input type="checkbox"/> All                      OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)                 </p>		<p> <input type="checkbox"/> All                      OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)                 </p>	
<p>EL / Intervention Program Specialist provides professional development in implementation of the new English Language Development standards and integrated language development during core instruction and designated language development during weekly Universal Access time; coordinates school based language development programs; and supports the instructional programs at all schools for at-risk and English learner students.</p>	<p>Program specialist salary included above with Professional Development salaries.</p>	<p>During the 2015-16 school year, the EL / Intervention Program Specialist provided ten days of professional development to teachers on the new English Language Development (ELD) standards and integrated and designated language development; coordinated school based language development programs; and supported the instructional programs at all schools for at-risk and English learner students.</p> <p>Additionally, the EL / Intervention Program Specialist provided professional development on English language development to all school administrators and site EL facilitators.</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental \$108,045</p>
<p>Scope of Service   All schools</p>		<p>Scope of Service   All schools</p>	
<p> <input type="checkbox"/> All                      OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)                 </p>		<p> <input type="checkbox"/> All                      OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)                 </p>	

<p>School administrators provide students with extended day intervention, including access to online reading or math intervention and language development resources.</p>	<p>credentialed teachers 1000-1999: Certificated Personnel Salaries Supplemental \$32,000</p>	<p>All school administrators reported that extended day intervention was offered to at-risk and under-performing students for a minimum of twenty-four days at all schools and for fifty days at most schools. Intervention sessions included access to online reading or math interventions and language development resources.</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental \$115,200</p>
<p>Scope of Service   All schools</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   All schools</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>School administrators provide classroom instruction that uses engagement strategies that promote positive interdependence, individual accountability, equal participation, and simultaneous interaction (Kagan Engagement Structures).</p>	<p>Kagan engagement Structures expenses provided above</p>	<p>All school administrators reported that engagement strategies were observed during walk-throughs that promote positive interdependence, individual accountability, equal participation, and simultaneous interaction (Kagan Engagement Structures).</p>	<p>4000-4999: Books And Supplies Supplemental \$50,000</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental \$10,000</p>
<p>Scope of Service   All schools</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   All schools</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Teachers use multiple measures to identify Focus Students (English</p>	<p>Certificated teacher and certificated admin salaries included above.</p>	<p>All teachers and school administrators identified a Focus Student (English</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental \$4,480</p>

<p>learner and non-proficient students in state-identified subgroups); develop a plan of action that incorporates weekly Universal Access support for literacy, language development, enrichment, or remediation; monitor student progress; and adjust instruction, programs, and services as needed. School Administrators monitor Focus Students' progress through goal meetings with Superintendent.</p>		<p>learner and non-proficient students in state-identified subgroups), developed a plan of action that incorporated support for literacy, language development, enrichment, or remediation, monitored student progress; and adjusted instruction, programs, and services as needed. School Administrators monitored Focus Students' progress at the school site level with teachers and through goal meetings with Superintendent.</p>	
<p>Scope of Service   All schools</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   All schools</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Goal was combined with another goal in Pupil Achievement and revised to better address the state priority of Pupil Achievement in the 2016-19 Local Control and Accountability Plan (LCAP) and supporting actions, services and expenditures for this goal were collapsed to better concentrate services, personnel, and resources. Actions related to extended day intervention expanded to include additional services for under-performing students and action related to exploring option of assigning electronic devices to students for home use was expanded to pilot program in the 2016-19 LCAP. New actions to this goal in the 2016-19 plan includes early intervention for at-risk English learner in language fluency and supplemental language development program and services for Long-term English learners (LTELs) and English learners in US schools less than 12 months (Newcomers).</p>		

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

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

Original GOAL 6 from prior year LCAP:	The disparity in academic performance between state-identified groups of students is reduced.	Related State and/or Local Priorities: 1 _ 2 _ 3 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	1. The achievement gap between state-identified subgroups of students is reduced. Local Metric: Academic achievement results show achievement gap between state-identified student groups reduced. Baseline achievement determined by 2015-16.	Actual Annual Measurable Outcomes:	CA Assessment of Student Performance and Progress (CAASPP) Baseline year for student achievement  Language Arts 58% met/exceeded standard District Average 50% met/exceeded standard Hispanic 46% met/exceeded standard African American 26% met/exceeded standard English Learner 43% met/exceeded standard Economically Disadvantaged  Mathematics 53% met/exceeded standard District Average 43% met/exceeded standard Hispanic 35% met/exceeded standard African American 31% met/exceeded standard English Learner 39% met/exceeded standard Economically Disadvantaged
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**LCAP Year:**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
School administrators use positive behavior pre-referral interventions, counseling services, and response to intervention early identification and support system to address the needs of under-performing students	counseling services 5800: Professional/Consulting Services And Operating Expenditures LCFF \$150,000	All school administrators report regularly using positive behavior pre-referral interventions, counseling services, and response to intervention early identification and support system to address the needs of under-performing students	1000-1999: Certificated Personnel Salaries Base \$140,000

<p>Scope of Service   All schools</p> <hr/> <p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   All schools</p> <hr/> <p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Professional Development Specialists (PDS) and Providers (PDP) provide professional development to teachers in the areas of remediation and intervention, literacy for under-performing students, new English Language Development standards, and instructional strategies, resources and materials that meet the needs of at-risk and English learner students.</p>	<p>Professional Development Salaries included above</p>	<p>During the 2015-16 school year, the District provided twenty days of professional development to teachers in the areas of remediation and intervention, literacy for under-performing students, new English Language Development standards, and instructional strategies, resources and materials that meet the needs of at-risk and English learner students.</p>	<p>1000-1999: Certificated Personnel Salaries Base</p>
<p>Scope of Service   All schools</p> <hr/> <p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   All schools</p> <hr/> <p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>School administrators will provide all students with weekly Universal Access time to provide differentiated instruction and target learning needs of GATE or advanced, proficient, and under-performing students</p>	<p>UA Time included in certificated salaries above</p>	<p>All school administrators reported that all students were provided with weekly Universal Access time to address the learning needs of GATE/advanced, proficient, and under-performing, and English learner students.</p>	<p>1000-1999: Certificated Personnel Salaries Base</p>
<p>Scope of Service   Intermediate Schools</p>		<p>Scope of Service   All schools</p>	

<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>Teachers provide classroom instruction that uses engagement strategies that promote positive interdependence, individual accountability, equal participation, and simultaneous interaction (Kagan Structures)</p>	<p>Kagan engagement Structures expenses provided above</p>	<p>All school administrators reported that engagement strategies were observed during walk-throughs that promote positive interdependence, individual accountability, equal participation, and simultaneous interaction (Kagan Structures).</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental</p>
<p>Scope of Service   All schools ----- _ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p>Scope of Service   All schools ----- _ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>EL / Intervention Program Specialist provides professional development in implementation of the new English Language Development standards and integrated language development during core instruction and designated language development during weekly Universal Access time; coordinates school based language development programs; and supports the instructional programs at all schools for at-risk and English learner students.</p>	<p>Program specialist salary included above with Professional Development salaries.</p>	<p>During the 2015-16 school year, the EL / Intervention Program Specialist provided ten days of professional development to teachers on the new English Language Development (ELD) standards and integrated and designated language development; coordinated school based language development programs; and supported the instructional programs at all schools for at-risk and English learner students.</p> <p>Additionally, the EL / Intervention Program Specialist provided</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental Included in Goal 5</p>



		professional development on English language development to all school administrators and site EL facilitators.	
<p>Scope of Service   All schools</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   All schools</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
School administrators provide students with extended day intervention, including access to online reading or math intervention and language development resources.	Extended day expenses included above.	All school administrators reported that extended day intervention was offered to all at-risk and under-performing students for a minimum of twenty-four days at all schools and for fifty days at most schools. Intervention sessions included access to online reading or math interventions and language development resources.	1000-1999: Certificated Personnel Salaries Supplemental \$250,000
<p>Scope of Service   All schools</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   All schools</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
For English learner pupils in U.S. schools for the first time for less than 12 months: District provides students with an electronic tablet to assist in instruction and translation during the	device addition / replacement 4000-4999: Books And Supplies Supplemental \$2,000	District provided all English learner pupils in U.S. schools for the first time for less than 12 months with an electronic tablet to assist in instruction and translation during the school day.	4000-4999: Books And Supplies Supplemental \$4,500

school day.				
Scope of Service	All schools		Scope of Service	All schools
_ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)			_ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	
For English learner pupils in U.S. schools for the first time for less than 12 months: District provides Newcomer EL Instructional Aide to assist EL students in use of electronic device that supports language development and student engagement; and Instructional Technology Support Clerk (ITSC) to assist with the maintenance and support of electronic devices.		EL Aides 2000-2999: Classified Personnel Salaries Supplemental \$30,000	District provided Newcomer EL Instructional Aide to support EL students in use of electronic device that for language development and student engagement.  District provided an Instructional Technology Support Clerk (ITSC) to each school to assist with the maintenance and support of electronic devices.	
Scope of Service	All schools		Scope of Service	All schools
_ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)			_ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Goal was combined with another goal Pupil Achievement and revised to better address the state priority of Implementing Pupil Achievement in the 2016-19 Local Control and Accountability Plan (LCAP). Supporting actions, services, and expenditures were collapsed to concentrate services, personnel and resources on revised goal for Pupil Achievement in the 2016-19 LCAP. Revised actions in the 2016-19 plan include expanding positive behavior and intervention supports and training, and monitoring the progress of at-risk English learners in language fluency.		

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

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

Original GOAL 7 from prior year LCAP:	All students progress towards being college and career ready, including building technology literacy.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 6 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	<p>1. Students complete minimum course of study and promote to high school. Local Metric: Number of social promotions is reduced each year. Baseline determined in 2013-14.</p> <p>2. Students develop keyboarding fluency and use Google applications for learning. Local Metric: School administrator report of progress</p>	Actual Annual Measurable Outcomes:	<p>1. Social promotion* is reduced. 15 students in 2013-14 12 students in 2014-15 5 students in 2015-16</p> <p>*Social promotion - a student who fails four or more courses in grades 6-8 does not participate in any school promotional events, but promotes to high school.</p> <p>2. School administrators report increased fluency in keyboarding skills and Google Apps for Education (GAPE) for most students.</p>
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**LCAP Year:**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
District provides 1:1 access to electronic devices for students in grades 2-8 and increases access to electronic devices for students in grades TK-1. School administrators and teachers provide students with instruction and support in developing college and career technology skills and competencies in grades TK – 8.	1:1 devices for TK-2 4000-4999: Books And Supplies Funds 40 \$1,235,100	District provides 1:1 access to electronic devices for students in grades 2-8 and increases access to electronic devices for students in grades K-1. Students in transitional kindergarten have electronic devices for small group instruction. School administrators and teachers provide students with instruction and support in developing college and career technology skills and competencies in grades K – 8.	4000-4999: Books And Supplies Base \$1,500,000

<p>Scope of Service   All schools</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   All schools</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>School administrators provide students at intermediate school level with access to a college and career exploratory class.</p>	<p>College and careers classes included in certificated salary above.</p>	<p>Intermediate school master schedules indicate intermediate schools provide access to a college and career exploratory class.</p>	<p>1000-1999: Certificated Personnel Salaries Base \$2,500</p>
<p>Scope of Service   Intermediate schools</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   Intermediate schools</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Professional Development Specialists (PDS) and Providers (PDP) provide teachers and administrators with professional development in the use of instructional technology to support teaching and learning.</p>	<p>Professional Development Salaries included above</p>	<p>During the 2015-16 school year, the District provided twenty sessions of professional development to teachers and administrators on the use of instructional technology to support teaching and learning.</p>	<p>1000-1999: Certificated Personnel Salaries Base \$250,000</p>
<p>Scope of Service   All schools</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p>		<p>Scope of Service   All schools</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p>	

_ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
District provides an Instructional Technology Support Clerk (ITSC) to assist with the maintenance and support of site instructional technology to all school sites.	ITSC 2000-2999: Classified Personnel Salaries Supplemental \$160,000	District assigned an Instructional Technology Support Clerk (ITSC) to all schools to assist with the maintenance and support of site instructional technology.	2000-2999: Classified Personnel Salaries Base \$175,000
Scope of Service: All schools  X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: All schools  X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
School administrators implement college/career exploratory class at the intermediate schools that addresses the needs of at-risk and English learner students	College and careers classes included in certificated salary above.	School administrators report college/career exploratory class on the master schedule includes information to support first-time college attendance and career options.	Included in Salaries Above
Scope of Service: Intermediate Schools  _ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: Intermediate Schools  _ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	
District administrators explore options for assigning electronic devices to a student for home use.	Certificated admin costs for exploration included above.	District plans to expand action through a home-to-school device pilot for 2015-16. Electronic devices will be assigned to students for home use.	Included in Salaries Above

Scope of Service All schools		Scope of Service All schools	
_ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Goal was combined with another goal in Pupil Achievement and revised to better address the state priority of Implementing Pupil Achievement in the 2016-19 Local Control and Accountability Plan (LCAP). Supporting actions, services, and expenditures were collapsed to concentrate services, personnel and resources on revised goal for Pupil Achievement in the 2016-19 LCAP. A new action in the 2016-19 plan includes piloting the assignment of electronic devices to students for home use at select pilot schools.		

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

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

Original GOAL 8 from prior year LCAP:	The percent of students attaining English language proficiency by the end of the year and the percent of students reclassified as English fluent as measured by the California English Language Development Test (CELDT) increases each year.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <u>X</u> 5 6 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	<p>1. English learner students meet state target for percent of English learner students who make progress towards English proficiency on state language development test. Required State Metric: Federal and state target for progress towards English proficiency</p> <p>2. English learner students meet state target for percent of students attaining English proficient level on state language development test. Required State Metric: Federal and state target for attaining English language proficient level</p>	Actual Annual Measurable Outcomes:	<p>1. CA English Language Development Test (CELDT) 75% of English learner students made progress towards English proficiency - exceeded state target of 60%</p> <p>2. CA English Language Development Test (CELDT) 39% of English learner students reclassified as English proficient - exceeded state target of 24%</p>
<b>LCAP Year:</b>			
<b>Planned Actions/Services</b>		<b>Actual Actions/Services</b>	
Professional Development Specialists (PDS) and Providers (PDP) provide on-going and sustained professional development for teachers in implementation of the new English Language Development standards, including integrated language development during core instruction and designated language development during weekly Universal Access time.	<b>Budgeted Expenditures</b>		<b>Estimated Actual Annual Expenditures</b>
	Professional Development Salaries included above		Included in Goal 7



<p>Scope of Service   All schools</p>		<p>Scope of Service   All schools</p>	
<p><input type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>School administrators and teachers provide all students with weekly Universal Access time for differentiated instruction, including the language and learning needs of English learners at all CELDT levels.</p>	<p>UA Time included in certificated salaries above</p>	<p>All school administrators developed master schedules that provided all students with weekly Universal Access time for differentiated instruction, including the language and learning needs of English learners at all CELDT levels.</p>	<p>Included in Goal 7</p>
<p>Scope of Service   All schools</p>		<p>Scope of Service   All schools</p>	
<p><input type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Teachers provide academic instruction in all content areas in English using Specially Designed Academic Instruction in English (SDAIE) teaching approach and designated English Language Development (ELD) instruction during Universal Access time.</p>	<p>Certificated teacher salaries included above.</p>	<p>All school administrators report that teachers provide academic instruction in all content areas in English using Specially Designed Academic Instruction in English (SDAIE) teaching approach and designated English Language Development (ELD) instruction during Universal Access time.</p>	<p>Included in Goal 7</p>
<p>Scope of Service   All schools</p>		<p>Scope of Service   All schools</p>	

<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>School administrators and Academic Advisors/Assistants (Intermediate School) monitor and support under-performing English learner pupils. English learner students not making progress towards English proficiency are referred to student study team.</p>	<p>Certificated Admin and Academic Advisor salaries included above.</p>	<p>All school administrators and Academic Advisors/Assistants, under the direction and support of the Director of Pupil Services, monitored under-performing English learner pupils and provided appropriate academic intervention and language support. English learner students not making progress towards English proficiency were referred to student study team.</p>	<p>Included in Goal 7</p>
<p>Scope of Service   Intermediate schools</p>		<p>Scope of Service   All schools</p>	
<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Teachers provide instruction using engagement strategies that promote positive interdependence, individual accountability, equal participation, and simultaneous interaction (Kagan Engagement Structures) and CELDT instructional aides.</p>	<p>Certificated teacher salaries included above.</p>	<p>All school administrators reported that teachers regularly provided instruction using engagement strategies that promote positive interdependence, individual accountability, equal participation, and simultaneous interaction (Kagan Engagement Structures).</p> <p>Additionally, CELDT instructional aides were provided by the district not</p>	<p>Included in Goal 7</p>

		teachers. In review, this appears to be a typographical error on the annual action. CELDT aides are provided to support the annual CELDT testing and language proficiency monitoring.	
<p>Scope of Service   All schools</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   All schools</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>For English learner pupils in U.S. schools for the first time for less than 12 months: District provides Newcomer students with instructional technology device to use for translation assistance and engaging in content area instruction.</p>	<p>Technology addition / replacement expenses included above.</p>	<p>District provided one hundred twenty-nine Newcomer students with an instructional electronic device to use for translation assistance and engaging in content area instruction.</p>	<p>Included in Goal 7</p>
<p>Scope of Service   All schools</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   All schools</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>For English learner pupils in U.S. schools for the first time for less than 12 months: District provides Newcomer EL Instructional Aide to assist EL students in use of electronic</p>	<p>EL Aide salaries included above</p>	<p>District provide one Newcomer EL Instructional Aides to assist EL students in use of electronic device that supports language development and student engagement; and Instructional</p>	<p>Included in Goal 7</p>

<p>device that supports language development and student engagement; and Instructional Technology Support Clerk (ITSC) to assist with the maintenance and support of electronic devices.</p>		<p>Additionally, the district provided one Technology Support Clerk (ITSC) to each school to assist with the maintenance and support of electronic devices.</p>	
<p>Scope of Service   All schools</p> <hr/> <p><input type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   All schools</p> <hr/> <p><input type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Pupil Achievement and revised to better address the state priority of Implementing Pupil Achievement in the 2016-19 Local Control and Accountability Plan (LCAP). Supporting actions, services, and expenditures were collapsed to concentrate services, personnel and resources on revised goal for Pupil Achievement in the 2016-19 LCAP.</p>		

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

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

Original GOAL 9 from prior year LCAP:	Students make progress towards meeting the minimum requirements for healthy fitness zones as determined by the California Physical Fitness Test (PFT) in Grades 5 and 7.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 <u>X</u>  COE only: 9 _ 10 _  Local : Specify	
Goal Applies to:	Schools: All Applicable Pupil Subgroups:		
Expected Annual Measurable Outcomes:	<p>1. Students engage in 200 minutes of physical education every two weeks. Local Metric: Elementary: Elem PE schedule Intermediate: Master schedule</p> <p>2. Students make progress towards meeting healthy fitness zone on CA Physical Fitness Test. Required State Metric: CA Physical Fitness Test administered only in grades 5 and 7</p>	<p>Actual Annual Measurable Outcomes:</p> <p>1. Master schedules for elementary and intermediate schools indicate 200 minutes or more of physical education for students every two weeks.</p> <p>2. CA Physical Fitness Test administered only in grades 5 and 7</p> <p>Percent of 5th Grade Students in the Healthy Fitness Zone (HFZ) Results as measured by CA Physical Fitness Test 64% in 2014-15 with 2015-16 scores not available yet</p> <p>Percent of 7th Grade Students in the Healthy Fitness Zone (HFZ) Results as measured by CA Physical Fitness Test 64% in 2014-15 with 2015-16 scores not available yet</p>	
<b>LCAP Year:</b>			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Scope of Service	Elementary Schools	Scope of Service	Elementary Schools
District provides elementary physical education teachers and instructional program support to elementary schools to engage all students in physical fitness and meet minimum requirements for healthy fitness zones as determined by the California Physical Fitness Test (PFT).	<p>\$76,600*5.5 for Elementary PE Teachers 1000-1999: Certificated Personnel Salaries LCFF \$421,300</p> <p>\$12,300*28 = \$344,400 PE Instructional Aides 2000-2999: Classified Personnel Salaries LCFF \$765,700</p>	District provided five elementary physical education teachers to elementary schools to engage all students in physical fitness and meet minimum requirements for healthy fitness zones as determined by the California Physical Fitness Test (PFT).	<p>1000-1999: Certificated Personnel Salaries Base \$520,000</p> <p>2000-2999: Classified Personnel Salaries Base \$800,000</p>

<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Physical education teachers use collaboration time to develop strategies to engage all students, including at-risk and English learner students not meeting the minimum requirements for healthy fitness zones in physical fitness testing.	PE Teacher time included in PE and certificated time above	All school administrators reported physical education teachers used collaboration time to develop strategies to engage all students. Physical education teachers collaborated on developing strategies to meet the needs of at-risk and English learner students who do not meet the minimum requirements for healthy fitness zones in physical fitness testing.	Included above
Scope of Service   All Schools ----- <input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service   All Schools ----- <input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Pupil Achievement and revised to better address the state priority of Implementing Pupil Achievement in the 2016-19 Local Control and Accountability Plan (LCAP). Supporting actions, services, and expenditures were collapsed to concentrate services, personnel and resources on revised goal for Pupil Achievement in the 2016-19 LCAP.		

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

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

Original GOAL 10 from prior year LCAP:	School administrators engage parents in the school community and promote parent participation and input in school programs and activities.	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 _ 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	<p>1. Students benefit when input from parents of unduplicated students is included in decision-making process. Local Metric: Stakeholder input opportunity records</p> <p>2. Students benefit from increased parent engagement at schools. Baseline determined in 2014-15. Local Metric: School administrator report of progress.</p>	<p>Actual Annual Measurable Outcomes:</p> <p>1. Stakeholder input opportunities include annual parent survey, eight Community Forums, parent advisory committees, school site council, PTA/PTO Presidents, and District Advisory Council, District English Learner Advisory Council, and Local Control and Accountability Advisory Committee.</p> <p>2. All school administrators indicate there are multiple ways for parents to be involved in their school community, including but not limited to classroom volunteers, PTA/PTO, Watch Dog Dads, and recess referees.</p>
<b>LCAP Year:</b>		
Planned Actions/Services		Actual Actions/Services
	Budgeted Expenditures	Estimated Actual Annual Expenditures
Director of Pupil Services provides school administrators with strategies and support for engaging parents in school community and promoting parent participation and input in school programs and activities.	12.5% of Director's Salary 1000-1999: Certificated Personnel Salaries LCFF \$14,000	Director of Pupil Services regularly provided school administrators with strategies and support for engaging parents and promoting parent participation and input in school decisions through the bi-monthly Principal Meetings.
Scope of Service: All schools		Scope of Service: All schools
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners		<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners

<p><input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>District and school administrators promote communication with parents through ESPRI parent portal/online gradebook, school/district website, auto-dialer, email, text messages, newsletters, and social media communication tools. District and school administrators provide multiple pathways for parent to learn about and get involved in decision making, school programs and activities.</p>	<p>ESPRI / SchoolMessenger / website annual maintenance 5800: Professional/Consulting Services And Operating Expenditures LCFF \$45,000</p>	<p>District and school administrators regularly communicated with parents through ESPRI parent portal/online gradebook, school/district website, auto-dialer, email, text messages, newsletters, and social media communication tools.</p> <p>District and school administrators consistently provided multiple pathways for parent to learn about and get involved in decision making, school programs and activities.</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Base \$35,000</p>
<p>Scope of Service   All schools</p> <hr/> <p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   All schools</p> <hr/> <p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>District and school administrators administer Parent Survey for input on improving school climate, student outcomes, and overall performance at schools.</p>	<p>Parent Survey development and system 1000-1999: Certificated Personnel Salaries LCFF \$5,500</p> <p>2000-2999: Classified Personnel Salaries LCFF \$5,500</p> <p>5800: Professional/Consulting Services And Operating Expenditures LCFF \$1,000</p>	<p>District and school administrators administered the annual Parent Survey during Back to Night for maximum parent engagement to secure input on school climate, student outcomes, and overall performance at schools.</p>	<p>1000-1999: Certificated Personnel Salaries Base \$5,000</p> <p>2000-2999: Classified Personnel Salaries \$4,750</p> <p>5800: Professional/Consulting Services And Operating Expenditures \$500</p>
<p>Scope of Service   All schools</p>		<p>Scope of Service   All schools</p>	



<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>School administrators communicate with families about school programs and activities through a variety of communication pathways and in primary language in schools with over 15% English learner student groups</p>	<p>Translation services 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$4,000</p>	<p>School administrators regularly communicated with families about school programs and activities through a variety of communication pathways. In schools with over 15% English learner student groups, all school communication was sent home in the primary home language.</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Base \$3,800</p>
<p>Scope of Service   All schools</p> <hr/> <p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   All schools</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Director of Pupil Services provides school administrators and Academic Advisors/Assistants (Intermediate School) with strategies and support for engaging low income, foster youth, and English learner student families in the school community activities.</p>	<p>12.5% of Director's Salary 1000-1999: Certificated Personnel Salaries Supplemental \$14,000</p>	<p>Director of Pupil Services regularly provided school administrators with strategies and support for engaging low income, foster youth, and English learner student families in the school community activities through the bi-monthly Principal Meetings.</p> <p>Additionally, the Director of Pupil Services met with Academic Advisors/Assistants (Intermediate School) five times during the school year to collaborate on strategies and support to engage low income, foster</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental \$14,250</p>

		youth, and English learner student families in the school community activities.	
<p>Scope of Service   Intermediate Schools</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   Intermediate Schools</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>School administrators include low income, foster youth, and English learner student families in opportunities to be involved in decision making, school programs and activities at the school and district level.</p>	<p>Parent outreach support 4000-4999: Books And Supplies Supplemental \$16,000</p>	<p>All school administrators report that low income, foster youth, and English learner student families have been provided opportunities to be involved in decision making, school programs and activities at the school and district level.</p>	<p>4000-4999: Books And Supplies Supplemental \$10,000</p>
<p>Scope of Service   All schools</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   All schools</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>District and school administrators provide alternative access to online Parent Survey for families without technology/internet access and provide Parent Survey invitation letter in primary language at schools with over 15% English learner student</p>	<p>Translation service expenses included above.</p>	<p>All school administrators provided access to student issued Chromebooks for parent use to complete the online Parent Survey at the school site during back to School Night.</p> <p>Parent Survey invitation letter in</p>	<p>Included above.</p>

<p>groups.</p>		<p>primary home language was provided at one school with over 15% English learner student groups enrolled.</p>	
<p>Scope of Service   All schools</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   All schools</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>District and school administrators administer a separate Parent Survey to families of at-risk and English learner students for input on improving school climate, student outcomes, and overall performance at schools, if participation in Parent Survey is not representative of District demographics.</p>	<p>Parent survey expenses included above.</p>	<p>Parent Survey participation demographics were representative of the district's demographics and as a result, a separate Parent Survey to families of at-risk and English learner students was not administered.</p>	<p>Included above.</p>
<p>Scope of Service   All schools</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   All schools</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Goal was re-organized to better address the state priority of Parent Involvement in the 2016-19 Local Control and Accountability Plan (LCAP). Supporting actions, services, and expenditures were collapsed to concentrate services, personnel and resources on revised goal for Parent Involvement in the 2016-19 LCAP.</p>		

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

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

Original GOAL 11 from prior year LCAP:	Maintain high attendance rates for all students, including under-performing student groups, and reduce chronic absenteeism, middle school drop-out rates and social promotions from eighth grade to high school.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 <u>X</u> 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify
Goal Applies to:	Schools: All ----- Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	<p>1. Students maintain or improve attendance rates. Baseline determined in 2014-15. Required State Metric: Attendance and Chronic Absenteeism (absent 10% or more of school year) rates</p> <p>2. Student social promotions from grade eight to high school are reduced. (Social promotion – students without sufficient academic credit are “socially” promoted to high school) Baseline determined in 2013-14. Local Metric: Number of social promotions is reduced each year.</p> <p>3. Middle school drop-out rate is reduced each year. Baseline determined in 2014-15. Required State Metric: Middle School Drop-Out rates</p>	<p>Actual Annual Measurable Outcomes:</p> <p>1. Attendance Rate: 96.4% 2014-15 District Attendance**Baseline 96.8% 2015-16 District Attendance Chronic Absenteeism Rate N/Avail 2015-16 Chronic Absenteeism**Baseline 3.6% 2015-16 Chronic Absenteeism</p> <p>2. Social Promotion Rate: 10 2013-14 Social Promotion**Baseline 7 2014-15 Social Promotion 5 2015-16 Social Promotion</p> <p>3. Middle School Drop-Out Rate: 0 - None 2014-15 Middle School Drop-Out**Baseline 0 - None 2015-16 Middle School Drop-Out</p>
<b>LCAP Year:</b>		
Planned Actions/Services		Actual Actions/Services
	Budgeted Expenditures	Estimated Actual Annual Expenditures
Director of Pupil Services and Child Welfare and Attendance (CWA) Technician coordinates services to maximize student welfare and attendance and minimize truancy, chronic absenteeism, and dropout rates, including District Attendance Review Team (DART) meetings, Academic Advisor/Assistant program services and West End counseling	<p>12.5% of Director's Salary 1000-1999: Certificated Personnel Salaries LCFF \$14,000</p> <p>CWA Tech 2000-2999: Classified Personnel Salaries LCFF \$51,000</p>	<p>1000-1999: Certificated Personnel Salaries Base \$14,250</p> <p>2000-2999: Classified Personnel Salaries Base \$51,650</p>
		Director of Pupil Services and Child Welfare and Attendance (CWA) Technician coordinated services to maximize student welfare and attendance and minimize truancy, chronic absenteeism, and dropout rates. Pupil Services department efforts include organizing District Attendance Review Team (DART) meetings, directing Academic

<p>services to eligible students. Director of Pupil Services supports schools in expanding other means of correction for students with behavior concerns and coordinate Etiwanda Alternative Studies Education (EASE) program, including home school, home/hospital instruction, online education, and short-term independent study.</p>		<p>Advisor/Assistant program services and West End counseling services to eligible students, and expanding other means of correction for students at the school discipline level.</p> <p>Additionally, Director of Pupil Services coordinated Etiwanda Alternative Studies Education (EASE) program, which includes home school, home/hospital instruction, online education, and short-term independent study.</p>	
<p>Scope of Service   All Schools</p> <hr/> <p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   All Schools</p> <hr/> <p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>District and school administrators establish annual goals for attendance for all students, and by state-identified subgroups.</p>	<p>Certificated Admin salaries included above.</p>	<p>All school administrators established an annual attendance goal for all students with the superintendent. Attendance rates for state-identified subgroups were not calculated for 2015-16.</p>	<p>Included Above</p>
<p>Scope of Service   All Schools</p> <hr/> <p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   All Schools</p> <hr/> <p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	

<p>School administrators and Academic Advisors/Assistants (Intermediate School) collaborate with at-risk and English learner families on attendance and alternative studies education program options.</p>	<p>Certificated school administration and Academic Advisors salaries included above.</p>	<p>All school administrators and Academic Advisors/Assistants (Intermediate School) collaborated with at-risk and English learner families on attendance and alternative studies education program options.</p> <p>Additionally, Director of Pupil Services coordinated monthly District Attendance Review Team (DART) meetings and met with twenty-seven families regarding attendance issues and provided follow-up support to assist in improving attendance.</p>	<p>Included Above</p>
<p>Scope of Service   All schools</p> <hr/> <p><input type="checkbox"/> All  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   All Schools</p> <hr/> <p><input type="checkbox"/> All  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Teachers provide academic intervention and designated language development instruction during weekly Universal Access time to provide at-risk and English learner students access to after-school extra-curricular and athletic programs.</p>	<p>UA Time included in certificated salaries above</p>	<p>All school administrators reported under-performing and at-risk students had access to academic intervention and designated language development instruction during weekly Universal Access time.</p> <p>Providing intervention and language development during the school day through Universal Access time provided at-risk and English learner students with equal access to after-school extra-curricular and athletic programs.</p>	<p>ncluded Above</p>
<p>Scope of Service   All Schools</p>		<p>Scope of Service   All Schools</p>	

<p><input type="checkbox"/> All</p> <hr/> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> All</p> <hr/> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Goal was combined with another goal in Pupil Engagement and revised to better address the state priority of Pupil Engagement in the 2016-19 Local Control and Accountability Plan (LCAP). Supporting actions, services, and expenditures were collapsed to concentrate services, personnel and resources on revised goal for Pupil Engagement in the 2016-19 LCAP.</p>		

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



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

Original GOAL 12 from prior year LCAP:	School administrators provide events and activities that engage students and their families in their schools.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 <input checked="" type="checkbox"/> 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	1. Students benefit from an increase in the number of events and activities that engage students in the school community. Baseline determined in 2014-15. Local Metric: School administrator report of progress Local Metric: Student input or survey results	Actual Annual Measurable Outcomes: 1. School administrators report that students had access to three or more after no-cost after-school activities during the 2015-16 school year. Baseline: School administrators report that students had access to two or more after no-cost after-school activities during the 2014-15 school year.  2. On the student survey, students rated more access to after-school sports and activities as their #1 school improvement suggestion.	
<b>LCAP Year:</b>			
Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
School administrators and teachers maintain home-to-school communication and provide multiple pathways for parents to learn about school programs and activities through ESPRI parent portal/online gradebook, school/district website, auto-dialer, email, text messages, newsletters, and social media communication tools.	ESPRI / AERIES support expenses included above	All school administrators reported providing consistent home-to-school communication and multiple pathways for parents to learn about school programs and activities, including but not limited to ESPRI parent portal/online gradebook, school/district website, auto-dialer, email, text messages, newsletters, and social media communication tools.	Included Above
Scope of Service	All Schools	Scope of Service	All Schools
<input checked="" type="checkbox"/> All		<input checked="" type="checkbox"/> All	

<p>OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>School administrators provide at least three after school academic or athletic programs to engage students in the school community and at least one Family Night activity during the school year. Director of Pupil Services provides school administrators with strategies and support for engaging students and parents in the school community.</p>	<p>12.5% of Director's Salary 1000-1999: Certificated Personnel Salaries LCFF \$14,000</p>	<p>All school administrators reported providing at least three no-cost after school academic or athletic programs to engage students in the school community and at least one Family Night activity during the school year.</p> <p>Additionally, Director of Pupil Services provided school administrators with strategies and support for engaging students and parents in the school community through bi-monthly Principal Meetings.</p>	<p>1000-1999: Certificated Personnel Salaries Base \$14,250</p>
<p>Scope of Service   All Schools</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   All Schools</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>School administrators, Academic Advisors/Assistants, and Program Advisors coordinate Rachel's Challenge Friends of Rachel (FOR) Team at each intermediate school to engage students in building positive school climate.</p>	<p>Rachel's Challenge 5800: Professional/Consulting Services And Operating Expenditures Base \$4,000</p>	<p>All intermediate school administrators coordinated a Rachel's Challenge Friends of Rachel (FOR) Team to engage students in building positive school climate.</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Base \$3,800</p>

<p>Scope of Service   Intermediate Schools</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   Intermediate Schools</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>School administrators and Academic Advisors/Assistants (Intermediate Schools) encourage at-risk and English learner pupils to get involved in after-school extra-curricular and athletic programs and facilitate the enrollment process with parents.</p>	<p>Certificated school administration and Academic Advisors salaries included above.</p>	<p>All school administrators reported at-risk and English learner pupils were encouraged to get involved in after-school extra-curricular and athletic programs.</p> <p>Some school administrators facilitated the after-school program enrollment process with parents. Director of Pupil Services will continue to support school administrators in engaging unduplicated pupil in after-school extra-curricular and athletic programs.</p>	<p>Included Above</p>
<p>Scope of Service   All Schools</p> <hr/> <p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   All Schools</p> <hr/> <p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>School administrators communicate with families about school programs and activities through a variety of communication pathways and in primary language in schools with over</p>	<p>Translation service expenses included above.</p>	<p>In one school with over 15% English learner student group, school administrators used flyers translated into primary home language to communicate with families about school</p>	<p>Include in Goal 10</p>

15% English learner student groups.		programs and activities.	
<p>Scope of Service   All Schools</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   All Schools</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Director of Pupil Services provides school administrators and Academic Advisors/Assistants (Intermediate School) with strategies and support for engaging parents of low income, foster youth, and English learner student families in the school community.</p>	<p>12.5% of Director's Salary 1000-1999: Certificated Personnel Salaries Supplemental \$14,000</p>	<p>Director of Pupil Services provided school administrators with strategies and support for engaging parents of low income, foster youth, and English learner student families in the school community through bi-monthly Principal Meetings</p> <p>Additionally, Director of Pupil Services met with Academic Advisors/Assistants (Intermediate School) five times during the year to collaborate on strategies and support for engaging parents of low income, foster youth, and English learner student families in the school community.</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental \$14,250</p>
<p>Scope of Service   All Schools</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   All Schools</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	

<p>School administrators, Academic Advisors/Assistants, and Program Advisors include low income, foster youth, and EL students in Rachel's Challenge Friends of Rachel (FOR) Team at each intermediate school to engage all students in a positive school climate.</p>	<p>Rachel's Challenge Expenses included above</p>	<p>All school administrators reported low income, foster youth, and EL students were encouraged to become involved in Rachel's Challenge Friends of Rachel (FOR) Team at each intermediate school.</p>	<p>Included Above</p>
<p>Scope of Service: Intermediate Schools</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: Intermediate Schools</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Goal was combined with goal in School Climate and revised to better address the state priority of School Climate in the 2016-19 Local Control and Accountability Plan (LCAP). Supporting actions, services, and expenditures were collapsed to concentrate services, personnel and resources on revised goal for School Climate in the 2016-19 LCAP. Action related to after-school academic or athletic programs bully prevention programs are included as actions for the School Climate goal in the 2016-19 LCAP. Actions related facilitating enrollment in after-school academic or athletic programs for unduplicated pupils are included as actions for unduplicated students in the School Climate goal in the 2016-19 plan.</p>		

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

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

Original GOAL 13 from prior year LCAP:	Reduce the rate of suspensions and expulsions through counseling, academic intervention and positive behavior support.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 <input checked="" type="checkbox"/> 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	1. Student rate of suspensions and expulsions is reduced. Baseline determined by 2013-14 rates. Local Metric: Suspension and expulsion rates	Actual Annual Measurable Outcomes: 1. Suspension and Expulsion Rates  Suspensions 282 = 2% 2013-14**Baseline 142 = 1% 2014-15 115 = .8% 2015-16  Expulsions 5 = .03% 2013-14**Baseline 2 = .01% 2014-15 7 = .04% 2015-16	
<b>LCAP Year:</b>			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
School administrators use positive behavior pre-referral interventions, counseling services, and response to intervention early identification and support system to reduce the rate of suspensions and expulsions	Certificated school administration salaries included above.	Director of Pupil Services supported school administrators in the use of positive behavior pre-referral interventions, counseling services, and response to intervention early identification and support system to reduce the rate of suspensions and expulsions.  All school administrators implement positive behavior strategies to to reduce the rate of suspensions and expulsions	1000-1999: Certificated Personnel Salaries Included in Goal 12

<p>Scope of Service   All Schools</p> <hr/> <p><input checked="" type="checkbox"/> All          OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   All Schools</p> <hr/> <p><input checked="" type="checkbox"/> All          OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Director of Pupil Services coordinates support services throughout the District Specifically in utilizing “other means of correction” for discipline issues and incorporating community outreach services.</p>	<p>12.5% of Director’s Salary 1000-1999: Certificated Personnel Salaries LCFF \$14,000</p>	<p>Director of Pupil Services coordinated professional development and coaching support to all school administrators in the District on “other means of correction” for discipline.</p> <p>All school administrators utilized “other means of correction” for discipline issues and incorporating community outreach services.</p>	<p>1000-1999: Certificated Personnel Salaries Base \$14,250</p>
<p>Scope of Service   All Schools</p> <hr/> <p><input checked="" type="checkbox"/> All          OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   All Schools</p> <hr/> <p><input checked="" type="checkbox"/> All          OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>District provides an Academic Advisor to intermediate schools with higher than District average population of unduplicated students and Academic Advisor Assistant to intermediate schools not eligible for Academic Advisors, to reduce discipline and attendance issues through positive</p>	<p>Academic Advisors salaries included above.</p>	<p>District assigned an Academic Advisor to to two intermediate schools with higher than District average population of unduplicated students.</p> <p>District assigned two Academic Advisor Assistants to two intermediate schools not eligible for Academic Advisors</p>	<p>Included Above</p>

behavior pre-referral interventions, counseling services, and response to intervention early identification.		Academic Advisors/Assistants reduced discipline and attendance issues through positive behavior pre-referral interventions, counseling services, and response to intervention early identification.	
Scope of Service: Intermediate Schools <hr/> _ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: Intermediate Schools <hr/> _ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Goal was combined with a goal from Pupil Engagement and revised to better address the state priority of School Climate in the 2016-19 Local Control and Accountability Plan (LCAP). Supporting actions, services, and expenditures were collapsed to concentrate services, personnel and resources on revised goal for School Climate in the 2016-19 LCAP. New actions in the 2016-19 plan includes expanding the number of after school or athletic activities and implementing an intra-mural sports program at the elementary schools. Academic Advisor Assistant is re-named Student Services Assistant in the 2016-19 plan.		

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



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

Original GOAL 14 from prior year LCAP:	School administrators build a sense of safety and school connectedness for students and reduce incidents of bullying.		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 <input checked="" type="checkbox"/> 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify	
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	<p>1. The percent of students that agree they feel safe and connected to school on student survey maintains or increases. Baseline determined in 2013-14. Local Metric: Student input or surveys results</p> <p>2. Students benefit when the percent of parents that report they feel their child is safe at school maintains or increases. Baseline determined in 2013-14. Local Metric: Parent input or surveys results</p>	Actual Annual Measurable Outcomes:	<p>1. Student Survey Results - Percent of students agreeing they feel safe and connected to schools. 86% 2013-14 90% 2014-15 85% 2015-16</p> <p>2. Parent Survey Results - Percent of parents that report they feel their child is safe at school. 90% 2013-14 92% 2014-15 95% 2015-16</p>	
<b>LCAP Year:</b>				
<b>Planned Actions/Services</b>		<b>Actual Actions/Services</b>		
	<b>Budgeted Expenditures</b>		<b>Estimated Actual Annual Expenditures</b>	
School administrators investigate and address all reported incidents of bullying and implement one bully prevention program at each school site. School administrators at Intermediate schools coordinate Rachel's Challenge Friends of Rachel (FOR) Club to engage students in building a positive school community.	Rachel's Challenge expenses included above	<p>All school administrators investigated and addressed all reported incidents of bullying.</p> <p>All school administrators organized one bully prevention event at each elementary school site.</p> <p>All intermediate school administrators coordinated a site Rachel's Challenge Friends of Rachel (FOR) Team to engage students in building a positive school community.</p>	Included Above.	

<p>Scope of Service   All Schools</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   All Schools</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Director of Pupil Services supports schools in: reducing bullying occurrences, investigating and reporting bullying, coordinating student disciplinary proceedings and providing schools with strategies and supports for engaging students in the school community, including connecting parents to community resources such as SELPA Clinical Parenting classes and Healthy Families or services under the Affordable Care Act.</p>	<p>12.5% of Director's Salary 1000-1999: Certificated Personnel Salaries LCFF \$14,000</p>	<p>Director of Pupil Services provided professional development and coaching support to all schools in: reducing bullying occurrences, investigating and reporting bullying, coordinating student disciplinary proceedings.</p> <p>Additionally, Director of Pupil Services provided all school administrators with strategies and supports for engaging students in the school community through bi-monthly Principal Meetings.</p>	<p>1000-1999: Certificated Personnel Salaries Base \$14,250</p>
<p>Scope of Service   All Schools</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   All Schools</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>District Teacher Librarian and library clerks implement programs and activities that encourage student and parent engagement with school libraries.</p>	<p>Teacher Librarian and library clerk salaries 1000-1999: Certificated Personnel Salaries LCFF \$98,000</p> <p>2000-2999: Classified Personnel Salaries LCFF \$327,000</p>	<p>District Teacher Librarian reported that site library clerks implemented three or more library programs or activities that encouraged student and parent engagement with school libraries.</p>	<p>1000-1999: Certificated Personnel Salaries Base \$100,000</p> <p>2000-2999: Classified Personnel Salaries Base \$360,000</p>

<p>Scope of Service   All Schools</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   All Schools</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>District and school administrators administer student and parent survey for input on improving school climate, student outcomes, and overall performance of schools.</p>	<p>Parent survey expenses included above.</p>	<p>All school administrators and teachers administered student survey during the fourth month of school and 66% of students participated.</p> <p>All school administrators and teachers administered parent survey during within one of school at Back to School Night and 51% of parents participated providing input on school climate, student outcomes, and overall performance of schools.</p>	<p>Included Above</p>
<p>Scope of Service   All Schools</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   All Schools</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>School administrators, Academic Advisors/Assistants and Program Advisors include low income, foster youth, and EL students in leadership roles in bully prevention or safe school programs to engage all students in a</p>	<p>Bully prevention material 4000-4999: Books And Supplies Supplemental \$16,000</p>	<p>All school administrators reported that low income, foster youth, and EL students were encouraged to engage in leadership roles in bully prevention or safe school programs.</p>	<p>4000-4999: Books And Supplies Supplemental \$15,500</p>

positive school climate.			
<p>Scope of Service   All Schools</p> <hr/> <p><u>  </u> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <u>  </u> Other Subgroups: (Specify)</p>		<p>Scope of Service   All Schools</p> <hr/> <p><u>  </u> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <u>  </u> Other Subgroups: (Specify)</p>	
<p>School administrators and Academic Advisors/Assistants (Intermediate School) provide outreach to engage families of at-risk and English learner pupils in stakeholder input opportunities, family events, parent education, and school programs and activities, including communication in primary language in schools with over 15% English learner student population.</p>	<p>Translation service expenses included above.</p>	<p>All school administrators and Academic Advisors/Assistants (Intermediate School) reported increased outreach to engage families of at-risk and English learner pupils in stakeholder input opportunities, family events, parent education, and school programs and activities, including communication in primary language in schools with over 15% English learner student population.</p>	<p>Included Above.</p>
<p>Scope of Service   All Schools</p> <hr/> <p><u>  </u> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <u>  </u> Other Subgroups: (Specify)</p>		<p>Scope of Service   All Schools</p> <hr/> <p><u>  </u> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <u>  </u> Other Subgroups: (Specify)</p>	
<p>Director of Pupil Services provides school administrators and Academic Advisors/Assistants with strategies and support for engaging parents of low income, foster youth, and English learner student families in the school</p>	<p>12.5% of Director's Salary 1000-1999: Certificated Personnel Salaries Supplemental \$14,000</p>	<p>Director of Pupil Services provided professional development and coaching support to all school administrators on strategies and support for engaging parents of low income, foster youth, and English learner student families in</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental \$14,250</p>

<p>community.</p>		<p>the school community through bi-monthly Principal Meetings.</p> <p>Additionally, Director of Pupil Services collaborated with Academic Advisors/Assistants on strategies and support to engage parents of low income, foster youth, and English learner student families in the school community during the school year.</p>	
<p>Scope of Service   All Schools</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   All Schools</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>District Teacher Librarian and library clerks increase the number of high interest low readability and primary language books available in the school libraries.</p>	<p>additional books 4000-4999: Books And Supplies Supplemental \$16,000</p>	<p>District Teacher Librarian and school administrators used allocated supplemental grant funds to increase the number of high interest low readability and primary language books available in the school libraries.</p>	<p>4000-4999: Books And Supplies Supplemental \$15,500</p>
<p>Scope of Service   All Schools</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   All Schools</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, Goal was combined with another goal in School Climate and revised to better address the state priority of School Climate in</p>			

services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	the 2016-19 Local Control and Accountability Plan (LCAP). Supporting actions, services, and expenditures were collapsed to concentrate services, personnel and resources on revised goal for School Climate in the 2016-19 LCAP. New actions in the 2016-19 plan includes increasing circulation of high interest low readability and primary language books available in the school libraries. Academic Advisor Assistant is re-named Student Services Assistant in the 2016-19 plan.
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**Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.**

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	<u>\$4,285,3346.00</u>
<p>The Etiwanda School District will receive approximately \$4,451,382.00 in supplemental funding for 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). The Etiwanda School District does not qualify for concentration grant funding. A review of the District’s needs and metrics, along with stakeholder input, determined that spending \$4,451,382.00 in supplemental grant funding for the following services and programs would be the most effective use of supplemental grant funds to meet the goals for unduplicated pupils in the state priority area:</p>	
<p>Programs and services that support the academic achievement, attendance, positive behavior, and alternative academic program needs of English learners, low income students, and foster youth using the supplemental grant funding, include: primary reading diagnostic assessments, professional development for teachers on English language development (ELD), early identification and pre-referral supports for academic and behavior needs, universal access designated instruction, remediation materials in math and reading, instructional technology devices, literary resources in primary languages in school libraries, supplemental language development materials and instruction, and before/after school intervention programs.</p>	
<p>Personnel who are principally directed to support the academic achievement, attendance, positive behavior, and alternative academic program needs of English learners, low income students, and foster youth with the supplemental grant funding, include: Director of Pupil Services, Child Welfare and Attendance Technician, Academic Advisors, Student Services Assistants, language/literacy professional development providers, Newcomer instructional aide, English Learner instructional aides, and Instructional Technology Support Assistants (ITSCs).</p>	
<p>The major purpose for administering diagnostic tests to children in schools is to provide information that is useful in planning more effective instruction (Florida Center of Reading Research 2015) . The success of early intervention models hinge on the early and accurate identification of students at risk of earning a high school diploma, according to several professional organizations. Early identification of literacy and numeracy deficits and prescriptive programs for remediation rely on effective diagnostic tools, such as the reading and math adaptive diagnostic assessment selected and used by the Etiwanda School District.</p>	
<p>Crockett (1978) suggests academic advising is effective when adults “assist students to realize their maximum educational benefits by helping them to better understand themselves and to learn to use the resources of the institution to meet their special educational needs and aspirations”. Student advocates, such as an academic advisors or student services assistants provided in the Etiwanda School District, play an important role in supporting under-performing and unduplicated students in recognizing their strengths, understanding their needs, and using the resources in a school system to maximizing their potential. Academic advising supports key institutional conditions that have been identified as promoting student success, including setting high expectations, providing support, offering feedback, and facilitating involvement in learning through frequent student contact with faculty and staff (Tinto 2002).</p>	

"Professional learning can have a powerful effect on teacher skills and knowledge and on student learning. To be effective, however, it must be sustained, focused on important content, and embedded in the work of collaborative professional learning teams that support ongoing improvements in teachers' practice and student achievement." (Wei, R.C., Darling-Hammond, L. (2009). Etiwanda continues to provide high-quality, sustained, focused professional learning that ensures educators will be able to develop the skills they need to support student success. All six hundred fifty teachers are provided with formal professional development and other opportunities for professional learning, such as common planning time, shared opportunities to examine student work, and tools for self-reflection. Professional learning is both externally-provided and job-embedded to increase teachers' knowledge and change their instructional practice in ways that support student learning. "It holds that professional development should be sustained, coherent, take place during the school day and become part of a teacher's professional responsibilities, and focus on student results (Wei, et al, 2009).

The number of English learners (ELs) in the U.S. has risen 10 percent in the last decade, representing about 4.5 million public K–12 students in 2011–12. In the Etiwanda School District, EL students represent 9% of the total student population and computer-based supplemental literacy program support teachers in providing designated instruction in meeting the diverse language and academic needs of English learner students in the district. Computer-based instructional materials provide engaging, interactive platforms that improve student learning and help teachers provide personalized instruction.

The district also offers services and programs aligned with the LCAP goals that serve all students, including English learners, low income students, and foster youth, including: fully credentialed and appropriately assigned teachers, positive behavior and support practices, extended day intervention and enrichment programs, administrative support, expanded parent engagement, designated universal access time at all schools, professional development in academic content standards and student engagement practices, technology infrastructure and instruction, safe schools and facility plans, bully prevention programs, college and career readiness programs, and data management software. School-wide implementation of these services and programs will not only have an impact on the learning environment and climate of the school as a whole, but will also have increased positive impact on the unduplicated pupils.

A full list of the supplemental grant funding expenditures, aligned with the goals of the Etiwanda School District Local Control Accountability Plan and addressing the needs of our district's English learners, low income, and foster youth is included in the Section 3.

- 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.

4.52	%
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The Etiwanda School District has increased instructional services and support for English learners, low income students, and foster youth by:

100% in the district administration of primary reading and math diagnostic assessments for students in grades 3-8

100% in supplemental literacy program for the literacy needs of English learners



10% in district administrative support for unduplicated student academic achievement, attendance, and positive behavior support  
25% in school site advisor support for unduplicated student academic achievement, attendance, and positive behavior support  
10% in school site increase in afterschool programs and activities  
20% in training for teachers in the areas of universal access, language development, instructional technology, and state standards  
50% the number of STEM lessons and activities implemented at each intermediate school site,  
50% in parent outreach and engagement.

The increase in services and supports exceeds the 4.52% Minimum Proportionality Percentage for 2016-17, 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).

**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).