§ 15498. Local Control and Accountability Plan and Annual Update Template.

Introduction:

LEA: Alta Loma Elementary School District **Contact (Name, Title, Email, Phone Number):** James Moore, Superintendent, jmoore@alsd.k12.ca.us, (909) 484-5151 **LCAP Year:** 2016-2017

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
Alta Loma School District's goal is to involve parents, community members, students, and school staffs in the development, review, progress monitoring, and implementation of the LCAP goals. **LCAP Advisory Committee**: The Alta Loma School District broadened the scope of stakeholder input by meeting regularly with our LCAP Advisory Group to include administrators, teachers, ALEA (Alta Loma Educators Association) bargaining unit members, classified staff, community members, and parents from all required sub-groups. The Advisory Committee made a two year commitment to support and serve the priorities of the LCAP. **Site and District Organizations:** Stakeholder input was also received from site based and district organizations that included PTA, PTSA, Site Council representatives, DELAC (parents of English language learners), Site-based English Language Acquisition Committees-ELAC, G.A.T.E. (Gifted and Talented) Advisory group, and our Curriculum Council (District teacher steering committee). In particular, a much broader outreach to unduplicated parents and students at each school site was a priority. **Community Outreach:** To honor the cyclical nature of the LCAP, Alta Loma School District held several community forums to both inform stakeholders and seek input regarding priorities, goals and actions. Meetings included open forums during District Parent Advisory Group and District PTA leadership meetings. Parents participating at the Parent University event on October 22, 2015 were provided data, information, and were encouraged to provide input on LCAP actions and services. They shared and documented collaborative conversations regarding open ended, priority-based questions. The District also held open forum meetings at each school site during regularly scheduled PTA, PTSA, or Site Council meetings. As part of our LCAP outreach plan, each school included representatives from their student Foster Youth, English Learner, and Special Education populations. The outreach encouraged attendance at all meetings and regularly scheduled agenda action items provided an on-going opportunity to voice concerns, questions, or make suggestions. Please note the calendar below. **Broad-based Survey Outreach:** Parent, staff, and community groups were emailed direct links to on-line surveys written to elicit input specific to each survey group. Paper and pencil copies of the surveys were made available for those who could not access on-line surveys. Direct email to parents has greatly improved the number of responses from all stakeholder groups. We enjoyed greater participation utilizing surveys and holding community forums at each school site throughout the year. Our Parent University event included 362 participants. Although not yet reaching our goal of receiving input from 50% of our parent population, we were able to communicate and receive input from over 1/3, or 32% of our parent stakeholder group. In regards to staff, we received a 92% return on our lengthy staff survey. We encouraged student input from grades three-eight. We received input from 58% of our students in that grade range. The information provided was invaluable in developing actions and services to best meet our community. **Community Outreach:** An invitation to the school and parent community at each school site was sent to stakeholders via global connect emails and school-based flyers. The Parent and Community LCAP survey was placed on the district web-site for community participation. Out of the total Parent and Community survey results, 2.2 % were identified as “Community Members,” while 2.4% of the respondents labeled themselves as “Other.” The draft LCAP will be made available on the district web-site. Comments and input will be encouraged through mass email communications to encourage attendance on LCAP review.	**Parent survey results and input opportunities** indicated that parents are highly satisfied with school facilities, services and programs for students in the Alta Loma School District. Priority areas included academic learning supports on school campuses by offering enrichment opportunities before or after school, Summer Learning Programs, and additional time and support for those students who need it during the school day. Other priorities include access to technology and training, as well as offering a broad course of study for students to include world languages and the arts. Parents feel very strongly about the implementation of 21st Century Skills to include collaboration, digital literacy, creativity and innovation, with special emphasis on critical thinking and communication, both written and oral. It was very clear in survey results that on-going training for educators was highly valued (91%) with top training priorities in 21st Century Learning Skills and student engagement. Parents report that they want to be actively involved in their child's education (96%), as well as making sure their children are involved in enrichment activities and opportunities both in and outside of the classroom (96%). Both require good home/school communication (97%). Parents believe the greatest factors to support student achievement involves students feeling safe and enjoy coming to school. They believe that a student’s connection to his/her teachers and their school are critical to student success (98%). Another priority included ensuring facilities are safe and in good repair. **Areas of improvement indicated by the Parent survey** included home/school communication regarding timely notification of students struggling academically (29.5% reported never informed), as well as understanding academic standards and what behavioral services are available to support students. **Parent surveys and input opportunities representing unduplicated student** groups indicated a strong desire for students to be provided 21st Century learning opportunities, especially in communication skills and digital literacy (98%). Top priorities for students needing to learn English included intervention support available before, during, and after school. Priorities also include supports for students both during the day and after school to receive additional time and support. They also focused on designated time for language instruction during the school day and providing instructional aide support for students who needed it. They also suggested tools and strategies that students could access at home (intervention programs, blended learning opportunities) that would directly benefit academic achievement and language acquisition. **Unduplicated parent groups suggested** that they were not sure exactly how to get involved in school and that updated communication systems would be most beneficial. Parents of English learners in particular, reported that they would like to see improvements in G.A.T.E. qualification criteria for second language learners and the in-class model of the Gifted and Talented differentiated opportunities that teachers present. Overall, parent surveys indicated a need for behavior and "bully" support on the school campus. **Surveys from staff included teachers, bargaining union groups, classified, and administrative staff.** The staff agreed that the District provides a high quality education for students (98%) to prepare them for high school, college and career. They reported that students feel safe at school (96%) and that the district values parent partnerships (99%). A large number of teachers also reported that they have implemented standards-based strategies, materials, and practices in their classroom (92%). They report that their students receive a broad course of study that includes the arts, and that campuses are clean and in good repair (83%). Teachers use technology to implement common standards at least one time a week and students use technology aligned to standards as well. Although an improvement, only 73% of teachers reported that they have adequate instruction materials to support student learning, an increase of 5% from the year previously. Teachers reported that their greatest area of challenge in regards to implementation of shifts in ELA/Content literacy is analysis and writing from multiple sources. The greatest challenge in regards to literacy anchor standards is mastering the range of reading and level of text complexity. During math instruction, the mathematical practice most used is using tools that can help solve the problem. Sixty-six percent of teachers said that they ask student to draw a picture or model to “show the problem” and use the try, check, and revise method to determine whether or not their answer is correct. The 21st Century Skill most often used in the classroom is collaboration and the

Public Hearing:
A public hearing on the goals and related actions of the 2016-2107 LCAP will be held during the Board Meeting for public comment, feedback and suggestions on June 8, 2016 at 6:00 p.m. at the District Support Center.
The Board of Trustees will make approval recommendations at the regularly scheduled Board Meeting on Wednesday, June 15, 2016 at the District Support Center.

biggest challenge is Digital literacy/Technology. Sixty-nine percent of teachers claimed that they used technology daily during classroom instruction. Professional learning needs reported by teachers include technology implementation, writing, 21st Century Learning Skills/Critical Thinking, learning strategies, classroom management, NGSS/STEM, and student engagement.

Student surveys and input opportunities were distributed to students ranging from 3rd to 8th grade. A high percent of students reported that they believed that they received a good education (91%), were provided the materials they needed to be successful (87%), and were being taught common core standards in mathematics and English language arts. They agreed that they enjoyed a broad course of study (in the arts) and had opportunities to learn digital skills that would help prepare them for high school, college and career. They largely felt safe at school (82.7%) and knew an adult they could turn to if needed.

Greatest area of need for students ranged from making sure teachers contacted home with helps and supports when students struggled (51.4%) and creating a parent partnership. Students didn't feel that teachers and principals talked enough about the new standard expectations. Students reported that school facilities were in good condition (78.8%), an improvement from last year. Most importantly, students didn't report that they “always” looked forward to coming to school on a daily basis however 88.4% reported that they “mostly” enjoyed school. They reported that they would love to be more engaged in the classroom and utilize more technology, make learning fun, interesting, and more challenging. They also commented often about the need for help and understanding from teachers, to including that teachers slow down, allowing more time for practice, or providing specific intervention, especially in the area of math. They expressed the need for learning programs for students with poor grades, more adult help, and more hands-on learning especially in science, engineering, and electronics.

Annual Update:

The cyclical nature of the LCAP lends towards communicating progressive objectives throughout the course of the school year. Beginning with district and site parent groups, staff meetings, and community forums, LCAP presentations are largely informational. A variety of opportunities as noted below, are scheduled to share aspects of the LCAP that are applicable to stakeholder groups and speak to the overall achievement opportunities for our students. The focus of the input makes a perceptible shift once the informational period has ended. During that time, meetings become much more input based. Stakeholder groups are provided opportunities to speak directly to district goals, interests, and concerns. At this point, forums become interactive and participatory. District surveys, a large measure of information gathering, are distributed in several different capacities, including Global messaging, school-based activities, and distribution at meetings.

The bolded dates below specifically refer to the Stakeholder groups who contributed to the analysis of all aspects of the LCAP. From the beginning, the LCAP Advisory Group monitors the progress of the LCAP, first by identifying actionable items that require a systematic approach, developing that system, and then systematically monitoring progress. The LCAP Advisory aligned actions to input responses, tied them to metrics, and then identified how progress should be measured.

The LCAP Advisory then looked at the previous year survey and made sure we were asking stakeholders the right questions to get the information we needed to ensure progress was being made. For example, we had some very specific goals in regards to implementation of standards and needed to determine how best to ask questions of the appropriate stakeholder groups to get the data needed to determine whether or not we were making progress, or to alert us regarding necessary new actions or services needed. This was an on-going responsibility of the LCAP Advisory Group.

The LCAP Advisory was also crucial in the formation of the new survey. The group once again matched actions, services, and goals, and then made sure we asked the right questions to ensure

Annual Update:

Alta Loma School District
2015-2016 LCAP Survey Results

Parent and Community Survey:

Parents/Guardian	Community Members	Other
97%	2.2%	2.4%

Ethnicity	Percent
African American	3.3
Asian	5.4
Filipino	2.2
Hispanic	29.2
White	66.8
Other	3.0

Program Affiliation	Percent
English Learner	3.4
Special Education	12.8
Intervention classes	2.1
GATE	57
Speech	14.5
AVID	4.3

that we received the information we needed for analysis. Once the survey results and metrics had been determined, the advisory group became part of the newly formulated input. That input was analyzed and once again, was aligned to future actions and services for the 2016-2017 school year.

Other important stakeholder groups who consistently monitored the progress of the LCAP included our school board, who was regularly updated on meetings, actions and services, as well as input received. Our teacher Curriculum Council Steering Committee as well as Grade Level Study Groups were provided regular opportunities to comment on LCAP progress and make recommendations. Also, the District Parent Liaison Committee as well as G.A.T.E. Advisory Groups, English language Advisory Groups, and School Site Councils were crucial to the process. Finally, our excellent response from staff and students provided us actionable, reliable information.

As a result of the analysis and monitoring of progress regarding goals, services, and actions, several changes, as outlined in the Annual Update have been noted. I refer you to pages 113, 124, 131, 148, 158, and 174 to see those changes.

Alta Loma School District
LCAP Stakeholder Input and Meeting Timeline
***Bolded Meeting Dates Met to specifically address progress on the Annual Update**

Date	Meeting
July, 2015: 17	Board Meeting
August, 2015: 27	District Parent Liaison Committee and PTA Board Reps
September, 2015: 1 2 3 9 10 16 17 21	Curriculum Council Board Meeting Management Meeting **LCAP Advisory Committee Meeting** Principal's Meeting Board Meeting GATE Coordinator and Advisory Meeting Extended Professional Development-teachers
October, 2015: 6 8 13 14 15 21 22 28	Alta Loma Elementary School PTA: Foster Youth, EL Principal's Meeting Jasper PTA: Foster Youth, EL **LCAP Advisory Committee Meeting** Deer Canyon PTA: Foster Youth, EL District English Language Advisory Committee (DELAC) Parent University Hermosa PTA: Foster Youth, EL
November, 2015: 4 5 10	Board Meeting, LCAP Advisory Meeting Carnelian Elementary School: PTA, Foster Youth, EL **LCAP Advisory Committee Meeting**

Foster Youth	0.9
Free and Reduced Lunch	20.9
Other	8.5

Findings:

1. The District should increase academic learning for all students by offering:
   a. Enrichment opportunities before or after school-37.5%
   b. Summer Learning Program-30.3%
   c. Additional time and support during the school day-21.4%

2. The District should offer learning supports to English language learners through:
   a. Intervention support before or after school-34.6%
   b. Designated time for language instruction during the school day-34%
   c. Instructional aide support-29.8%

3. The District/school prepares my child for future high school/college or career best through:
   a. Teaching how to support opinion or argument-31.4%
   b. Asking/answering questions and citing evidence-30.8%
   c. Tackling Problem-Based learning projects-26%
   d. Performing multi-step math problems to solve a real world scenario-22.5%

4. The District should increase behavioral support for student populations through
   a. Implementation of Positive Behavior Intervention Supports at each school site-67.7%
   b. Offering counseling at both the Elementary and Junior High school sites-64.9%

5. My student(s) use the following technology at school:
   a. Computer/Desktop-92%
   b. Chromebook-29%
   c. Document camera/projector-27.3%
   d. Device from home-20.2%

6. My student uses technology at school…
   a. 15.7% reported daily
   b. 0.6% reported never
   c. Unknown was vast majority

7. What digital tool is most helpful in helping your student academically?
   a. Unknown-33.5%
   b. Google Apps for Education/Classroom-20.1%
   c. Accelerated Reader-14.8%
   d. IXL/Reflex-14.2%

8. What messaging tool is most helpful in communicating with you?
   a. Email-57%
   b. Phone-10.9%
   c. Teacher Website-4.9%

9. Do you receive messages from school if your child is late to school or absent?
   a. Always/Almost always- 55%
   b. Never-19.9%

10. Do you receive messages from school if your child is struggling academically?
    a. Always/Almost always-24.4%
    b. Never-29.5%

11. What educational opportunities have you attended to learn about relevant issues such as state

13 18	VJHS PTA: Foster Youth, EL Stork Site Council: Foster Youth, EL
January, 2016: 7 13 15 20 21	 Management Meeting **LCAP Advisory Committee** Sent Surveys to Parents, Staff, and Students District Parent Liaison Committee and PTA Board Reps Alta Loma Junior High: Foster Youth, EL
December, 2016 15	 Banyan Elementary School, Site Council, Foster Youth, EL
February, 2016 2 3 9 10 11 19 23	 **Curriculum Council** Sent Surveys to Parents, Staff, and Students Victoria Groves PTA: Foster Youth, EL District English Language Advisory Committee (DELAC) Title I Coordinator and Principal Meeting **Grade Level Study Group: Grades 4-6** **Grade Level Study Group: Grades 7-8** **Board Meeting: February 3, 17**
March, 2016 2 8 16 17 21	 **Board Meeting** **Curriculum Council** **Classified Council** **Curriculum and Instruction Meeting** County LCAP Program Director
April, 2016 6 13 14 20 28 27 29	 **LCAP Advisory Meeting** **DELAC Meeting** **Title I Coordinator Meeting** **ELD Aide Meeting** **GATE Coordinator and Parent Advisor Meeting** **Community Forum and Parent Liaison Group Meeting** Submit LCAP to County
May, 2016 4 11 19	 **LCAP Advisory Meeting; Board Meeting** **Parent Liaison Advisory Group** **Curriculum and Instruction Meeting**
June, 2016 8 15	 **Board Meeting: LCAP presentation** **Board Meeting: Board approves LCAP**

standards, parent and/or student supports and programs, 21st Century Skills, classroom procedures and/or expectations?
   a. Back to School Night-82.6%
   b. Parent Orientation-46.7%
   c. School-based information nights-30.4%
   d. Parent University-19.6%

12. Of the 21st Century Skills being implemented in the classroom, which skills do you think are most important for students to help prepare them for college and/or career?
   a. Critical Thinking (questioning, analysis, decision making)-84%
   b. Communication (oral and written)-59%

13. It is important for teachers to receive on-going professional development regarding academic standards, instructional strategies, engagement, and 21st Century Skill implementation in the classroom.
   a. 90% agree, 66% strongly

14. Top priority for professional development for educators…
   a. 21st Century Skills
   b. Student Engagement

15. What school activity do you value the most to stay connected?
   a. Back to School Night-36.9%
   b. Volunteer-24%

16. How have you participated as a member of a school or district committee?
   a. PTA/PTSA- 26.5%
   b. None-67.2%

17. While on campus, do you feel safe and secure?
   a. Yes- 92%

18. Does your child(ren) enjoy attending school?
   a. Always/Almost always-85%
   b. Never-.8%

19. Are district and school facilities clean and well maintained?
   a. Always/Almost always-91%
   b. Never-.5%

20. Top priorities for Local Control Accountability goals and spending:
   a. Academic learning support-66.9%
   b. Access to technology and training-41.7%
   c. Offer a broad course of student (course subjects and enrichment)-40.9%
   d. 21st Century Skills-35.3%
   e. Facilities are Safe and in Good Repair-30.9%

21. Rate your level of interest in the following enrichment activities:
   a. Band-75%
   b. Vocal Music-73%
   c. After School Sports-83%
   d. Foreign/World Language-82%
   e. Access to Libraries-93%
   f. Access to Technology-98%
   g. Student Assemblies-80%
   h. Field Trips-94%

i. **Student Activities-94%**
j. Parent Activities-78%
k. Before/After School Intervention-79%
l. Visual Arts-90%
m. After School Enrichment-88%
n. Summer Learning Program- 79%

22. What resources/services best support student achievement?
    a. Transitional Kindergarten- 60%
    b. Before, during, and/or after school intervention programs-76%
    c. Rigorous curriculum and academic standards-86%
    d. School/Home Communication-97%
    e. Improved access to technology-90%
    f. Academic supports provided during the school day-95%
    g. Parent learning opportunitites-70%
    h. Professional development for staff-89%
    i. Report card aligned to academic standards-84%
    j. Parent involvement in child's education-96%
    k. Student connection to teacher(s) and/or school-98%
    l. Student's feel safe and enjoy coming to school-98%
    m. Counseling and/or guidance services-82%
    n. After school enrichment-77%
    o. Summer Learning Program-70%

23. Please provide any additional comments or questions you would like to add in regards to improving student success in the Alta Loma School District
    a. Behind in technology and parent communication
    b. Transportation
    c. Focus on written communication
    d. Foreign language and rigor
    e. Kindergarten, too many work-sheets, not enough reading and writing
    f. Smaller class sizes
    g. Active shooter training
    h. Teachers quoting union rules that "don't allow them to stay after school," resources for parents
    i. Improve communication, counselors at school
    j. Swimming pool at junior high schools
    k. No combo classes
    l. More challenge and rigor for GATE students
    m. Inform parents timely when students not performing
    n. Analytical writing
    o. Behavior needs to be addressed
    p. Enrichment after school
    q. Teachers need to update student information in website/Illuminate
    r. Counseling programs for students
    s. Too much sub time
    t. Improved GATE opportunities
    u. Rude proctors
    v. Differentiate Instruction
    w. Lack of security, Active shooter training
    x. Consistency among schools regarding expectations
    y. Stop movie watching
    z. No differentiation
    aa. Smartphone app
    bb. Google Apps for parent communication
    cc. Communication

dd. More technology
ee. Dress code
ff. More intervention
gg. Trade education- shop, home economics, etc.
hh. Dual emersion program
ii. Bullying and character education
jj. Math support
mm. PTA/PTSA cliques
nn. Multi-cultural training
oo. Tests taken without notes
pp. Focus on STEM

Alta Loma School District
2015-2016 LCAP Survey Results

Staff Survey (220/247 respondents):

Findings:

1. The District provides a high quality education for all students.
   a. Strongly Agree/Agree-98%

2. I have adequate instructional materials to support student learning.
   a. Strongly Agree/Agree-73%

3. The English Learner program is helping EL students to learn English quickly:
   a. Strongly Agree/Agree-65%
   b. Don't Know-17.8%

4. I provide extra support to English learners in my classroom to learn to speak, read, and write in English…
   a. By clarifying vocabulary during lessons-78.6%
   b. Using peer partners-76.4%
   c. By encouraging collaboration and discussion-74%
   d. Offering small group instruction-73.5%
   e. By providing Designated learning support-24.7%
   f. By providing Integrated learning support-32.6%

5. I support parents of second language learners by…
   a. Reporting on student progress often-62.6%
   b. Providing translators during meetings-45.6%
   c. Contacting the parent often and providing information regarding learning supports-38.9%

6. The District has a plan for implementing state academic standards for all students, including English learners, students with disabilities, and those who are gifted.
   a. Strongly Agree/Agree-87%

7. My at-risk student groups participated in the following blended learning programs.
   a. LexiaCore5-65.1%
   b. Imagine Learning-15.7%
   c. Read 180-7.2%
   d. System 44-3%
   e. Educational Applications-1-.2%

8. The District is preparing students for future college and career paths.
    a. Strongly Agree/Agree-88%
    b. Strongly Disagree/Disagree-2.5%
    c. Don't Know-3.3%

9. During literacy instruction, I provide a balance in literature and informational text in my teaching.
    a. Strongly Agree/Agree-89%
    b. N/A-10%

10. I regularly employ reading and writing activities grounded in evidence from the text.
    a. Strongly Agree/Agree-93%
    b. Disagree-2.8%
    c. Don't Know-3.3%

11. My students read/study multiple sources of text on the same topic, draw conclusions, and communicate their understanding through various writing assignments.
    a. Always/Almost always- 85%
    b. Disagree-6.1%
    c. Don't Know-2.3%

12. My students read complex passages over and over again (with support) to understand meaning.
    a. Always/Almost always-82%
    b. Disagree-7.1%%
    c. Don't Know-2.4%

13. My students compose notes or use Thinking Maps to help them understand what they are reading.
    a. Strongly Agree/Agree-91%
    b. Disagree-1.4%
    c. Don't Know 2.8%

14. My students systematically learn new vocabulary for the topics they are learning as well as academic vocabulary to assist them in understanding content and task expectations.
    a. Strongly Agree/Agree-97%

15. My greatest area of challenge in regards to implementation of shifts in English Language Arts/Content literacy is…
    a. Analysis and writing from multiple sources-37.9%
    b. Reading and writing grounded in textual evidence-11.7%
    c. Close Reading-7.8%

16. My greatest area of challenge in regards to implementation of literacy anchor standards is……
    a. Range of Reading and Level of Text Complexity-22.7%
    b. Craft and Structure-17.7%
    c. Integration of knowledge and ideas-17.7%

17. During math instruction, the mathematical practice that I direct my students to use the most is…
    a. Use tools that can help solve the problem-29.9%
    b. Use what they know about numbers to make sense of the problem-24%
    c. Explain their thinking to someone else-10.3%

18. During math instruction, the strategies that I encourage students to use to "show the problem" are?
    a. Draw a picture- 66.8%
    b. Draw a model-58%
    c. Act it out, use manipulatives-41%

19. What strategies do you teach students to use in math to make sure they have the right answer?
    a. Try, Check, Revise-56.1%
    b. Use reasoning and estimation (find common sense solutions)-51%
    c. Partner Check (knee to knee)-42.5%
    d. Follow a pattern-41.1%

20. I regularly embed the following practices/strategies into math instruction.
    a. Multi-step real world problem solving-56.1%
    b. Fluency practice and proficiency-51.9%
    c. Problem solving vocabulary-49.5%
    d. Math/Number Talks-45.3%

21. I regularly embed 21st Century skills into my lesson design.
    a. Always/Almost always-89%
    b. Disagree-3.8%
    c. Don't Know-5.6%

22. The 21st Century skill that is my strength in regards to implementation in my classroom is…
    a. Collaboration-45.3%
    b. Communication, both oral and written-19.3%
    c. Creativity/Innovation-17%
    d. Critical Thinking through questioning and analysis-12.7%
    e. Digital Literacy/Technology-5.2%

23. The 21st Century skill that is my biggest challenge to implement is…
    a. Digital Literacy/Technology-41.3%
    b. Critical Thinking through questioning and analysis-28.2%
    c. Creativity/Innovation-17.8%
    d. Collaboration-4.7%
    e. Communication-both written and oral-4.2%

24. My students use technology at school…
    a. More than once a week-73%

25. I use technology at school during classroom instruction
    a. Daily-69%
    b. More than 1 X week-25%

26. What technology do your students use as part of your class?
    a. Computer/Desktop-82.5%
    b. Chromebook-49.8%
    c. Tablet/iPad-25.1%
    d. Smart Phone-19.4%
    e. Device from home-16.1%

27. What technology do you use for instructional purposes with your students?
    a. Computer/Desktop-93%
    b. Document camera/projector-72%
    c. Tablet/iPad-37.3%
    d. Smart Phone-26.4%
    e. Interactive whiteboard-17.9%

28. For what purposes do your students use technology in your class?
    a. Research-63.2%
    b. Skills Practice-62.7%

c. Accelerated Reader-59.9%
d. Writing assignments-55.7%

29. The technology I would most like to utilize in my classroom is…
    a. Chromebooks
    b. Google classroom
    c. Interactive white board
    d. Graphing Apps
    e. iMovie

30. I am preparing students for future college or career paths BEST by…
    a. Reading informational texts closely-49%
    b. Answering text-based questions and citing evidence-48.1%
    c. Solving problems in multiple ways in mathematics-47.6%
    d. Performing multi-step problems to solve real world math scenarios-25.2%

31. Students and staff are safe while at school.
    a. Strongly Agree/Agree-96%

32. The school/site/department where I work/teach is clean and in good repair.
    a. Strongly Agree/Agree-83%

33. I have been informed of Positive Behavioral Intervention Supports and strategies.
    a. Strongly Agree/Agree-76%

34. My school values parents/guardians as important partners in their child's education.
    a. Strongly Agree/Agree-99%

35. I have or will have attended at least 3 professional development/training opportunities/events this year.
    a. Yes-92%

36. The most valuable thing I learned this year at a professional learning event was…
    a. Google Education Applications
    b. Singapore math
    c. SIOCC
    d. Document Based Questioning
    e. Math Adoption
    f. AVID
    g. Autism Training

37. Participating in classroom coaching provided by TOSA's has been helpful.
    a. Strongly Agree/Agree-64%
    b. N/A- 22.2%

38. I have implemented the standards-based strategies/program/practices I have learned during professional development training in my classroom
    a. Strongly Agree/Agree-92%

39. In grades 4-8, I have used/implemented Document Based Questioning (DBQ) materials and practices in my classroom.
    a. Strongly Agree/Agree-34%
    b. N/A-53%

40. I have received training in Next Generation Science Standards.
    a. Yes-7%

b. N/A-91.4%

41. I provide differentiated instruction to my students in the following subjects:
    a. Reading-80.1%
    b. Mathematics-77.7%
    c. Writing-73.3%
    d. Social Studies-31.6%
    e. Science-30.1%

42. How are your G.A.T.E. students challenged?
    a. Enrichment
    b. Accelerated pace
    c. Deeper/Rigor
    d. Projects
    e. Project-based problem solving
    f. Real world problem solving
    g. Materials

43. I would be interested in helping develop a Summer Learning Enrichment Program.
    a. Yes-21%
    b. No-73%

44. Favored topics for a Summer Learning Program are…
    a. STEM (Science, Technology, Engineering, Math)-58.3%
    b. Hands-on science-34.9%
    c. Community-based service learning projects-3.09%
    d. Drama and Performing Arts-29.7%
    e. Computer based gaming/coding-24%
    f. Visual arts-24%

45. My highest priority for professional development is…
    a. Technology
    b. Writing
    c. 21st Century Learning Skills/Critical Thinking
    d. Learning strategies
    e. Classroom management
    f. NGSS/ STEM
    g. Student engagement

Alta Loma School District
2015-2016 LCAP Survey Results

Student Survey: 2024 Respondents

Findings:

1. My school provides me with a good education.
    a. Agree-91.4%

2. My school provides me with everything I need to learn while at school.
    a. Agree-86.7%%

3. My teacher provides extra support to English learners to learn to speak, read, and write in English.
    a. By clarifying vocabulary during lessons-44.5%

b. Using peer partners-40.8%
c. By offering small group instruction-34.5%
d. Using instructional aides-29.3%
e. By using computer-based language and reading programs-28%

4. My school prepares me for future high school, college or career paths best through…
   a. Answering questions and citing evidence-40.9%
   b. Solving problems in many different ways in mathematics-40.8%
   c. Teaching me how to support my opinion or argument-30.9%
   d. Performing multiple step problems to solve a real world mathematics problem-29.8%
   e. Reading informational text-26.7%
   f. Learning strategies to help me read when I don't understand-22.3%
   g. Writing about what I have learned-21.1%
   h. Presenting multi-media presentations-18.7%
   i. Reading several pieces of text on the same topic and communicating conclusions-16.4%

5. My school contacts my parents/guardian if I am late to school or absent.
   a. Agree-52.8%
   b. Disagree-7.6%
   c. I don't know-39.6%

6. I look forward to coming to school.
   a. Always-26.5%
   b. Almost always-29.4%
   c. Sometimes-32.5%
   d. Never-6.6%
   e. Other-5%

7. I feel safe while at school.
   a. Always-54.6%
   b. Almost always-28.1%%
   c. Sometimes-12.8%
   d. Never-2.1%
   e. Other-2.4%

8. My school works with my parents/guardian to help me do my best by offering…
   a. Parent conferences-59.1%
   b. The ability to make corrections to improve my grade-54.1%
   c. Email/text communication-47.2%
   d. Extra Support after school-44%
   e. Updated information on the website-34.4%
   f. Phone calls home-31%
   g. Intervention classes-13.7%
   h. Other-6.1%

9. My teacher contacts my parents/guardian when I am having trouble learning.
   a. Always/Almost always-31.8%
   b. Sometimes-19.5%
   c. Never-25.8%
   d. Other-20.5%

10. My school and classroom are clean and in good condition.
   a. Agree-78.8%
   b. Disagree-4.9%
   c. Other-16.2%

11. My school provides textbooks and learning materials to meet my learning needs.
    a. Agree- 94.2%
    b. Disagree-6.1%
    c. Don't Know-2.3%

12. In English language arts, I read a balance of literature/fiction and non-fictional texts (passages).
    a. Always/Almost always-80.1%
    b. Sometimes-16.4%
    c. Never-1.1%

13. During reading and writing activities, I provide evidence for my answers from the reading passages (text).
    a. Strongly Agree/Agree-82%
    b. Sometimes-15.3%
    c. Never-1.5%

14. I read or study multiple sources of text (passages, maps, illustrations, graphs, charts, etc) on the same topic and write about what I have learned.
    a. Strongly Agree/Agree-61.3%
    b. Sometimes-31.9%
    c. Never-4.8%

15. I read difficult or complex passages over and over again to understand its meaning.
    a. Always/Almost always-62%
    b. Sometimes-29.2%
    c. Never-6.5%

16. I make notes or use Thinking Maps to help me understand what I am reading.
    a. Always/Almost always-46.4%
    b. Sometimes-35.6%
    c. Never-14%

17. As part of my school day, I learn or study new vocabulary for the topics that I am learning as well as vocabulary that will help me read and understand directions for tasks or activities.
    a. Always/Almost always-73%
    b. Sometimes-20.8%
    c. Never-4.4%

18. During my math lessons, the mathematical practice that I use the most is…
    a. Use what I know about numbers to make sense of the problem-35.5%
    b. Not giving up until I solve the problem-32.8%
    c. Use tools that can help solve the problem-25.2%
    d. Look for a pattern that may help me solve a similar problem-22.4%
    e. Use care and be accurate when getting my answer-14.8%
    f. Explain my thinking to someone else-13.4%

19. During math instruction, the strategies that I use to "show the problem" are?
    a. Write an explanation-52.1%
    b. Make a graph-44.1%
    c. Draw a picture-40.9%
    d. Draw a model-44.1%
    e. Make a table-38.7%
    f. Make a list-22.3%
    g. Act it out, use manipulatives-13.9%
    h. Other-10.8%

20. What strategies do I use in math to make sure I have the right answer?
    a. Try, Check, Revise-67.8%
    b. Partner Check (knee to knee)-44.3%
    c. Use reasoning and estimation (find common sense solutions)-31.1%
    d. Write an explanation-26.7
    e. Follow a pattern-23.9%

21. I use technology at school
    a. More than once a week-42%
    b. Daily-14.2%
    c. Once every few weeks-19.9%

22. The technology I use at school includes…
    a. Desktops-82%
    b. Tablets/iPad-13%
    c. Chrome book-74.8%
    d. Smart Phone-30.8%
    e. Device from home-24.7%
    f. Responder/clicker-14.7%
    g. Interactive Whiteboard-34.3%
    h. Document Camera/Projector-46.6%
    i. Other-5.5%

23. My teacher asks me to do learning activities with partners or in groups…
    a. More than once a week-49%
    b. Daily-22.3%
    c. Never-1.3%
    d. Other-11.2%

24. My teacher gives me the opportunity to learn creatively (build models, create presentations, research topics, simulations, self-selected projects, engineering tasks, create inventions) …
    a. Once every few weeks-24%
    b. Once a month-22.2%
    c. Daily-7.3%
    d. Never-9%
    e. Other-15.1%

25. My favorite way to learn creatively is…
    a. Build models-38.1%
    b. See how things work-32.5%
    c. Invent things-25.3%
    d. Research topics-23.1%
    e. Creating visual art-29.3%
    f. Create and present multi-media presentations-19.7%
    g. Create STEM Projects-14.1%
    h. Writing stories, poems, songs-13.2%
    i. Do simulations-9.9%
    j. Select problem-based learning projects-5.7%
    k. Other-5%

26. I would be interested in attending a Summer Learning Enrichment Program.
    a. Agree-23%
    b. No-58.2%
    c. Other-18.8%

27. The topic that interests me most for a Summer Learning Program is…

a. Computer Based Gaming/Coding-32.9%
b. Drama and Performing Arts-15.6%
c. Hands-on science and engineering practices-11.6%
d. Visual arts-11.5%
e. STEM Projects-10.1%
f. Community-Based Service Learning Projects-3.4%
g. Other-14.9%

28. During the school year, I learn about the following subjects…
    a. Math-98%
    b. Reading/language arts-98%
    c. History/Social Science-95.6%
    d. Science-99%
    e. Visual and performing arts-76.9%
    f. Health/P.E.-95.4%
    g. Computers/technology-79.4%

29. What is ONE THING that would help you better achieve all of your learning goals?
    a. To learn how to study
    b. Technology
    c. More help in math
    d. Read more
    e. Practice
    f. Teachers explain more about certain things-slow down
    g. Study time
    h. Lessons more fun and easy to follow
    i. Typing class
    j. Working in groups
    k. Longer time in class for practice and questions-less homework
    l. More hands-on experience
    m. Online tutor
    n. After school help

30. How can Alta Loma School District help more students succeed in class?
    a. Technology
    b. Be more understanding
    c. Help students after school
    d. Making learning fun
    e. Teachers who care and will guide them when they don't understand
    f. Provide opportunities for kids who don't understand
    g. More projects
    h. Review test material before tests
    i. Making the kids that have low grades have a better chance of being called to participate
    j. Giving support
    k. School at 9:00 instead of 8:10
    l. Learn with music
    m. Give rewards to the people that try and succeed
    n. Option for more electives
    o. Tutors during the school day
    p. Quality substitutes
    q. Learning programs for students with poor grades
    r. Making sure teachers understand what they are teaching
    s. Less kids in a classroom
    t. More hands-on learning

u. Have a T.A. in every class to provide extra help
v. Group projects
w. More engineering and electronics

31. I took the Smarter Balanced Interim Assessments (Performance Tasks and Standards assessments)
    a. Yes-83.1%
    b. No-18.1%

32. How will taking District Interim Assessments in ELA and Math help you prepare for the CAASPP?
    a. Provides good practice
    b. I don't know
    c. It can help you understand better
    d. Understand the test better and be more prepared
    e. Showing how questions are structured
    f. Helps with resources
    g. Get used to the format of the CAASPP
    h. Help understand computer questions better
    i. How to use technology and tools during the test
    j. Hands on experience

33. I get support at school through the following programs that I participate in:

a.	English Learning Program-	13.8%
b.	Special Education Program-	6.3%
c.	Intervention Programs/classes-	12.9%
d.	Support Services-	5.6%
e.	G.A.T.E. Program-	44.3%
f.	Speech-	6.2%
g.	Foster Youth Program-	0.7%
h.	AVID-	0.7%
i.	Title I-	2.6%
j.	Other-	30.4%

34. What is your current grade level?

a.	Third-	5%
b.	Fourth-	14.8%
c.	Fifth-	22.2%
d.	Sixth-	21%
e.	Seventh-	16.5%
f.	Eighth-	20.5%

35. What school do you attend?

a.	Alta Loma Elementary School	4%
b.	Alta Loma Junior High School	0.4%
c.	Banyan Elementary School	9%
d.	Carnelian Elementary School	9.7%
e.	Deer Canyon Elementary School	9.6%
f.	Hermosa Elementary School	2.9%
g.	Jasper Elementary School	2.3%'
h.	Stork Elementary School	13.1%
i.	Victoria Groves Elementary School	11.7%
j.	Vineyard Junior High School	37.2%

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:	Provide high quality standards-based instruction that is rigorous and engaging.	Related State and/or Local Priorities: 1 X 2 _3 _ 4 _ 5 _ 6 _ 7 _ 8 COE only: 9 _ 10 Local : Specify

Identified Need :	Highly qualified teachers with appropriate credentials and an opportunity to obtain a clear credential through the Induction Program • (*Teacher Assignment, 9% of teachers are in the process of clearing their credential)* Purchase Common Core Standards instructional materials and build rigorously aligned units of study • *(Teacher survey indicated that 73% of teachers reported that they have enough common core aligned materials or units of study)* Develop student learning environments that are engaging, interactive, and collaborative utilizing technology in the learning process • (*Teacher (96%) , student (98%), and parent (98%)surveys indicate access to technology in the learning environment as a high priority Students use technology in class more than 1X a week, 73% as reported by teachers, Technology most used, Desktop-82.5%, Chromebook-49.8%, Tablet-25%, Smartphone-19%, Device from home-16%. The computer (93%) and Document camera (72%) were used most widely. Technology used for the following instructional purposes: Research-63%, Skills practice-63%, Accelerated Reader-60%, Writing-55%. The technology that most teachers want in the classroom is the chrome book, followed by Google and Interactive projectors/whiteboards)*	
Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	All

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	
	1. 100% of teachers will be highly qualified with appropriate credentials and will participate in Induction training to obtain a clear credential if needed **State Metric:** Teacher Misassignment Rate, Highly Qualified Teacher Rate **Local Metric:** Number of new teachers enrolled in an Induction Program 2. All students will receive instruction in state academic standards through developed lessons, adopted materials, and additional resources **State Metric:** Student access to standards materials, Williams Report **Local Metric:** District and Site materials survey, Teacher and Student Surveys 3. 77% of teachers will report they have sufficient standards aligned instructional materials to support classroom instruction **Local Metric:** Teacher Survey 4. 83% of parents will report that students have access to standards aligned instructional resources **Local Metric**: Parent Survey 5. 84% of parents will report they are satisfied with the instruction students receive **Local Metric**: Parent Survey 6. 70% of teachers and students will report proficiency in using basic functions on the chrome book while accessing Goggle Apps for Education (mail, docs, slides, forms) **Local Metric**: Teacher and Student Survey 7. 70% of students, and teachers will report proficiency in digital collaboration through shared documents **Local Metric: Student survey, staff survey** 8. 50% of parents will report that his/her student utilizes digital components to complete assignments, homework, or receive extra support (GAFE, Math Adoption supports, blending learning programs such as IXL, Reflex, AR360, LexiaCore5, Learning Upgrade, Khan Academy and others) **Local Metric: Student and Parent Survey**

Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
1.1 Hire appropriately credentialed teachers	LEA	X All OR: _ Low Income pupils _ English Learners	1.1 Funding Source: LCFF - Base 1100: Teacher Salaries – $9,440,000 3000: Benefits - $3,660,000

		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Funding Source: LCFF – Supplemental 1100: Teacher Salaries - $1,200,000 3000: Benefits - $543,500 Funding Source: EPA 1100: Teacher Salaries - $6,150,022 3000: Benefits - $1,065,799
1.2 Hire only teachers with qualified English Learner credential criteria	LEA	_ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.2 Included in 1.1
1.3 Induction Support Providers will be compensated and released from class to mentor beginning teachers in the Induction program • Approx. 8-10	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.3 Funding Source: Educator Effectiveness 1100: Teacher Salaries - $28,000 3000: Benefits - $5,000
1.4 Pilot and purchase English Language Arts/English Language Development Adoption for full implementation in the 2017-2018 school year • K-5 • 6-8 TBD	Grades 2-5	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.4 Funding Source: Restricted Lottery 4100: Textbooks - $300,000 Funding Source: Unrestricted One-Time Funds 4100: Textbooks - $500,000
1.5 Continue training on differentiated math adoption materials for English learners, at-risk students, and those requiring acceleration • TOSA Training: 1 day, 40 teachers K-3	LEA	X All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent	1.5 Funding Source: Educator Effectiveness 1100: Teacher Salaries - $8,750 3000: Benefits - $1,750

• TOSA Training: 1 day, 30 4-6		English proficient X Other Subgroups: (Specify) Students with disabilities, at risk	
1.6 Improve technology infrastructure and purchase additional devices for student use (IT Dep't) • Reflects three year plan for one-time dollar use • IT Budget	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.6 Funding Source: Unrestricted One-Time Funds 4400: Technology Inventory - $250,000
1.7 Form an English Language Arts task force and Pilot English language arts/ELD adoption materials in grades K-8 • (25 teachers 4 days)	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.7 Funding Source: LCFF – Base 1100: Teacher Salaries - $12,500 3000: Benefits: $2,500
1.8 Purchase materials for NGSS implementation • Engineering, It's Elementary K-5 • Grades 6-8	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.8 Funding Source: Restricted Lottery 4300: Instructional Materials - $10,000

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	
	1. 100% of teachers will be highly qualified with appropriate credentials and will participate in Induction training to obtain a clear credential if needed **State Metric:** Teacher Misassignment Rate, Highly Qualified Teacher Rate **Local Metric**: Number of new teachers enrolled in an Induction Program 2. All students will receive instruction in state academic standards through developed lessons, adopted materials, and additional resources **State Metric**: Students access to standards materials, Williams Report **Local Metric**: District and Site materials survey, Teacher and Student Surveys 3. 78% of teachers will report they have sufficient standards aligned instructional materials to support classroom instruction **Local Metric:** Teacher Survey 4. 84% of parents will report that students have access to standards aligned instructional resources **Local Metric**: Parent Survey 5. 85% of parents will report they are satisfied with the instruction students receive **Local Metric**: Parent Survey 6. 72% of teachers and students will report proficiency in using basic functions on the chrome book while accessing Goggle Apps for Education (mail, docs, slides, forms) **Local Metric**: Teacher and Student Survey 7. 72% of students, and teachers will report proficiency in digital collaboration through shared documents **Local Metric: Student survey, staff survey** 8. 55% of parents will report that his/her student utilizes digital components to complete assignments, homework, or receive extra support (GAFE, Math Adoption supports, blending learning programs such as IXL, Reflex, AR360, LexiaCore5, Learning Upgrade, Khan Academy and others) **Local Metric: Student and Parent Survey**

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

1.1 Hire appropriately credentialed teachers	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent - _English proficient _ Other Subgroups: (Specify)	1.1 Funding Source: LCFF – Base 1100: Teacher Salaries - $10,200,000 3000: Benefits - $3,950,000 Funding Source: LCFF – Supplemental 1100: Teacher Salaries - $1,320,000 3000: Benefits - $622,370 Funding Source: EPA 1100: Teacher Salaries - $5,522,855 3000: Benefits - $1,059,283
1.2 Hire only teachers with qualified English Learner credential criteria	LEA	_ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.2 Included in 1.1
1.3 Induction Support Providers will be compensated and released from class to mentor beginning teachers in the Induction program	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.3 Funding Source: Educator Effectiveness 1100: Teacher Salaries - $28,000 3000: Benefits - $6,000
1.4 Implement activation training for new English Language Arts adoption through staff development, K-8. • Offer 1/2 day activation training during pre-service days, K-8.	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.4 Funding Source: Educator Effectiveness 1100: Teacher Salaries - $2,500 3000: Benefits - $500

1.5 Implement adopted English language arts materials and provide focused differentiated training to include enrichment, English learner support, and scaffolding for at-risk students and students with disabilities. • Provide one half day training to K-8 language arts teachers. • . (67 1/2 days, or 33 full day)	LEA	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) G.A.T.E., Students with disabilities	1.5 Funding Source: Educator Effectiveness 1100: Teacher Salaries - $4,125 3000: Benefits - $825
1.6 Improve technology infrastructure and purchase additional devices for student use (IT Dep't) • Reflects 3 year plan- 1 X dollars • IT Budget	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.6 Funding Source: Unrestricted One-Time Funds 4400: Technology Inventory - $250,000
1.7 Purchase materials for NGSS implementation	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.7 Funding Source: Restricted Lotter 4300: Instructional Materials - $10,000

LCAP Year 3: 2018-2019

Expected Annual Measurable Outcomes:	1. 100% of teachers will be highly qualified with appropriate credentials and will participate in Induction training to obtain a clear credential if needed **State Metric:** Teacher Misassignment Rate, Highly Qualified Teacher Rate **Local Metric**: Number of new teachers enrolled in an Induction Program 2. All students will receive instruction in state academic standards through developed lessons, adopted materials, and additional resources **State Metric**: Students access to standards materials, Williams Report **Local Metric**: District and Site materials survey, Teacher and Student Surveys 3. 78% of teachers will report students have sufficient standards aligned instructional materials to support classroom instruction **Local Metric:** Teacher Survey 4. 86% of parents will report that they have access to standards aligned instructional resources **Local Metric**: Parent Survey 5. 86% of parents will report they are satisfied with the instruction students receive **Local Metric**: Parent Survey 6. 75% of teachers and students will report proficiency in using basic functions on the chrome book while accessing Goggle Apps for Education (mail, docs, slides, forms) **Local Metric**: Teacher and Student Survey 7. 75% of students, and teachers will report proficiency in digital collaboration through shared documents **Local Metric: Student survey, staff survey** 8. 60% of parents will report that his/her student utilizes digital components to complete assignments, homework, or receive extra support (GAFE, Math Adoption supports, blending learning programs such as IXL, Reflex, AR360, LexiaCore5, Learning Upgrade, Khan Academy and others) **Local Metric: Student and Parent Survey**

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

1.1 Hire appropriately credentialed teachers	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.1 Funding Source: LCFF – Base 1100: Teacher Salaries - $13,190,000 3000: Benefits - $4,700,000 Funding Source: LCFF – Supplemental 1100: Teacher Salaries - $1,560,000 3000: Benefits - $764,270 Funding Source: EPA 1100: Teacher Salaries - $2,549,346 3000: Benefits - $536,127
1.2 Hire only teachers with qualified English Learner credential criteria	LEA	_ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.2 Included in 1.1
1.3 Induction Support Providers will be compensated and released from class to mentor beginning teachers in the Induction program	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.3 Funding Source: LCFF – Base 1100: Techer Salaries - $28,000 3000: Benefits - $7,000
1.4 Implement activation training for new English Language Arts adoption through staff development, K-8. Offer 1/2 day activation training during pre-service days, K-8.	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.4 Funding Source: Title II 1100: Teacher Salaries - $2,500 3000: Benefits - $500

1.5 Implement adopted English language arts materials and provide focused differentiated training to include enrichment, English learner support, and scaffolding for at-risk students and students with disabilities. Provide one half day training to K-8 language arts teachers. • . (67 1/2 days, or 33 full day)	LEA	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) G.A.T.E., Students with disabilities	1.5 Funding Source: Title II 1100: Teacher Salaries - $4,125 3000: Benefits - $825
1.6 Improve technology infrastructure and purchase additional devices for student use (IT Dept) • As part of three year plan using 1X dollars • IT Budget	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.6 Funding Source: Unrestricted One-Time Funds 4400: Technology Inventory - $250,000
1.7 Purchase materials for NGSS implementation	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.7 Funding Source: Restricted Lottery 4300: Instructional Materials - $10,000

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

GOAL 2:	Ensure the implementation of state academic, performance, and English language development standards embedded in 21st Century Learning Skills	Related State and/or Local Priorities: 1 _ 2 X 3 X 4 _ 5 _ 6 _ 7 _ 8 COE only: 9 _ 10 Local : Specify

Identified Need :

Ongoing professional development, instructional support and collaborative planning time for all teachers

- *(Teacher and administrator survey, 96% ranked a high priority- 91% of teachers reported that they attended three or more professional learning events- Continue ELA/ELD, Math, and NGSS/STEM)*

Curriculum steering committee to help determine curricular decisions and directions (Curriculum Council)

- (*Teacher and administrator survey, 91% ranked a high priority- Grade Level Study Groups were added to monitor student progress through pacing and assessment decisions as well as data analysis)*

Increase teacher effectiveness with English language learners through professional development and knowledge of ELD standards, delivery models (Designated and Integrated), and specific instructional strategies

- *(CELDT scores- AMAO1, AMAO2,AMAO3, 66.1% English proficiency rate: Teacher Survey, English language services ranked as one of the Greatest Areas of Need- Focused ELA/ELD Framework training, use of designated (32% teacher survey) and integrated (25%) teacher survey)learning supports)*

Embed 21st Century Learning Skills into instructional pedagogy

- (*Student. Staff, and parents ranked 21st Century Learning Skills as high priority. 89% on Teacher surveys indicates incorporating 21st Century Learning Skills. They report that Digital Literacy (41%) and Critical Thinking through questioning and analysis (29%) as Greatest Area of Need – professional learning will focus here)*

Increase student engagement and standard-based learning through the effective use of technology in daily instruction. (Focus will move into effective use of GAFE and document sharing)

- *(56% of student surveys indicate that they use technology in the classroom once a week, while 73% of teachers indicate use of technology 1X a week- See Goal 1)*

Informed decision making regarding needed professional development based on student achievement results

- (*District Interim Assessment and CAASPP score analysis to identify areas of needed staff development. District Averages: ELA-59% proficient, Math-48% proficient, Science-81% proficient)*

Provide educational opportunities for parents regarding California standards instruction, learning, and expectations

- *(90% on parent survey indicated greater understanding of standards and learning expectations as a high priority)*

Provide Professional learning opportunities regarding college and career preparedness through shifts in ELA and Math standards, as well as strategies to support them

- (Reported challenges in ELA- Analysis and writing from multiple sources (38%), Balance in literature/information text (15%), Reading and writing in textual evidence (11.9%) Literacy anchor standards across content areas- challenges: Reading level and text complexity-22%, Integration of knowledge and Ideas-18%, Opinion Writing-15%)
- (Reported in Math: Mathematical practices- most utilized: Use of Tools to solve the problem-30%, Use what students know about numbers to make sense of the problem-27% Tools used to “show the problem” are to Draw a picture-66%, Draw a model-60%, Use

	manipulatives-40%. Challenges include translations into lists, graphs, and tables)	
Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	All

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	1. 82% of teachers and administrators will report that standards-based practices and strategies learned during standards implementation staff development opportunities are being implemented. **State Metric:** Implementation of Common Core ELA and Mathematics **Local Metric:** Teacher and Administrator Survey, Walk-through protocol 2. 70% of teachers and administrators will report that technology to produce standards-aligned learning products is implemented at least two times per week. **Local Metric:** Teacher and administrator Survey, Walk-through protocol 3. 77% of teachers and administrators will report that 21st Century Learning Skills are embedded into daily instruction (Critical Thinking, Collaboration, Communication, and Creativity, Digital Literacy- emphasis placed on digital literacy and critical thinking) **Local Metric**: Teacher and administrator Survey, Walk-through protocol 4. 70% of teachers will report that they are using standards- aligned instructional materials in each content area: ELA, math, social studies, and NGSS in the classroom **State Metric**: Student access to standards-aligned materials **Local Metric:** Teacher Survey 5. Parent surveys will elicit actionable interests and needs in regards to understanding standards-based instruction and expectations **State Metric:** Effort to Engage Parents and Use Input **Local Metric:** Parent Surveys, Community input events 6. 80% of teachers will report that curricular interests, needs, and concerns are addressed through the Curriculum Council Steering committee and Grade Level Study Groups **Local Metric:** Teacher Survey 7. 75% of students will report that they employ the shifts in English language arts to include building knowledge through a balance of literature and informational text, reading and writing grounded in evidence from the text, writing from sources, and regular practice with complex text and academic language **State Metric:** Implementation of Common Core ELA **Local Metric:** Student Survey, teacher survey and administrator observation 8. 80% of teachers will report that they employ the shifts in English language arts to include building knowledge through a balance of literature and informational text, reading and writing grounded in evidence from the text, writing from sources, and regular practice with complex text and academic language **State Metric:** Implementation of Common Core ELA **Local Metric:** Student Survey, teacher survey and administrator observation

9. 75% of students will report that they utilize technology to produce a product during standards-based instruction at least 1 X week
   Local Metric: Student Survey, administrator observation

10. 75% of students and teachers will report that they regularly utilize mathematical practices in daily math lessons
   State metrics: Implementation of Common Core Math
   Local Metric: Student Survey, teacher survey and administrator observation

11. 60% of teachers will report that they prepare and plan for broad implementation of ELD standards during designated and integrated instruction.
   State Metric: Implementation of Common Core ELA
   Local Metrics: Student Survey, teacher and administrator observation

12. 90% of teachers will attend at least 3 professional learning opportunities during the school year.
   State Metric: Implementation of Common Core ELA
   Local Metrics: Teacher survey and administrator observation

Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
2.1 Provide one district-wide staff development day with a focus on implementing state standards, materials, and strategies	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	2.1 Funding Source: LCFF – Base 1100: Teacher Salaries - $93,000 3000: Benefits - $31,000
2.2 Provide one district-wide staff development day to include emphasis on differentiated materials and strategies that support English Learners, students who are at risk, students with disabilities, as well as students who need challenge and enrichment	LEA	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) G.A.T.E., students with disabilities	2.2 Funding Source: LCFF Supplemental 1100: Teacher Salaries - $93,000 3000: Benefits - $31,000

2.3 Grade Level Study Group and Curriculum Council Steering Committee will meet to plan, collaborate and articulate curriculum action planning, reflect on outcomes, and seek solutions • Curriculum Council: 22 teachers X 3 days • Grade Level Study Group: 100 teachers X 1 day	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	2.3 Funding Source: Educator Effectiveness 1100: Teacher Salaries - $20,750 3000: Benefits - $4,150
2.4 Provide grade level collaborative planning days for unit and lesson design • (30 teachers 3 days) • NGSS Development	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	2.4 Funding Source: Educator Effectiveness 1100: Teacher Salaries - $11,250 3000: Benefits - $2,250
2.5 Google Apps for Education (GAFE) and UMRA account management systems are implemented for digital teacher collaboration (shared standards-based materials and practices.) • UMRA annual fee	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	2.5 Funding Source: LCFF – Base 5800: Contracted Service - $3,000
2.6 Retain and hire an additional Instructional Technology Teacher on Special Assignment to plan, develop, and coordinate delivery of technology-based staff development geared toward the integration of technology in the learning environment. Direction will include GAFE, digital math adoption resources, Illuminate, and coaching in the SAMR model • Retention • New Hire	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	2.6 Funding Source: LCFF – Base 1100: Teacher Salaries - $162,000 3000: Benefits - $55,000
2.7 Under the direction of the IT TOSA, provide professional development and digital resources in collaboration with Site Technology Leaders, Site Leads, and/or Computer	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth	2.7 Funding Source: Title II 1100: Teacher Salaries - $21,750 2100: Classified Instructional Aides - $1,600 3000: Benefits - $4,750

Aides • Coaching Participants: 60 x 2 days (includes K/1) • Spring K/2 Front-load training: 24 x 1 (1 from each elementary site • Site Technology Leader (STL), Site Leads, and/or Computer Aide-Professional Development (site decision): 10 teachers 3 x year-10 computer aides/media clerk timesheet ½ day x 3		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
2.8 Provide parent learning opportunities on state standards and strategies during information opportunities and annual Parent University (1 time per trimester)	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	2.8 Funding Source: Title I 1100: Teacher Salaries - $1,000 2900:Other Classified Salaries - $1,000 3000: Benefits - $300 4200: Books - $500 4300: Materials - $200
2.9 Retain English language arts and language development Teacher on Special Assignment as a content specialist to provide professional learning, modeling, and coaching to District teachers: • K-3: Workshop model in literacy, written expression, and math (Singapore) • 40 teachers @ 4 days of training • ½ day follow-up • Staff Meetings: Designated/Integrated ELD Instruction (no costs associated)	LEA	_ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	2.9 Funding Source: Educator Effectiveness 1100: Teacher Salaries - $76,700 3000: Benefits - $15,500
2.10 Provide 3rd Cohort of teachers (new and volunteers) in ELA/ELD framework and standards training (Making Meaning, Interaction, Bridging and Scaffolding, Effective Expression) • 20 teachers, 3 days • Followed up with extended demonstration/implementation	LEA	_ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	2.10 Funding Source: Title III – LEP 1100: Teacher Salaries - $7,500 3000: Benefits: - $1,500

2.11 Monitor instructional shifts (ELA, math, literacy standards in social students, NGSS) progress via development and analysis of elementary and junior high teacher and student surveys • LCAP Advisory Council: Data Analysis, progress monitoring. 6 teachers 2 x year	LEA	_X_ All OR: _ Low Income pupils _English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	2.11 Funding Source: LCFF – Base 1100: Teacher Salaries - $1,500 3000: Benefits - $300
2.12 Provide Immigrant students with tablets and chrome books to be used with Google Translator and educational software	LEA	_ All OR: _ Low Income pupils X English Learners _ Foster Youth __ Redesignated fluent English proficient _ Other Subgroups: (Specify)	2.12 Funding Source: Title III – Immigrant 4400: Technology Inventory - $5,000
2.13 Investigate enrichment opportunities to include after school enrichment and Summer Learning Programs	LEA	_X_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	2.13 Funding Source: Unrestricted One-Time Funds 1100: Teacher Salaries - $30,000 3000: Benefits - $3,000

LCAP Year 2: 2017-2018	
Expected Annual Measurable Outcomes:	1. 85% of teachers and administrators will report that standards-based practices and strategies learned during standards implementation staff development opportunities are being implemented. **State Metric:** Implementation of Common Core ELA and Mathematics **Local Metric:** Teacher and Administrator Survey, Walk-through protocol 2. 72% of teachers and administrators will report that technology to produce standards-aligned learning products is implemented at least two times per week. **Local Metric:** Teacher and administrator Survey, Walk-through protocol 3. 79% of teachers and administrators will report that 21st Century Learning Skills are embedded into daily instruction (Critical Thinking, Collaboration, Communication, and Creativity, Digital Literacy- emphasis placed on digital literacy and critical thinking) **Local Metric**: Teacher and administrator Survey, Walk-through protocol 4. 72% of teachers will report that they are using standards- aligned instructional materials in each content area: ELA, math, social studies, and NGSS in the classroom **State Metric**: Student access to standards-aligned materials **Local Metric:** Teacher Survey 5. Parent surveys will elicit actionable interests and needs in regards to understanding standards-based instruction and expectations **State Metric:** Effort to Engage Parents and Use Input **Local Metric:** Parent Surveys, Community input events 6. 82% of teachers will report that curricular interests, needs, and concerns are addressed through the Curriculum Council Steering committee and Grade Level Study Groups **Local Metric:** Teacher Survey 7. 77% of students will report that they employ the shifts in English language arts to include building knowledge through a balance of literature and informational text, reading and writing grounded in evidence from the text, writing from sources, and regular practice with complex text and academic language **State Metric:** Implementation of Common Core ELA **Local Metric:** Student Survey, teacher survey and administrator observation 8. 82% of teachers will report that they employ the shifts in English language arts to include building knowledge through a balance of literature and informational text, reading and writing grounded in evidence from the text, writing from sources, and regular practice with complex text and academic language **State Metric:** Implementation of Common Core ELA **Local Metric:** Student Survey, teacher survey and administrator observation

9. 76% of students will report that they utilize technology to produce a product during standards-based instruction at least 1 X week
   Local Metric: Student survey, administrator observation

10. 77% of students and teachers will report that they regularly utilize mathematical practices in daily math lessons
    State metrics: Implementation of Common Core Math
    Local Metric: Student Survey, teacher survey and administrator observation

11. 62% of teachers will report that they prepare and plan for broad implementation of ELD standards during designated and integrated instruction.
    State Metric: Implementation of Common Core ELA
    Local Metrics: Student Survey, teacher and administrator observation

12. 92% of teachers will attend at least 3 professional learning opportunities during the school year.
    State Metric: Implementation of Common Core ELA
    Local Metrics: Teacher survey and administrator observation

Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
2.1 Provide one district-wide staff development day with a focus on implementing standards, resources, adoption materials, and strategies	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	2.1 Funding Source: LCFF – Base 1100: Teacher Salaries - $95,000 3000: Benefits - $33,000
2.2 Provide one district-wide staff development day to include emphasis on differentiated materials and strategies that support English Learners, students who are at risk, students with disabilities, as well as students who need challenge and enrichment	LEA	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) G.A.T.E., students with disabilities	2.2 Funding Source: LCFF – Supplemental 1100: Teacher Salaries - $95,000 3000: Benefits - $33,000

2.3 Grade Level Study Group and Curriculum Council Steering Committee will meet to plan, collaborate and articulate curriculum action planning, reflect on outcomes, and seek solution • Curriculum Council: 22 teachers x 3 days • Grade Level Study Group: 100 teachers x 1 day	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	2.3 Funding Source: Educator Effectiveness 1100: Teacher Salaries - $20,750 3000: Benefits - $4,150
2.4 Provide grade level collaborative planning days for unit and lesson design • (30 teachers 3 days) • NGSS Implementation/ELA adoption	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	2.4 Funding Source: Educator Effectiveness 1100: Teacher Salaries - $11,250 3000: Benefits - $2,250
2.5 Google Apps for Education (GAFE) and UMRA account management systems are implemented for digital teacher collaboration (shared standards-based materials and practices) • UMRA renewal fee	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	2.5 Funding Source: LCFF – Base 5800: Contracted Service - $3,000
2.6 Retain two Instructional Technology Teachers on Special Assignment to continue to plan, develop, and coordinate delivery of technology-based staff development geared toward the integration of technology in the learning environment. Direction will include GAFE, digital math adoption resources, Illuminate, and coaching in the SAMR model • Retention	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	2.6 Funding Source: LCFF – Base 1100: Teacher Salaries - $165,000 3000: Benefits - $59,000

2.7 Under the direction of the IT TOSA, provide professional development in technology in collaboration with Site Technology Leaders, Site Leads, and/or Computer Aide • Coaching Participants: 60 x 2 (includes K/1) • Spring K-2: Front-load training: 24.1 (1 from each elementary site) • Site Technology Leader (STL), Site Leas, and/or Computer Aide- Professional Development (site decision): 10 teachers 3 x year- 10 computer aides/media clerk timesheet ½ day x 3	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	2.7 Funding Source: Title II 1100: Teacher Salaries - $21,750 2100: Classified Instructional Aides - $1,600 3000: Benefits - $5,200
2.8 Provide parent learning opportunities on state standards and strategies during information opportunities and annual Parent University (1 time per trimester)	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	2.8 Funding Source: Title I 1100: Teacher Salaries - $1,000 2900: Other Classified Salaries - $1,000 3000: Benefits - $300 4200: Books - $500 4300: Materials - $200
2.9 Retain English language arts and language development Teacher on Special Assignment as a content specialist to provide professional learning, modeling, and coaching to District teachers: • K-3: Workshop model in literacy, written expression, and math (Singapore) • 40 teachers @ 4 days of training • ½ day follow-up • Staff Meetings: Designated/Integrated ELD Instruction (no costs associated) • English Language Arts Adoption implementation	LEA	_ All OR: _ Low Income pupils X English Learners _Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify) students with disabilities	2.9 Funding Source: LCFF – Supplemental 1100: Teacher Salaries - $79,000 3000: Benefits - $17,500
2.10 Provide 4th Cohort of teachers (new and volunteers) in ELA/ELD framework and standards training (Making Meaning, Interaction, Bridging and Scaffolding, Effective Expression) • 20 teachers, 3 days • Followed up with extended demonstration/implementation	LEA	_ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	2. 10 Funding Source: Title III – LEP 1100: Teacher Salaries - $7,500 3000: Benefits - $1,500

2.11 Monitor instructional shifts (ELA, math, literacy standards in social students, NGSS) progress via development and analysis of elementary and junior high teacher and student surveys • LCAP Advisory Council: Data Analysis, progress monitoring. 10 teachers 2 x year	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth __ Redesignated fluent English proficient _ Other Subgroups: (Specify)	2.11 Funding Source: LCFF – Base 1100: Teacher Salaries - $2,500 3000: Benefits - $500
2.12 Provide Immigrant students with tablets and chrome books to be used with Google Translator and educational software	LEA	_ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	2.12 Funding Source: Title III – Immigrant 4400: Technology Inventory - $5,000
2.13 Offer after school and Summer Learning enrichment opportunities	LEA	X All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	2.13 Funding Source: Unrestricted One-Time Funds 1100: Teacher Salaries - $30,000 3000: Benefits – $3,000

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

LCAP Year 3: 2018-2019	
Expected Annual Measurable Outcomes:	1. 87% of teachers and administrators will report that standards-based practices and strategies learned during standards implementation staff development opportunities are being implemented. **State Metric:** Implementation of Common Core ELA and Mathematics **Local Metric:** Teacher and Administrator Survey, Walk-through protocol 2. 74% of teachers and administrators will report that technology to produce standards-aligned learning products is implemented at least two times per week. **Local Metric:** Teacher and administrator Survey, Walk-through protocol 3. 81% of teachers and administrators will report that 21st Century Learning Skills are embedded into daily instruction (Critical Thinking, Collaboration, Communication, and Creativity, Digital Literacy- emphasis placed on digital literacy and critical thinking) **Local Metric**: Teacher and administrator Survey, Walk-through protocol 4. 75% of teachers will report that they are using standards- aligned instructional materials in each content area: ELA, math, social studies, and NGSS in the classroom **State Metric**: Student access to standards-aligned materials **Local Metric:** Teacher Survey 5. Parent surveys will elicit actionable interests and needs in regards to understanding standards-based instruction and expectations **State Metric:** Effort to Engage Parents and Use Input **Local Metric:** Parent Surveys, Community input events 6. 85% of teachers will report that curricular interests, needs, and concerns are addressed through the Curriculum Council Steering committee and Grade Level Study Groups **Local Metric:** Teacher Survey 7. 80% of students will report that they employ the shifts in English language arts to include building knowledge through a balance of literature and informational text, reading and writing grounded in evidence from the text, writing from sources, and regular practice with complex text and academic language **State Metric:** Implementation of Common Core ELA **Local Metric:** Student Survey, teacher survey and administrator observation 8. 85% of teachers will report that they employ the shifts in English language arts to include building knowledge through a balance of literature and informational text, reading and writing grounded in evidence from the text, writing from sources, and regular practice with complex text and academic language **State Metric:** Implementation of Common Core ELA **Local Metric:** Student Survey, teacher survey and administrator observation

9. 77% of students will report that they utilize technology to produce a product during standards-based instruction at least 1 X week
   Local Metric: Student survey, administrator observation

10. 79% of students and teachers will report that they regularly utilize mathematical practices in daily math lessons
   State metrics: Implementation of Common Core Math
   Local Metric: Student Survey, teacher survey and administrator observation

11. 65% of teachers will report that they prepare and plan for broad implementation of ELD standards during designated and integrated instruction.
   State Metric: Implementation of Common Core ELA
   Local Metrics: Student Survey, teacher and administrator observation

12. 94% of teachers will attend at least 3 professional learning opportunities during the school year.
   State Metric: Implementation of Common Core ELA
   Local Metrics: Teacher survey and administrator observation

Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
2.1 Provide One district-wide staff development day with a focus on implementing standards, resources, adoption materials, and strategies	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	2.1 Funding Source: LCFF – Base 1100: Teacher Salaries - $97,000 3000: Benefits - $35,000
2.2 Provide one district-wide staff development day to include emphasis on differentiated materials and strategies that support English Learners, students who are at risk, students with disabilities, as well as students who need challenge and enrichment	LEA	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) G.A.T.E., students with disabilities	2.2 Funding Source: LCFF – Supplemental 1100: Teacher Salaries - $97,000 3000: Benefits - $35,000

2.3 Grade Level Study Group and Curriculum Council Steering Committee will meet to plan, collaborate and articulate curriculum action planning, reflect on outcomes, and seek solution • Curriculum Council: 22 teachers x 3 days • Grade Level Study Group: 100 teachers x 1 day	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	2.3 Funding Source: Title II 1100: Teacher Salaries - $20,750 3000: Benefits - $4,150
2.4 Provide grade level collaborative planning days for unit and lesson design • (30 teachers 3 days) • NGSS/ELA	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	2.4 Funding Source: Title II 1100: Teacher Salaries - $11,250 3000: Benefits - $2,250
2.5 Google Apps for Education (GAFE) and UMRA account management systems are implemented for digital teacher collaboration (shared standards-based materials and practices) • UMRA renewal fee	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	2.5 Funding Source: LCFF – Base 5800: Contracted Service - $3,000
2.6 Retain two Instructional Technology Teachers on Special Assignment to plan, develop, and coordinate delivery of technology-based staff development geared toward the integration of technology in the learning environment. Direction will include GAFE, digital math adoption resources, Illuminate, and coaching in the SAMR model • Retain two TOSA's	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	2.6 Funding Source: LCFF – Base 1100: Teacher Salaries - $168,000 3000: Benefits - $63,000
2.7 Under the direction of the IT TOSA, provide professional development in technology in collaboration with Site Technology Leaders, Site Leads, and/or Computer Aide • Coaching Participants: 60 x 2 (includes K/1) • Spring K-2: Front-load training: 24.1 (1 from	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient	2.7 Funding Source – Title II 1100: Teacher Salaries - $21,750 2100: Classified Instructional Aide - $1,600 3000: Benefits - $5,600

each elementary site) • Site Technology Leader (STL), Site Leas, and/or Computer Aide- Professional Development (site decision): 10 teachers 3 x year from each site-10 computer aides/media clerk timesheet ½ day x 3		_ Other Subgroups: (Specify)	
2.8 Provide parent learning opportunities on state standards and strategies during information opportunities and annual Parent University (1 time per trimester)	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	2.8 Funding Source: Title I 1100: Teacher Salaries - $1,000 2900: Other Classified Salaries - $1,000 3000: Benefits - $300 4200: Books - $500 4300: Materials - $200
2.9 Retain English language arts and language development Teacher on Special Assignment as a content specialist to provide professional learning, modeling, and coaching to District teachers: • K-3: Workshop model in literacy, written expression, and math (Singapore) • 40 teachers @ 4 days of training • ½ day follow-up • Staff Meetings: Designated/Integrated ELD Instruction (no costs associated) • English Language Arts Adoption Implementation	LEA	_ All OR: _ Low Income pupils X English Learners _Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify) students with disabilities	2.9 Funding Source: LCFF – Supplemental 1100: Teacher Salaries - $81,000 3000: Benefits - $19,500
2. 10 Provide teachers (new and volunteers) in ELA/ELD framework and standards training (Making Meaning, Interaction, Bridging and Scaffolding, Effective Expression) • 20 teachers, 3 days • Followed up with extended demonstration/implementation	LEA	_ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	2.10 Funding Source: Title III – LEP 1100: Teacher Salaries - $7,500 3000: Benefits - $1,500
2.11 Monitor instructional shifts (ELA, math, literacy standards in social students, NGSS) progress via development and analysis of elementary and junior high teacher and student surveys • LCAP Advisory Council: Data Analysis, progress	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient	2.11 Funding Source: LCFF – Base 1100: Teacher Salaries - $2,500 3000: Benefits - $500

monitoring. 10 teachers 2 x year		_ Other Subgroups: (Specify)	
2.12 Provide Immigrant students with tablets and chrome books to be used with Google Translator and educational software	LEA	_ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	2.12 Funding Source: Title III – Immigrant 4400: Technology Inventory - $5,000
2.13 Offer after school and Summer Learning enrichment opportunities	LEA	_ All OR:------- _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	2.13 Funding Source: Unrestricted One-Time Funds 1100: Teacher Salaries - $30,000 3000: Benefits - $3,000

GOAL 3:	Provide all students a broad and enriching course of study at each grade level that reaches beyond the core	Related State and/or Local Priorities: 1 X 2 _ 3 _ 4 _ 5 _ 6 _ 7 X 8 X COE only: 9 _ 10 Local : Specify

Identified Need :

All students need to have access to a broad course of study that includes ELA, Math, Social Studies, and Science

- (*CTE Enrollment, pupil rosters, master schedule, student (98%), administrator and teacher survey (98%))*

All students need to have access to visual and performing arts, digital literacy (computers), and physical education (vocal music, instrumental music, art, digital literacy, PE teachers)

- *(CTE Enrollment, pupil rosters, master schedule, student survey (84%))*

Students will not be denied opportunities for enrichment due to inability to buy necessary clothing, instruments, or other resources

- *(Homeless and assistance fund, receipts, administrative reports- District FY/Homeless liaison reports)*

Coordination between Instructional Technology TOSA , site technology leaders, media clerks, and technology aides regarding district and student learning priorities

- *(Staff surveys, use of technology implementation-Discrepant information from students (56%) and teachers (89%)regarding access and use in the classroom)*

Site leadership to continue to supervise the number of instructional minutes students participate in physical education

- *(Instructional minutes monitoring 200 minutes/10 days, administrative walk-thru, weekly schedules)*

Focus on literacy standards in Social Studies and Science in grades 4-8

- *(Staff survey, implementation of state literacy standards in Science and Social Studies, Complete District Social Studies Interim Assessment-Literacy anchor standards in the content areas: Challenge- Range and Level of text complexity-22.7%, Integration of Knowledge and Ideas-17.7% and Opinion Writing-15.3%)*

Scaffolded access for at-risk student populations in implementing Social Studies literacy standards

- (*Students survey, students report that along with language arts and math, social studies is the most challenging subject- District-wide focus using DBQ)*

Training and curriculum planning in Next Generation Science Standards in grades K-8

- *(Staff and administrator survey, listed as one of the Greatest Areas of Need. District-wide staff development focus)*

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

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	1. 91% of students will report that they participate in a broad course of study that includes ELA, Math, Social Studies and Science **State Metric**: Student access and enrollment in all required areas of study **Local Metric:** Pupil rosters, master schedule, Student, Administrator, and Teacher Survey 2. 91% of students will report that they have access to visual and performing arts, digital literacy, and physical education. **Local Metric**: Pupil rosters, master schedule, Student, Administrator, and Teacher Survey 3. 100% of students of LI, FY, and other at-risk groups are provided the resources needed to fully participate in enriching course work as documented by District liaison (services/resources provided) **Local Metric**: Unduplicated student survey, administrator and teacher observation 4. 70% of social studies teachers will report successful implementation using Document Based Questioning (DBQ) strategies and materials in his/her classroom (follow-up training for grades 4 and 5 will be included) **State Metric:** Student access to standards aligned materials **Local Metric:** Teacher and Administrator survey 5. 70% of Grade K-8 Science teachers will report that they have attended training as well as collaborated and planned implementation of Next Generation Science Standards **State Metric**: Student access to standard aligned materials, Implementation of Standards **Local Metric**: Teacher and Administrator Survey, documented release time 6. Seventh and eighth grade teachers will develop Document Based Question Interim Assessment for Social Studies for students in 7th and 8th grade **State Metric**: Student access to standard aligned materials **Local Metric:** District Interim Assessment; literacy in Social Studies 7. 50% of social studies teachers in grades 4-8 will report that they have completed one complete DBQ writing unit. **State Metric**: Student access to standard aligned materials **Local Metric:** Teacher survey; NGSS and literacy in science

Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
3.1 Offer a broad course of study to all students	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent	3.1 Included in 1.1

		English proficient _ Other Subgroups: (Specify)	
3.2 Provide access to visual and performing arts, digital literacy, and physical education	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	3.2 Included in 3.3
3.3 Retain 2 half time physical education teachers to meet with all 4-6 grade students 1 X week, two full time instrumental music teachers, choral music teacher • ½ time sub for Stork 1x week	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	3.3 Funding Source: LCFF – Base 1100: Teacher Salaries - $268,000 3000: Benefits - $66,000
3.4 Provide materials and resources to students with needs to fully participate in enriching coursework • Basic needs for educational access • Access to Zero period	LEA	_ All OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	3.4 Funding Source: Title I 4300: Materials - $2,000 Funding Source: LCFF – Supplemental 1100: Teacher Salaries - $18,000 3000: Benefits - $3,000
3.5 Provide curricular materials that utilize graphic representations, graphic organizers, pictorials, and other scaffolded means of access in Social Studies(DBQ) • Follow-up training for grades 4/5- sub release (20) • DBQ Consultant	LEA	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) students with disabilities, identified at-risk	3.5 Funding Source: Title II 1100: Teacher Salaries - $2,500 3000: Benefits - $500 5800: Contracted Services - $4,400

3.6 Develop integrated research and writing Interim Assessment for 7th and 8th grade Social Studies utilizing DBQ materials • Collaborative development (7,8 grade) • 8 reps 1 day (4 from each junior high)	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	3.6 Funding Source: Title II 1100: Teacher Salaries - $1,000 3000: Benefits - $200
3.7 Provide materials, training and teacher collaboration time for implementation planning for Next Generation Science Standards • (10 science teachers, 2-3 days- Junior High Schools) • Purchase EIE Units: Grade K-5 (Engineering, It's Elementary- See 1.7)	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	3.7 Funding Source: Educator Effectiveness 1100: Teacher Salaries - $3,750 3000: Benefits - $750

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	1. 92% of students will report that they participate in a broad course of study that includes ELA, Math, Social Studies and Science **State Metric**: Student access and enrollment in all required areas of study **Local Metric:** Pupil rosters, master schedule, Student, Administrator, and Teacher Survey 2. 92% of students will report that they have access to visual and performing arts, digital literacy, and physical education. **Local Metric**: Pupil rosters, master schedule, Student, Administrator, and Teacher Survey 3. 100% of students of LI, FY, and other at-risk groups are provided the resources needed to fully participate in enriching course work as documented by District liaison (services/resources provided) **Local Metric**: Unduplicated student survey, administrator and teacher observation 4. 72% of social studies teachers will report successful implementation using Document Based Questioning (DBQ) strategies and materials in his/her classroom (follow-up training for new teachers) **State Metric:** Student access to standards aligned materials **Local Metric:** Teacher and Administrator survey 5. 72% of Grade K-8 Science teachers will report that they have attended training as well as collaborated and planned implementation of Next Generation Science Standards **State Metric**: Student access to standard aligned materials, Implementation of Standards **Local Metric**: Teacher and Administrator Survey, documented release time 6. 60% of students in seventh and eighth grade teachers be proficient on Document Based Question Interim Assessment for Social Studies for students in 7th and 8th grade **State Metric**: Student access to standard aligned materials **Local Metric:** District Interim Assessment; literacy in Social Studies 7. 60% of social studies teachers in grades 4-8 will report that they have completed one complete DBQ writing unit. **State Metric**: Student access to standard aligned materials **Local Metric:** Teacher survey; NGSS and literacy in science

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1 Offer a broad course of study to all students	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent	3.1 Included in 1.1

		English proficient _ Other Subgroups: (Specify)	
3.2 Provide access to visual and performing arts, digital literacy, and physical education	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	3.2 Included in 3.3
3.3 Retain 2 half time physical education teachers to meet with all 4-6 grade students 1 X week, two full time instrumental music teachers, choral music teacher • ½ time sub for Stork 1x week	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	3.3 Funding Source: LCFF – Base 1100: Teacher Salaries - $272,000 3000: Benefits - $72,000
3.4 Provide materials and resources to students with needs to fully participate in enriching coursework • Basic needs for educational access • Access to Zero period	LEA	_ All OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	3.4 Funding Source: Title I 4300: Materials - $2,000 Funding Source: LCFF - Supplemental 1100: Teacher Salaries - $18,000 3000: Benefits: $3,500
3.5 Provide curricular materials that utilize graphic representations, graphic organizers, pictorials, and other scaffolded means of access in Social Studies(DBQ) • Follow-up training for new teachers • 15 x 1 day • Consultant	LEA	_ All OR: X Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	3.5 Funding Source: Title II 1100: Teacher Salaries - $1,875 3000: Benefits - $375 5800: Contracted Services - $4,400

3.6 Administer and score integrated research and writing Interim Assessment for 7th and 8th grade Social Studies utilizing DBQ materials	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	3.6 Funding Source: Title II 1100: Teacher Salaries - $1,000 3000: Benefits - $200
3.7 Provide materials, training and teacher collaboration time for unit planning for Next Generation Science Standards • (80 teachers, 2 days) • Purchase EIE Units for K-5 (Engineering, It's Elementary-See 1.7)	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	3.7 Funding Source: Educator Effectiveness 1100: Teacher Salaries - $20,000 3000: Benefits - $4,000

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

LCAP Year 3: 2018-2019

Expected Annual Measurable Outcomes:	1. 93% of students will report that they participate in a broad course of study that includes ELA, Math, Social Studies and Science **State Metric**: Student access and enrollment in all required areas of study **Local Metric:** Pupil rosters, master schedule, Student, Administrator, and Teacher Survey 2. 93% of students will report that they have access to visual and performing arts, digital literacy, and physical education. **Local Metric**: Pupil rosters, master schedule, Student, Administrator, and Teacher Survey 3. 100% of students of LI, FY, and other at-risk groups are provided the resources needed to fully participate in enriching course work as documented by District liaison (services/resources provided) **Local Metric**: Unduplicated student survey, administrator and teacher observation 4. 75% of social studies teachers will report successful implementation and monitoring of student progress using Document Based Questioning (DBQ) strategies and materials in his/her classroom (follow-up training for new teachers) **State Metric:** Student access to standards aligned materials **Local Metric:** Teacher and Administrator survey 5. 77% of Grade K-8 Science teachers will report that they have attended training as well as collaborated and planned implementation of Next Generation Science Standards **State Metric**: Student access to standard aligned materials, Implementation of Standards **Local Metric**: Teacher and Administrator Survey, documented release time 6. 65% of students in seventh and eighth grade teachers be proficient on Document Based Question Interim Assessment for Social Studies for students in 7th and 8th grade **State Metric**: Student access to standard aligned materials **Local Metric:** District Interim Assessment; literacy in Social Studies 7. 75% of social studies teachers in grades 4-8 will report that they have completed one DBQ writing unit. **State Metric**: Student access to standard aligned materials **Local Metric:** Teacher survey; NGSS and literacy in science

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1 Offer a broad course of study to all students	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth	3.1 Included in 1.1

		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
3.2 Provide access to visual and performing arts, digital literacy, and physical education	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	3.2 Included in 3.3
3.3 Retain 2 half time physical education teachers to meet with all 4-6 grade students 1 X week, two full time instrumental music teachers, choral music teacher • ½ time sub for Stork 1 x week	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	3.3 Funding Source: LCFF – Base 1100: Teacher Salaries - $276,000 3000: Benefits - $78,000
3.4 Provide materials and resources to students with needs to fully participate in enriching coursework • Basic needs for educational access • Access to Zero period	LEA	_ All OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	3.4 Funding Source: Title I 4300: Materials - $2,000 Funding Source: LCFF – Supplemental 1100: Teacher Salaries - $18,000 3000: Benefits - $4,000
3.5 Provide curricular materials that utilize graphic representations, graphic organizers, pictorials, and other scaffolded means of access in Social Studies(DBQ) • Follow-up training for new teachers • 15 x 1 day • Consultant	LEA	_ All OR: X Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	3.5 Funding Source: Title II 1100: Teacher Salaries - $1,875 3000: Benefits - $375 5800: Contracted Services - $4,400

3.6 Administer and score integrated research and writing Interim Assessment for 7th and 8th grade Social Studies utilizing DBQ materials	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	3.6 Funding Source: Title II 1100: Teacher Salaries - $1,000 3000: Benefits - $200
3.7 Provide training and teacher collaboration time for unit planning for Next Generation Science Standards • (80 teachers, 2 days)	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	3.7 Funding Source: Title II 1100: Teacher Salaries - $20,000 3000: Benefits - $4,000

GOAL 4:	Ensure that students are high school, college, and career ready by demonstrating continuous progress towards academic and English language achievement targets	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 X 5 _ 6 _ 7 _ 8 X COE only: 9 _ 10 Local : Specify

Identified Need :

Increase achievement through use of data and rigorous instruction

- (*Results from CAASPP, SBAC Interim block and comprehensive assessments, District Interim Assessments, Data Analysis Protocol, Develop Greatest Area of Need and action plan, SPSA. SBAC: ELA-59% Proficient, Math-46% Proficient, Science-81% Proficient)*

District-wide collaboration on establishing and monitoring formative assessments to include Running Records, Diagnostic Assessments, Illuminate item-bank, publisher assessments, teacher created assessments, Interim Block and Comprehensive assessments, as well as analyzing CAASPP reports

- (*Attendance at Data Teams and analysis meetings, Director of HR/Pupil Services meeting agendas to coordinate protocol and analysis, regularly scheduled achievement meetings to report on student progress, Develop Greatest Area of Need and action plan, SPSA, Formation of District-wide Grade Level Study Teams to pace, determine assessment, analyze data, and monitor student progress)*

Monitor student progress through progress reports, assessments, and performance indicators followed by appropriate instructional and support decisions

- (*Director of HR/Pupil Services along with school site data teams consistently monitor progress and develop intervention plans for at-risk students in collaboration with Teaching Assistant Principal (TAP), Dean of students, and teachers, Grade Level Study Teams, District Universal Assessment using Renaissance STAR Assessments in ELA and Math)*

Close the achievement gap for at-risk student populations through supports and services

- (*Disaggregated student population achievement reports, intervention rosters, site and district monitoring of Tier 2 and Tier 3 interventions. Universal Assessment using Renaissance STAR Assessments in ELA and Math and Core Learning Progressions)*

Classrooms engage in regularly scheduled Universal Access Choice and Challenge (UACC) to differentiate student learner needs

- (*School sites calendar and schedule regular daily Universal Access opportunities for students: Rosters, administrator observation and walk-thru protocol. Universal Assessment using Renaissance STAR Assessments in ELA and Math to inform differentiation)*

Greater college and career awareness at Junior High Schools

- (Master schedule, rosters, attendance reports for college and career exploratory wheel participation, AVID, world languages, improved achievement, greater numbers of students promoting- Junior High report)

Increase percentage of students making progress towards learning English

- *(CELDT and CAASPP reports, Rosters, attendance, and participation in ELD and ELA support through UAC, double block periods, and blended learning opportunities at school and at home. Report AMAO1, AMAO2, and AMAO3)*

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

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	
	1. The percent of proficient students, as measured by the CAASPP will meet or exceed proficiency from baseline data established in the 2015-16 school year (*SBAC: ELA-59% Proficient, Math-46% Proficient, Science-81% Proficient)*. **State Metric:** STAR/CAASPP Proficient or Advanced; ELA, Math, Science 2. CAASPP and API results will reflect growth for all students including significant subgroup following baseline year **State Metric**: API: Academic Progress Indicators 3. Students will demonstrate an increase in proficiency on ELA , Math, and Social Studies District Interim, District Benchmarks and assessments, and Diagnostic Assessment-STAR (SBAC Interim Assessments- IAB, ICA, will be used for instructional purposes, not as comparable data.) **Local Metric**: Data analysis of Running Records, Diagnostic, Smarter Balanced Interim Block and Summative assessments 4. 8th grade students will participate in a College and Career elective exploratory experience at both Junior high schools **Local Metric**: Class rosters, school site enrollment, master schedule, 5. 55% of EL students will attain English proficiency as measured by the CELDT (to include AMAO1- Percentage of ELS's making annual progress in learning English; AMAO2-Percentage of EL's attaining English proficient level on CELDT; AMAO3-Adequate yearly progress for EL as measure currently by participation rate **State Metric**: English Learner Reclassification Rate, Percent of Cohorts Attaining English Proficient Levels **Local Metric:** Preliminary scoring of CELDT results and early implementation of instructional supports 6. 15% of EL students will be reclassified from LEP as measured by the CELDT **State Metric:** English Learner Reclassification Rate **Local Metric**: Preliminary scoring of CELDT results and early implementation of instructional supports 7. 70% of Elementary students will report increased access to instructional supports during Universal Access Choice and Challenge period (as reported on elementary survey) **Local Metric**: Student, teacher, and administrator survey and observation 8. 82% of Junior High students will report that they have access to additional instructional time and support before, during, or after school (as reported on junior high survey **State Metric:** Intervention/Remedial Course Enrollment Rate **Local Metric**: Class rosters, sign in sheets, student survey 9. Individual school sites will monitor and report on success of site-based programs that provide additional time and support as part of their intervention program (Achievement measures will be individually documented in the Single Plan for Student Achievement or SPSA) **Local Metric:** Single Plan for Student Achievement

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

4.1 Students in grades 3-8 will participate in CAASPP. Results will be used to measure progress and revise actions and services	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4.1 No costs associated with students taking the CAASPP
4. 2 Students in K-8 will participate (2nd grade as CAASPP Diagnostic Assessments) at regular intervals throughout the year to monitor progress using STAR ELA/Math • 2016-2018 • Renaissance STAR ELA/Math • Core Learning Progressions	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4. 2 No Costs – Purchased in 2015-16
4.3 Teachers in grades TK-2nd grade will administer uniform district-wide assessments, running records, and foundational skills utilizing ESGI (Educational Software for Guiding Instruction)	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4.3 Funding Source: LCFF – Base 5800: Contracted Service - $6,000 Funding Source: LCFF – Supplemental 5800: Contracted Service - $6,000
4.4 Teachers (3-6) will be provided 1/2 day 2 x year to analyze CAASPP, score hand-scored portion of Smarter Balanced Interim Assessment and Performance Tasks to include DBQ writing projects • Junior High Teachers need a full day 2 x year in math and language arts (20 teachers)	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4.4 Funding Source: Title II 1100: Teacher Salaries - $16,000 3000: Benefits - $3,200

4.5 Schools will provide intervention programs before, after, and/or during the school day for at-risk students (Universal Access Choice and Challenge) through School Achievement Grants ($80 per student).	LEA	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) Identified at-risk	4.5 Funding Source: LCFF – Supplemental 1100: Teacher Salaries - $30,000 2100: Instructional Aide Salaries - $110,000 3000: Benefits - $20,000 4300: Materials and Supplies - $160,000 5200: Conferences - $20,000 5800: Contracted Service - $60,000
4.6 Purchase technology devices (tablets and chrome books) to access on-line intervention and language development programs for at-risk and EL students	LEA	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) identified at-risk	4.6 Funding Source: Title III – LEP 4400: Technology Inventory - $5,000
4.7 Provide level I and II English learners with access to online reading and language development intervention programs (Non-English speaking students-Imagine Learning) • 80 Students	LEA	_ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	4.7 Funding Source: Title III – LEP 5800: Contracted Services - $9,000
4.8 Provide Tier 2 and 3 Intervention that is common core aligned to students with disabilities (Read 180, System 44) • On-going costs	LEA	_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) Students with disabilities	4.8 Funding Source: State Special Education 5800: Contracted Service - $10,000
4.9 English learners and at-risk students will be supported with Lexiacore5 intervention home/school license	LEA	_ All OR: X Low Income pupils X English Learners	4.9 Funding Source: LCFF – Supplemental 5800: Contracted Service - $20,000

• 500 Students		X Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) identified at-risk	
4.10 English learners provided access to instructional aides for extra support daily	LEA	_ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) Identified at-risk	4.10 Funding Source: LCFF – Supplemental 2100: Instructional Aide Salaries - $112,000 3000: Benefits - $19,000
4.11 Junior high student progress will be monitored by the Dean of Students who will then meet with at-risk student groups to review academic progress and ensure they are on track to promote at the end of 8th grade (cost of 2 deans)	Alta Loma Junior High, Vineyard Junior High	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4.11 Funding Source: LCFF – Base 1300: Administrator Salaries - $205,500 3000: Benefits - $64,000
4.12 District will support after school intervention and homework assistance at the two junior high schools	Alta Loma Junior High, Vineyard Junior High	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4.12 Funding Source: LCFF – Supplemental 1100: Teacher Salaries - $5,000 3000: Benefits - $1,000
4.13 G.A.T.E. coordinators will meet 2 x year to develop rigorous inquiry and Problem Based Learning and G.A.T.E. icon strategies to support the classroom • STEM and engineering practices, NGSS	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4.13 Funding Source: Title II 1100: Teacher Salaries - $2,500 3000: Benefits - $500

4.14 Provide G.A.T.E. certification training to new cluster teachers and coordinators (10-15 teachers) as well as materials for assessment	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4.14 Funding Source: Title II 1100: Teacher Salaries - $1,875 3000: Benefits - $375 Funding Source: LCFF – Base 4300: Materials and Supplies - $3,000
4.15 Class-sizes will be reduced in grades TK-3 to 24.5:1 to accommodate differentiated instruction and individual student learning needs	LEA	X All OR: _ Low Income pupils _ English Learners _Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4.15 Funding Source: LCFF – Supplemental 1100: Teacher Salaries - $1,200,000 3000: Benefits - $543,500 Included in 1.1
4.16 Junior High Schools will include college and career readiness/awareness into the exploratory wheel for 8th grade students. Alta Loma Junior High will offer an AVID program. VJHS offers Spanish • College and Career Club (3 year contract- Year 2).	Alta Loma Junior High, Vineyard Junior High	_ All OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) Identified at-risk, African Americans	4.16 Included in 4.5
4.17 School Site liaison will work directly with the District Foster Youth liaison to monitor student academic progress, seek supports, and communicate directly with legal guardian, case worker and /or attorney • Accountant clerk: Supplemental Funds 25%	LEA	_ All OR: _ Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4.17 Costs included in contractual duties
4.18 Retain Teaching Assistant Principals at each elementary school to act as school site liaison for at risk student group intervention, other means of correction, bullying	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth	4.18 Funding Source: LCFF – Base 1100: Teacher Salaries - $39,000 3000: Benefits - $7,200

investigation, and support services • Release TAP's to support student achievement 1x week • 8 TAPS x 36 weeks		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
4.19 Retain Director of HR/Pupil Services to facilitate data, monitor student progress, and oversee implementation of programs and services to under-represented or at-risk student groups in collaboration with TAP, Deans, and principals at school sites • 33% Supplemental	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4.19 Funding Source: LCFF – Supplemental 1300: Administrator Salaries - $43,000 3000: Benefits - $13,000

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	
	1. The percent of proficient students, as measured by the CAASPP will meet or exceed proficiency from baseline data established in the 2015-16 school year (*SBAC: ELA-59% Proficient, Math-46% Proficient, Science-81% Proficient)*. **State Metric:** STAR/CAASPP Proficient or Advanced; ELA, Math, Science 2. CAASPP and API results will reflect growth for all students including significant subgroup following baseline year **State Metric**: API: Academic Progress Indicators 3. Students will demonstrate an increase in proficiency on ELA , Math, and District Social Studies District Interim assessment, District Benchmarks,, and Diagnostic Assessments-STAR (SBAC Interim Assessments- IAB, ICA, will be used for instructional purposes, not as comparable data.) **Local Metric**: Data analysis of Running Records, Diagnostic, Smarter Balanced Interim Block and Summative assessments, District Benchmarks 4. 8th grade students will participate in a College and Career elective exploratory experience at both Junior high schools **Local Metric**: Class rosters, school site enrollment, master schedule, 5. 57% of EL students will attain English proficiency as measured by the CELDT (to include AMAO1- Percentage of ELS's making annual progress in learning English; AMAO2-Percentage of EL's attaining English proficient level on CELDT; AMAO3-Adequate yearly progress for EL as measure currently by participation rate **State Metric**: English Learner Reclassification Rate, Percent of Cohorts Attaining English Proficient Levels **Local Metric:** Preliminary scoring of CELDT results and early implementation of instructional supports 6. 17% of EL students will be reclassified from LEP as measured by the CELDT **State Metric:** English Learner Reclassification Rate **Local Metric**: Preliminary scoring of CELDT results and early implementation of instructional supports 7. 72% of Elementary students will report increased access to instructional supports during Universal Access Choice and Challenge period (as reported on elementary survey) **Local Metric**: Student, teacher, and administrator survey and observation 8. 83% of Junior High students will report that they have access to additional instructional time and support before, during, or after school (as reported on junior high survey **State Metric:** Intervention/Remedial Course Enrollment Rate **Local Metric**: Class rosters, sign in sheets, student survey 9. Individual school sites will monitor and report on success of site-based programs that provide additional time and support as part of their intervention program (Achievement measures will be individually documented in the Single Plan for Student Achievement or SPSA) **Local Metric:** Single Plan for Student Achievement

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

4.1 Students in grades 3-8 will participate in CAASPP. Results will be used to measure progress and revise actions and services	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4.1 No costs associated with students taking the CAASPP
4.2 Students in K-8 will participate (2nd grade as CAASPP Diagnostic Assessments) at regular intervals throughout the year to monitor progress using Renaissance STAR ELA/Math and utilizing Core Learning Progressions • 2016-2018 • Renaissance STAR ELA/Math	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4.2 No cost – Purchased in 2015-16
4.3 Teachers in grades TK-2nd grade will administer uniform district-wide assessments and running records utilizing ESGI (Educational Software for Guiding Instruction)	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4.3 Funding Source: LCFF – Base 5800: Contracted Service - $6,000 Funding Source: LCFF – Supplemental 5800: Contracted Service - $6,000
4.4 Teachers (3-6) will be provided 1/2 day 2 x year to analyze CAASPP, score hand-scored portion of Smarter Balanced Interim Assessment and Performance Tasks to include DBQ writing projects • Junior High math and language arts teachers need a full day 2 x year	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4.4 Funding Source: Title II 1100: Teacher Salaries - $16,000 3000: Benefits - $3,200

4.5 Schools will provide intervention programs before, after, and/or during the school day for at-risk students (Universal Access Choice and Challenge) through School Achievement Grants ($80 per student).	LEA	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) Identified at-risk	4.5 Funding Source: LCFF – Supplemental 1100: Teacher Salaries - $30,000 2100: Instructional Aide Salaries - $110,000 3000: Benefits - $20,000 4300: Materials and Supplies - $160,000 5200: Conferences - $20,000 5800: Contracted Service - $60,000
4.6 Purchase technology devices (tablets and chrome books) to access on-line intervention and language development programs for at-risk and English learners	LEA	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	4.6 Funding Source: Title III – LEP 4400: Technology Inventory - $5,000
4.7 Provide English learners with access to online reading and language development intervention programs (Non-English speaking students-Imagine Learning) • 80 students	LEA	_ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	4.7 Funding Source: Title III – LEP 5800: Contracted Service - $9,000
4.8 Provide Tier 2 and 3 Intervention that is common core aligned to students with disabilities (Read 180, System 44)	LEA	_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) Students with disabilities	4.8 Funding Source: State Special Education 5800: Contracted Service - $10,000
4.9 At-risk students will be supported with Lexiacore5 intervention home/school license • (600 students)	LEA	_ All OR: X Low Income pupils X English Learners X Foster Youth	4.9 Funding Source: LCFF Supplemental 5800: Contracted Service - $20,000

		_ Redesignated fluent English proficient X Other Subgroups: (Specify) Identified at-risk	
4.10 English learners provided access to instructional aides for extra support daily	LEA	_ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) Identified at-risk	4.10 Funding Source: LCFF – Supplemental 2100: Instructional Aide Salaries - $112,000 3000: Benefits: $21,000
4.11 Junior high student progress will be monitored by the Dean of Students who will then meet with at-risk student groups to review academic progress and ensure they are on track to promote at the end of 8th grade (cost of 2 deans)	Alta Loma Junior High, Vineyard Junior High	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4.11 Funding Source: LCFF – Base 1300: Administrator Salaries - $205,500 3000: Benefits - $68,000
4.12 District will support after school intervention and homework assistance at the two junior high schools	Alta Loma Junior High, Vineyard Junior High	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4.12 Funding Source: LCFF – Supplemental 1100: Teacher Salaries - $5,000 3000: Benefits - $1,000
4.13 G.A.T.E. coordinators will meet 2 x year to develop rigorous inquiry and Problem Based Learning and G.A.T.E. icon strategies to support the classroom • STEM and engineering practices, NGSS	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4.13 Funding Source: Title II 1100: Teacher Salaries - $2,500 3000: Benefits - $500

4.14 Provide G.A.T.E. certification training to new cluster teachers and coordinators (30 teachers) as well as materials for G.A.T.E. criteria assessment	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4.14 Funding Source: Title II 1100: Teacher Salaries - $3,750 3000: Benefits - $750 Funding Source – LCFF – Base 4300: Materials and Supplies - $3,000
4.15 Class-sizes will be reduced in grades TK-3 to 24:1 to accommodate differentiated instruction and individual student learning needs	LEA	X All OR: _ Low Income pupils _ English Learners _Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4.15 Funding Source: LCFF – Supplemental 1100: Teacher Salaries - $1,320,000 3000: Benefits - $622,270 Included in 1.1
4.16 Junior High Schools will include college and career readiness/awareness into the exploratory wheel for 8th grade students. Alta Loma Junior High will offer an AVID program. VJHS offers Spanish • College and Career Club (3 year contract- Year 2).	Alta Loma Junior High, Vineyard Junior High	_ All OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) Identified at-risk, African Americans	4.16 Included in 4.5
4.17 School Site liaison will work directly with the District Foster Youth liaison to monitor student academic progress, seek supports, and communicate directly with legal guardian, case worker and /or attorney • Accountant clerk: Supplemental Funds 25%	LEA	_ All OR: _ Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4.17 Costs included in contractual duties
4.18 Retain Teaching Assistant Principals at each elementary school to act as school site liaison for at risk student group intervention, other means of correction, bullying	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth	4.18 Funding Source: LCFF – Base 1100: Teacher Salaries - $39,000 3000: Benefits - $7,200

investigation, and support services • Release TAP's to support student achievement 1x week • 8 TAPS x 36 weeks		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
4.19 Retain Director of HR/Pupil Services to facilitate data, monitor student progress, and oversee implementation of programs and services to under-represented or at-risk student groups in collaboration with TAP, Deans, and principals at school sites • 33% Supplemental	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4.19 Funding Source: LCFF – Supplemental 1300: Administrator Salaries - $43,000 3000: Benefits - $14,000

LCAP Year 3: 2018-2019

Expected Annual Measurable Outcomes:	
	1. The percent of proficient students, as measured by the CAASPP will meet or exceed proficiency from baseline data established in the 2015-16 school year (*SBAC: ELA-59% Proficient, Math-46% Proficient, Science-81% Proficient)*. **State Metric:** STAR/CAASPP Proficient or Advanced; ELA, Math, Science 2. CAASPP and API results will reflect growth for all students including significant subgroup following baseline year **State Metric**: API: Academic Progress Indicators 3. Students will demonstrate an increase in proficiency on ELA , Math, NGSS, and District Social Studies Interim assessments, District Benchmarks, and Diagnostic Assessments-STAR (SBAC Interim Assessments- IAB, ICA, will be used for instructional purposes, not as comparable data.) **Local Metric**: Data analysis of Running Records, Diagnostic, Smarter Balanced Interim Block and Summative assessments 4. 8th grade students will participate in a College and Career elective exploratory experience at both Junior high schools **Local Metric**: Class rosters, school site enrollment, master schedule, 5. 59% of EL students will attain English proficiency as measured by the CELDT (to include AMAO1- Percentage of ELS's making annual progress in learning English; AMAO2-Percentage of EL's attaining English proficient level on CELDT; AMAO3-Adequate yearly progress for EL as measure currently by participation rate **State Metric**: English Learner Reclassification Rate, Percent of Cohorts Attaining English Proficient Levels **Local Metric:** Preliminary scoring of CELDT results and early implementation of instructional supports 6. 20% of EL students will be reclassified from LEP as measured by the CELDT **State Metric:** English Learner Reclassification Rate **Local Metric**: Preliminary scoring of CELDT results and early implementation of instructional supports 7. 75% of Elementary students will report increased access to instructional supports during Universal Access Choice and Challenge period (as reported on elementary survey) **Local Metric**: Student, teacher, and administrator survey and observation 8. 85% of Junior High students will report that they have access to additional instructional time and support before, during, or after school (as reported on junior high survey **State Metric:** Intervention/Remedial Course Enrollment Rate **Local Metric**: Class rosters, sign in sheets, student survey 9. Individual school sites will monitor and report on success of site-based programs that provide additional time and support as part of their intervention program (Achievement measures will be individually documented in the Single Plan for Student Achievement or SPSA) **Local Metric:** Single Plan for Student Achievement

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

4.1 Students in grades 3-8 will participate in CAASPP. Results will be used to measure progress and revise actions and services	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4.1 No costs associated with students taking the CAASPP
4.2 Students in K-8 will participate (2nd grade as CAASPP Diagnostic Assessments) at regular intervals throughout the year to monitor progress using Renaissance STAR ELA/Math and utilize Core Learning Progression resources • 2016-2018 • Renaissance STAR ELA/Math	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4.2 No cost – Purchased in 2015-16
4.3 Teachers in grades TK-2nd grade will administer uniform district-wide assessments and running records utilizing ESGI (Educational Software for Guiding Instruction)	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4.3 Funding Source: LCFF – Base 5800: Contracted Service - $6,000 Funding Source: LCFF – Supplemental 5800: Contracted Service - $6,000
4.4 Teachers (3-6) will be provided 1/2 day 2 x year to analyze CAASPP, score hand-scored portion of Smarter Balanced Interim Assessment and Performance Tasks to include DBQ writing projects • Junior High math and language arts teachers need a full day 2 x year	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4.4 Funding Source: Title II 1100: Teacher Salaries - $16,000 3000: Benefits - $3,200

4.5 Schools will provide intervention programs before, after, and/or during the school day for at-risk students (Universal Access Choice and Challenge) through School Achievement Grants ($80 per student).	LEA	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) Identified at-risk	4.5 Funding Source: LCFF – Supplemental 1100: Teacher Salaries - $30,000 2100: Instructional Aide Salaries - $110,000 3000: Benefits - $20,000 4300: Materials and Supplies - $160,000 5200: Conferences - $20,000 5800: Contracted Service - $60,000
4.6 Purchase technology devices to access on-line intervention and language development programs for at-risk and English learners	LEA	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	4.6 Funding Source: Title III – LEP 4400: Technology Inventory - $5,000
4.7 Provide English learners with access to online reading and language development intervention programs (Non-English speaking students-Imagine Learning) • 80 students	LEA	_ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	4.7 Funding Source: Title III – LEP 5800: Contracted Service - $9,000
4.8 Provide Tier 2 and 3 Intervention that is common core aligned to students with disabilities (Read 180, System 44) • On-going costs	LEA	_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) Students with disabilities	4.8 Funding Source: State Special Education 5800: Contracted Service - $10,000
4.9 At-risk students will be supported with Lexiacore5 intervention home/school license • (600 students)	LEA	_ All OR: X Low Income pupils X English Learners X Foster Youth	4.9 Funding Source: LCFF – Supplemental 5800: Contracted Service - $20,000

		_ Redesignated fluent English proficient X Other Subgroups: (Specify) Identified at-risk	
4.10 English learners provided access to instructional aides for extra support daily	LEA	_ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) Identified at-risk	4.10 Funding Source: LCFF – Supplemental 2100: Instructional Aide Salaries - $112,000 3000: Benefits - $23,000
4.11 Junior high student progress will be monitored by the Dean of Students who will then meet with at-risk student groups to review academic progress and ensure they are on track to promote at the end of 8th grade (cost of 2 deans)	Alta Loma Junior High, Vineyard Junior High	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4.11 Funding Source: LCFF – Base 1300: Administrator Salaries - $205,500 3000: Benefits - $72,000
4.12 District will support after school intervention and homework assistance at the two junior high schools	Alta Loma Junior High, Vineyard Junior High	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4.12 Funding Source: LCFF – Supplemental 1100: Teacher Salaries - $5,000 3000: Benefits - $1,000
4.13 G.A.T.E. coordinators will meet 2 x year to develop rigorous inquiry and Problem Based Learning and G.A.T.E. icon strategies to support the classroom • STEM and engineering practices, NGSS	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4.13 Funding Source: Title II 1100: Teacher Salaries - $2,500 3000: Benefits - $500

4.14 Provide G.A.T.E. certification training to new cluster teachers and coordinators (30 teachers) as well as materials for G.A.T.E. criteria assessment	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4.14 Funding Source: Title II 1100: Teacher Salaries - $3,750 3000: Benefits - $750 Funding Source: LCFF – Base 4300: Materials and Supplies - $3,000
4.15 Class-sizes will be reduced in grades TK-3 to 24:1 to accommodate differentiated instruction and individual student learning needs	LEA	X All OR: _ Low Income pupils _ English Learners _Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4.15 Funding Source: LCFF – Supplemental 1100: Teacher Salaries - $1,560,000 3000: Benefits - $764,270 Included in 1.1
4.16 Junior High Schools will include college and career readiness/awareness into the exploratory wheel for 8th grade students. Alta Loma Junior High will offer an AVID program. VJHS offers Spanish • (Investigate renewal of contract).	Alta Loma Junior High, Vineyard Junior High	_ All OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) Identified at-risk, African Americans	4.16 Included in 4.5
4.17 School Site liaison will work directly with the District Foster Youth liaison to monitor student academic progress, seek supports, and communicate directly with legal guardian, case worker and /or attorney • Accountant clerk: Supplemental Funds 25%	LEA	_ All OR: _ Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4.17 Costs included in contractual duties
4.18 Retain Teaching Assistant Principals at each elementary school to act as school site liaison for at risk student group intervention, other means of correction, bullying	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth	4.18 Funding Source: LCFF – Base 1100: Teacher Salaries - $39,000 3000: Benefits - $7,200

investigation, and support services • Release TAP's to support student achievement 1x week • 8 TAPS x 36 weeks		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
4.19 Retain Director of HR/Pupil Services to facilitate data, monitor student progress, and oversee implementation of programs and services to under-represented or at-risk student groups in collaboration with TAP, Deans, and principals at school sites • 33% Supplemental	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4.19 Funding Source: LCFF – Supplemental 1300: Administrator Salaries - $43,000 3000: Benefits - $15,000

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

GOAL 5:	Provide opportunities for parent input on educational programs, services, and use of resources	Related State and/or Local Priorities: 1 _ 2 _ 3 X 4 _ 5 _ 6 _ 7 _ 8 COE only: 9 _ 10 Local : Specify

Identified Need :

Regularly update, adjust, and re-configure parent, staff, and student surveys to reflect identified needs and metrics

- (*state metric, fluid adjustment of stakeholder surveys to identify need)*

Annually administer a survey to differentiated parent subgroups, staff, and students to identify strengths and areas of needed improvement

- (*state metric, stakeholder input)*

Broad range of easily accessible ways to communicate between home/school to improve parent participation and student achievement

- (*Parent survey results: unduplicated priority, parent communication and participation, general survey, School/Home Communication 84%. 55% of parents reported that they received regular notifications regarding absences or tardies. 25% reported that they were notified by the school when their student began to struggle academically. Parents preferred the following messaging tools: email-57%, phone-11%, and website-5%. Focus on implementation of Blackboard parent link for 2016-2017)*

Parent participation in educational learning opportunities, school programs, and special events

- (*Parent survey results: unduplicated priority, parent communication and participation; parent general survey, Parent Involvement in child's education ranked as extremely important-97%)*

Support parents, students, and teachers through training on how to use home/school informational technology

- (*Student survey: 59% of students who reported that school contacted parents when they struggled, considered a greatest area of need- parents need to know how to access school information, Staff survey: Teachers are provided resources to promote parent involvement and student learning at home, 77%, Parent survey: 97% of parents considered home/school communication extremely important)*

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

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	1. Improved parent, student, and staff response rate by 2% (32%, 58%, 92%) on annually updated survey from 2015-2016 **State Metric**: Effort to Engage Parents and Use Input **Local Metric:** Percentage of responses, attention to comments regarding timely topics 2. Improved attendance from parents of under-represented families to meetings and parent information opportunities will increase by 2% from 2015-2016 survey. Focus will be shifted to preferred parent connectedness activities and verified through attendance percentages as reported on survey **State Metric**: Effort to Engage Parents and Use Input **Local Metric**: Sign-in sheets, administration observation, participation response rate on surveys 3. The percent of parents volunteering at school sites, attending school programs, activities and special events will increase by 2% from 2015-2016 as verified through attendance percentages as reported on survey **State Metric**: Effort to Engage Parents and Use Input. **Local Metric:** Sign-in sheets, observation, participation rate response on surveys 4. Improve home/school communication by providing opportunity for training 1 X per trimester to learn how to access web-site, parent portal, and communication system/app for parents, students, and staff **State Metric**: Effort to Engage Parents and Use Input **Local Metric**: Sign-in sheets, observation, participation rate response on surveys 5. Inclusion of ELAC and Foster Youth representation on school decision making committees **State Metric**: Effort to Engage Parents and Use Input **Local Metric:** Rosters, sign-in sheets 6. Expansion of opportunities for under-represented parent groups to serve on District-wide Advisory Committees: Parent Liaison Advisory PTA/PTSA District Council DELAC (District English Learner Advisory Committee) Title I District Engagement (TIDE) LCAP Advisory Group Foster Youth Summit **State Metric**: Effort to Engage Parents and Use Input **Local Metric:** Rosters, sign-in sheets

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

5.1 Regularly update and administer annual parent, staff, and student survey. Revised surveys will include separate elementary and junior high student survey • Chrome books will be available in general waiting areas during Parent/Teacher conference week to access and complete surveys. • Paper Pencil copies of the Parent/Community survey will be sent to school sites for alternate use during conferences	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	5.1 Funding Source: LCFF – Base 1300: Administrator Salaries - $4,000 3000: Benefits - $1,000 Included in contractual duties
5.2 Director of HR and Pupil Services will promote outreach to increase input from under-represented families and work with school sites to monitor Foster Youth and Homeless services • Community Forum	LEA	_ All OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	5.2 Costs included in contractual duties
5.3 Inclusion of representatives for Foster Youth, English learners, and students with disabilities on individual School Site Councils. Site council, ELAC, and other representative committees are included in the decision making process regarding student achievement, school climate, parent participation, and school-based issues.	School Sites	_ All OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) Students with disabilities	5.3 No costs associated
5.4 Develop and administer parent survey and other informational documents in Spanish/home language • Doc-tracking • Report Cards • LCAP • Other	LEA	_ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	5.4 Funding Source: LCFF – Base 5800: Contracted Services - $1,000

5.5 Continually update web-hosting, Blackboard Connect, Parent-link, and EXPLOR LMS. • District decision to utilize Google Apps for Education for teacher collaboration (See 2.5).	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	5.5 Funding Source: LCFF – Base 5800: Contracted Services - $24,000
5.6 Support schools in offering and communicating multiple opportunities for parents to be involved in school through media and communication consultant	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	5.6 Funding Source: LCFF – Base 5800 Contracted Service - $36,000
5.7 District to provide opportunities for community input through Stakeholder events to include Community Forums, committees, informational meetings, and open discussion formats • Expand opportunities for under-represented parent groups to serve on district-wide Advisory Committees: • Parent Liaison Advisory • PTA/PTSA District Council • DELAC (District English Learner Advisory Committee • Title I District Engagement (TIDE) • LCAP Advisory Group • Foster Youth Summit	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	5.7 No cost for opportunities
5.8 Increase parent learning opportunities via Family Engagement Activities to include: • Community Based English Tutoring (CBET) program taught by a credentialed teacher and assisted by an instructional aide and proctor for childcare supervision	LEA	_ All OR: _ Low Income pupils X English Learners __ Foster Youth X Redesignated fluent English proficient _ Other Subgroups:	5.8 Funding Source: Title III – LEP 1100: Teacher Salaries - $4,000 2100: Instructional Aide Salaries - $1,000 3000: Benefits - $1,000

• Family Engagement Events		(Specify)	

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	1. Improved parent, student, and staff response rate by 2% on annually updated survey from 2016-2017 **State Metric**: Effort to Engage Parents and Use Input **Local Metric:** Percentage of responses, attention to comments regarding timely topics 2. Improved attendance from parents of under-represented families to meetings and parent information opportunities will increase by 2% from 2015-2016 survey. Focus will be shifted to preferred parent connectedness activities and verified through attendance percentages as reported on survey **State Metric**: Effort to Engage Parents and Use Input **Local Metric**: Sign-in sheets, administration observation, participation response rate on surveys 3. The percent of parents volunteering at school sites, attending school programs, activities and special events will increase by 2% from 2015-2016 as verified through attendance percentages as reported on survey **State Metric**: Effort to Engage Parents and Use Input. **Local Metric:** Sign-in sheets, observation, participation rate response on surveys 4. Improve home/school communication by providing opportunity for training 1 X per trimester to learn how to access web-site, parent portal, and communication system/app for parents, students, and staff **State Metric**: Effort to Engage Parents and Use Input **Local Metric**: Sign-in sheets, observation, participation rate response on surveys 5. Inclusion of ELAC and Foster Youth representation on school decision making committees **State Metric**: Effort to Engage Parents and Use Input **Local Metric:** Rosters, sign-in sheets 6. Expansion of opportunities for under-represented parent groups to serve on District-wide Advisory Committees: Parent Liaison Advisory PTA/PTSA District Council DELAC (District English Learner Advisory Committee) Title I District Engagement (TIDE) LCAP Advisory Group Foster Youth Summit **State Metric**: Effort to Engage Parents and Use Input **Local Metric:** Rosters, sign-in sheets

Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
5.1 Regularly update and administer annual parent, staff, and student survey. Revised surveys will include separate elementary and junior high student survey • Chrome books will be available in general	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent	5.1 Minimal cost to creating and distributing stakeholder surveys Funding Source: LCFF – Base 1300: Administrator Salaries - $4,000 3000: Benefits - $1,000 Included in contractual duties

waiting areas during Parent/Teacher conference week to access and complete surveys. • Paper Pencil copies of the Parent/Community survey will be sent to school sites for alternate use during conferences		English proficient _ Other Subgroups: (Specify)	
5.2 Director of HR and Pupil Services will promote outreach to increase input from under-represented families and work with school sites to monitor Foster Youth and Homeless services • Community Forums	LEA	_ All OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	5.2 Costs included in contractual duties
5.3 Inclusion of representatives for Foster Youth, English learners, and students with disabilities on individual School Site Councils. Site council, ELAC, and other representative committees are included in the decision making process regarding student achievement, school climate, parent participation, and school-based issues.	School Sites	_ All OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) Students with disabilities	5.3 No costs associated
5.4 Develop and administer parent survey and other informational documents in Spanish/home language • Doc-tracking • Report Cards • LCAP • Other	LEA	_ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	5.4 Funding Source: LCFF – Base 5800: Contracted Services - $1,000
5.5 Continually update web-hosting, Blackboard Connect, Parent-link, and EXPLOR LMS. • District decision to utilize Google Apps for Education for teacher collaboration (See 2.5).	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	5.5 Funding Source: LCFF – Base 5800: Contracted Services - $25,000

5.6 Support schools in offering and communicating multiple opportunities for parents to be involved in school through media and communication consultant	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	5.6 Funding Source: LCFF – Base 5800: Contracted Services - $36,000
5.7 District to provide opportunities for community input through Stakeholder events to include Community Forums, committees, informational meetings, and open discussion formats • Expand opportunities for under-represented parent groups to serve on district-wide Advisory Committees: • Parent Liaison Advisory • PTA/PTSA District Council • DELAC (District English Learner Advisory Committee • Title I District Engagement (TIDE) • LCAP Advisory Group • Foster Youth Summit	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	5.7 No cost for opportunities
5.8 Increase parent learning opportunities via Family Engagement Activities to include: • Community Based English Tutoring (CBET) program taught by a credentialed teacher and assisted by an instructional aide and proctor for childcare supervision • Family Engagement Events	LEA	_ All OR: _ Low Income pupils _X_ English Learners _ Foster Youth _X_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	5.8 Funding Source: Title III – LEP 1100: Teacher Salaries - $4,000 2100: Instructional Aide Salaries - $1,000 3000: Benefits - $1,000

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

LCAP Year 3: 2018-2019

Expected Annual Measurable Outcomes:	1. Improved parent, student, and staff response rate by 2% on annually updated survey from 2017-2018 **State Metric**: Effort to Engage Parents and Use Input **Local Metric:** Percentage of responses, attention to comments regarding timely topics 2. Improved attendance from parents of under-represented families to meetings and parent information opportunities will increase by 2% from 2015-2016 survey. Focus will be shifted to preferred parent connectedness activities and verified through attendance percentages as reported on survey **State Metric**: Effort to Engage Parents and Use Input **Local Metric**: Sign-in sheets, administration observation, participation response rate on surveys 3. The percent of parents volunteering at school sites, attending school programs, activities and special events will increase by 2% from 2015-2016 as verified through attendance percentages as reported on survey **State Metric**: Effort to Engage Parents and Use Input. **Local Metric:** Sign-in sheets, observation, participation rate response on surveys 4. Improve home/school communication by providing opportunity for training 1 X per trimester to learn how to access web-site, parent portal, and communication system/app for parents, students, and staff **State Metric**: Effort to Engage Parents and Use Input **Local Metric**: Sign-in sheets, observation, participation rate response on surveys 5. Inclusion of ELAC and Foster Youth representation on school decision making committees **State Metric**: Effort to Engage Parents and Use Input **Local Metric:** Rosters, sign-in sheets 6. Expansion of opportunities for under-represented parent groups to serve on District-wide Advisory Committees: Parent Liaison Advisory PTA/PTSA District Council DELAC (District English Learner Advisory Committee) Title I District Engagement (TIDE) LCAP Advisory Group Foster Youth Summit **State Metric**: Effort to Engage Parents and Use Input **Local Metric:** Rosters, sign-in sheets

Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
5.1 Regularly update and administer annual parent, staff, and student survey. Revised surveys will include separate elementary and junior high student survey • Chrome books will be available in general	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent	5.1 Minimal cost to creating and distributing stakeholder surveys Funding Source: LCFF – Base 1300: Administrator Salaries - $4,000 3000: Benefits - $1,000 Included in contractual duties

waiting areas during Parent/Teacher conference week to access and complete surveys. • Paper Pencil copies of the Parent/Community survey will be sent to school sites for alternate use during conferences		English proficient _ Other Subgroups: (Specify)	
5.2 Director of HR and Pupil Services will promote outreach to increase input from under-represented families and work with school sites to monitor Foster Youth and Homeless services • Community Forum	LEA	_ All OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	5.2 Costs included in contractual duties
5.3 Inclusion of representatives for Foster Youth, English learners, and students with disabilities on individual School Site Councils. Site council, ELAC, and other representative committees are included in the decision making process regarding student achievement, school climate, parent participation, and school-based issues.	School Sites	_ All OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) Students with disabilities	5.3 No costs associated
5.4 Develop and administer parent survey and other informational documents in Spanish/home language • Doc-tracking • Report Cards • LCAP • Other	LEA	_ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	5.4 Funding Source: LCFF – Base 5800: Contracted Services - $1,000
5.5 Continually update web-hosting, Blackboard Connect, Parent-link, and EXPLOR LMS. • District decision to utilize Google Apps for Education for teacher collaboration (See 2.5).	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	5.5 Funding Source: LCFF – Base 5800: Contracted Services - $25,000

5.6 Support schools in offering and communicating multiple opportunities for parents to be involved in school through media and communication consultant	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	5.6 Funding Source: LCFF – Base 5800: Contracted Services - $36,000
5.7 District to provide opportunities for community input through Stakeholder events to include Community Forums, committees, informational meetings, and open discussion formats • Expand opportunities for under-represented parent groups to serve on district-wide Advisory Committees: • Parent Liaison Advisory • PTA/PTSA District Council • DELAC (District English Learner Advisory Committee • Title I District Engagement (TIDE) • LCAP Advisory Group • Foster Youth Summit	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	5.7 No cost for opportunities
5.8 Increase parent learning opportunities via Family Engagement Activities to include: • Community Based English Tutoring (CBET) program taught by a credentialed teacher and assisted by an instructional aide and proctor for childcare supervision • Family Engagement Events	LEA	All OR: _ Low Income pupils X English Learners _ Foster Youth _X_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	5.8 Funding Source: Title III – LEP 1100: Teacher Salaries - $4,000 2100: Instructional Aide Salaries - $1,000 3000: Benefits - $1,000 .

GOAL 6:	Provide a safe, attractive, and well maintained learning environment that supports student engagement, wellness, health, and school connectedness	Related State and/or Local Priorities: 1 X 2 _ 3 _ 4 _ 5 X 6 X 7 _ 8 COE only: 9 _ 10 Local : Specify

Identified Need :

Maintain facilities to provide a safe and productive learning environment

- *(Parent Survey: Facilities are safe and in good repair, 4th top priority; Student Survey: My school is safe, clean, and in good condition 79%%; Teacher Survey: The school/site/department where I work/teach is clean, safe, and in good repair 83% 91% of parents reported schools to be clean and in good repair)*

Continue high attendance rate for all students

- *(Illuminate student information system: district-wide 2014-2015-96.5%, 2015-2016-96.4%)*

Maintain low incidents of chronic absenteeism

- *(Illuminate student information system: 2014-2015-2.2%, significant rise in 2015-2016-5.2%)*

Offer incentives and a variety of student activities to encourage attendance and a sense of connectedness at school

- (*Illuminate student information: attendance rosters, activity sign-in : to encourage and celebrate excellent attendance)*

Provide leadership opportunities for under-represented student groups, LI, FY, EL, students with disabilities

- *(Ensure representation in Student Senate, Safe School Ambassador and other student leadership groups, sign-in sheets, rosters, administrator survey, reporting of opportunities and participation- 100% of schools reported that unduplicated students participated in leadership and enrichment activities)*

Reduce the rate of suspensions and continue the low incidences of expulsions through other means of correction, academic interventions, and behavior support plans

- *(Parent survey: highest priority, offer academic support, Unduplicated Parent survey, high priority, offer behavioral support; Student survey, top priority, offer interventions, study options, after-school help, home/school communication Staff survey: positive behavior supports identified how ALSD can help more students do well academically, positive behavior supports identified on how ALSD can help more students do well academically)*

Behavior Support team to include increased services by school psychologist and Clinical Counselor-Tier 3 services (students with disabilities)

- *(Staff survey, provide special education support positive behavior supports identified on how ALSD can help more students do well academically, positive behavior supports identified on how ALSD can help more students do well academically)*

Access to Tier 2 counseling services for all students

- *(Unduplicated Parent survey, high priority, offer behavioral support; Student survey, top priority, offer interventions, study options, after-school help, home/school communication Staff survey: positive behavior supports identified on how ALSD can help more students do well academically, positive behavior supports identified on how ALSD can help more students do well academically. Counseling as a priority- parent survey, 82%)*

Positive Behavior Intervention to reduce incidents of bullying and build student resiliency, resourcefulness, and problem solving at school

- *(Student survey: I feel safe at school, 82%, I enjoy coming to school each day, 55.9%; Parent survey highest priority areas, facilities are*

	safe; Unduplicated parent survey: Behavior support as one of the top priorities, Staff survey: Students and staff are safe at school, 96%) Increase communication to parents regarding Positive Behavior Intervention through site and district handbooks, as well as parent information opportunities • *(Student survey: I feel safe at school, 82.7%, I enjoy coming to school each day 57%; Parent survey highest priority areas, facilities are safe; Unduplicated parent survey: Behavior support as one of the tip priorities, Staff survey: Students and staff are safe at school, 92%)* Increase communication to parents of English learners, Foster Youth, and at-risk student groups through outreach and translation services • (*Unduplicated parent survey: Parent communication and participation , 4th highest priority)*	
Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	All

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	1. 78% of students will report that school facilities are clean and in good repair in annual survey **Local Metric:** Student Senate/Site Council will put facilities on regular agenda, student survey **State Metric:** Facilities in good repair 2. 92% of parents will report school facilities are clean and in good repair **Local Metric:** Student Senate/Site Council will put facilities on regular agenda, student survey **State Metric:** Facilities in good repair 3. 85% of staff will report that facilities are clean and in good repair **Local Metric:** Student Senate/Site Council will put facilities on regular agenda, student survey **State Metric:** Facilities in good repair 4. 84% of students will report that they feel safe at school **Local Metric**: Student Senate/Site Council will put facilities on regular agenda, student survey 5. 92% of parents will report that they feel safe at school **Local Metric**: Parent survey 6. 95% of staff will report that they feel safe at school **Local Metric**: Staff meeting agenda, student survey 7. Increase student attendance rate by .01% from previous year **State Metric**: Attendance Rate, Chronic Absenteeism **Local Metric:** Attendance rosters, sign-in and out records, Truancy 8. Chronic Absenteeism rate will be reduced by 1% from previous year (added- 5.2%) **State Metric**: Attendance Rate, Chronic Absenteeism **Local Metric:** Attendance rosters, sign-in and out records, Truancy 9. Identify students at risk of not promoting or dropping out of middle school early in the school year and develop intervention plan and implement (Junior High total: 49) **State Metric:** Middle School Dropout Rate **Local Metric**: Intervention plans, conference notes, parent and student signatures, intervention pupil rosters and attendance 10. Students will report that they have a variety of activities to become involved in at school which leads to improved connectedness **Local Metric**: Participation rates at school events, student survey, fewer discipline referrals 11. Student suspension rate will be reduced by 1% through the use of other means of correction **State Metric**: Suspension Rate **Local Metric:** Discipline referrals, conference records on alternate means of correction, student information system 12. Continue to provide alternatives to student expulsion when possible to maintain low incidences of expulsion (0%)

State Metric: Expulsion Rate
Local Metric: Discipline referrals, conference records on alternate means of correction, student information system

13. Teachers will be trained to implement Positive Behavior Intervention actions on school campuses (Cohort 2 teachers will be trained to implement Positive Behavior Intervention actions on school campuses while Cohort 1 teachers continue implementation of Tier I training.)
    Local Metric: Team rosters, sign-in sheets, agenda, registration

14. Students will have access to counseling services in response to parent and/or staff referrals at both the elementary and junior high schools
    Local Metric: Referrals, schedules

Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
6.1 Regular implementation of Facility Inspection Tool (FIT) for every school	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	6.1 Costs included in contractual duties
6.2 Work orders and deferred maintenance projects will be completed according to schedule	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	6.2 Funding Source: Routine Restricted Maintenance 2200: Classified Pupil Support Salaries 356,000 2300: Classified Administrative Support Salaries 40,000 2400: Classified Clerical Support 42,000 3000: Benefits 208,000 4300: Materials and Supplies 288,000 4400: Non Capitalized Equipment 14,000 5200:Travel and Conferences 1,000 5500: Operations Services 6 ,000 5600: Rents, Leases and Repairs 445,000 5800: Contracted Services 90,000 6500: Equipment Replacement 10,000 7300: Indirect Cost 75,000
6.3 Review attendance records at each site and design a plan for student success	LEA	X All OR: _ Low Income pupils _ English Learners	6.3 Costs included in contractual duties

• Monitor incidents of chronic absenteeism • Hold SART and SARB meetings accordingly		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
6.4 School sites develop a plan to include incentives and activities to encourage outstanding attendance • ($500.00 per site)	School Sites	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	6.4 Funding Source: LCFF – Base 4300: Materials and Supplies - $5,000 Included in 4.5
6.5 Schools will provide multiple opportunities for students to make a positive connection at school (at least one activity a trimester).	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	6.5 Included in 5.5, 5.6
6.6 Provide training for students and staff in implementing Positive Behavior Intervention Supports district-wide. • Sub costs: 25 X 3 • Initial TOT training	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	6.6 Funding Source: LCFF – Base 1100: Teacher Salaries - $9,375 3000: Benefits - $1,875 5800: Contracted Salaries - $5,000
6.7 Hire Clinical Counselor to provide Tier 3 counseling services for students with disabilities	LEA	_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) Students with disabilities	6.7 Funding Source: Mental Health 1200: Certificated Pupil Support - $93,500 3000: Benefits: $31,500

6.8 Provide counseling services for all students through a referral process	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	6.8 Funding Source: LCFF – Base 5800: Contracted Services - $24,000
6.9 School sites (through site liaison and in collaboration with district liaison) will provide outreach to under-represented student populations to assist them in participating in Leadership and extra-curricular programs	School Sites	_ All OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	6.9 Costs included in contractual duties
6.10 Improved school connectedness for students and community through Junior High after-school sports program	Alta Loma Junior High, Vineyard Junior High	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	6.10 Funding Source: LCFF – Base 1100: Teacher Salaries - $27,000 2900: Other Classified Salaries - $8,000 3000: Benefits - $5,000 5700: Transportation - $2,000
6.11 Improved school connectedness and safety for students, parents, and staff through participation in Safe School Ambassador Program at both junior high schools	Alta Loma Junior High School, Vineyard Junior High School	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	6.11 Funding Source: LCFF – Base 1100: Teacher Salaries - $3,400 3000: Benefits - $400 5700: Transportation - $800
6.12 Extended Health Clerk hours at each school and the addition of a west-side and east-side LVN to assist with the management of chronic illnesses • 1.5 hours Health Clerk increase x 10 • LVN x 2	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient	6.12 Funding Source: LCFF – Base 2200: Classified Pupil Support Salaries - $90,000 3000: Benefits - $21,000

		_ Other Subgroups: (Specify)	

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	1. 79% of students will report that school facilities are clean and in good repair in annual survey **Local Metric:** Student Senate/Site Council will put facilities on regular agenda, student survey **State Metric:** Facilities in good repair 2. 93% of parents will report school facilities are clean and in good repair **Local Metric:** Student Senate/Site Council will put facilities on regular agenda, student survey **State Metric:** Facilities in good repair 3. 86% of staff will report that facilities are clean and in good repair **Local Metric:** Student Senate/Site Council will put facilities on regular agenda, student survey **State Metric:** Facilities in good repair 4. 85% of students will report that they feel safe at school **Local Metric**: Student Senate/Site Council will put facilities on regular agenda, student survey 5. 93% of parents will report that they feel safe at school **Local Metric**: Parent survey 6. 95% of staff will report that they feel safe at school **Local Metric**: Staff meeting agenda, student survey 7. Increase student attendance rate by .01% from previous year **State Metric**: Attendance Rate, Chronic Absenteeism **Local Metric:** Attendance rosters, sign-in and out records, Truancy 8. Chronic Absenteeism rate will be reduced by 1% from previous year (added) **State Metric**: Attendance Rate, Chronic Absenteeism **Local Metric:** Attendance rosters, sign-in and out records, Truancy 9. Identify students at risk of not promoting or dropping out of middle school early in the school year and develop intervention plan and implement (2016-2017 comparison) **State Metric:** Middle School Dropout Rate **Local Metric**: Intervention plans, conference notes, parent and student signatures, intervention pupil rosters and attendance 10. Students will report that they have a variety of activities to become involved in at school which leads to improved connectedness to school (2016-2017 comparison) **Local Metric**: Participation rates at school events, student survey, fewer discipline referrals 11. Student suspension rate will be reduced by 1% through the use of other means of correction **State Metric**: Suspension Rate

Local Metric: Discipline referrals, conference records on alternate means of correction, student information system

12. Continue to provide alternatives to student expulsion when possible to maintain low incidences of expulsion (0%)
    State Metric: Expulsion Rate
    Local Metric: Discipline referrals, conference records on alternate means of correction, student information system

13. Teachers will be trained to implement Positive Behavior Intervention actions on school campuses (Cohort 2 teachers will be trained to implement Positive Behavior Intervention actions on school campuses while Cohort 1 teachers continue implementation of Tier I training.)
    Local Metric: Team rosters, sign-in sheets, agenda, registration

14. Students will have access to counseling services in response to parent and/or staff referrals at both the elementary and junior high schools
    Local Metric: Referrals, schedules

Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
6.1 Regular implementation of Facility Inspection Tool (FIT) for every school	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	6.1 Cost included in contractual duties
6.2 Work orders and deferred maintenance projects will be completed according to schedule	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	6.2 Funding Source: Routine Restricted Maintenance 2200: Classified Pupil Support Salaries 356,000 2300: Classified Administrative Support Salaries 40,000 2400: Classified Clerical Support 42,000 3000:Benefits 208,000 4300: Materials and Supplies 288,000 4400: Non Capitalized Equipment 14,000 5200:Travel and Conferences 1,000 5500: Operations Services 6 ,000 5600: Rents, Leases and Repairs 445,000 5800: Contracted Services 90,000 6500: Equipment Replacement 10,000 7300: Indirect Cost 75,000

6.3 Review attendance records at sites and design a plan for student success • Monitor incidents of chronic absenteeism • Hold SART and SARB meetings accordingly	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	6.3 Cost included in contractual duties
6.4 School sites develop a plan to include incentives and activities to encourage outstanding attendance • $500.00 per site	School Sites	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	6.4 Funding Source: LCFF – Base 4300: Materials and Supplies - $5,000 Included in 4.5
6.5 Schools will provide multiple opportunities for students to make a positive connection at school (at least one activity a trimester).	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	6.5 Included in 5.5, 5.6
6.6 Continue to provide training for staff in implementing Positive Behavior Intervention Supports district-wide. • Sub costs: 25 teachers x 3 days	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	6.6 Funding Source: LCFF – Base 1100: Teacher Salaries - $9,375 3000: Benefits - $1,875
6.7 Retain Clinical Counselor to provide Tier 3 counseling to students with disabilities	LEA	_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient	6.7 Funding Source: Mental Health 1200: Certificated Pupil Support Salaries - $93,500 3000: Benefits - $33,000

		X Other Subgroups: (Specify) Students with disabilities	
6.8 Provide counseling services for all students through a referral process	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify	6.8 Funding Source: LCFF – Base 5800: Contracted Services - $24,000
6.9 School sites (through site liaison and in collaboration with district liaison) will provide outreach to under-represented student populations to assist them in participating in Leadership and extra-curricular programs	School Sites	_ All OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	6.9 Costs included in contractual duties
6.10 Improved school connectedness for students and community through Junior High after-school sports program	Alta Loma Junior High, Vineyard Junior High	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	6.10 Funding Source: LCFF – Base 1100: Teacher Salaries - $27,000 2900: Other Classified Salaries - $8,000 3000: Benefits - $5,000 5700: Transportation - $2,000
6.11 Improved school connectedness and safety for students, parents, and staff through participation in Safe School Ambassador Program at both junior high schools	Alta Loma Junior High, Vineyard Junior High	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	6.11 Funding Source: LCFF – Base 1100: Teacher Salaries - $3,400 3000: Benefits - $400 5700: Transportation - $800
6.12 Extended Health Clerk hours at each school and the	LEA	X All OR:	6.12 Funding Source: LCFF – Base 2200: Classified Pupil Support Salaries - $90,000

addition of a west-side and east-side LVN to assist with the management of chronic illnesses.		_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	3000: Benefits - $21,000

LCAP Year 3: 2018-2019	
Expected Annual Measurable Outcomes:	1. 80% of students will report that school facilities are clean and in good repair in annual survey **Local Metric:** Student Senate/Site Council will put facilities on regular agenda, student survey **State Metric:** Facilities in good repair 2. 93% of parents will report school facilities are clean and in good repair **Local Metric:** Student Senate/Site Council will put facilities on regular agenda, student survey **State Metric:** Facilities in good repair 3. 87% of staff will report that facilities are clean and in good repair **Local Metric:** Student Senate/Site Council will put facilities on regular agenda, student survey **State Metric:** Facilities in good repair 4. 85% of students will report that they feel safe at school **Local Metric**: Student Senate/Site Council will put facilities on regular agenda, student survey 5. 94% of parents will report that they feel safe at school **Local Metric**: Parent survey 6. 95% of staff will report that they feel safe at school **Local Metric**: Staff meeting agenda, student survey 7. Increase student attendance rate by .01% from previous year **State Metric**: Attendance Rate, Chronic Absenteeism **Local Metric:** Attendance rosters, sign-in and out records, Truancy 8. Chronic Absenteeism rate will be reduced by 1% from previous year (added) **State Metric**: Attendance Rate, Chronic Absenteeism **Local Metric:** Attendance rosters, sign-in and out records, Truancy 9. Identify students at risk of not promoting or dropping out of middle school early in the school year and develop intervention plan and implement (comparison 2017-2018) **State Metric:** Middle School Dropout Rate **Local Metric**: Intervention plans, conference notes, parent and student signatures, intervention pupil rosters and attendance 10. Students will report that they have a variety of activities to become involved in at school which leads to improved connectedness to school (comparison 2017-2018) **Local Metric**: Participation rates at school events, student survey, fewer discipline referrals 11. Student suspension rate will be reduced by 1% through the use of other means of correction **State Metric**: Suspension Rate **Local Metric:** Discipline referrals, conference records on alternate means of correction, student information system

12. Continue to provide alternatives to student expulsion when possible to maintain low incidences of expulsion (0%)
    State Metric: Expulsion Rate
    Local Metric: Discipline referrals, conference records on alternate means of correction, student information system

13. Teachers will be trained to implement Positive Behavior Intervention actions on school campuses (Cohort 2 teachers will be trained to implement Positive Behavior Intervention actions on school campuses while Cohort 1 teachers continue implementation of Tier I training.)
    Local Metric: Team rosters, sign-in sheets, agenda, registration

14. Students will have access to counseling services in response to parent and/or staff referrals at both the elementary and junior high schools
    Local Metric: Referrals, schedules

Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
6.1 Regular implementation of Facility Inspection Tool (FIT) for every school	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	6.1 Cost included in contractual duties
6.2 Work orders and deferred maintenance projects will be completed according to schedule	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	6.2 Funding Source: Routine Restricted Maintenance 2200: Classified Pupil Support Salaries 356,000 2300: Classified Administrative Support Salaries 40,000 2400: Classified Clerical Support 42,000 3000:Benefits 208,000 4300: Materials and Supplies 288,000 4400: Non Capitalized Equipment 14,000 5200:Travel and Conferences 1,000 5500: Operations Services 6 ,000 5600: Rents, Leases and Repairs 445,000 5800: Contracted Services 90,000 6500: Equipment Replacement 10,000 7300: Indirect Cost 75,000
6.3	LEA	X All OR:	6.3 Cost included in contractual duties

Review attendance records at each site and design a plan for student success • Monitor incidents of chronic absenteeism • Hold SART and SARB meetings accordingly		_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
6.4 School sites develop a plan to include incentives and activities to encourage outstanding attendance • $500.00 per site	School Sites	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	6.4 Funding Source: LCFF – Base 4300: Materials and Supplies - $5,000 Included in 4.5
6.5 Schools will provide multiple opportunities for students to make a positive connection at school (at least one activity a trimester).	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	6.5 Included in 5.5, 5.6
6.6 Continue to provide training for staff in implementing Positive Behavior Intervention strategies district-wide. • Sub costs 25 teachers x 3 days	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	6.6 Funding Source: LCFF – Base 1100: Teacher Salaries - $9,375 3000: Benefits - $1,875
6.7 Retain Clinical Counselor to provide Tier 3 counseling services for students with disabilities	LEA	_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify)	6.7 Funding Source: Mental Health 1200: Certificated Pupil Support Salaries - $93,500 3000: Benefits - $35,000

		Students with disabilities	
6.8 Provide counseling services for all students through a referral process	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify	6.8 Funding Source: LCFF – Base 5800: Contracted Services - $24,000
6.9 School sites (through site liaison and in collaboration with district liaison) will provide outreach to under-represented student populations to assist them in participating in Leadership and extra-curricular programs	School Sites	_ All OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	6.9 Costs included in contractual duties
6.10 Improved school connectedness for students and community through Junior High after-school sports program	Alta Loma Junior High, Vineyard Junior High	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	6.10 Funding Source: LCFF – Base 1100: Teacher Salaries - $27,000 2900: Other Classified Salaries - $8,000 3000: Benefits - $5,000 5700: Transportation - $2,000
6.11 Improved school connectedness and safety for students, parents, and staff through participation in Safe School Ambassador Program at both junior high schools	Alta Loma Junior High, Vineyard Junior High	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	6.11 Funding Source: LCFF – Base 1100: Teacher Salaries - $3,400 3000: Benefits - $400 5700: Transportation - $800
6.12 Extended Health Clerk hours at each school and the addition of a west-side and east-side LVN to assist with the management of chronic illnesses.	LEA	X All OR: _ Low Income pupils _ English Learners	6.12 Funding Source: LCFF – Base 2200: Classified Pupil Support Salaries - $90,000 3000: Benefits - $21,000

		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

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:	Provide high quality standards-based instruction that is rigorous and engaging.	Related State and/or Local Priorities: 1 X 2 __ 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. 100% of teachers will be highly qualified with appropriate credentials and will participate in Induction training to obtain a clear credential if needed **State Metric:** Teacher Misassignment Rate, Highly Qualified Teacher Rate **Local Metric:** Number of new teachers enrolled in an Induction Program 2. All students will receive instruction in state academic standards through developed lessons, adopted materials, and additional resources **State Metric:** Students access to standards materials, Williams Report **Local Metric:** District and Site materials survey, Teacher and Student Surveys 3. 75% of teachers will report they have sufficient standards aligned instructional materials to support classroom instruction **Local Metric:** Teacher Survey 4. 80% of parents will report that they have access to standards aligned instructional resources and are satisfied with the instruction students receive **Local Metric:** Parent Survey 5. 80% of parents will report students have access to	Actual Annual Measurable Outcomes:	1. 100% of teachers are highly qualified with appropriate credentials and will participate in Induction training to obtain a clear credential if needed **State Metric:** Teacher Misassignment Rate, Highly Qualified Teacher Rate **Local Metric:** Number of new teachers enrolled in an Induction Program • Due to large hiring class, 9% of teachers are clearing credentials through induction 2. All students received instruction in state academic standards through developed lessons, adopted materials, and additional resources **State Metric:** Students access to standards materials, Williams Report **Local Metric:** District and Site materials survey, Teacher Survey • 95% of Teachers reported that students receive instruction in state standards. • 0% Williams Report complaints 3. 73% of teachers reported they have sufficient standards aligned instructional materials to support classroom instruction. • We did not meet our goal of 75% of teachers reporting they have sufficient materials. The District will be piloting and adopting English

updated technology
Local Metric: Parent Survey

6. 80% of students and teachers will report that students are more engaged in learning tasks when using technology in the classroom
Local Metric: Student Survey

7. 80% of students will report they have access to updated technology in the learning environment
Local Metric: Student Survey

Language Arts curriculum in the 2016-2017 school year.
Local Metric: Teacher Survey

4. 83% of parents reported that their students have access to standards aligned instructional resources and are satisfied with the instruction students receive
Local Metric: Parent Survey

5. 92% of parents reported that students have access to a Computer/Desktop
29% reported that students used Chrome Books
27% reported use of a document camera/projector
20% said students brought their own device from home.
The vast majority of parents, 80%, were unaware of how often technology was used in the classroom, with 16% reporting that they used technology daily.
Parents were not comfortable identifying the digital tool most helpful in assisting students academically
34% were unsure, while 20% identified Google Apps for Education, followed by Accelerated Reader (14.8%) and IXL/Reflex (14.2%)
Local Metric: Parent Survey

6. 90% of students and 82% of teachers reported that students are more engaged in learning tasks when using technology in the classroom. When students were asked how the Alta Loma School District can help more students succeed in class, providing technology was the first priority.
Local Metric: Student Survey, Teacher Survey

7. 74.8% of students reported that they have access to updated technology in the learning environment (chrome books, iPads, desktop, laptop)
Local Metric: Student Survey

LCAP Year: 2015-2016

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1.1 Hire appropriately credentialed teachers	1.1 0000: Unrestricted Base Objects 1100 and related 3000's 13,900,000 Resource 1400 (EPA) Objects 1100 and related 3000's $6,600,000.	1.1 Hired appropriately credentialed teachers	1.1 Funding Source: LCFF – Base 1100: Teacher Salaries - $9,550,000 3000: Benefits - $3,925,000 Funding Source – LCFF – Supplemental 1100: Teacher Salaries - $1,050,000 3000: Benefits – $475,000 Funding Source – EPA 1100: Teacher Salaries - $6,265,000 3000: Benefits - $975,000
Scope of Service: LEA X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
1.2 Hire only teachers with qualified English Learner credential criteria	1.2 Included in 1.1	1.2 Hired only teachers with qualified English Learner credential criteria	1.2 Included in 1.1
Scope of Service: LEA _ All OR: Low Income pupils X English Learners _ Foster Youth		Scope of Service: LEA _ All OR: _ Low Income pupils X English Learners _ Foster Youth	

X Redesignated fluent English proficient _ Other Subgroups: (Specify)		X Redesignated fluent English proficient _ Other Subgroups:	
1.3 Induction Support Providers will be compensated and released from class to mentor beginning teachers in the Induction program	1.3 0000: Unrestricted Base Objects 1100 and related 3000's 48,000.	1.3 Induction Support Providers were selected, compensated, and released from class to mentor beginning teachers in the Induction program	1.3 Funding Source: LCFF – Base 1100: Teacher Salaries - $37,000 3000: Benefits - $8,000
Scope of Service: LEA X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
1.4 Purchase "bridge" materials to support instruction in Common Core Standards in ELA	1.4 Restricted Lottery: 6300 Objects 4100 40,000.	1.4 Purchased "bridge" materials to support instruction in academic standards in ELA in grades 2-5 • Curriculum and Associates, Ready Common Core	1.4 Funding Source: Restricted Lottery 4100: Textbooks - $40,000
Scope of Service: LEA- Grades 2-5 X All OR: _ Low Income pupils _ English Learners _Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA-Grades 2-5 X All OR: _ Low Income pupils _English Learners _Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

1.5 Distribute and implement newly adopted math materials and provide focused differentiated training that includes enrichment, English learner support, and scaffolding for at-risk students and students with disabilities. Pre-training, August 4, one half-day for K-5	1.5 0000: Unrestricted Supplemental Objects 1100 and related 3000's 5,000.	1.5 Distributed and implemented newly adopted math materials and provided focused pre-service differentiated training that included enrichment, English learner support, and scaffolding for at-risk students and students with disabilities. Pre-training took place, August 4, one half-day for K-5	1.5 Funding Source: LCFF – Supplemental 1100: Teacher Salaries - $1,600 3000: Benefits $250
Scope of Service: LEA _ All OR: X_ Low Income pupils X English Learners X_ Foster Youth X Redesignated fluent English proficient _X_ Other Subgroups: (Specify) G.A.T.E., Students with Disabilities		Scope of Service: LEA _ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) G.A.T.E., Students with Disabilities	
1.6 Improve technology infrastructure and purchase additional devices for student use	1.6 0000: Unrestricted Base Object 4400 50,000.	1.6 Improved technology infrastructure and purchased additional devices for student use • Infrastructure: Accessiblity • Chrome book devices	1.6 Did not spend
Scope of Service: LEA X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient		Scope of Service: LEA X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

_ 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?	**Expected Annual Measurable Outcomes: (EAMO)** #4: EAMO #4 will be divided into two parts for ease of reporting; 1) Parents reporting that students have access to standards aligned instructional resources, and 2) Parents are satisfied with the instruction students receive. #6, #7: Due to conclusive results by students, parents, and staff regarding the need for technology in the classroom, the EAMO will be discontinued. The EAMO will be no longer be focused on establishing the need or whether or not students are more engaged while using technology, but will instead be focused on both the access to technology and proficiency in how technology is used, especially as we move from the enhancement to transformation stages in the SAMR implementation model (Substitution, Augmentation, Modification, Redefinition-Goal 2) The district has made a significant commitment to purchase chrome books in grades 2-8 and tablets in grades K-1 using one time funding for the 2016-2017 school year. New #6 will read: 70% of teachers and students will report proficiency in using basic functions on the chrome book while accessing Google Apps for Education (mail, docs, slides, forms). New #7 will read: 70% of students and teachers will report proficiency in digital collaboration through shared documents. New #8 will read: 50% of parents will report that his/her student utilizes digital components to complete assignments, homework, or receive extra support (GAFE, math Adoption supports, Blended learning programs such as IXL, Reflex, AR360, LexiaCore5, Learning Upgrade, Khan Academy others). **Actions/Services:** 1.4: 2015-2016 will be the last year that the District will purchase ELA “Bridge” materials for grades K-2. The District will be piloting and purchasing an ELA/ELD adoption in 2016-2017 for full implementation in 2017-2018. The action will include the formation of a District ELA Adoption Task Force. 1.5: We will continue to focus on becoming proficient in using math adoption materials and providing differentiated instruction and learning opportunities for our English learners, most at-risk students, and those students requiring acceleration. 1.7: Added: Purchase materials for NGSS implementation		

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:	Ensure the implementation of state academic, performance, and English language development standards embedded in 21st Century Learning Skills	Related State and/or Local Priorities: 1 _ 2 X 3 X_ 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. 80% of teachers and administrators will report that standards-based practices and strategies learned during standards implementation staff development opportunities are being implemented. **State Metric:** Implementation of Common Core ELA and Mathematics **Local Metric:** Teacher and Administrator Survey, Walk-through protocol 2. 80% of teachers and administrators will report that standards aligned technology is implemented at least one time per week. **Local Metric:** Teacher and administrator Survey, Walk-through protocol 3. 75% of teachers and administrators will report that 21st Century Learning Skills are embedded into daily instruction (Critical Thinking, Collaboration, Communication, and Creativity, Digital Literacy **Local Metric**: Teacher and administrator Survey, Walk-Through protocol 4. 80% of teachers will report that they are using common core aligned instructional materials in the classroom **State Metric**: Student access to standards-aligned materials **Local Metric:** Teacher Survey	Actual Annual Measurable Outcomes:	1. 92% of teachers and administrators reported that standards-based practices and strategies learned during corresponding staff development opportunities were being implemented in the classroom. **State Metric:** Implementation of Common Core ELA and Mathematics **Local Metric:** Teacher and Administrator Survey, Walk-through protocol 2. 94% of teachers and administrators reported that standards aligned technology is implemented at least one time per week. **Local Metric:** Teacher and administrator Survey, Walk-through protocol 3. 89% of teachers and administrators reported that 21st Century Learning Skills are embedded into daily instruction (Critical Thinking, Collaboration, Communication, Creativity, and Digital Literacy) **Local Metric**: Teacher and administrator Survey, Walk-Through protocol 4. 95% of teachers reported that they are using standards-aligned instructional materials in the classroom **State Metric**: Student access to standards-aligned materials **Local Metric:** Teacher Survey

5. Parent surveys will elicit actionable interests and needs in regards to understanding standards-based instruction and expectations
   State Metric: Effort to Engage Parents and Use Input
   Local Metric: Parent Surveys, Community input events

6. 75% of teachers will report that curricular interests, needs, and concerns are addressed through the Curriculum Council Steering committee.
   Local Metric: Teacher Survey

7. 70% of students and teachers will report that they employ the shifts in English language arts to include building knowledge through a balance of literature and informational text, reading and writing grounded in evidence from the text, writing from sources, and regular practice with complex text and academic language
   State Metric: Implementation of Common Core ELA
   Local Metric: Student Survey, teacher survey and administrator observation

8. 70% of students and teachers will report that they regularly utilize mathematical practices in daily math lessons
   State metrics: Implementation of Common Core Math
   Local Metric: Student Survey, teacher and administrator observation

9. 80% of students will report that they utilize technology in common core learning tasks at least 1 time a week
   Local Metrics: Student Survey, teacher and administrator observation

5. Parent surveys elicited actionable interests and needs in regards to understanding standards-based instruction, expectations, and academic supports.

6. Enrichment opportunities before and after school (37%),

- Summer Learning Program (30%)
- Additional time and support during the school day (21%).
- English language learners should be offered learning interventions before and after school (35%)
- English learner designated time for language instruction during the school day (34%)
- Instructional aide support (30%)

District Parent Learning Opportunities:

Parent University, Preppy K Information Night, Parent Liaison Meetings, PTA/PTSA District Council, G.A.T.E. Transition Meeting (high school), G.A.T.E. Advisory Group, DELAC, LCAP Forums, Math Transition Meetings and Educational Foundation in collaboration with CJUHSD, Parent Information Nights (ie. Implementation of standards)

School Site Parent Learning Activities:

ALE: Title I parent Information Night, School parent volunteer informational meeting, Lexia Core & Renaissance learning web0based, School Site Council, Parent Technology Information Night, Parent Literacy Information Night, PBIS Information Night.

Banyan: Parent University, Monthly Newsletters, Family GATE Night, School Site Council, GATE Parent Meeting, 6th grade Parent Night

Carnelian: Common Core and CAASPP informational articles in newsletter, PTA and School Site Presentations on both topics, Title I Parent Breakfast, ELAC presentations 3 times a year

Deer Canyon: Title I Parent Information Night, Parent University, Monthly newsletters, Family GATE Night, Information Board on campus, PTA presentations, Literacy Website

Hermosa: Blackboard Parent Articles

Jasper: Monthly Newsletter focus articles, Principal update at PTA Board meeting presentations, Parent Information Night- Site Council

Stork: Parent Information Nights (Math, CAASPP overview, technology resources), Newsletters (Thinking Maps, PBIS), Site Council- reviewed curriculum, standards, 21st Century Skills, Shifts in ELA and Math

VG: Monthly tutorials in Newsletter, Thinking Maps Information, Special Education introduction to Read 180 and System 44, Kindergarten Information Night

ALJHS: AVID Parent Night, Math Information Night, Family Life Night, 6th Grade Parent Orientation Meeting, Parent University

VJHS: Cyber-safety at Parent University, Revised 6th Grade Orientation Meeting

State Metric: Effort to Engage Parents and Use Input
Local Metric: Parent Surveys, Community input events

6. 83% of teachers reported that curricular interests, needs, and concerns are addressed through the Curriculum Council Steering committee and Grade Level Study Groups.
   Local Metric: Teacher Survey

7. Students and teachers reported the following in regards to the shifts in English language arts to include: Building knowledge through a balance of literature and informational text, reading and writing grounded in evidence from the text, writing from sources, and regular practice with complex text and academic language
   Students: Balance-81%, Evidence Based-82%, Writing from Sources-61%, Close Reading-62%, Notes/Thinking Maps-47%, Vocabulary Instruction-73%;
   Average: 68%
   Teachers: Balance-89%, Evidence Based-93%; Writing from Sources-85%, Close Read-82%, Notes/Thinking

Maps-91%; Vocabulary Instruction-97%
Average: 89.5%
State Metric: Implementation of Common Core ELA
Local Metric: Student Survey, teacher survey and administrator observation

8. **Students** reported the mathematical practice most used in the classroom included: Use what I know about numbers-35.5%, Not giving up until I solve the problem-25.2%, Use tools to solve-25.2%, Look for a pattern-22.4%.

   Teachers reported mathematical practices most used in the classroom: Use tools to solve-29.9%, Use what I know about numbers-24%, Explain their thinking to someone else-10.3%
   State metrics: Implementation of Common Core Math
   Local Metric: Student Survey, teacher and Administrator observation

9. 56.2% of students reported that they utilize technology in learning tasks at least 1 time a week

   94% of teachers reported that students utilize technology in learning tasks at least 1 time a week
   Local Metrics: Student Survey, teacher and Administrator observation

LCAP Year: 2015-2016

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
2.1 Provide one district-wide staff development day with a focus on implementing CCSS materials, math adoption, and strategies	2.1 0000: Unrestricted Base Objects 1100 and related 3000's 109,000.	2.1 Provided one district-wide staff development day with a focus on implementing standards-aligned materials, math adoption, and instructional strategies	2.1 Funding Source: LCFF – Base 1100: Teacher Salaries - $91,000 3000: Benefits - $29,000

Scope of Service: LEA X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
2.2 Provide one district-wide staff development day to include emphasis on differentiated math materials and strategies that support English Learners, students who are at risk, students with disabilities, as well as students who need challenge and enrichment (Universal Access Choice and Challenge)	2.2 0000: Unrestricted Supplemental Objects 1100 and related 3000's 109,000.	2.2 Provided one district-wide staff development day on differentiated math materials and strategies that support English Learners, students who are at risk, students with disabilities, as well as students who need challenge and acceleration (Universal Access Choice and Challenge)	2.2 Funding Source: LCFF – Supplemental 1100: Teacher Salaries - $91,000 3000: Benefits - $29,000
Scope of Service: LEA _ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify)G.A.T.E., Students with Disabilities		Scope of Service: LEA _ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) G.A.T.E, Students with Disabilites	
2.3 Curriculum Council Steering Committee will meet one day a trimester for curriculum action planning, training, and problem solving.	2.3 Title II: 4035 Objects 1100 and related 3000's 9,000.	2.3 Curriculum Council Steering Committee met one day a trimester for curriculum action planning, training, and problem solving. • (20 at 3 days)	2.3 Funding Source: Title II 1100: Teacher Salaries - $6,900 3000: Benefits - $1,100

• (20 at 3 days)			
Scope of Service: LEA X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
2.4 Provide grade level collaborative planning days for unit and lesson design • (30 teachers, 3 days) Scope of Service: LEA X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	2.4 Title II: 4035 Objects 1100 and related 3000's 15,000.	2.4 Provided grade level collaborative planning days to discuss curriculum, materials, pacing, and standard skill instruction • Grade Level Study Groups • (30 teachers, 3 days) Scope of Service: LEA X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	2.4 Funding Source: Title II 1100: Teacher Salaries - $10,400 3000: Benefits - $1,600
2.5 Provide a Learning Management System through web-host for digital teacher collaboration	2.5 0000: Unrestricted Base Object 5800 16,000.	2.5 Purchased web-hosting, Blackboard Connect, Parent-link, and EXPLOR LMS. District decision to utilize Google Apps for Education for teacher collaboration. • Blackboard purchase will be moved to 5.6 (communication) • Google will replace Blackboard	2.5 Funding Source: LCFF – Base 5800: Contracted Services - $24,000

		for digital teacher collaboration	
Scope of Service LEA X All OR: _ Low Income pupils _English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service LEA X All OR: _ Low Income pupils _English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
2.6 Hire Instructional Technology Teacher on Special Assignment to plan, develop, and coordinate delivery of technology-based staff development geared toward the integration of technology in the learning environment	2.6 0000: Unrestricted Base Objects 1100 and related 3000's 99,000.	2.6 Hired Instructional Technology Teacher on Special Assignment to plan, develop, and coordinate delivery of technology-based staff development geared toward the integration of technology in the learning environment	2.6 Funding Source: LCFF – Base 1100: Teacher Salaries - $79,000 3000: Benefits - $26,000
Scope of Service LEA X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) Students with disabilities		Scope of Service LEA X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
2.7 Under the direction of the IT TOSA, provide professional development in technology in collaboration with Site Technology Leaders Training days with Site Technology	2.7 Title II: 4035 Object 1100 and related 3000's 15,000.	2.7 Under the direction of the IT TOSA, provided professional development to Site Technology Leaders and second representative from each school-site	2.7 Funding Source: Title IV 1100: Teaching Salaries - $12,000 3000: Benefits - $2,000

Leaders, teacher release and follow-up (5 days- 2 reps from each site)		• Training days with Site Technology Leaders, teacher release and follow-up (5 days- 2 reps from each site)	
Scope of Service LEA X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service LEA X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
2.8 Provide parent learning opportunities on state standards and strategies during information nights and annual Parent University (1 time per trimester)	2.8 Title I: 3010 Object 2900 and related 3000's 1,000. Object 4300 3,000.	2.8 Provided parent learning and connectedness opportunities during Parent Information Nights, involvement activities and annual Parent University (1 time per trimester)	2.8 Funding Source: Title I 1100: Teacher Salaries - $1,000 2900: Other Classified Salaries - $1,000 3000: Benefits - $300 4200: Books - $2,000 4300: Materials - $500
Scope of Service LEA X All OR: _ Low Income pupils _ English Learners _ Foster Youth _Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service LEA X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

2.9 Retain English language development Teacher on Special Assignment	2.9 EIA Carryover: 7091 Objects 1100 and related 3000's 84,000.	2.9 Retained English language development Teacher on Special Assignment • With the end of EIA carryover money, ELA/ELD TOSA will continue in her capacity with added focus on District ELD/ELA Framework, multi-sourced writing and math strategies, literacy in Social Studies and NGSS implementation	2.9 Funding Source: EIA Carryover 1100: Teacher Salaries - $75,000 3000: Benefits - $15,000
Scope of Service: LEA _ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA _ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	
2.10 Provide 2nd Cohort of 75 teachers in ELA/ELD framework and standards training (Making Meaning, Interaction, Bridging and Scaffolding, Effective Expression)	2.10 EIA Carryover: 7091 Objects 1100 and related 3000's 60,000.	2.10 Provided 2nd Cohort of 86 teachers in ELA/ELD standards during ELA/ELD Framework training (Making Meaning, Interaction, Bridging and Scaffolding, Effective Expression) • 32 Primary • 27 Upper • 27 Foundational	2.10 Funding Source – EIA Carryover 1100: Teacher Salaries - $40,000 3000: Benefits - $8,600
Scope of Service: LEA _ All OR: _ Low Income pupils X English Learners		Scope of Service: LEA _ All OR: _ Low Income pupils X English Learners	

_ Foster Youth XRedesignated fluent English proficient _ Other Subgroups: (Specify)		_ Foster Youth X_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
2.11 ELA/ELD TOSA to provide in-class modeling and coaching. One half day release time for follow-up with teachers (30)	2.11 EIA Carryover: 7091 Objects 1100 and related 3000's 2,000.	2.11 ELA/ELD TOSA provided in-class modeling and coaching to SIOCC participants. • Due to difficulty in managing release day for all participants, a new model will include collaborative scheduling with the Instructional Technology TOSA's to provide an opportunity to front-load and follow-up with teachers who receive coaching.	2.11 N/A
Scope of Service: LEA _ All OR: _ Low Income pupils X_ English Learners _ Foster Youth X_ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: School Sites _ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	
2.12 Provide Non English Proficient students with tablets for use with Google Translator and educational software	2.12 EIA Carryover: 7091 Object 4400 5,000.	2.12 Provided Immigrant, Non English Proficient students with tablets for Google Translator use under supervision English language development aides	2.12 Funding Source: Title III Immigrant 4300: Materials and Supplies - $6,497
Scope of Service: LEA _ All		Scope of Service: LEA _ All	

OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _Other Subgroups: (Specify)		OR: _ Low Income pupils X English Learners _ Foster Youth X 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?	**Expected Annual Measurable Outcomes: (EAMO)** #2: Due to reported progress (94%) on teacher use of technology for standards-aligned instruction, outcome will focus on the use of technology 2X's a week. #4: Due to reported progress in the use of standards-aligned instructional materials in the classroom (95%), focus will broaden to use of standards-aligned instruction in each content area; ELA, math, social studies, and NGSS. #6: Grade Level Study Groups will be added to Curriculum Council to represent interests of teachers in regards to district pacing, assessment, and curriculum, Grade Level Study Groups will be added with Curriculum Council to support the curricular interests, needs, and concerns of teachers. #7: EOMA will be divided into staff and student groups for ease of reporting discrepant results now that baseline has been established. #9: Due to the large discrepancy between students who reported use of technology (56%) and teacher's reporting student use of technology (94%) at least one time a week, survey questions will be revised to reflect data needed. #11: Added: Expected Annual Measurable Outcome will be added to address broad implementation of ELD standards during designated and integrated instruction. #12: Added: Teachers will attend at least 3 professional learning opportunities during the school year **Actions/Services:** 2.3: Grade Level Study Group planning, collaboration, and articulation will be added to Curriculum Council Steering Council to reflect, refine, and monitor progress on district-wide initiatives regarding instructional pace and assessment. 2.5: The Blackboard Learning Management System for digital teacher collaboration will be replaced by Google Apps for Education and UMRA account management systems to share standards-based materials and practices. 2.6: **Retain and hire** an additional Instructional Technology Teacher on Special Assignment to plan, develop, and coordinate delivery of technology-based professional learning geared toward the integration of technology in the learning environment. Direction will include Google Apps for Education, digital math adoption resources, and coaching in the SAMR model 2.9: Continue to retain English language development Teacher on Special Assignment (TOSA) to provide professional learning and coaching to District teachers in ELA, math strategies, genre and multi-sourced writing, and ELD standards using Designated and Integrated approach as outlined by the ELD/ELA Framework

	2.11: Retire action/service- TOSA will continue to provide modeling and coaching services to teachers, however due to collaborative scheduling with technology TOSA's, release dollars no longer needed. New: 2.11: Survey elementary teachers and students separately from junior high teachers and students regarding implementation of standards-based shifts in English language, mathematics, literacy standards in social studies, and NGSS. New 2.13: Investigate enrichment opportunities to include after school enrichment and Summer Learning Programs

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:	Provide all students a broad and enriching course of study at each grade level that reaches beyond the core	Related State and/or Local Priorities: 1 X 2 _ 3 _ 4 _ 5 _ 6 _ 7 X 8 X COE only: 9 _ 10 Local : Specify

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

Expected Annual Measurable Outcomes:	1. 90% of Students will report that they participate in a broad course of study that includes ELA, Math, Social Studies and Science **State Metric**: CTE Enrollment Rate **Local Metric:** Pupil rosters, master schedule, Student, Administrator, and Teacher Survey 2. 90% of students will report that they have access to visual and performing arts, digital literacy, and physical education. **Local Metric**: Pupil rosters, master schedule, Student, Administrator, and Teacher Survey 3. 75% of students of LI, FY, and other at-risk groups will report that they are provided the resources needed to fully participate in enriching course work **Local Metric**: Unduplicated student survey, administrator and teacher observation 4. 90% of Grade 4-8 social studies teachers will report attendance at Document-Based-Questioning training (follow-up for 6-8 teachers) **State Metric:** Student access to standards aligned materials, State Priority 1 **Local Metric:** Teacher and Administrator survey 5. 90% of Grade 7-8 Science teachers will report that they	Actual Annual Measurable Outcomes:	1. 98% of Students and 94% of Teachers reported that all students participated in a broad course of study that includes ELA, Math, Social Studies and Science **State Metric**: CTE Enrollment Rate **Local Metric:** Pupil rosters, master schedule, Student, Administrator, and Teacher Survey 2. 84% of students and 89% of teachers reported that they have access to visual and performing arts, digital literacy, and physical education. We did not reach our student goal of 90%. We will be surveying students separately in elementary school and junior high to get more specific information. **Rosters:** Elementary Choral Music: 93% Elementary Band: 77% (Eligible 5, 6th) Elementary P.E.: Grades 4-6, 100% Elementary Visual Arts: 97% Elementary Computers/Digital Literacy: 100% Junior High Choral Music: 6% Junior High Band: 22% Junior High Visual Arts: 76% Junior High Media/Technology: 30% **Local Metric**: Pupil rosters, master schedule, Student,

	have attended training and have been provided opportunity to collaborate and plan implementation of Next Generation Science Standards **State Metric**: Student access to standard aligned materials, State Priority 1 **Local Metric**: Teacher and Administrator Survey, documented release time 6. 70% of students will score proficiently on newly developed Document Based Question Interim Assessment for Social Studies **Local Metric:** District Interim Assessment; literacy in Social Studies		Administrator, and Teacher Survey 3. 78% of LI, FY, and other at-risk student groups reported that they are provided the resources needed to fully participate in enriching course work **Local Metric**: Unduplicated student survey, administrator and teacher observation 4. 94% of Grade 4-8 social studies teachers reported attendance at Document-Based-Questioning training (follow-up for 6-8 teachers, new for 4th and 5th grade) **State Metric:** Student access to standards aligned materials, State Priority 1 **Local Metric:** Teacher and Administrator survey, sign-in Roster. 5. 91% of Grade 7-8 Science teachers reported that they attended training and have been provided an opportunity to collaborate and plan implementation of Next Generation Science Standards **State Metric**: Student access to standard aligned materials, State Priority 1 **Local Metric**: Teacher and Administrator Survey, documented release time 6. Due to training and implementation on the SBAC Interim Assessments, the Document Based Question (DBQ) Interim Assessment for Social Studies is still in the development process **Local Metric:** District Interim Assessment; literacy in Social Studies

LCAP Year: 2015-2016

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures

3.1 Offer a broad course of study to all students	3.1 Included in 1.1	3.1 Offered a broad course of study to all students to include ELA, Math, Social Studies, Science, Informational Technology, Physical Education, and the Arts	3.1 Included in 1.1
Scope of Service: LEA X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
3.2 Provide access to visual and performing arts, digital literacy, and physical education	3.2 Included in 3.3	3.2 Provided access to visual and performing arts, digital literacy, and physical education • Refer to 3.3	3.2 Included in 3.3
Scope of Service: LEA X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
3.3 Retain 2 half time physical education teachers to meet with all 4-6 grade students 1 X week, two full time instrumental music teachers, choral	*3.3* 0000: Unrestricted Base Objects 1100 and related 3000's 300,000.	3.3 Retained 2 half time physical education teachers to instruct 4-6 grade students 1 X week, two full time elementary instrumental music teachers, and 60%	3.3 Funding Source: LCFF – Base 1100: Teacher Salaries - $265,000 3000: Benefits - $65,000

music teacher		choral music teacher	
Scope of Service: LEA X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
3.4 Provide materials and resources needed to fully participate in enriching coursework	3.4 Title I: 3010 Object 4300 2,000.	3.4 Provided materials and resources needed to fully participate in enriching coursework when needed • instruments, enrichment activity scholarships, formation of zero period for 2016-2017	3.4 Funding Source: Title I 4300: Materials and Supplies - $922
Scope of Service: LEA _ All OR: x Low Income pupils x English Learners x Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA _ All OR: x Low Income pupils x English Learners x Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

3.5 Provide curricular materials that utilize graphic representations, graphic organizers, pictorials, and other scaffolded means of access in Social Studies(DBQ) • DBQ Consultant Fee Sub release day for training (2 6th reps from each site- 10 7th and 10 8th grade reps)	3.5 Restricted Lottery: 6300 Object 4300 6,000. Title I: 3010 Object 5800 4,500. Title I: 3010 Objects 1100 and related 3000'S 6,000	3.5 Provided curricular materials that scaffolded a means to access Social Studies(DBQ) • DBQ Consultant Fee Sub release day for training teacher representatives from each site • 6-8: Follow-up October 10, 2015 • 4-5: October 11, 2015 • Grades 4-5 will follow-up in 2016-2017	3.5 Funding Source: Title I 1100: Teacher Salaries - $10,200 3000: Benefits - $1,600 5800: Outside Services - $4,400
Scope of Service: LEA _ All OR: _x_ Low Income pupils _x_ English Learners _x_ Foster Youth _X_ Redesignated fluent English proficient _x_ Other Subgroups: (Specify) Students with disabilities, identified at-risk		Scope of Service: LEA _ All OR: _X_ Low Income pupils _X_ English Learners _X_ Foster Youth _X_ Redesignated fluent English proficient _X_ Other Subgroups: (Specify) Students with disabilities, identified at-risk	
3.6 Develop integrated research and writing Interim Assessment for 7th and 8th grade Social Studies utilizing DBQ materials and score • Sub release days Collaborative scoring (10- 7th, 10-8th)	3. Title II: 4035 Objects 1100 and related 3000's 4,600.	3.6 Did not develop integrated research and writing Interim Assessment for 7th and 8th grade Social Studies utilizing DBQ materials and score due to training and implementation of SBAC Interim Assessments • Action will be carried into 2016-2017 • See 4.4	3.6 N/A
Scope of Service: LEA		Scope of Service: LEA	

X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
3.7 Provide training and teacher collaboration time for implementation planning for Next Generation Science Standards • sub release	3.7 Title II: 4035 Objects 1100 and related 3000's 1,500.	3.7 Provided teacher training and collaboration time for implementation planning for Next Generation Science Standards • Sites • District: September 24, 2015 • District: February 18,19, 2016 • District: April 26, 27- State Rollout (principals, Teacher leads)	3.7 Funding Source: Title II 1100: Teacher Salaries - $15,000 3000: Benefits - $2,500
Scope of Service: LEA X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	**Expected Measurable Outcomes** **#3:** Expected measurable outcomes are difficult to substantiate from LI, FY, and at-risk student responses and remain sensitive to privacy. Information regarding resources needed to fully participate in enriching coursework will change from students reporting need, to documentation of services/resources determined by at-risk liaison. Unduplicated students will have first priority to enroll in junior high school zero-period, allowing at-risk students to have more access to electives. #4: Due to the successful participation in Document Based Questioning training, DBQ focus will change to implementation and monitoring of student progress. Follow-up training for grades 4 and 5 will be included. #5: Next Generation Science Standard training, collaboration, and planning will be extended to grades K-8 in 2016-2017.

	#6. Due to redundancy, #6 is retired. #6: Seventh and eighth grade teacher representatives in social studies will develop a social studies interim assessment utilizing Document Based Questions (DBQ) materials. #7: 50% of social studies teachers in grades 4-8 will report that they have completed one DBQ writing unit.

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:	Ensure that students are high school, college, and career ready by demonstrating continuous progress towards academic and English language achievement targets	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 X 5 _ 6 _ 7 _ 8 X COE only: 9 _ 10 Local : Specify

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

Expected Annual Measurable Outcomes:	1. The percent of proficient students, as measured by the CAASPP will meet or exceed proficiency from baseline data established in the 2014-15 school year. **State Metric:** STAR/CAASPP Proficient or Advanced; ELA, Math, Science 2. CAASPP and API results will reflect growth for all students including significant subgroup following baseline year **State Metric**: API: Academic Progress Indicators 3. Students will demonstrate an increase in proficiency on ELA , Math, and Social Studies District Interim formative, summative, and Diagnostic Assessments **Local Metric**: Data analysis of Running Records, Diagnostic, Smarter Balanced Interim Block and Summative Assessments 4. 8th grade students will participate in a College and Career elective exploratory experience at both Junior high schools **Local Metric**: Class rosters, school site enrollment, master schedule, 5. 49% of EL students will attain English proficiency as measured by the CELDT **State Metric**: English Learner Reclassification Rate, Percent of Cohorts Attaining English Proficient Levels **Local Metric:** Preliminary scoring of CELDT results and early implementation of instructional supports 6. 10% of EL students will be reclassified from LEP as measured by the CELDT	Actual Annual Measurable Outcomes:	1. The percent of proficient students, as measured by the CAASPP will meet or exceed proficiency from baseline data established in the 2014-15 school year. Baseline data from 2014-2015 CAASPP Assessment: • **ELA:** Exceeded- 22%; Met-37%, Nearly Met-24%, Not Met-17%. • **Math:** Exceeded-20%, Met-26%, Nearly Met-30%, Not Met-24% • **Science:** • 5th Grade: Adv-30%, Pro-47%, B-19%, BB-3%, FBB-1% 8th Grade: Adv-63%, Pro-21%, B-11%, BB-4%, FBB-2% **State Metric:** STAR/CAASPP Proficient or Advanced; ELA, Math, Science 2. CAASPP and API results will reflect growth for all students including significant subgroup following baseline year • ELA Participation Rate-98.7% • Math Participation Rate-98.4% **State Metric**: API: Academic Progress Indicators 3. Students will demonstrate an increase in proficiency on ELA and Math, Summative, and Diagnostic Assessments. District Universal Measures were established this year to include student progress monitoring on the following: • District Formative Assessment in Social Studies to be developed in the 2016-2017 school year ESGI: K-1 (to be expanded to K-2 for the 2016-2017 school year)

State Metric: English Learner Reclassification Rate
Local Metric: Preliminary scoring of CELDT results and early implementation of instructional supports

7. 70% of Elementary students will report increased access to instructional supports during Universal Access Choice and Challenge period
   Local Metric: Student, teacher, and administrator survey and observation

8. 80% of Junior High students will report that they have access to additional instructional time and support before, during, or after school
   State Metric: Intervention/Remedial Course Enrollment Rate
   Local Metric: Class rosters, sign in sheets, student survey

9. Individual school sites will monitor and report on success of site-based programs that provide additional time and support as part of their intervention program
   Local Metric: Single Plan for Student Achievement

Renaissance Learning STAR assessments have been purchased in 2015-2016 for full implementation in 2016-2017. Scores will be reported in 2016-2017
STAR Early Literacy: TK-1
STAR Reading: 1-8 Grade
STAR Math: 2-8 Grade
District Benchmarks established:

- Running Records, INSPECT Summative Assessments

SBAC Interim Assessments were utilized in grades 3-8 with an instructional focus:

- ELA/Math Performance Task, IAB Brief Writes and Related Math IAB's per grade level. Teachers met to score collaboratively. SBAC Interim individual student scores were unreliable.

Local Metric: Data analysis of Running Records (ESGI), Diagnostic (STAR Assessments),District Benchmark, INSPECT Assessments (Illuminate), Smarter Balanced Interim Block and Summative Assessments(Instructional)

ESGI: Kindergarten Averages: Skills (2nd Trimester)

ALE:	72%
Banyan:	83%
Carnelian:	76%
Deer Canyon:	79%
Floyd Stork:	92%
Hermosa:	84%
Jasper:	84%
VG:	79%

ESGI: First Grade Averages (2nd Trimester)

ALE:	Phonemic Awareness-88%, BPST-76%, HFW-8%
Banyan:	PA-84%, BPST-62%, HFW-44%
Carnelian:	PA-90%, BPST-90%, HFW-88%
Deer Canyon:	PA-51%, BPST-73%, HFW-56%
Stork:	PA-93%, BPST-88%, HFW-86%
Hermosa:	PA-88%, BPST-81%-HFW-80%
Jasper:	PA-89%, BPST-79%, HFW-75%
Victoria Groves:	PA-90%, BPST-90%, HFW-82%

4. 7th and 8th grade students participated in College and Career electives at both Junior high schools
   Local Metric: Class rosters, school site enrollment, master schedule
   Junior High Schools:
   College/Career Elective, AVID, College Field trips, Spanish

5. According to Title III Accountability Reports, EL students outperformed expectations:
    - **AMAO1**:Percentage of ELs Making Annual Progress in Learning English as measured by the CELDT: Target-60.5% ALSD: 70.7%
    - **AMAO2**: Percentage of ELS Attaining the English Proficient Level on the CELDT: Cohort less than 5 years: Target-24.2% ALSD 45.4%
    - Cohort attaining language proficient in 5 years or more: Target-50.9% ALSD-66.1%
    - **AMAO3:** Adequate yearly progress for EL Student Group: Participation Rate for English Learner Student Group: ELA: 100% Mathematics: 99%

    State Metric: English Learner Reclassification Rate, Percent of Cohorts Attaining English Proficient Levels
    Local Metric: Preliminary scoring of CELDT results and early implementation of instructional supports

6. 25% of EL students were reclassified from LEP as measured by the CELDT
    State Metric: English Learner Reclassification Rate
    Local Metric: Preliminary scoring of CELDT results and early implementation of instructional supports

7. Elementary students were to report increased access to instructional supports during Universal Access Choice and Challenge period. A newly developed elementary student survey will clarify question. Percentages were unclear in regards to elementary student participation in that they may not have understood the question.

    Students in the joint survey did report on what would help students better achieve learning goals. Results included:

    - Learn how to study,
    - Receive more time for practice
    - Receive after school help
    - Ask teachers to slow down and explain more.

    Local Metric: Student, teacher, and administrator survey and observation

8. Junior High students will report that they have access to additional instructional time and support before, during,

or after school on a newly developed junior high only survey.

- 23% of students reported that they would be interested in attending a Summer Learning Enrichment Program. 58.2% said they would not be interested.
- Out of the 2024 students who responded to the survey, 12.9% reported that they receive Intervention through school programs or courses.

State Metric: Intervention/Remedial Course Enrollment Rate

Local Metric: Class rosters, sign in sheets, student survey

9. Individual school sites reported on site-based programs that provide additional time and support as part of their intervention and/or Universal Access plan. Achievement measures are individually documented in SPSA.
    - The SPSA will include descriptions of differentiated instruction and intervention opportunities during Universal Access in the Opportunity and Equal Educational Access (Numbers 13 and 14) portion of the SPSA.

    Local Metric: Single Plan for Student Achievement (SPSA)

ALE: Instructional aide personnel, provide UACC differentiated instructional support, push-in for language arts K-6; Pull out for targeted ELL, Title 1 and most at-risk students; pull-out instructional math support for 3-6 grade

Banyan: Small group instruction in the classroom, Grade 3 after school intervention, peer tutoring

Carnelian: Instructional aides support differentiation in the classroom, parent volunteer coordinator encourages parent participation, teachers participate in professional development to learn to analyze assessments and differentiate instruction, differentiated materials purchased

Deer Canyon: Assigned students attend Literacy Lab daily, extension occurs in the classroom during this time with no new core materials being taught. Referrals to Lit lab are fluid and are generated by grade level criteria

Floyd Stork: Instructional aides (3) support UACC/Excel, differentiated period of instruction, Kindergarten aide (1) to support small group instruction, .5 hour daily Learning lab aide to offer support, sub release time for teacher collaboration time to support curriculum planning and data analysis, printing of curriculum and needed materials.

Hermosa: UACC periods at each grade level, instructional aide supports

			intervention, before school Learning Lab (LexiaCore/Imagine Learning), Lexia additional licenses, rewards for student who meet goals, materials to support UACC **Jasper:** Leveled instruction through ExCEL daily intervention in grade level. Aides working with small groups; proctors provide supervised activity with one teacher while other teacher(s) work with students needing more help **Victoria Groves:** MWF before school intervention using LexiaCore in computer lab. **Alta Loma Junior High:** Intervention classes: Math Success, Reading Success, Guided Study, Lunch Intervention: THRIVE **Vineyard Junior High:** Reading 7, Math Tutoring after school 3 days a week, Study Hall, 3 days a week.

LCAP Year: 2015-2016

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
4.1 Students in grades 3-8 will participate in CAASPP. Results will be used to measure progress and revise actions and services	4.1 No costs associated with students taking the CAASPP	4.1 Students in grades 3-8 participated in CAASPP. Results are used to measure progress and revise actions and services	4.1 No costs associated with students taking the CAASPP
Scope of Service: LEA X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
4.2 Students in grades 2 will participate in CAASPP Diagnostic Assessments at regular intervals throughout the year to monitor progress and make instructional decisions accordingly	4.2 0000: Unrestricted Base Object 5800 11,000. Included in 4.5	4.2 Students in grades 2 participated in CAASPP Diagnostic Assessments at regular intervals throughout the year to monitor progress and make instructional decisions accordingly (STAR Reading,	4.2 Funding Source: LCFF – Base 5800: Contracted Services - $19,500 Funding Source: EIA Carryover 5800: Contracted Services - $138,800

(STAR Reading, STAR Math)	0000: Unrestricted Supplemental (SAG) Object 5800 6,000.	STAR Math). In 2016-2019, students in grades K-8 will be monitored using STAR Diagnostic Assessments. • K/1: Early Literacy • 1-8: STAR Reading • 2-8: STAR Math Grade Level Study Groups met to align District pacing and assessment reporting periods.	
Scope of Service: LEA X All OR: _ Low Income pupils _ English Learners _Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
4.3 Teachers in grades TK-1st grade will administer uniform district-wide assessments and running records utilizing ESGI (Educational Software for Guiding Instruction)	4.3 0000: Unrestricted Base Object 4300 4,500. Included in 4.5 0000: Unrestricted Supplemental (SAG) Object 4300 4,500.	4.3 Teachers in grades TK-1st grade administered uniform district-wide Foundational Assessments and pre-determined running records utilizing ESGI (Educational Software for Guiding Instruction) to record and monitor progress Results were reported in Expected Annual Measurable Outcomes # 3 ESGI use will be expanded to grades K-2 in the 2016-2017 school-year.	4.3 Funding Source: LCFF – Base 5800: Contracted Service - $4,900 Funding Source: LCFF – Supplemental 5800: Contracted Service - $4,700
Scope of Service: LEA		Scope of Service: LEA	

X All OR: _ Low Income pupils _English Learners _ Foster Youth Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
4.4 Teachers (3-6) will be provided 1/2 day 2 x year to analyze CAASPP, score hand-scored portion of Smarter Balanced Interim Assessment and Performance Tasks to include DBQ writing projects Junior High English Language Arts and Math teachers need a full day 2 x year	4.4 Title I: 3010 Objects 1100 and related 3000's 23,000.	4.4 Teachers (grades 3-6) were released 1/2 day, 2 x year to hand-score and analyze Smarter Balanced Interim Assessment and Performance Tasks. Junior High English Language Arts and Math teachers were released a full day 2 x year The SBAC Interims will be used instructionally and release day will be in collaboration with peers. The Social Studies Interim Assessment utilizing DBQ materials is not yet developed	4.4 Funding Source: Title I 1100: Teacher Salaries - $16,000 3000: Benefits - $2,000
Scope of Service: LEA X All OR: _ Low Income pupils _English Learners _ Foster Youth _Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA X All OR: _ Low Income pupils _English Learners Foster Youth _Redesignated fluent English proficient _Other Subgroups: (Specify)	

4.5 Schools will provide intervention programs before, after, and/or during the school day for at-risk students (Universal Access Choice and Challenge) through School Achievement Grants ($80 per student).	4.5 Supplemental. 0000: Unrestricted SAG: 0000 Objects 1000-7999 Mgmt. 570D 400,000.	4.5 Schools provided intervention programs before, after, and/or during the school day for at-risk students (Universal Access Choice and Challenge) through School Achievement Grants ($80 per student). Programs were listed in Annual Expected Measurable Outcomes #9. Individual school site student achievement is recorded in the Single Plan for Student Achievement (SPSA)	4.5 Funding Source: LCFF – Supplemental 1100: Teacher Salaries - $30,000 2100: Instructional Aide Salaries: $110,000 3000: Benefits - $20,000 4300: Materials and Supplies - $130,000 4400: Non-Capital Equipment - $30,000 5200: Conferences - $20,000 5800: Contracted Services - $60,000
Scope of Service: LEA _ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) students with disabilities, identified at-risk		Scope of Service: LEA _ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) students with disabilities, identified at-risk	
4.6 Purchase technology devices to access on-line intervention and language development programs for at-risk and English learners	4.6 EIA Carryover: 7091 Object 4400 160,000.	4.6 Purchased devices to access on-line intervention and language development software programs for at-risk and English learners With EIA funds expended, devices for English learners will come from Title III funds	4.6 Funding Source: EIA Carryover 4300: Materials and Supplies - $7,400 4400: Technology Inventory - $65,000 5800: Contracted Services - $1,900

Scope of Service: LEA _ All OR: X_ Low Income pupils X_ English Learners X_ Foster Youth X_ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA _ All OR: X_ Low Income pupils X English Learners X Foster Youth X_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
4.7 Provide English learners with access to online reading and language development intervention programs (Non-English speaking students- Imagine Learning) 60 students	4.7 Title III LEP: 4203 Object 5800 13,000.	4.7 Purchased and provided English learners with access to online reading and language development intervention software programs • Immigrate Students: Imagine Learning • 60 licenses. Licenses will increase to 80 in the 2016-2017 school year and will be funded through newly acquired Immigrant Title III	4.7 Funding Source: Title III – LEP 5800: Contracted Services - $13,000
Scope of Service: LEA _ All OR: _ Low Income pupils _X_ English Learners _ Foster Youth X_ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA _ All OR: _ Low Income pupils _X_ English Learners _ Foster Youth X_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
4.8 Provide Tier 2 and 3 Intervention that is common core aligned to students	4.8 LRE Grant: 3386 Object 5800 150,000.	4.8 Provided standards-aligned Tier 2 and 3 Intervention to students with disabilities	4.8 Funding Source: Least Restrictive Environment 5800: Contracted Services - $167,000

with disabilities (Read 180, System 44)		(Read 180, System 44) Action/Service will remain to cover on-going cost of program implementation funded through special education	
Scope of Service: LEA _ All OR: _ Low Income pupils _ English Learners __Foster Youth _Redesignated fluent English proficient _X_ Other Subgroups: (Specify) Students with Disabilities		Scope of Service: Junior High Schools __All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _X_ Other Subgroups: (Specify) Students with Disabilities	
4.9 English learner and At-risk students will be supported with Lexiacore5 intervention home/school license • 600 students	4.9 Title III LEP: 4203 Object 5800 20,000.	4.9 English learner and At-risk students supported using Lexiacore5 intervention home/school licenses • 500 students- reduction due to Alta Loma Elementary funding their own license school-wide • Will continue to fund license for 500 students in 2016-2017 and will increase if necessary.	4.9 Funding Source: Title III – LEP 5800: Contracted Services - $21,000
Scope of Service: LEA All OR: X_ Low Income pupils X_ English Learners X_ Foster Youth X_ Redesignated fluent English proficient X_ Other Subgroups: (Specify)		Scope of Service: LEA _ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) students with disabilities, African	

students with disabilities, African Americans		Americans	
4.10 English learners provided access to instructional aides for extra support daily	4.10 EIA Carryover: 7091 Objects 2100 and related 3000's 130,000.	4.10 English learners provided access to instructional aides for extra support daily	4.10 Funding Source: EIA Carryover 2100: Instructional Aide Salaries - $108,000 3000: Benefits - $10,000
Scope of Service: LEA __All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA _ All OR: _Low Income pupils X English Learners _Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	
4.11 Junior high student progress will be monitored by the Dean of Students who will then meet with at-risk student groups to review academic progress and ensure they are on track to promote at the end of 8th grade (cost of 2 deans)	4.11 Costs are included in contractual duties 0000: Unrestricted Base Objects 1300 and related 3000's $252,712.	4.11 Dean of Students met with identified at-risk students to review academic progress promotion at the end of 8th grade (cost of 2 deans) • Academic Focus Action/Service was highly effective and will continue in 2016-2017	4.11 Funding Source: LCFF – Base 1300: Administrator Salaries - $205,000 3000: Benefits - $64,000
Scope of Service: Alta Loma Junior High, Vineyard Junior High _X_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: Alta Loma Junior High, Vineyard Junior High _X_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _Other Subgroups: (Specify)	

4.12 District will support after school intervention and homework help at the two junior high schools	4.12 0000: Unrestricted Supplemental Objects 1100 and related 3000's 12,000.	4.12 District supported after school intervention and homework help at the two junior high schools ALJHS Program: Thrive Intervention VJHS Program: After School Math Tutoring	4.12 Funding Source: LCFF – Supplemental 1100: Teacher Salaries - $6,000 3000: Benefits - $1,000
Scope of Service: Alta Loma Junior High, Vineyard Junior High X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
4.13 G.A.T.E. coordinators will meet one time a trimester to develop rigorous inquiry and Problem Based Learning opportunities utilizing Icon strategies and supports in the classroom	4.13 Title II: 4035 Objects 1100 and related 3000's 3,000.	4.13 G.A.T.E. coordinators met one time for two trimesters to develop rigorous inquiry and Problem Based Learning lessons to include: 2016-2017 focus • STEM and Engineering Practices Coordinators were trained to implement new standards-based icons to support rigorous learning in the classroom	4.13 Funding Source: Title II 1100: Teacher Salaries - $2,300 3000: Benefits - $400
Scope of Service: LEA X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient		Scope of Service: LEA X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

_ Other Subgroups: (Specify)			
4.14 Provide G.A.T.E. certification training to new cluster teachers and coordinators as well as materials for G.A.T.E. criteria assessment • 25 teachers Purchase new GATE assessment protocols	4.14 Title II: 4035 Object 1100 and related 3000's 4,000. 0000: Unrestricted Base Object 4300 8,000.	4.14 New teachers in grades 4-8 attended G.A.T.E. certification training • February 9, 2016 New CogAT GATE assessment protocols were purchased and utilized for GATE Identification. The District screened all 3rd grade students using the protocol. Continuing costs may include replacement protocols	4.14 Funding Source: Title II 1100: Teacher Salaries - $5,000 3000: Benefits - $800 4300: Materials and Supplies - $6,400
Scope of Service: LEA X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: Alta Loma Junior High School, Vineyard Junior High School X All OR: _Low Income pupils _ English Learners _Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
4.15 Class-sizes will be reduced in grades TK-3 to 25:1 to accommodate differentiated instruction and individual student learning needs	4.15 0000: Unrestricted Supplemental Included in 1.1 $500,000.	4.15 Class-sizes were reduced in grades TK-3 to 25:1 to accommodate differentiated instruction and individual student learning needs	4.15 Funding Source: LCFF – Supplemental 1100: Teacher Salaries - $900,000 3000: Benefits - $400,000 Included in 1.1
Scope of Service: LEA X All OR: _ Low Income pupils		Scope of Service: Alta Loma Junior High, Vineyard Junior High X All OR: _Low Income pupils	

_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
4.16 Junior High Schools will include college and career readiness and awareness into the exploratory wheel for 8th grade students • Alta Loma Junior High will offer an AVID program.	4.16 EIA Carryover: 7091 Object 4100 9,000. 0000 Unrestricted Supplemental Object 5800 12,347. Included in 4.5	4.16 Junior High Schools included college and career readiness courses into the exploratory wheel for 8th grade students • Alta Loma Junior High offer an AVID program(Site sponsored using SAG grant). College/Career Elective • Vineyard Junior High School College/Career Elective	4.16 Included in 4.5
Scope of Service: Alta Loma Junior High School _ All OR: _X_ Low Income pupils X_English Learners _X_ Foster Youth _ Redesignated fluent English proficient _X_ Other Subgroups: (Specify)Identified at-risk, African Americans		Scope of Service: LEA _ All OR: _X_ Low Income pupils _X_ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _X_ Other Subgroups: (Specify) Identified at-risk, African Americans	
4.17 Identify a Foster Youth liaison (Teaching Assistant principal) at each school who will work directly with the District Foster Youth liaison to monitor student progress, seek supports, and will communicate directly with legal guardian, case worker and /or attorney • Senior Clerk	4.17 0000: Unrestricted Supplemental Object 2400 and related 3000's 12,500.	4.17 Foster Youth liaison (Teaching Assistant principal) worked directly with the District Foster Youth liaison to monitor student progress, seek supports, and communicate needs through legal guardian, case worker and /or attorney • Senior Clerk • School sites completed progress monitoring records at each trimester to report student	4.17 Costs included in contractual duties

		progress • HR and Pupil Services Director supervised the completion of progress monitoring reports and met with Site liaison when needed	
Scope of Service: LEA All OR: _ Low Income pupils _English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA All OR: _ Low Income pupils _English Learners X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
4.18 Retain Teaching Assistant Principals at each elementary school to act as school site liaison for at risk student group intervention, other means of correction, bullying investigation, and support services	4.18 0000: Unrestricted Base Object 1300 and related 3000's 195,000.	4.18 Retained Teaching Assistant Principals at each elementary school to act as school site liaison for at risk students. TAP provided regarding other means of correction, bullying investigation, intervention services, and securing needed resources	4.18 Funding Source: LCFF – Base 1300: Administrator Salaries - $164,000 3000: Benefits - $44,000
Scope of Service: LEA X_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
4.19 Hire Director of HR/Pupil Services to	4.19 0000: Unrestricted Supplemental	4.19 Hired Director of HR/Pupil Services to	4.19 Funding Source: LCFF – Supplemental 1300: Administrator Salaries - $43,000

facilitate data, monitor student progress, and oversee implementation of programs and services to under-represented or at-risk student groups in collaboration with TAP, Deans, and principals at school sites • 33% Supplemental	Objects 1300 and related 3000's 52,000.	facilitate data, monitor student progress, and oversee implementation of programs and services to under-represented or at-risk student groups in collaboration with TAP, Deans, and principals at school sites • 33% Supplemental	3000: Benefits - $12,000
Scope of Service: LEA X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	**Expected Annual Measurable Outcomes** #3: The District will use SBAC Interim Assessments (IAB, ICA) for instructional purposes, not as comparable data. The Interim Assessment in Social Studies for grades 7-8 using DBQ materials is not yet developed. #5: Measurable outcomes will be broadened to include all aspects of AMAO. AMAO1: Percentage of ELS's making annual progress in learning English; AMAO2: Percentage of EL's attaining English proficient level on CELDT, and AMAO3: Adequate yearly progress for EL as measured currently by participation rate. #7,#8: As outcome of data analysis, surmised the need to have both a junior high survey for students and a survey for elementary students to glean specific information regarding Universal Access supports and the effectiveness of such opportunities. Focus will be on access to instructional supports offered during Universal Access and additional instructional time and support before, during, or after school. #9: Individual school sites will report on the effectiveness of site-based programs that provide additional time and support as part of their intervention and/or Universal Access plan. Achievement measures will be individually documented in the Single Plan for Student Achievement or SPSA **Actions/Services** 4.2: In 2016-2019, student progress in grades K-8 will be monitored using STAR Diagnostic Assessments in both ELA and Math. The Diagnostic Assessments will be the District's Universal Assessment measure. Grade Level Study Groups will continue to meet to align District pacing, assessment and to report on progress. 4.3: ESGI use will be expanded to grades K-2 in the 2016-2017 school year.

	4.6: With EIA funds expended, funds for devices for Blended learning intervention programs for English learners will come from Title III 4.8: Action/Service will remain to cover on-going cost of Tier 3 programs and will be funded through special education 4.13: Due to CAASPP assessment in the spring, GATE coordinators will be released two times prior to third trimester to continue to develop Problem Based Learning to include STEM and Engineering practices.

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 5 from prior year LCAP:	Provide opportunities for parent input on educational programs, services, and use of resources	Related State and/or Local Priorities: 1 _ 2 _ 3 X 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. Improved parent, student, and staff response rate by 2% on annually updated survey from 2014-2015 **State Metric**: Effort to Engage Parents and Use Input **Local Metric:** Percentage of responses, attention to comments regarding timely topics 2. Improved attendance from parents of under-represented families to meetings and parent information nights will increase by 2% **State Metric**: Effort to Engage Parents and Use Input **Local Metric**: Sign-in sheets, administration observation, response rate on surveys 3. The percent of parents volunteering at school sites, attending school programs, activities and special events will increase by 2% **State Metric**: Effort to Engage Parents and Use Input. **Local Metric:** Sign-in sheets, observation, participation rate response on surveys 4. Improve home/school communication by providing opportunity for training 1 X per trimester to learn how to access web-site, parent portal, and communication system/app for parents, students, and staff **State Metric**: Effort to Engage Parents and Use Input **Local Metric**: Sign-in sheets, observation, participation rate response on surveys 5. Inclusion of ELAC and Foster Youth representation on school decision making committees **State Metric**: Effort to Engage Parents and Use Input **Local Metric:** Rosters, sign-in sheets	Actual Annual Measurable Outcomes:	1. Baseline response information from revised survey includes: Parent 31%, Student 58%, and Staff 92% response on annually updated 2015-2016 survey **State Metric**: Effort to Engage Parents and Use Input **Local Metric:** Percentage of responses, attention to comments regarding timely topics 2. Attendance of under-represented parents at meetings and parent information nights is reflected in 2015-2016 base survey information. Focus will be shifted to preferred parent connectedness activities as verified through attendance percentages as reported on survey When asked which educational opportunities attended by parents regarding relevant issues such as state standards, parent and/or student supports, and 21st Century learning skills, under-represented parents reported which events were most informative: • Back to School Night-73% • Parent Orientation-51% • School-Based Parent Information/Learning Nights-19% • Parent University-26% **State Metric**: Effort to Engage Parents and Use Input **Local Metric**: Sign-in sheets, administration observation, response rate on surveys 3. The participation percentage of parents volunteering at school sites, attending activities and connectedness events will increase as verified through attendance

percentages as reported on survey

When asked which educational opportunities attended by all parents regarding relevant issues such as state standards, parent and/or student supports, and 21st Century learning skills, parents reported on the most informative:

- Back to School Night-82%
- Parent Orientation-47%
- School-Based Parent Information/Learning Nights-30.4%
- Parent University-20%

When asked which connectedness activity was most valued to stay connected with the school site:

- Back to School (93.3%)
- Open House (82.7)
- Volunteering at school (53.8%)
- PTA/PTSA Activity Nights (51.2%
- School Parties (48.5%)
- School Based Information Nights (40.7%)
- Choral/Band Performances (36.4%)
- After School Sports (20.8%)

Parent Connectedness Opportunities:

ALE: Parent Tea/Coffee chat; Costume Parade, Spirit Assemblies, Volunteer Luncheon, Pastries with PTA, Clothes Closet, monthly family nights entertainment and activities, dine out events, choral/band events

Banyan: Watchdog DADS, Donuts with Dads, Muffins with Moms, Parent Volunteers, special events, Family Night- Fall, spring

Carnelian: PTA/SSC/ELAC, Watch Dogs, Parent Volunteer Coordinator, Garden, PTA Family Nights (Hoedown, Winter Wonderland, Movie Nights), Monthly donuts/coffee for parents

Deer Canyon: PTS Family Nights: Monthly dine out, Spring fling, PTA donuts with Dads, Muffins with Mom, Goodies with Grandparents

Hermosa: Coffee with the principal, Brain research, Number Talks, Math Adoption, PTS, School Site Council, Father Daughter Dance, Mother/Son Make a Race Car Night

Jasper: Book Fair, Dynamic Dads, Muffins with Moms, Jog-a-thon, Grandparent's Day

Stork: Watch Dogs, Hoedown, Science Night, Site Council/PFSA Mtgs., Doughnuts with Dads, Meet the Masters, Volunteer Tea, Community Garden

Victoria Groves: Parent Information Night, Parent/Teacher Conferences; Family Fun Nights: Fall picnic, Talent Show, Vocal/Instrumental Performance, Volunteer Tea

ALJHS: Newsletter, after-school sports, Club Days, Food Fairs, Global messaging, School Site Council Self -Study, Instagram, Website, 8th grade Planning Committee

VJHS: Meet the Teacher Night, Open House, Fall and Spring choral Showcase, Winter and Spring Band Concert, Newsletter and website, phone calls and emails through Blackboard, Parents as chaperones to CIMI, PALI, and San Francisco, 8th grade Promo Party Parent Committee, G.A.T.E. Parent Meeting, Sixth Grade Orientation, PTSA and School Site Council

State Metric: Effort to Engage Parents and Use Input.
Local Metric: Sign-in sheets, observation, participation rate response on surveys

4. Improved home/school communication by providing parent training 1 X per trimester to access web-site, parent portal, and global communication for parents, students, and staff.(Focus for 2016-2017 will be in training parents how to use the Blackboard Parent Link App.)

   Tech TOSA's provided training on the following dates:

   Parents:

- July 30: ALJHS- Parent Portal log-in training
- July 31-VJHS- Parent Portal log-in training
- October 22- District-wide Parent University
- Cyber Seniors: Held every Thursday at ALJH

Teacher and Students:

- Model/training to 3 to 4 teachers per school per trimester followed by in class coaching and working directly with students
- Seven "Appy Hours" were offered in Google Apps for Education attended by teachers, classified and administrative staff

			• Attended 10 school site staff meetings • Full day professional development for Site Technology Leaders and District Office Staff. • **State Metric**: Effort to Engage Parents and Use Input **Local Metric**: Sign-in sheets, observation, participation rate response on surveys 5. Included ELAC, Foster Youth, and SWD' parent representative on school decision making committees at school sites **District Average: 78%** **State Metric**: Effort to Engage Parents and Use Input **Local Metric:** Rosters, sign-in sheets

LCAP Year: 2014-2015

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
5.1 Regularly update and administer annual parent, staff, and student survey	5.1 Minimal cost to creating and distributing stakeholder surveys 0000: Unrestricted Base Object 1300 and related 3000's 5,000.	5.1 Regularly updated and administered annual parent, staff, and student survey in collaboration with LCAP Advisory Council's review and recommendations Accordingly, revised surveys will include a separate elementary and junior high student survey for 2016-2017 Chrome books will be made available in general waiting areas during Parent/Teacher conference week to access and complete surveys Paper copies of the Parent/Community survey will be sent to school sites as an alternative during conferencing	5.1 Funding Source: LCFF – Base 1100: Teacher Salaries - $800 3000: Benefits - $100

Scope of Service: LEA X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: Alta Loma Junior High, Vineyard Junior High X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
5.2 Outreach to promote and increase input from under-represented families through district liaison and communication system	5.2 Costs included in contractual duties 0000 Unrestricted Base Object 1300 and related 3000's 46,947.	5.2 Director of HR and Pupil Services will promote outreach to increase input from under-represented families and work with school sites to monitor Foster Youth and Homeless services	5.2 Included in 4.19 Included in 2.5
Scope of Service: LEA _ All OR: _X_ Low Income pupils _X_English Learners _X_Foster Youth __Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA All OR: X_ Low Income pupils X_ English Learners X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
5.3 Inclusion of representatives for Foster Youth, English learners, and students with disabilities on individual School Site Councils. Site council and ELAC committees make decisions regarding student achievement, school climate, parent participation, student engagement, and enrichment opportunities	5.3 No costs associated	5.3 Inclusion of representatives for Foster Youth, English learners, and students with disabilities on individual School Site Councils. Site council, ELAC, and other representative committees were included in the decision making process regarding student achievement, school climate, parent participation, and school-based issues.	5.3 No costs associated
Scope of Service: School Sites		Scope of Service: School Sites	

_ All OR: X Low Income pupils X_ English Learners X Foster Youth _ Redesignated fluent English proficient X_ Other Subgroups: (Specify)Students with Disabilities		_ All OR: X Low Income pupils X_ English Learners X Foster Youth _ Redesignated fluent English proficient _X_ Other Subgroups: (Specify) Students with Disabilities	
5.4 Develop and administer parent survey in Spanish	5.4 Minimal costs associated 0000: Unrestricted Base Object 5800 1,000.	5.4 Due to multiple revisions to the survey, Spanish language surveys were not developed. Document Tracking Services has been contracted for translations when surveys are finalized after revision. See 5.8	5.4 No cost associated
Scope of Service: LEA _ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA _ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	
5.5 Provide both on-line and paper/pencil survey	5.5 Minimal costs associated 0000: Unrestricted Base Object 2400 and related 3000's 1,000.	5.5 Provided both on-line and paper/pencil surveys to parents during public forums, District-wide meetings (DELAC, LCAP Advisory, etc.) Chrome books will be made available in general waiting areas during Parent/Teacher conference week to access and complete surveys Paper copies of the Parent/Community	5.5 Funding Source: LCFF – Base 2400: Clerical Salaries - $800 3000: Benefits - $200

		survey will be sent to school sites as an alternative during conferencing This action is redundant and will be eliminated (see 5.1)	
Scope of Service: LEA X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
5.6 Implement upgraded district web-site to include parent portal and information app (Blackboard)	5.6 0000: Unrestricted Base Object 5800 16,000.	5.6 Purchased web-hosting, Blackboard Connect, Parent-link, and EXPLOR LMS. • District decision to utilize Google Apps for Education for teacher collaboration (See 2.5).	5.6 Included in 2.5
Scope of Service: LEA X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
5.7 Support schools in offering and communicating multiple opportunities for parents to be involved in school through media and communication consultant	5.7 0000: Unrestricted Base Object 5800 18,000.	5.7 District hired media and communication consultant to assist schools in home/school messaging through social media, web-casting, and District branding	5.7 Funding Source: LCFF – Base 5800: Contracted Services - $36,000

Scope of Service: LEA X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
5.8 Provide resources to translate appropriate home-to-school programs into home language	5.8 0000: Unrestricted Supplemental Object 5800 1,000.	5.8 Contracted with Doc-Tracking Services to translate appropriate home-to-school communications • EL students 5% of total population • Primary languages for translation: Spanish, Arabic, Mandarin Documents will include: • LCAP Survey • Report Cards • School-site determined need See 5.4	5.8 Funding Source: LCFF – Supplemental 5800: Contracted Services - $2,750
Scope of Service: LEA _ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA _ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	
5.9 District to provide opportunities for community input through Stakeholder events to include Community Forums, committees, informational meetings, and open discussion formats	5.9 0000: Unrestricted Base Object 4300 1,000.	5.9 District provided multiple opportunities to foster community input through Stakeholder events that included district and school site committees meetings, and open discussion formats. The public was encouraged to attend multiple	5.9 No costs

		public formats: • Calendared public forums at each school site • Multiple District-wide public forums including Parent Liaison and PTA/PTSA forums • See calendar in Section 1: Stakeholder Input	
Scope of Service: LEA _X_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA _X_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
5.10 Increase parent opportunities for second language acquisition through district evening Community Based English Tutoring (CBET) classes taught by a credentialed teacher and assisted by an instructional aide and proctor for childcare supervision	5.10 Title III LEP: 4203 Objects 1100 and related 3000's 5,200. Title III LEP: 4203 Objects 2100 and related 3000's 800.	5.10 Increased parent English learner opportunities to learn English through district Community Based English Tutoring (CBET) classes. • Credentialed teacher assisted by an instructional aide and proctor for childcare supervision • Advertised regularly through Global Messaging	5.10 Funding Source – Title III LEP 1100: Teaching Salaries - $4,000 2100: Instructional Aide Salaries - $1,000 3000: Benefits - $1,000
Scope of Service: LEA _ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA _ All OR: _ Low Income pupils X English Learners _ Foster Youth X 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?	**Expected Annual Measurable Outcomes** #2: Under-represented parent groups will increase attendance at meetings including parent information opportunities as reflected in 2015-2016 base survey information. Focus will be shifted to preferred parent connectedness activities and verified through attendance percentages as reported on survey #3: The participation percentage of parents volunteering at school sites, attending activities and connectedness events will increase verified through attendance percentages as reported on survey #6: Added: Expansion of opportunities for under-represented parent groups to serve on District-Wide Advisory Committees: • Parent Liaison Advisory • PTA/PTSA District Council • DELAC (District English Learner Advisory Committee) • Title I District Engagement (TIDE) • LCAP Advisory Group • Foster Youth Summit **Actions/Services** 5.1: Revised surveys will include a separate elementary and junior high student survey for 2016-2017.Chrome books will be made available in general waiting areas during Parent/Teacher conference week to access and complete surveys. Paper copies of the Parent/Community survey will be sent to school sites for alternate use during conferencing. 5.2: Revise and clarify intent of action more specifically: Director of HR and Pupil Services will promote outreach to increase input from under-represented families and work with school sites to monitor Foster Youth and Homeless services 5.5: Action/Service will be eliminated do to redundancy. See 5.1 5.7: Due to redundancy, 5.7 will be eliminated. See 5.4: Change to include not just survey, but other important communications in home languages: Provide resources to translate appropriate home-to-school programs into home language 5.9: Broaden description to include PBIS Family Engagement Events: Increase parent opportunities for second language acquisition through Family Engagement Activities to include: • Community Based English Tutoring (CBET) program taught by a credentialed teacher and assisted by an instructional aide and proctor for childcare supervision • PBIS Family Engagement Events

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:	Provide a safe, attractive, and well maintained learning environment that supports student engagement, wellness, health, and school connectedness	Related State and/or Local Priorities: 1 X 2 _ 3 _ 4 _ 5 X 6 X 7 _ 8 COE only: 9 _ 10 Local : Specify

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

Expected Annual Measurable Outcomes:	1. 65% of students will report that school facilities are clean and in good repair in annual survey **Local Metric:** Student Senate/Site Council will put facilities on regular agenda, student survey **State Metric:** Facilities in good repair 2. 85% of parents and staff will report school facilities are clean and in good repair **Local Metric**: Staff and parent surveys 3. 85% of students, parents, and staff will report that they feel safe at school **Local Metric**: Student Senate/Site Council will put facilities on regular agenda, student survey 4. Increase student attendance rate by .01% from previous year **State Metric**: Attendance Rate, Chronic Absenteeism **Local Metric:** Attendance rosters, sign-in and out records, truancy rate 5. Identify students at risk of not promoting or dropping out of middle school early in the school year and develop intervention plan and implement **State Metric:** Middle School Dropout Rate **Local Metric**: Intervention plans, conference notes, parent and student signatures, intervention pupil rosters and attendance 6. The percentage of students that feel connected to school will increase by 2% as reported on student survey	Actual Annual Measurable Outcomes:	1. 78.8% of students reported that school facilities including classrooms are clean and in good repair in the 2015-2016 survey • Facility Inspection Tool (FIT) is performed annually at each school site to identify areas of need and repair based upon a visual inspection of the site. Good repair is defined to mean that the facility is maintained in a manner that ensures that it is clean, safe, and functional • Work orders are received from site personnel. The work order system is constantly monitored by the Maintenance and Operations secretary and work is assigned to individual according to their craft. Work orders are completed within 5 days. • Deferred maintenance is a list of estimated projects submitted to the Chief Business Officer. These are generally larger projects. **Local Metric:** Student Senate/Site Council will put facilities on regular agenda, student survey **State Metric:** Facilities in good repair 2. 91% of parents and 83% of staff reported that school facilities are clean and in good repair. We did not reach our goal of 85% for staff. We are currently completing a Facilities Master Plan. The plan involves all stakeholders. Parents and staff members will have the opportunity to report concerns and conclusions on how to make sure our schools are clean and in good repair **Local Metric**: Staff and parent surveys

Local Metric: Participation rates at school events, student survey, fewer discipline referrals

7. The percentage of parents and students will report an increase in the amount and variety of activities for students and families from baseline year (2015-16)
   Local Metric: Participation rates at school events, student and parent survey

8. Student suspension rate will be reduced by 1% through the use of other means of correction
   State Metric: Suspension Rate
   Local Metric: Discipline referrals, conference records on alternate means of correction, student information system

9. Continue to provide alternatives to student expulsion when possible to maintain low incidences of expulsion (0%)
   State Metric: Expulsion Rate
   Local Metric: Discipline referrals, conference records on alternate means of correction, student information system

10. Parents will report knowledge of positive intervention strategies employed on school sites
    Local Metric: Annual survey, parent group reports

11. Teachers will be trained to implement Positive Behavior Intervention actions on school campuses
    Local Metric: Team rosters, sign-in sheets, agenda

12. Improved outreach and communication to parents of English learners through publications in home languages
    Local Metric: On-line resources, parent survey

13. Students will have access to counseling services when needed
    Local Metric: Referrals, schedules

3. 92% of parents reported that they feel safe and secure while visiting campuses.

   96% of staff members reported that staff and students are safe and secure on campus.

   83% of students reported that they feel safe at school.

   ALSD Safe School Ambassador Participation: 107

   Student numbers suggest continuing Positive Behavior Support Interventions, Safe School Ambassador, restorative justice practices and inclusion of students in decision making.
   Local Metric: Student Senate/Site Council will put facilities on regular agenda, student survey

4. Increase student attendance rate by .01% from previous year.
   - 2014-2015 Daily Average Attendance Rate was 95.96%
   - 2015-2016 Daily Average Attendance Rate:
   - Chronic Absenteeism is defined as students who did not attend school 10% of the school year, or 18 or more days absent. This includes students who were ill, excused, unexcused, or parent didn't clear the absence
   - **District-wide Chronic Absenteeism Rate**: 5.2%- a significant rise from 2.2% reported last year

   School Site Number of students chronically absent:
   - ALE: 27
   - Banyan: 38
   - Carnelian: 20
   - Deer Canyon: 40
   - Hermosa: 33
   - Jasper: 18
   - Stork: 26
   - Victoria Groves: 19
   - Alta Loma Junior High: 44
   - Vineyard Junior High: 42

SART/SARB Meetings:

- ALE
- Banyan: 14
- Carnelian: 4
- Deer Canyon:
- Hermosa
- Jasper: 3
- Stork: 10
- Victoria Groves: 3
- Alta Loma Junior High: 5/2
- Vineyard Junior High: 1/2

State Metric: Attendance Rate, Chronic Absenteeism
Local Metric: Attendance rosters, sign-in and out records, truancy rate

5. Identify students at risk of not promoting or dropping out of middle school early in the school year and develop intervention plan and implement:

   Alta Loma Junior High School: 13 conferences, 2 non-promotes
   Vineyard Junior High School: 25 conferences, 5 non-promotes
   District Middle School Dropout Rate: 0%

   State Metric: Middle School Dropout Rate
   Local Metric: Intervention plans, conference notes, Parent and student signatures, intervention pupil rosters And attendance

6. The percentage of students that feel connected to school will increase by 2% as reported on student survey. A newly formatted survey for both junior high and elementary students will be developed for the 2016-2017 school year to get specific information on activities and participation rates specific to each school.

   When asked if students look forward to coming to school, they reported the following:
   - Always: 26.5%%
   - Almost Always: 29.5%
   - Sometimes: 32.5%
   - Never: 6.6%

- Other: 5%

ALSD afterschool sports participation: 664

School Site Student Connectedness Activities:

ALE: Student store, talent show, choral/band programs, Track & Field team, Homework Club, PTA Reflections program, CVWD poster contest, Student Council, classroom buddies, Celebrations (earth, grandparents), assemblies, Old West Days Celebration, EOY Family Night, jog-a-thon, Science Fair, Good News Club, Costume parade, Red Ribbon Week

Banyan: Student Senate, Chess Masters, Friend of Rachael, Track and Field, Meet the Masters, Bulldog of the week

Carnelian: After school enrichment: Chess Masters, Comic Creators (scholarships for FY), Friend of Rachel Club, Student Senate, Monthly GATE enrichment activities (First aid/CPR, STEM-egg drop, pumpkin catapult, aviation)

Deer Canyon: Student government, Wednesday afternoon enrichment, Spirit activity days, Family night, Family breakfasts

Hermosa: Winter Wonderland, Movie Night, Father/Daughter Dance, Mother/Son Make a Race Night

Jasper: Chess and After School Projects, Garden

Stork: G.A.T.E. student enrichment 1x month, Friend of Rachel Club, Spelling Bee, 50/50 After school Program (Chess, Art, Sports, Technology, Acting)

Victoria Groves: Los Osos High School Peer Counselors-Bully Prevention, Spanish Explorers- 6 weeks after school, Science Experiment Camp-6 weeks after school, 6th Grade Camp

ALJHS: Dances, Food fairs, Clubs, Safe School Ambassadors, AVID, after school sports, Noon Sports, PTSA, Teacher Aide/Office Aide, School Site Council

VJHS: Renaissance Program- rally, Privilege Cards and Rewards, Fall and Winter Dance parties, Spirit Days, Christian Club and Movie Club, Outdoor Science Camp, after school sports, FOR Club- Friends of Rachel, Yearbook Signing Party, Safe School Ambassadors, Community Service Events through Leadership/ASB, After School math tutoring, study hall

Include EL, FY, SWD in Student Leadership

Opportunities:

Elementary: Friend of Rachel, Student Senate and Executive board, Academy of Arts, Track and Field

Junior High: ASB Club Leaders, Rotary Club Leadership Camp, Future Leaders Camp, School Site Council, AVID, Leadership Class, Yearbook

Local Metric: Participation rates at school events, Student survey, fewer discipline referrals

7. The percentage of parents and students will report an increase in the amount and variety of activities for students and families from baseline year (2015-16)

   Back to School Night-82%
   Parent Orientation-47%
   School-Based information nights-30.4%
   Parent University-20%
   When asked which activity was most valued to stay connected with the school site, respondents reported

   Back to School (37%)
   Volunteering at school (24%)
   Membership in PTA/PTSA/PTFA (26/5%)
   67.2% of parents reported they did not participate as a member of a school or district committee.
   Local Metric: Participation rates at school events, student and parent survey

8. Student suspension rate will be reduced by 1% through the use of other means of correction
   - ALSD: number of students that committed a reportable offense: 102 (1.7%)
   - ALSD: number of reportable offenses: 163 (2.8%)
   - ALSD: number of suspensions: 99 (1.7%)
   - ALSD: number of In-school suspensions: 64 (1.1%)
   - 2014-2015 Suspension Rate: 1.0% (60/5917)
   - 2015-2016 Suspension Rate: .08% (45/5906)

   State Metric: Suspension Rate

Local Metric: Discipline referrals, conference records On alternate means of correction, student information system

9. Continue to provide alternatives to student expulsion when possible to maintain low incidences of expulsion

ALSD: 2014/2015 Expulsion Rate: 0%
ALSD: 2015-2016 Expulsion Rate: 0%

State Metric: Expulsion Rate
Local Metric: Discipline referrals, conference records on alternate means of correction, student information system

10. Parents reported knowledge of positive intervention strategies employed on school sites:

Parents reported that the district should increase behavioral support for student populations through:

- Implementation of Positive Behavior Intervention Supports at each school site: 67%
- Offer counseling at both the elementary and Junior High School Sites: 64.9%

Local Metric: Annual survey, parent group reports

11. Teachers were trained to implement Positive Behavior Intervention actions on school campuses
    - **ALSD Cohort 1** completed first year of Tier I training on Positive Behavior Support Interventions
    - **ALSD Cohort 1 Schools:**
      Alta Loma Elementary School
      Deer Canyon Elementary School
      Hermosa Elementary School
      Floyd Stork Elementary School
      Vineyard Junior High School
    - **ALSD Trainers of trainers** will begin training to ALSD Cohort 2 Schools in the 2016-2017 school year
    - **ALSD Cohort 2 Schools:**
      Banyan Elementary School
      Carnelian Elementary School
      Jasper Elementary School
      Victoria Groves Elementary School

			Alta Loma Junior High School **Local Metric:** Team rosters, sign-in sheets, agenda 12. Improved outreach and communication to parents of English learners through publications in home languages • Assisted parents with translation during IEP meetings, survey questions • Provided tablets to school sites to use for translation during parent conferences and other meetings • Provided information regarding CAASPP assessments to school sites who in turn used with parents in multiple languages • Provided access to LexiaCore5 on-line language supports for home/school study • Implemented Imagine Learning language program to Immigrant Students and parents **Local Metric**: On-line resources, parent survey 13. Students have access to counseling services when needed: **ALSD Tier 2 Counseling: 36 students served** **ALSD Tier 3 Counseling: 13 students served** **Local Metric**: Referrals, schedules

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
6.1 Regular implementation of Facility Inspection Tool (FIT) for every school	6.1 Costs included in contractual duties	6.1 Regular implementation of Facility Inspection Tool (FIT) for every school	6.1 Costs included in contractual duties
Scope of Service: LEA X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

6.2 Work orders and deferred maintenance projects will be completed according to schedule	6.2 8150 (RMA) Objects 2000-7999 1,470,000.	6.2 Work orders and deferred maintenance projects were completed according to schedule	6.2 Funding Source – Routine Restricted Maintenance 2200: Classified Pupil Support Salaries - $360,000 2300: Classified Administrator Salaries - $40,000 2400: Classified Clerical Salaries - $40,000 3000: Benefits - $215,000 4300: Materials and Supplies - $290,000 4400: Noncapitalized Equipment - $15,000 5600: Rents, Leases and Repairs - $350,000 5800: Contracted Services - $85,000 6400: Equipment - $30,000 6500: Equipment Replacement - $55,000 7300: Indirect Cost - $75,000
Scope of Service: LEA X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
6.3 Review attendance records at sites and hold SART meetings when necessary to design a plan for student success	6.3 Costs included in contractual duties	6.3 Reviewed attendance records at sites and held SART meetings when appropriate • District will be revising attendance letters for district-wide consistency • Time and attention placed on chronically absent students	6.3 Costs included in contractual duties

Scope of Service: LEA X All OR: _ Low Income pupils _ English Learners _ Foster Youth _Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA X All OR: _ Low Income pupils _ English Learners _ Foster Youth _Redesignated fluent English proficient _ Other Subgroups: (Specify)	
6.4 Monitor incidents of chronic absenteeism and hold SART and SARB meetings when necessary	6.4 Costs included in contractual duties	6.4 Monitored incidents of chronic absenteeism and held SART and SARB meetings when necessary	6.4 Costs included in contractual duties
Scope of Service: LEA X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
6.5 School sites develop a plan to include incentives and activities to encourage outstanding attendance • ($500. per site)	6.5 0000: Unrestricted Base SAG: Object 4300 5,000.	6.5 School sites developed a plan to include incentives and activities to encourage outstanding attendance • ($500. per site) • Attendance Baskets • Raffles • Perfect Attendance certificates/awards • Monthly drawing for perfect attendance • Trimester Awards • Monthly Perfect Attendance Awards	6.5 Funding Source: LCFF – Base 4300: Materials and Supplies - $5,000

		• Hero Awards	
Scope of Service: School Sites X All OR: __Low Income pupils __English Learners __Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: School Sites X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
6.6 Dean of Students will monitor student progress at each reporting period, identify students at risk of not promoting or dropping out, and create and implement an intervention plan for student success • (Repeat Action 4.11)	6.6 Costs included in contractual duties Included in 4.11	6.6 Dean of Students monitored student progress to identify students at risk of not promoting and created intervention plan for student success. • Focus on drop-outs/non-promotion • (Repeat Action 4.11)	6.6 Costs included in 4.11
Scope of Service: Alta Loma Junior High, Vineyard Junior High X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: Alta Loma Junior High, Vineyard Junior High X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
6.7 Schools will provide multiple opportunities for students and their families to make a positive connection at school (at least one activity a trimester). Student and parent activities will become a major focus of web-site messaging through media and communication consultant.	6.7 Included in 5.7	6.7 Schools provided multiple opportunities for students to make a positive connection at school (at least one activity a trimester). • See list of student activities Opportunities will be messaged through media and communication consultant.	6.7 Cost included in 5.7

• (Repeat Action 5.7)		• (Repeat Action 5.7)	
Scope of Service: LEA X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
6.8 Provide training for staff in implementing Positive Behavior Intervention strategies district-wide. • (5 school sites to be trainers of trainers).	6.8 LRE Grant: 3386 Object 5800 60,000.	6.8 Provided training for staff in implementing Positive Behavior Intervention strategies district-wide. • **Cohort 1: 2015-2016** • ALE, Deer Canyon, Hermosa, Stork, VJHS • **Cohort 2: 2016-2017** • Banyan, Carnelian, Jasper, Victoria Groves, ALJHS	6.8 Funding Source: LRE Grant 5800: Contracted Services - $65,000
Scope of Service: LEA X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
6.9 Behavior Support Team will be developed with the hiring of a Behavioral Specialist to support students with disabilities	6.9 EHRMS: 6512 Object 1200 and related 3000's 128,000.	6.9 A Behavioral Specialist was hired and returned to previous job. District decision to hire a Clinical Counselor to replace the Behavioral Specialist. • Clinical Counselor hired 4/16 for the 2016-2017 school year • Clinical Counseling will be provided to Tier 3 students with	6.9 Funding Source: Mental Health 1210: Pupil Support Salaries - $49,000 3000: Benefits - $8,000

		disabilities The District hired an additional psychologist to facilitate behavioral support.	
Scope of Service: LEA _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _X_ Other Subgroups: (Specify)Students with disabilities		Scope of Service: LEA _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient X_ Other Subgroups: (Specify) Students with disabilities	
6.10 Mental Health counseling for students with disabilities will be offered	6.10 EHRMS: 6512 Object 5800 150,000.	6.10 Provided Mental Health counseling for students with disabilities	6.10 Funding Source: Mental Health 5800: Contracted Services - $80,000
Scope of Service: LEA _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _X_ Other Subgroups: (Specify) Students with Disabilities		Scope of Service: LEA _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient X_ Other Subgroups: (Specify) Students with disabilities	

6.11 Provide counseling services for all students through a referral process	6.11 0000 Unrestricted Base Object 5800 40,000. MBO: 5640 Object 5800 30,000	6.11 Provided Tier 2 counseling services for all students through a referral process	6.11 Funding Source: LCFF – Base 5800: Contracted Services - $22,000 Funding Source: Medi-Cal Billing Option (MBO) 5800: Contracted Services - $10,000
Scope of Service: LEA X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
6.12 School sites (through site liaison and in collaboration with district liaison) will provide outreach to under-represented student populations to become involved in Leadership and extra-curricular programs (Deans and TAPS)	6.12 Costs included in contractual duties	6.12 School sites (through site liaison and in collaboration with district liaison) provided outreach to under-represented student populations to become involved in Leadership and extra-curricular programs • See EAMO #6	6.12 Costs included in contractual duties
Scope of Service: LEA _ All OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA _ All OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

6.13 Improved outreach to under-represented students and parents of English learners through publications in home language and/or global communications in home language	6.13 0000: Unrestricted Supplemental Object 5800 1,000.	6.13 Improved outreach to under-represented students and parents of English learners through publications translated into home language and/or global communications in home language	6.13 Funding Source: LCFF – Supplemental 2400: Classified Clerical Salaries - $500 3000: Benefits - $50
Scope of Service: LEA _ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA _ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	
6.14 Improved sense of school participation and connectedness for students and community through Junior High after-school sports program	6.14 0000: Unrestricted Base Object 1100 and related 3000's 40,000.	6.14 Improved connectedness and student participation through Junior High after-school sports program • District participation rate: 664/1412 7th and 8th graders • 47% (may include duplicates)	6.14 Funding Source: LCFF – Base 1100: Teacher Salaries - $26,000 2900: Other Classified Salaries - $7,000 3000: Benefits - $5,000 5700: Transportation - $2,000
Scope of Service: Alta Loma Junior High, Vineyard Junior High X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: Alta Loma Junior High, Vineyard Junior High X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
6.15 Improved sense of school safety and connectedness for students and parents through participation in Safe School Ambassador Program at both junior high schools	6.15 0000: Unrestricted Base Object 1100 and related 3000's 5,000	6.15 Improved sense of school safety and connectedness through participation in Safe School Ambassador Program at both junior high schools **ALSD Safe School Ambassador**	6.15 Funding Source: LCFF – Base 1100: Teacher Salaries - $3,400 3000: Benefits - $400 5700: Transportation - $800

		Participation: • 107/1412 • 8% (no duplicates)	
Scope of Service: Alta Loma Junior High, Vineyard Junior High X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
6.16 Retain Teaching Assistant Principals at each elementary school to act as school site liaison for at risk student group intervention, other means of correction, bullying investigation, and support services • (repeat action 4.18)	6.16 Included in 4.18	6.16 Retained Teaching Assistant Principals at each elementary school as school site liaison for at risk students in planning intervention, other means of correction, bullying investigation, and support services	6.16 Included in 4.18
Scope of Service: LEA X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	**Expected Annual Measurable Outcomes** #2. #3: Measurable outcomes combine parent and staff information in #2, and student, parent, and staff in number #3. Upon reflecting on reportable data, the need to separate the reporting of each group is apparent. Note sequence to replace outcomes #2 and #3. #7: Will be removed due to redundancy (Goal 5 #'s 2 and 3) #12: Will be removed due to redundancy (See Goal 5.4, 5.8)

	2016-2017 Expected Annual Measurable Outcomes will read as follows: #1: 79% of students will report that school facilities are clean and in good repair. #2: 92% of parents will report that school facilities are clean and in good repair. #3: 85% of staff will report that school facilities are clean and in good repair. #4: 84% of students will report that they feel safe at school. #5: 92% of parents will report that they feel safe at school. #6: 95% of staff will report that they feel safe at school. #7: Increase student attendance rate by.01% from previous year. #8: Chronic Absenteeism rate will be reduced by 1% from previous year (added) #9: Identify students at risk of non-promotion and/or dropping out of middle school early in the school year to develop and implement intervention plan. #10: Students will report that they have a variety of activities to become involved in at school which leads to improved connectedness to school. #11: Student suspension rate will be reduced by 1% through the use of other means of correction #12: Provide alternatives to student expulsion to maintain low incidences of expulsion #13: Cohort 2 teachers will be trained to implement Positive Behavior Intervention actions on school campuses while Cohort 1 teachers continue implementation of Tier I training. #14: Students will have access to counseling services in response to parent and/or staff referrals at both the elementary and junior high schools. **Actions/Services:** 6.3/6.4: Combine attendance records review with monitoring chronic absenteeism and hold SART and SARB meetings appropriately. 6.4 is redundant 6.6: Eliminate- Repeat Action See 4.11 6.9/6.10: Combine due to hiring of new clinical counselor to provide Tier 3 counseling services to special education students 6.13: Redundant action will be eliminated. See 5.2 and 5.8. 6.16: Redundant action will be eliminated: See 4.18 (Retain Teaching Assistant Principals at each elementary school to act as school site liaison for at risk student group intervention, other means of correction, bullying investigation, and support services) 6.12: Add: Extended Health Clerk hours at each school and the addition of a west-side and east-side LVN to assist with the management of chronic illnesses.

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

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	$2,685,871.

Alta Loma will use supplemental funds districtwide and/or schoolwide, which are principally directed towards, and are effective in, meeting the district's goals for unduplicated students, including students with disabilities. This includes, but is not limited to:

Supplemental funds will be principally directed towards class-size reduction in grades TK-3 to increase teacher/students contact for all students, however, these smaller classes will benefit English language learners, low-income students, and foster youth disproportionally as these students will experience greater academic benefit from increased contact time with their teacher.

Supplemental funds will be principally directed towards school sites on a per student basis to allow school staff to focus interventions at the most appropriate local level, the school site. Schools will provide intervention programs before, after, and/or during the school day for at-risk students (Universal Access Choice and Challenge, additional time and support before or after school) through School Achievement Grants ($80 per student).

At the junior high school level, additional funds will be principally directed towards specific after school intervention and college preparedness programs that will target closing the achievement gap.

Technology purchases will be principally directed towards assisting targeted student groups in their instructional and language acquisition programs at all schools.

Focused blended learning opportunities will be principally directed towards targeted student groups to utilize at both school and home to assist in closing the achievement gap.

Director of HR/Pupil Services is principally directed to facilitate data, monitor student progress, and oversee implementation of programs and services to under-represented or at-risk student groups in collaboration with TAP, Deans, and principals at school sites (33% Supplemental).

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.

6.45	%

Provide focused differentiated training principally directed towards English learner support and scaffolding for at-risk students and students with disabilities.

Provide District Foster Youth liaison (Senior Clerk) who is principally directed towards assisting in monitoring student progress, seeking supports, and communicating directly with legal guardian, case worker and /or attorney.

Provide resources in home language or principally directed towards translation of appropriate home-to-school programs into home language.

Technology will be purchased principally directed to assist targeted student groups in their instructional and language acquisition programs both at home and at all schools.

English language learner aides will be principally directed towards providing additional time and support to students directly at all schools.

Provide English language arts materials that are aligned with ELD standards and provide teachers the tools necessary to provide Integrated and Designated English language arts instruction at each school site.

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).

8-22-14 [California Department of Education]