§ 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:** 2014-2015

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
It is the intent of the Alta Loma School District to seek and incorporate input for our LCAP from advisory group parents, representative teacher groups, administrators, and community groups. Parent Stakeholders: Meetings were held with our Parent Advisory group (comprised of PTA and Site Council representatives from each school), DELAC (parents of English language learners), and a newly created LCAP Advisory group (parents representing each school and significant subgroup students). At these meetings parents participated in an activity that allowed them to prioritize LCAP goal areas and respond to open ended questions which allowed them to identify specific program needs and concerns. District Stakeholders: LCAP goal prioritizing activities were conducted with our school board members, management team (comprised of certificated and classified administrators) and various teacher groups including Curriculum Council, school leadership teams, and ALEA, our teacher bargaining unit. Student Outreach: Surveys were completed by a representative group of students, grades 4-8, from each school. Other Stakeholders: An opportunity for community members to provide input for LCAP will be scheduled in the 2014-15 school year. At the end of April 2014, a draft LCAP was presented to our Parent Advisory group and our DELAC parent committee. A Board Study session was held on May 21, 2014 where the LCAP draft was presented. A public hearing was held on June 11, 2014 with final approval of the LCAP on June 18, 2014.	The following priorities were identified by parent stakeholder groups: • Focus on preparing teachers to implement rigorous curriculum for all students (Priority #1) • Using technology in all curriculum areas for both teachers and students (Priority #2) • Student access to a broad course of study (Priority #7) The following priorities were identified by District management stakeholder groups: • Focus on preparing teachers to implement rigorous curriculum for all students (Priority #1) • Ensuring every student has access to standards-aligned instructional materials (Priority #1) • Using technology in all curriculum areas for both teachers and students (Priority #2) The following priorities were identified by teacher stakeholder groups: • Focus on preparing teachers to implement rigorous curriculum for all students (Priority #1) • Ensuring every students has access to standards-aligned instructional materials (Priority #1) • Focus on increasing student achievement in all subject areas (Priority # 8) The following priorities were identified by students through a district created survey: • Maintaining a safe campus • Focus on a rigorous curriculum with support from teachers • Knowing there is an adult they trust and can go to with a problem Additions and/or changes to the LCAP may be made based on stakeholder group feedback.

Annual Update:

Alta Loma School District's goal is to involve parents, community members, students, and school staffs in the development, review, and implementation of the LCAP goals

LCAP Advisory Committee:
The Alta Loma School District broadened the scope of stakeholder input by developing a 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, Site Council representatives, DELAC (parents of English language learners), G.A.T.E. (Gifted and Talented) Advisory group, and our Curriculum Council (District teacher steering committee). In particular, a much broader outreach to students at each school site became 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. The District Parent Advisory Group and District PTA leadership participated in a "Community Café" on November 19, 2014 as well as January 21, 2015. Parents participating at the Parent University event on January 22, 2015 also 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 two LCAP Community Forums; one at each of the junior high schools on February 3, 2015 and February 5, 2015. Feeder elementary schools were invited to attend the forum. Principals and Assistant Principals presented posters and elicited feedback from community participants. A Community Cafe forum was also presented to district representative groups such as DELAC, and Foster Youth representatives during regularly scheduled meetings.

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 stakeholder has greatly improved number of responses from all stakeholder groups. We enjoyed much greater participation utilizing surveys over participation at Community Forums. The largest amount of survey

Annual Update:

Parent survey results indicated that parents are satisfied with school facilities, services and programs for students in the Alta Loma School District. Priority areas included making sure academic learning supports were provided on school campuses in the form of materials, resources, and personnel. Parents feel very strongly about the implementation of 21st Century Skills to include critical thinking, collaboration, communication, creativity, and especially, digital literacy. It was very clear in survey results that technology and training for educators, and school-wide implementation for students was a high priority. Parents report that they want to be actively involved in their child's education, as well as making sure their children are involved in enrichment activities and opportunities both in and outside of the classroom. Areas of improvement indicated by the Parent survey included home/school communication regarding school events, as well as understanding academic standards and what behavioral services were available.

Highest Priority Areas:
- Academic learning support (52%)
- Access to technology and training (45%)
- Focus on 21st Century Skills (42%)
- Facilities are safe and in good repair (31%)

High Interest Areas:
- Access to technology (90%)
- Student enrichment activities (86%)
- Visual Arts (82%)
- Field Trips (79%)
- Access to libraries (79%)
- After school sports (78%)
- Band (78%)

Considered Extremely Important
- Students feel safe coming to school (94%)
- Parental involvement in child's education (91%)
- Student's connection to teacher and/or school (90%)
- Academic supports provided during the school day
- Improved access to technology as a learning tool (85%)
- School/Home communication (84%)
- Rigorous curriculum and academic standards (79%)
- Report card aligned to academic standards (75%)
- Counseling and/or guidance services (74%)

Programs Meet/Exceed Expectations
- ELL Program (92%)
- Speech (94%)
- Free Reduced Lunch (96%)
- Childcare (89%)

input came from students.

Community Outreach:
An invitation to the school and parent community to review the draft LCAP at the LCAP Community forum will be held on Wednesday, April 22 during a regularly scheduled Parent Liaison and PTA meeting at the District Support Center. 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.

Public Hearing:
A public hearing on the goals and related actions of the 2015-2106 LCAP will be held during the Board Meeting for public comment, feedback and suggestions on June 10, 2015 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 17, 2015 at the District Support Center.

- Regular Ed (88%)
- Special Ed (89%)
- GATE (85%)
- Intervention (83%)
- Transportation (76%)

Parent surveys returned representing unduplicated student groups indicated a strong desire for students to be provided 21st Century learning opportunities, especially in communication skills and digital literacy. Priorities also include supports for students both during the day and after school to receive additional time and support. 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. Parents 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 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.

Priorities for parents of under-represented student population:
- Increase focus on 21st Century skills
- Academic learning support including additional support, personnel and resources to school sites
- Access to technology and training
- Parent communication and participation
- Behavior Support
- Improve GATE program

Surveys from staff included teachers, bargaining union groups, classified, and administrative staff. The staff agreed largely that the District provides a high quality education for students to prepare them for high school, college and career. They reported that students feel safe at school and that the district values parent partnerships. A large number of teachers also reported that they have implemented standards-based strategies, materials, and practices in their classroom. They report that their students receive a broad course of study that includes the arts, and that campuses are clean and in good repair. Teachers use technology to implement common standards at least one time a week and students use technology aligned to standards as well.

The Greatest Area of Need for educators (GAN) includes the district supplying an adequate amount of instructional materials to teach the new standards. They also believe changes need to be made regarding the effectiveness of the English language learner program. Teachers want to be provided resources to

promote parent involvement and student learning at home, as well as technology resources in the classroom. The highest priorities for staff development includes continued implementation of the common core standards, student engagement, and technology in the learning environment.

Staff survey results:

Strengths:
- District provides high quality of education for students
- The District is preparing students for high school, college and career
- Students and staff are safe while at school
- The school district values parents/guardians as important partners in student's education (97%)
- I have implemented the standards-based strategies/programs/practices that I have learned during staff

development in my classroom
- The school/site/department where I work/teach is clean, safe and in good repair
- New state academic standards are being implemented for all students, including EL and students with disabilities
- Students are enrolled in a broad course of study including EL, students with disabilities, and G.A.T.E. identified
- I have the information I need to determine whether a student needs intervention/enrichment
- Use common core aligned technology at least one time per week
- Students use common core aligned technology at least one time per week
- The staff development I have participated in is specific to the implementation of common core standards and 21st century skills

Greatest Area of Need: GAN
- The District has adequate instructional materials to support student learning (67%)
- EL program is helping EL's learn English as quickly as possible. (70%)
- Teachers are provided resources to promote parent involvement and student learning at home (67%)

Comments: Reflect Greatest Area of Need (GAN related to priorities)
- Effectiveness of EL program
- Materials and resources for common core state standard implementation
- Technology resources, interactive whiteboards/iPads/1:1 devices
- How to use technology/training/programs/Google APPS, Engagement and interaction tools

Student surveys 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, were provided the materials they needed to be successful, and were being taught common core standards in mathematics and English language arts. They agreed that they enjoyed a broad course of study and had opportunities to learn digital skills that would help prepare them for high school, college and career. They largely felt safe at school 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 and creating a parent partnership. Students didn't feel that teachers and principals talked enough about the new standard expectations. Students reported that bathrooms and drinking fountains were not always in good condition. Most importantly, students didn't report that they looked forward to coming to school on a daily basis. 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, to include requests that teachers slow down, allowing more time for practice, or providing specific intervention, especially in the area of math.

Survey results

Strengths:
- My school provides me a good education (95%)
- English learners are taught to speak, read, and write in English (91%)
- My school provides textbooks and materials to meet my learning needs (91%)
- I'm being taught CCSS in Mathematics and English Language Arts (91%)
- I learn about English language arts, math, science and social studies (95%)
- I learn about Health and Physical Education (92%)
- I use computers/technology in the classroom (83%)
- I feel safe at school (86%)
- My school prepares me for high school, college and career (81%)

Greatest Area of Need (GAN)
- My school contacts my parents when I struggle (64%)
- I look forward to coming to school each day (67%)
- My school works with my parent/guardian to help me do my best (79%)
- My teacher/principal have talked about the new standards (73%)
- My school is clean, safe, and in good condition (bathrooms, drinking fountains) (42%)

Comments: Most frequent responses
What is the one thing that school could do that would help you achieve your learning goals?
- The teacher needs to slow down and help me

	• More access to and time to utilize technology • Intervention/After school help/Study Options/Tutoring • More time to practice • Read more often • Help with math in particular • Make learning fun and interesting • Teachers who challenge me • Materials aligned to new state standards

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:	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 67% of teachers reported that they have enough common core aligned materials or units of study)* Develop student learning environments that are engaging and utilize technology in the learning process • (*Teacher (93%) , student (98%), and parent (90%)surveys indicate technology in the learning environment as a high priority)*	
Goal Applies to:	Schools: All	
	Applicable Pupil Subgroups: All	

LCAP Year 1: 2015-2016

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 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

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 0000: Unrestricted Base Objects 1100 and related 3000's 13,900,000 Resource 1400 (EPA) Objects 1100 and related 3000's $6,600,000.

1.2 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 0000: Unrestricted Base Objects 1100 and related 3000's 48,000.
1.4 Purchase "bridge" materials to support instruction in Common Core Standards in ELA	Grades 2-5	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.4 Restricted Lottery: 6300 Objects 4100 40,000.
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	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 0000: Unrestricted Supplemental Objects 1100 and related 3000's 5,000.
1.6 Improve technology infrastructure and purchase additional devices for student use	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth	1.6 0000: Unrestricted Base Object 4400 50,000.

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

LCAP Year 2: 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. 82% 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. 82% of parents will report students have access to updated technology **Local Metric**: Parent Survey 6. 82% of students, parents, and teachers will report that students are more engaged in learning tasks when using technology in the classroom **Local Metric: Student survey, parent survey, staff survey** 7. 82% of students will report they have access to updated technology in the learning environment **Local Metric: Student 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	1.1 0000: Unrestricted Base Objects 1100 and related 3000's 15,000,000.

		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Resource 1400 (EPA) Objects 1100 and related 3000's $6,200,000.
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 0000: Unrestricted Base Objects 1100 and related 3000's 10,000.
1.4 Purchase "bridge" materials to support instruction in Common Core Standards in ELA • 40,000.	Grades 2-5	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.4 Restricted Lottery: 6300 Objects 4100 40,000.
1.5 Implement standards based materials and provide focused differentiated training to include enrichment, English learner support, and scaffolding for at-risk students and students with disabilities. One half day K-8 teachers	LEA	X All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) Students with disabilities	1.5 Title I: 3010 Object 1100 and related 3000's 6,500.
1.6 Improve technology infrastructure and purchase	LEA	X All	1.6

additional devices for student use		OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	0000: Unrestricted Base Object 4400 50,000.
1.7 Develop an English Language Arts task force and Pilot State Board approved English language arts adoption materials in grades K-8 • (20 teachers 4 days)	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.7 0000: Unrestricted Base Object 1100 and related 3,000's 15,000.
1.8 Purchase English Language Arts State Board Approved adoption for grades k-8.	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.8 Restricted Lottery: 6300 Object 4100 200,000 0000: Unrestricted Base Object 4100 550,000.

LCAP Year 3: 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. 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 they have access to standards aligned instructional resources and are satisfied with the instruction students receive **Local Metric**: Parent Survey 5. 83% of parents will report students have access to updated technology **Local Metric:** Parent Survey 6. 83% of students, parents, and teachers will report that students are more engaged in learning tasks when using technology in the classroom **Local Metric**: Student survey, parent survey, staff survey 7. 83% of students will report they have access to updated technology in the learning environment **Local Metric**: Student 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 0000: Unrestricted Base Objects 1100 and related 3000's $16,100,000. Resource 1400 (EPA) Objects 1100 and related 3000's $5,800,000.

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 0000: Unrestricted Base Objects 1100 and related 3000's 10,000.
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 Title I: 3010 Objects 1100 and related 3000's 6,500.
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 Title I: 3010 Objects 1100 and related 3000's 5,000.
1.6 Improve technology infrastructure and purchase additional devices for student use	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth	1.6 0000: Unrestricted Base Object 4400 50,000.

		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
	LEA	_ All OR: _ Low Income pupils _ English Learners _ 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.

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, 95% ranked a high priority)*

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

- (*Teacher and administrator survey, 89% ranked a high priority)*

Increase teacher effectiveness with English language learners through knowledge of ELD standards and specific instructional strategies

- *(CELDT scores, 48% English proficiency rate: Teacher Survey, English language services ranked as one of the Greatest Areas of Need)*

Embed 21st Century Learning Skills into instructional pedagogy

- (*Student, parent (42% ranked highest priority), and teacher (90%)surveys indicate incorporating 21st Century Learning Skills and Digital Literacy as a Greatest Area of Need)*

Increase student engagement and learning of CCSS through the effective use of technology in daily instruction

- *(83% of student surveys indicate that they use technology in the classroom, 74% of teachers indicate use of technology 1X a week)*

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)*

Provide educational opportunities for parents regarding CCSS instruction, learning, and expectations

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

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

LCAP Year 1: 2015-2016

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 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

Actions/Services	Scope of	**Pupils to be served**	Budgeted

	Service	within identified scope of service	Expenditures
2.1 Provide One district-wide staff development day with a focus on implementing CCSS materials, math adoption, and strategies	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	2.1 0000: Unrestricted Base Objects 1100 and related 3000's 109,000.
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)	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	2.2 0000: Unrestricted Supplemental Objects 1100 and related 3000's 109,000.
2.3 Curriculum Council Steering Committee will meet one day a trimester for curriculum action planning, training, and problem solving. • (20 at 3 days)	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	2.3 Title II: 4035 Objects 1100 and related 3000's 9,000.
2.4 Provide grade level collaborative planning days for unit and lesson design • (30 teachers, 3 days)	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.

2.5 Provide a Learning Management System through web-host for digital teacher collaboration	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	2.5 0000: Unrestricted Base Object 5800 16,000.
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	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	2.6 0000: Unrestricted Base Objects 1100 and related 3000's 99,000.
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 Leaders, teacher release and follow-up (5 days- 2 reps from each site)	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	2.7 Title II: 4035 Object 1100 and related 3000's 15,000.
2.8 Provide parent learning opportunities on state standards and strategies during information nights 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 Title I: 3010 Object 2900 and related 3000's 1000. Object 4300 3,000.
2.9 Retain English language development Teacher on Special Assignment	LEA	_ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient	2.9 EIA Carryover: 7091 Objects 1100 and related 3000's 84,000.

		_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)	LEA	_ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	2.10 EIA Carryover: 7091 Objects 1100 and related 3000's 60,000.
2.11 ELD TOSA to provide in-class modeling and coaching. One half day release time for follow-up with teachers (30)	LEA	_ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	2.11 EIA Carryover: 7091 Objects 1100 and related 3000's 2000.
2.12 Provide Non English Proficient students with tablets to be used with Google Translator and educational software	LEA	_ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	2.12 EIA Carryover: 7091 Object 4400 5,000.

LCAP Year 2: 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. 82% 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. 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 **Local Metric**: Teacher and administrator Survey, Walk-through protocol 4. 82% 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 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. 77% of teachers will report that curricular interests, needs, and concerns are addressed through the Curriculum Council Steering committee. **Local Metric:** Teacher Survey 7. 72% 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. 72% 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. 82% 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

Actions/Services	Scope of	Pupils to be served	Budgeted

	Service	within identified scope of service	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 0000: Unrestricted Base Objects 1100 and related 3000's 110,000
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 0000: Unrestricted Supplemental Objects 1100 and related 3000's 110,000.
2.3 Curriculum Council Steering Committee will meet one day a trimester for curriculum action planning, training, and problem solving • (20 at 3 days)	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	2.3 Title II: 4035 Objects 1100 and related 3000's 9000.
2.4 Provide grade level collaborative planning days for unit and lesson design • (30 teachers 3 days)	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.

2.5 Continually upgrade Learning Management System with teacher resources by grade level through web-host for digital teacher collaboration- Blackboard	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	2.5 0000: Unrestricted Base Object 5800 16,000.
2.6 Retain 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	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	2.6 0000: Unrestricted Base Objects 1100 and related 3000's 101,000.
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 Leaders, teacher release and follow-up (5 days 2 reps from each site) Title II: 4035 15,000.	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	2.7 Title II: 4035 Object 1100's and related 3000's 15,000.
2.8 Provide parent learning opportunities on state standards and strategies during information nights 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 Title I: 3010 Objects 2900 and related 3000's 1,000 Objects 4300 3,000.
2.9 Retain English language development Teacher on Special Assignment	LEA	_ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent	2.9 0000: Unrestricted Supplemental Objects 1100 and related 3000's 85,000

		English proficient _ Other Subgroups: (Specify)	
2.10 Provide 3rd Cohort of teachers in ELA/ELD framework and standards training (Making Meaning, Interaction, Bridging and Scaffolding, Effective Expression) • 25 teachers, 5 days	LEA	_ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	2.10 0000 Unrestricted Supplemental Objects 1100 and related 3000's 19,000.
2.11 ELD TOSA to provide in-class modeling and coaching. One half day release time for follow-up with teachers (30)	LEA	_ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	2.11 0000 Unrestricted Supplemental Objects 1100 and related 3000's 2,000.
2.12 Provide Non English Proficient students with tablets to be used with Google Translator and educational software	LEA	_ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	2.12 0000 Unrestricted Supplemental Object 4400 5000.

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	
	1. 83% 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. 83% 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. 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 **Local Metric**: Teacher and administrator Survey, Walk-through protocol 4. 84% 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 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. 79% of teachers will report that curricular interests, needs, and concerns are addressed through the Curriculum Council Steering committee. **Local Metric:** Teacher Survey 7. 74% 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. 74% 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. 84% 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

Actions/Services	Scope of	Pupils to be served	Budgeted

	Service	within identified scope of service	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 0000: Unrestricted Base Objects 1100 and related 3000's 112,000.
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 0000: Unrestricted Supplemental Objects 1100 and related 3000's 112,000.
2.3 Curriculum Council Steering Committee will meet one day a trimester for curriculum action planning, training, and problem solving • (20 at 3 days)	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	2.3 Title II: 4035 Objects 1100 and related 3000's 9000.
2.4 Provide grade level collaborative planning days for unit and lesson design • (30 teachers 3 days)	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.

2.5 Continually update Learning Management System with teacher resources by grade level through web-host for digital teacher collaboration	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	2.5 0000: Unrestricted Base Object 5800 16,000.
2.6 Retain Instructional Technology Teacher 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	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	2.6 0000: Unrestricted Base Objects 1100 and related 3000's 102,000.
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 Leaders, teacher release and follow up (5 days- 2 reps from each site	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	2.7 Title II: 4035 Objects 1100 and related 3000's 15,000.
2.8 Provide parent learning opportunities on state standards and strategies during information nights 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 Title I: 3010 Objects 2900 and related 3000's 1,000 Object 4300 3,000.
2.9 Retain English language development Teacher on Special Assignment	LEA	_ All OR: _ Low Income pupils X English Learners _Foster Youth X Redesignated fluent English proficient	2.9 0000: Unrestricted Supplemental Objects 1100 and related 3000's 87,000.

		_ Other Subgroups: (Specify) students with disabilities	
2. 10 Provide final Cohort of teachers in ELA/ELD framework and standards training (Making Meaning, Interaction, Bridging and Scaffolding, Effective Expression) • (15-20 teachers)	LEA	_ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	2. 10 0000 Unrestricted Supplemental Objects 1100 and related 3000's 10,000.
2.11 ELD TOSA to provide in-class modeling and coaching. One half day release time for follow-up with teachers (30)	LEA	_ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	2.11 0000 Unrestricted Supplemental Objects 1100 and related 3000's 2,000.
2.12 Provide Non English Proficient students with tablets to be used with Google Translator and educational software	LEA	_ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	2.12 0000 Unrestricted Supplemental Object 4400 5,000.

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

GOAL 3:	3.1 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 (95%), administrator and teacher survey (88%))* 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 (88%))* 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)* Coordination between Instructional Technology TOSA , site technology leaders, media clerks, and Digital Literacy teachers regarding district and student learning priorities • *(Staff surveys, use of technology 74%)* 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, 72%; District Social Studies Interim Assessment)* 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- open ended question)* Investigate Next Generation Science Standards in 7th and 8th grade • *(Staff and administrator survey, listed as one of the Greatest Areas of Need)*	
Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	All

LCAP Year 1: 2015-2016

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 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

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 English proficient _ Other Subgroups: (Specify)	3.1 Included in 1.1
3.2 Provide access to visual and performing arts, digital literacy, and physical education	LEA	X All OR: _ Low Income pupils _ English Learners	3.2 Included in 3.3

		_ 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 music teacher	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	3.3 0000: Unrestricted Base Objects 1100 and related 3000's 300,000.
3.4 Provide materials and resources needed to fully participate in enriching coursework	LEA	_ All OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	3.4 Title I: 3010 Object 4300 2,000.
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)	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 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
3.6 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)	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	3.6 Title II: 4035 Objects 1100 and related 3000's 4,600.

3.7 Provide training and teacher collaboration time for implementation planning for Next Generation Science Standards • sub release	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	3.7 Title II: 4035 Objects 1100 and related 3000's 1,500.

LCAP Year 2: 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**: CTE Enrollment Rate **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. 77% 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. 95% 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 **Local Metric:** Teacher and Administrator survey 5. 95% of Grade 7-8 Science teachers will report that they 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 **Local Metric**: Teacher and Administrator Survey, documented release time 6. 72% of students will score proficiently on developed Document Based Question Interim Assessment for Social Studies in 7th and 8th grade **Local Metric:** District Interim Assessment; literacy in Social Studies 7. 70% of students will score proficiently on newly developed NGSS Culminating Performance Task in 7th and 8th grade **Local Metric:** District Interim Assessment; 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 English proficient _ Other Subgroups: (Specify)	3.1 Included in 1.1

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	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	3.3 0000: Unrestricted Base Objects 1100 and related 3000's 305,000
3.4 Provide materials and resources needed to fully participate in enriching coursework	LEA	_ All OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	3.4 Title I: 3010 Object 4300 2,000.
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 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.
3.6 Administer and monitor integrated research and writing Interim Assessment for 7th and 8th grade Social Studies utilizing DBQ materials and develop and score Culminating Performance Task for 7th and 8th grade	LEA	X All OR: _ Low Income pupils _ English Learners	3.6 Title II: 4035 Objects 1100 and related 3000's 4,600.

Science		_ 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 • (10 science, 2 days)	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	3.7 Title II: 4035 Objects 1100 and related 3000's 1,500.

LCAP Year 3: 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**: CTE Enrollment Rate **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. 79% 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. 97% 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 **Local Metric:** Teacher and Administrator survey 5. 97% of Grade 7-8 Science teachers will report that they 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 **Local Metric**: Teacher and Administrator Survey, documented release time 6. 75% 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 7. 73% of students will score proficiently on developed NGSS Culminating Performance Task in 7th and 8th grade **Local Metric:** District Interim Assessment; 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 English proficient _ Other Subgroups: (Specify)	3.1 Included in 1.1

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	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	3.3 0000: Unrestricted Base Objects 1100 and related 3000's 310,000
3.4 Provide materials and resources needed to fully participate in enriching coursework	LEA	_ All OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	3.4 Title I: 3010 Object 4300 2,000.
3.5 Provide curricular materials that utilize graphic representations, graphic organizers, pictorials, and other scaffolded means of access in Social Studies and Science	LEA	_ All OR: X Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	3.5 Restricted Lottery: 6300 Object 4300 500.
3.6 Administer and score integrated research and writing Interim Assessment for 7th and 8th grade Social Studies utilizing DBQ materials and science Culminating Performance Task	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient	3.6 Title II: 4035 Objects 1100 and related 3000's 3,000.

		_ Other Subgroups: (Specify)	
3.7 Provide training and teacher collaboration time for unit planning for Next Generation Science Standards • (10 teacher, 2 days)	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	3.7 Title II: 4035 Objects 1100 and related 3000's 3,000.

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

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)*

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)*

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

- (*Direct 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)*

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)*

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)*

Greater college and career awareness at Junior High Schools

- (Master schedule, rosters, attendance reports for college and career exploratory wheel participation, improved achievement, greater numbers of students promoting)

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)*

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

LCAP Year 1: 2015-2016

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 **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

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	4.1 No costs associated with students taking the CAASPP

		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 (STAR Reading, STAR Math)	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4.2 0000: Unrestricted Base Object 5800 11,000. Included in 4.5 0000: Unrestricted Supplemental (SAG) Object 5800 6,000.
4.3 Teachers in grades TK-1st 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 0000: Unrestricted Base Object 4300 4,500. Included in 4.5 0000: Unrestricted Supplemental (SAG) Object 4300 4,500.
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	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4.4 Title I: 3010 Objects 1100 and related 3000's 23,000.
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) students with disabilities, identified at-risk	4.5 Supplemental. 0000: Unrestricted SAG: 0000 Objects 1000-7999 Mgmt. 570D 400,000.

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 EIA Carryover: 7091 Object 4400 160,000.
4.7 Provide English learners with access to online reading and language development intervention programs (Non-English speaking students-Imagine Learning) • 60 students	LEA	_ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	4.7 Title III LEP: 4203 Object 5800 13,000.
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 LRE Grant: 3386 Object 5800 150,000.
4.9 English learner and 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 X Redesignated fluent English proficient _ Other Subgroups: (Specify)	4.9 Title III LEP: 4203 Object 5800 20,000.
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	4.10 EIA Carryover: 7091 Objects 2100 and related 3000's 130,000.

		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)	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 Costs are included in contractual duties 0000: Unrestricted Base Objects 1300 and related 3000's $252,712.
4.12 District will support after school intervention and homework help 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 0000: Unrestricted Supplemental Objects 1100 and related 3000's 12,000.
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	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4.13 Title II: 4035 Objects 1100 and related 3000's 3,000.
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	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4.14 Title II: 4035 Object 1100 and related 3000's 4,000. 0000: Unrestricted Base Object 4300 8,000.

4.15 Class-sizes will be reduced in grades TK-3 to 25:1 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 0000: Unrestricted Supplemental Included in 1.1 $500,000.
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.	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 EIA Carryover: 7091 Object 4100 9,000. 0000 Unrestricted Supplemental Object 5800 12,347. Included in 4.5
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	LEA	_ All OR: _ Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4.17 0000: Unrestricted Supplemental Object 2400 and related 3000's 12,500.
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	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4.18 0000: Unrestricted Base Object 1300 and related 3000's 195,000.

4.19 Hire 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 0000: Unrestricted Supplemental Objects 1300 and related 3000's 52,000.

LCAP Year 2: 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. **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. 50% 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. 11% 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 **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 **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

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	4.1 No costs associated with students taking the CAASPP

		English proficient _ Other Subgroups: (Specify)	
4. 2 Students in grades 2 and 3 will participate in CAASPP Diagnostic Assessments at regular intervals throughout the year to monitor progress and make instructional decisions accordingly (STAR Reading, STAR Math)	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4. 2 0000: Unrestricted Base Object 5800 5,000. 0000: Unrestricted Supplemental Object 4300 4,500. Included in 4.5
4.3 Teachers in grades TK-1st 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 0000: Unrestricted Base Object 4300 4,500. 0000 Unrestricted Supplemental (SAG) Object 4300 4,500. Included in 4.5
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 Title I: 3010 Objects 1100 and related 3000's 23,000.
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:	4.5 0000 Unrestricted Supplemental Objects 1000-7999 Mgmt. 570D 400,000.

		(Specify) Identified at-risk	
4.6 Purchase technology devices 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	4.6 000: Unrestricted Supplemental Object 4400 5,000.
4.7 Provide English learners with access to online reading and language development intervention programs (Non-English speaking students-Imagine Learning) • 60 Students	LEA	_ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	4.7 Title III LEP: 4203 Object 5800 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 6500 Special Education Object 5800 10,000.
4.9 English learners and 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 X Redesignated fluent English proficient X Other Subgroups: (Specify) identified at-risk	4.9 Title III LEP: 4203 Object 5800 20,000.

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 0000: Unrestricted Supplemental Objects 2100 and related 3000's 130,000.
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 Costs are included in contractual duties 0000: Unrestricted Base Object 1300 and related 3000's $257,400.
4.12 District will support after school intervention and homework help 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 0000: Unrestricted Supplemental Objects 1100 and related 3000's 6,000.
4.13 G.A.T.E. coordinators will meet 2 x year to develop rigorous inquiry and Problem Based Learning opportunities utilizing Icon strategies and supports in the classroom	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4.13 Title II: 4035 Objects 1100 and related 3000's 3,000.
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	4.14 Title II: 4035 Objects 1100 and related 3000's 2,000.

		English proficient _ Other Subgroups: (Specify)	0000: Unrestricted Base Object 4300 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 0000: Unrestricted Supplemental Included in 1.1 600,000.
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. • (3 year 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 0000 Unrestricted Supplemental: SAG Object 5800 12,000. 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 0000 Unrestricted Supplemental Objects 2400 and related 3000's 12,800.
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	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4.18 0000: Unrestricted Base Objects 1300 and related 3000's 198,000.

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	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4.19 0000: Unrestricted Supplemental Objects 1300 and related 3000's 54,000.

LCAP Year 3: 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 2016-17 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. 12% 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 **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

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	4.1 No costs associated with students taking the CAASPP

		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
4.2 Students in grades 2 and 3 will participate in CAASPP Diagnostic Assessments at regular intervals throughout the year to monitor progress and make instructional decisions accordingly (STAR Reading, STAR Math)	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4.2 0000: Unrestricted Base Object 5800 5,000. 0000: Unrestricted Supplemental (SAG) Object 5800 5,000. Included in 4.5
4.3 Teachers in grades TK-1st 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 0000: Unrestricted Base Object 4300 4,500. 0000 Unrestricted Supplemental (SAG) Object 4300 4,500. Included in 4.
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 Title I: 3010 Objects 1100 and related 3000's 23,000.
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	4.5 0000: Unrestricted Supplemental (SAG) Objects 1000-7999 Mgmt 570D 400,000.

		X Other Subgroups: (Specify) Identified at-risk	
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 0000: Unrestricted Supplemental Object 4400 5,000.
4.7 Provide English learners with access to online reading and language development intervention programs (Non-English speaking students-Imagine Learning) • 60 students	LEA	_ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	4.7 Title III LEP: 4203 Object 5800 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 6500 Special Education Object 5800 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 _ Redesignated fluent English proficient X Other Subgroups: (Specify) Identified at-risk	4.9 Title III LEP: 4203 Object 5800 20,000.

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 0000: Unrestricted Supplemental Objects 2100 and related 3000's 130,000.
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 Costs are included in contractual duties. 0000: Unrestricted Base Object: 1300 and related 3000's $262,200.
4.12 District will support after school intervention and homework help 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 0000: Unrestricted Supplemental Objects 1100 and related 3000's 4,000.
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	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4.13 Title II: 4035 Objects 1100 and related 3000's 3,000.
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	4.14 Title II: 4035 Objects 1100 and related 3000's 4,500.

		English proficient _ Other Subgroups: (Specify)	0000: Unrestricted Base Object 4300 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 0000 Unrestricted Supplemental Included in 1.1 700,000.
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. • (3 year 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 0000: Unrestricted Supplemental (SAG) Object 5800 12,000. 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 0000: Unrestricted Supplemental Objects 2400 and related 3000's 13,100.
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	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4.18 0000: Unrestricted Base Objects 1300 and related 3000's 201,000.

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 0000: Unrestricted Supplemental Objects 1300 and related 3000's 56,000.

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 avenues 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%, students provided rigorous curriculum and knowledge of academic standards, 72%)* 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-91%)* Support parents, students, and teachers through training on how to use home/school informational technology • (*Student survey: identified 64% 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, 67%, Parent survey: 84% of parents considered home/school communication extremely important)*	
Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	All

LCAP Year 1: 2015-2016

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, 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% **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

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	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	5.1 Minimal cost to creating and distributing stakeholder surveys 0000: Unrestricted Base Object 1300 and related 3000's 5,000.
5.2 Outreach to promote and increase input from under-represented families through district liaison and communication system	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 0000 Unrestricted Base Object 1300 and related 3000's 46,947.

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	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 in Spanish	LEA	_ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	5.4 Minimal costs associated 0000: Unrestricted Base Object 5800 1,000.
5.5 Provide both on-line and paper/pencil survey	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	5.5 Minimal costs associated 0000: Unrestricted Base Object 2400 and related 3000's 1,000.
5.6 Implement upgraded district web-site to include parent portal and information app (Blackboard)	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	5.6 0000: Unrestricted Base Object 5800 16,000.
5.7 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	5.7 0000: Unrestricted Base Object 5800 18,000.

		English proficient _ Other Subgroups: (Specify)	
5.8 Provide resources to translate appropriate home-to-school programs into home language	LEA	_ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	5.8 0000: Unrestricted Supplemental Object 5800 1,000.
5.9 District to provide opportunities for community input through Stakeholder events to include Community Forums, committees, informational meetings, and open discussion formats	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	5.9 0000: Unrestricted Base Object 4300 1,000.
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	LEA	_ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	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.

LCAP Year 2: 2016-2017

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, 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% **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

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	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	5.1 Minimal cost to creating and distributing stakeholder surveys 0000: Unrestricted Base Object 1300 and related 3000's 5,000.
5.2 Outreach to promote and increase input from under-represented families through district liaison and communication system	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 0000 Unrestricted Base Object 1300 and related 3000's 47,815.

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	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 in Spanish	LEA	_ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	5.4 Minimal costs associated 0000: Unrestricted Base Object 5800 1,000.
5.5 Provide both on-line and paper/pencil survey	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	5.5 Minimal costs associated 0000: Unrestricted Base Object 2400 and related 3000's 1,000.
5.6 Continually update district web-site to include parent portal and information app (Blackboard)	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	5.6 0000: Unrestricted Base Object 5800 16,000.

5.7 Support schools in offering multiple opportunities for parents to be involved in school through media and communication	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	5.7 Costs included in contractual duties
5.8 Provide resources to translate appropriate home-to-school programs into home language	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	5.8 0000: Unrestricted Supplemental Object 5800 1,000.
5.9 District to provide opportunities for community input through Stakeholder events to include Community Forums, committees, informational meetings, and open discussion formats	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	5.9 0000: Unrestricted Base Object 4300 1,000.
5.10 Increase parent opportunities for second language acquisition through district evening 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: (Specify)	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.

LCAP Year 3: 2017-2018

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, 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% **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

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 surveys	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	5.1 Minimal cost to creating and distributing stakeholder surveys 0000: Unrestricted Base Object 1300 and related 3000's 5,000.
5.2 Outreach to promote and increase input from under-represented families through district liaison and communication system	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 0000 Unrestricted Base Object 1300 and related 3000's 48,700.

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	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 in Spanish	LEA	_ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	5.4 Minimal costs associated 0000: Unrestricted Base Object 5800 1,000.
5.5 Provide both on-line and paper/pencil survey	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	5.5 Minimal costs associated 0000: Unrestricted Base Object 2400 and related 3000's 1,000.
5.6 Continually update district web-site to include parent portal and information app (Blackboard)	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	5.6 0000: Unrestricted Base Object 5800 16,000.
5.7 Support schools in offering multiple opportunities for parents to be involved in school through media and communication	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent	5.7 Costs included in contractual duties

		English proficient _ Other Subgroups: (Specify)	
5.8 Provide resources to translate appropriate home-to-school programs into home language	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	5.8 0000: Unrestricted Supplemental Object 5800 1,000.
5.9 District to provide opportunities for community input through Stakeholder events to include Community Forums, committees, informational meetings, and open discussion formats	LEA	_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	5.9 0000: Unrestricted Base Object 4300 1,000.
5.10 Increase parent opportunities for second language acquisition through district evening 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: (Specify)	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.

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

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 42%; Teacher Survey: The school/site/department where I work/teach is clean, safe, and in good repair 88%)*

Continue high attendance rate for all students

- *(Illuminate student information system: district-wide 96.5)*

Maintain low incidents of chronic absenteeism

- *(Illuminate student information system: 2.2%)*

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)*

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 on 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 Behavioral Specialist and counseling 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 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)*

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, 85%, I enjoy coming to school each day, 67%; 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 regarding Positive Behavior Intervention through site and district handbooks, as well as parent information opportunities

	• *(Student survey: I feel safe at school, 85%, I enjoy coming to school each day 67%; 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 through publication in home languages • (*Unduplicated parent survey: Parent communication and participation , 4th highest priority)*	
Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	All

LCAP Year 1: 2015-2016

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 **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

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 8150 (RMA) Objects 2000-7999 1,470,000.
6.3 Review attendance records at sites and hold SART meetings when necessary to design a plan for student success	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	6.3 Costs included in contractual duties
6.4 Monitor incidents of chronic absenteeism and hold SART and SARB meetings when necessary	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	6.4 Costs included in contractual duties

6.5 School sites develop a plan to include incentives and activities to encourage outstanding attendance • ($500. per site)	School Sites	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	6.5 0000: Unrestricted Base SAG: Object 4300 5,000.
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)	Alta Loma Junior High, Vineyard Junior High	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	6.6 Costs included in contractual duties Included in 4.11
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. • (Repeat Action 5.7)	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	6.7 Included in 5.7
6.8 Provide training for staff in implementing Positive Behavior Intervention strategies district-wide. • (5 school sites to be trainers of trainers).	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	6.8 LRE Grant: 3386 Object 5800 60,000.
6.9 Behavior Support Team will be developed with the hiring of a Behavioral Specialist to support students with disabilities	LEA	_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient	6.9 EHRMS: 6512 Object 1200 and related 3000's 128,000.

		X Other Subgroups: (Specify) Students with disabilities	
6.10 Mental Health counseling for students with disabilities will be offered	LEA	_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) Students with disabilities	6.10 EHRMS: 6512 Object 5800 150,000.
6.11 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)	6.11 0000 Unrestricted Base Object 5800 40,000. MBO: 5640 Object 5800 30,000
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)	LEA	_ All OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	6.12 Costs included in contractual duties
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	LEA	_ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	6.13 0000: Unrestricted Supplemental Object 5800 1,000.

6.14 Improved sense of school participation and connectedness for students and community through Junior High after-school sports program	Alta Loma Junior High School, Vineyard Junior High	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	6.14 0000: Unrestricted Base Object 1100 and related 3000's 40,000.
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	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 0000: Unrestricted Base Object 1100 and related 3000's 5,000
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)	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	6.16 Included in 4.18

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:	
	1. 69% 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. 87% of parents and staff will report school facilities are clean and in good repair **Local Metric**: Staff and parent surveys 3. 87% 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 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 **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 2016-17 by 2% **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

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 8150 (RMA) Objects 2000-7999 1,510,000.
6.3 Review attendance records at sites and hold SART meetings when necessary to design a plan for student success	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	6.3 Costs included in contractual duties
6.4 Monitor incidents of chronic absenteeism and hold SART and SARB meetings when necessary	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	6.4 Costs included in contractual duties

6.5 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)	6.5 0000: Unrestricted Base SAG: Object 4300 5,000.
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)	Alta Loma Junior High, Vineyard Junior High	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	6.6 Costs included in contractual duties Included in 4.11
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. • (repeat action 5.7)	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	6.7 Included in 5.7
6.8 Provide training for staff in implementing Positive Behavior Intervention strategies district-wide. • (repeat action)	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	6.8 0000 Unrestricted Base Object 5800 5000.
6.9 Retain Behavioral Specialist to support students with disabilities	LEA	_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient	6.9 EHRMS: 6512 Objects 1200 and related 3000's 130,000.

		X Other Subgroups: (Specify) Students with disabilities	
6.10 Mental Health counseling for students with disabilities will be offered	LEA	_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) Students with disabilities	6.10 EHRMS: 6512 Object 5800 150,000.
6.11 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)	6.11 0000: Unrestricted Base Object 5800 40,000. MBO: 5640 Object 5800 30,000.
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	School Sites	_ All OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	6.12 Costs included in contractual duties
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 • (repeat action 5.2)	LEA	_ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	6.13 0000: Unrestricted Supplemental Object 5800 1,000.

6.14 Improved sense of school participation and 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)	6.14 0000: Unrestricted Base Object 1100 and related 3000's 40,000.
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	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)	6.15 0000: Unrestricted Supplemental Objects 1100 and related 3000's 5,000.
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)	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	6.16 Included in 4.18

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	
	1. 70% 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. 88% of parents and staff will report school facilities are clean and in good repair **Local Metric**: Staff and parent surveys 3. 88% 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 **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 2016-2017 **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

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 8150 (RMA) Objects 2000-7999 1,500,000.
6.3 Review attendance records at sites and hold SART meetings when necessary to design a plan for student success	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 Monitor incidents of chronic absenteeism and hold SART and SARB meetings when necessary	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	6.4 Cost included in contractual duties

6.5 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)	6.5 0000 Unrestricted Base SAG: Object 4300 5,000.
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)	Alta Loma Junior High, Vineyard Junior High	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	6.6 Costs included in contractual duties Included in 4.11
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. • (repeat action 5.7)	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	6.7 Included in 5.7
6.8 Continue to provide training for staff in implementing Positive Behavior Intervention strategies district-wide.	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	6.8 0000: Unrestricted Base Object 5800 5,000.
6.9 Retain Behavioral Specialist to support students with disabilities	LEA	_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient	6.9 EHRMS: 6512 Objects 1200 and related 3000's 132,000.

		X Other Subgroups: (Specify) Students with disabilities	
6.10 Mental Health counseling for students with disabilities will be offered	LEA	_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) Students with disabilities	6.10 EHRMS: 6512 Object 5800 150,000.
6.11 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	6.11 0000: Unrestricted Base Object 5800 40,000. MBO: 5640 Object 5800 30,000.
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 • (repeat action)	School Sites	_ All OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	6.12 Costs included in contractual duties
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	LEA	_ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	6.13 0000: Unrestricted Supplemental Object 5800 1,000.

6.14 Improved sense of school participation and 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)	6.14 0000: Unrestricted Base Object 1100 and related 3000's 40,000.
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	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 0000: Unrestricted Supplemental Objects 1100 and related 3000's 5,000.
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)	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	6.16 Included in 4.18

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:	1.1 Students provided with highly qualified teachers in the classroom	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:	1.1 100% of the teachers will be highly qualified with appropriate credentials	Actual Annual Measurable Outcomes:	1.1 100% of teachers are highly qualified with appropriate credentials

LCAP Year: 2014-2015

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
1.11 Hire appropriately credentialed teachers	1.11 0000: Unrestricted Base 16,750,000	1.11 Hired appropriately credentialed teachers	1.11 0000: Unrestricted Base Objects 1100 and Related 3000's 13,5000,000. 1400 (EPA) Objects 1100 and Related 3000's 6,500,000.
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)	

1.12 Hire appropriately credentialed teachers	1.12 0000: Unrestricted Base 16,500,000	1.12 All teachers were hired with appropriate credentials to provide learning support to as-risk populations through specific training and strategy/program implementation	1.12 0000: Unrestricted Base Objects 1100 and Related 3000's 13,5000,000. 1400 (EPA) Objects 1100 and 3000's 6,500.000.
Scope of Service: LEA _ All OR: X Low Income pupils _ 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 X Redesignated fluent English proficient _ Other Subgroups: (Specify) African American	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	1.1 Due to redundancy, removed repeat action: Hired only appropriately credentialed teachers to provide learning support to at-risk populations through specific training and strategy/program implementation Due to current goals resembling actions and services, all new goals were developed for 2015-16, 2016-17, and 2017-18

Original GOAL 1 from prior year LCAP:	1.2 Probationary teachers participate in the Beginning Teacher Support and Assessment (BTSA) program	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:	1.2 100% of BTSA participating teachers will report they have received training and participated in formative assessment (FACT) with a BTSA Support Provider	Actual Annual Measurable Outcomes:	1.2 100% of teachers report that they have received Induction (BTSA) support and by qualified support providers

LCAP Year: 2014-2015			
1.21 Identify tenured teachers to be Support Providers for BTSA teachers	1.21 0000: Unrestricted Base 31,500	1.21 Adequate number of Support Providers were selected to offer services to all teachers needing Induction to clear credentials	1.21 0000: Unrestricted Base Objects 1100 and related 3,000's 44,300.
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)	
1.23 Provide teacher training in serving special populations of students	1.23 0000: Unrestricted Base 31,500	1.23 Provided teacher training through the BTSA Induction program to address needs of special populations of students	1.23 Included in 1.21
Scope of Service: LEA _ All OR: X Low Income pupils _ 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 X Redesignated fluent English proficient _ Other Subgroups: (Specify) students with disabilities, G.A.T.E.	
1.34 Provide teacher training in English language development and Sheltered Instruction Observation Protocol (SIOP)	1.34 0000: Unrestricted Other 13,800	1.34 Provided teacher training for all new teachers and teachers of English Language learners regarding the implementation of Common Core Standards through sheltered strategies such as GLAD, Kagan Interactive strategies, Thinking Maps, and Write from the Beginning and Beyond (Cohort of 78 teachers, 5 days of professional learning)	1.34 EIA Carryover: 7091 Objects 1100 and related 3000's $57,000

Scope of Service	LEA		Scope of Service	LEA	
_ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)			_ All OR: X Low Income pupils X English Learners X 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?	Due to current goals resembling actions and services, all new goals were developed for 2015-16, 2016-17, and 2017-18

Original GOAL 1 from prior year LCAP:	1.3 Students provided with access to Common Core Standards aligned instructional materials	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:	1.3 All students will receive instruction in Common Core Standards through aligned lessons and supplemental materials. 1.3 Teachers will review and pilot CCSS aligned Math core materials for adoption and use in the 2015-16 school year. 1.3 Teachers will be provided with a scope and sequence through the use of Synced Solution. This will include materials that have been identified for CCS instruction through Synced Solution. 1.3 70% of the teachers will report they have sufficient instructional materials through teacher surveys.	Actual Annual Measurable Outcomes:	1.3 All students received instruction in CCSS in ELA and mathematics through aligned lessons and supplemental materials (Ready Common Core: ELA and Mathematics; Synced Solution alignment) 1.3 Selected Math Task Force (application process) piloted SBE adopted Math Adoption materials. Several pilots were completed and a well vetted process gleaned adoptions for the 2015-16 school year 1.3 Teachers were provided a scope and sequence for ELA and mathematics through Synced Solution. 1.3 *

			67% of teachers reported that they have sufficient instructional materials through teacher surveys.
LCAP Year: 2014-2015			
1.31 Release time for new teachers and Support Providers to observe in classrooms • Substitute release time	1.31 0000: Unrestricted Base 12,000	1.31 Appropriate amount of release time was provided to allow Support Providers to observe and collaborate with Inductee	1.31 Included in 1.21
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)	
1.31 Implement “bridge” materials to support instruction in Common Core Standards	1.31 0000: Unrestricted Other 200,000	1.31 Purchased Ready Common Core Instruction for English language arts and Mathematics for students K-8	1.31 7405 Common core: Object 4300 141,800. 0000 SAG Object 4300 43,200
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)	
1.32 All teachers will be trained in grade level appropriate support	1.32 Included in 2.1	1.32 Administrators and Course Planners were trained on the use of Ready Common Core materials and Synced Solution in pre-service training days	1.32 • Included in 2.1

		• Included in 2.1	
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)	
1.33 Purchase and train teachers in Common Core aligned Math and ELA instructional materials	1.33 0000: Unrestricted Other 500,000	1.33 Math Task Force completed pilot and math adoption cycle for K-8 implementation • Math Task Force completed pilot and math adoption cycle for K-8 implementation. Math adoption purchases made: • Pearson K-5: • Big Ideas 6-8: • McGraw Hill: 7-8 Accelerated	1.33 7405: Common Core Object 4100 325,000. Restricted Lottery: 6300 Object 4100 350.000
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)	
1.35 Provide students with core and as needed, intervention materials for ELA and math	1.35 0000: Unrestricted Other 20,000	1.35 Purchase supplemental intervention materials in ELA and math • Purchase supplemental intervention materials in ELA and training. Investigated several programs for implementation in 2015-2016 EIA	1.35 EIA Carryover: 7091 Object 4300 3,000

Scope of Service: LEA _ All OR: X Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: Vineyard Junior High School _ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) students with disabilities	
1.36 Provide teachers and students Universal Access materials in ELA and math as needed	1.36 0000: Unrestricted Other 10,000	1.36 Investigated intervention programs and materials for ELA and Math to include math adoption, bridge materials, and digital supports. Purchased 5 chromebooks per site (50) and 2 Samsung tablets to support intervention program in 2015-2016	1.36 Title III LEP 4203: Object 4400 $27,849.55
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?	1.3: All students received instruction in CCSS in ELA and mathematics through aligned lessons using Synced Solution and purchased "Bridge" materials. The contract with Synced Solution was not renewed in 2014-2015. ELA Lesson and Unit design training with Sue Beers and our Course Planner group replaced Synced Solution. 1.3: 67% of teachers reported in teacher survey that they had sufficient instructional materials. With the new adoption, we are looking to have that metric change significantly for the 2015-2016 school year. 1.3: Purchased hardware to access digital intervention program implementation in 2015-2016 for second language learners Due to current goals resembling actions and services, all new goals were developed for 2015-16, 2016-17, and 2017-18

Original GOAL 1 from prior year LCAP:	1.4 Maintain student achievement focused learning environment including safe facilities, updated technology, and class size reduction classrooms	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:	1.4 80% of parents will report school facilities are clean and in good repair in parent surveys. 1.4 75% of parents will report that students have access to updated technology in their school in parent surveys.	Actual Annual Measurable Outcomes:	1.4 81% of parents report that district property and facilities are safe and in good repair 1.4 76% of parents reported that students have access to updated technology in their school

LCAP Year: 2014-2015

1.41 Successful Facility Inspection Tool (FIT) for every school	1.41 Base Grant 3% of expenses	1.41 Facility Inspection Tool (FIT) implemented on each school site • Work orders and deferred maintenance projects will be completed according to schedule	1.41 8150 RMA Objects 2000-7999 1,475,000.
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: all school sites X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
1.42 Technology infrastructure • Survey all sites for infrastructure capability to meet the needs of growing use of all devices.	1.42 No costs associated	1.42 All sites have ongoing Verizon broad band access	1.42 0000: Unrestricted Base Object 5900 $40,000.

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)	
1.43 Meet class size reduction requirements for grades TK-Grade 3 • Reduce class size in grades 1-3 to average 25:1 ratio. TK and K 28:1 class size ratio.	1.43 0000: Unrestricted Supplemental 250,000	1.43 Reduced class size averages in grades 1-3 to 25:1 ratio. TK and K 28:1 class size ratio to offer more time, support, and attention to individual learning needs	1.43 0000: Unrestricted Supplemental Objects 1100 and related 3000's 250,000.
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 _ 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 Americans	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	1.4: Action moved to goal 4: Reduce class sizes in grades TK-3 to 25.5:1. Reduce class size in grades TK/K to 28:1. Action will be placed in Student Achievement in 2015-2016 LCAP. Due to current goals resembling actions and services, all new goals were developed for 2015-16, 2016-17, and 2017-18

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

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

Original GOAL 2 from prior year LCAP:	2.1 Provide ongoing professional development, instructional support and collaborative planning time for all teachers	Related State and/or Local Priorities: 1 X_ 2 X 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:	2.1: 95% of teachers will report they have participated in a minimum of three district sponsored staff development days.	Actual Annual Measurable Outcomes:	2.1: 93% of teachers reported that they have participated in a minimum of three district sponsored staff development days.

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Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
2.11 Provide staff development days with a focus on implementing Common Core Standards	2.11 0000: Unrestricted Other 100,000	2.11 Provided 1 district-wide staff development day specific to implementation of CCSS	2.11 0000: Unrestricted Base Objects 1100 and related 3000's 109,000.
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)	
2.12 Provide grade level appropriate Common Core Standards training and collaboration time	2.12 0000: Unrestricted Base 55,200	2.12 Provided release days for teachers to receive grade level specific training	2.12 7405 Common Core Objects 1100 and related 3000's 49,600
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)	
2.13 Training for staff in Universal Access for all students and meeting needs of students performing below grade level. • 1 staff development day district-wide (1 of 2)	2.13 0000: Unrestricted Other 100,000	2.13 During second day of district-wide staff development day, trained staff in differentiating student needs and bridging and scaffolding instruction to provide access for students performing below grade level	2.13 0000: Unrestricted Supplemental Objects 1100 and related 3000's 40,000. Title I: 3010 Objects 1100 and related 3000's 69,000.
Scope of Service: LEA _ All OR: X Low Income pupils _ 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 X Redesignated fluent English proficient X Other Subgroups: (Specify) Students with disabilities/African American	
2.14 SIOP training and coaching for teachers with EL students • Provide release days for teachers to receive grade level and EL specific training	2.14 EIA Carryover: 7091 6,900	2.14 78 teachers (an increase from the expected 20 teachers) received re-defined training on the ELA and ELD standards through four modules using multiple access strategies including GLAD, Thinking Maps, Kagan Interactive, and Write from the Beginning and Beyond. 30/78 teachers received demonstration and in-class coaching throughout the year.	2.14 EIA Carryover: 7091 Objects 1100 and related 3000's 57,000

2.15 Train teachers in ELD standards	2.15 Provide training in ELD standards as part of SIOP (modified to SIOCC Training) 0000: Unrestricted Other 6,900	2.15 78 teachers (an increase from the expected 20 teachers) received re-defined training on the ELA and ELD standards through four modules using mulitple access strategies including GLAD, Thinking Maps, Kagan Interactive, and Write from the Beginning and Beyond. 30/78 teachers received demonstration and in-class coaching throughout the year.	2.15 EIA Carryover: 7091 Objects 1100 and related 3000's 57,000 Included in 2.21
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?	2.1 We did not renew our contract with Synced Solution in November 2014. We replaced budgeted costs with Sue Beers, ACSA Consultant, who provided a 6 day training in ELA unit and lesson design. Our group of course planners (38 teachers) participated in the training and will extend their training to peers during professional collaboration. Due to current goals resembling actions and services, new goals were developed for 2015-16, 2016-17, and 2017-18

Original GOAL 2 from prior year LCAP:	2.2 Increase teacher effectiveness with English language learners through knowledge of ELD standards and specific instructional strategies	Related State and/or Local Priorities: 1 _ 2 X 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:	2.2: 95% of SIOP Cohort 1 & 2 trained teachers will participate in instructional coaching from the Teacher on Assignment. Refresher training in SIOP will be offered to teachers in cohorts 1	Actual Annual Measurable Outcomes:	2.2: 78 teachers (an increase from the expected 20 teachers) received re-defined training on the ELA and ELD standards through four modules using multiple access strategies including

	& 2.		GLAD, Thinking Maps, Kagan Interactive, and Write from the Beginning and Beyond. 30/78 teachers received demonstration and in-class coaching throughout the year.
LCAP Year: 2014-2015			
2.21 Provide intervention and accommodation training for teachers to assist students in accessing the CCSS • Provide 20 teachers with training Substitute Cost $115/day for 3 days	2.21 Substitute Cost $115/day for 3 days	2.21 Provided 20 teachers with training for teachers to assist students in accessing the CCSS	2.21 0000: Unrestricted Base Objects 1100 and related 3000's 3,000
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	
2.22 SIOP training for teachers with EL students • Provide 20 teachers with SIOP	2.22 EIA Carryover $6,900	2.22 With the release of the ELA/ELD Framework, training was updated to include Making Meaning, Interaction, Bridging and Scaffolding, and Effective Expression modules that we renamed SIOCC (Structured Immersion of Common Core) in place of more traditional SIOP training. Access strategies included GLAD, Thinking Maps, Kagan Interaction, and Write from the Beginning and Beyond writing. We expanded the training to 5 days and 78 teachers participated. Modeled instruction and coaching was provided to 30 of the 78 teachers.	2.22 EIA Carryover: 7091 Objects 1100 and related 3000's 60,000.
Scope of Service: LEA		Scope of Service: LEA	

_ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	
2.23 Hire a teacher on assignment to provide training, coaching , and oversight of EL program • Provide 3 half days of coaching for teachers that have received SIOP training • Hire teacher on assignment	2.23 0000: Unrestricted Other 3,450 0000: Unrestricted Other 80,000	2.23 Due to changes in coaching model, 1/2 day release was not utilized Teacher on assignments was hired	2.23 No costs associated EIA Carryover: 7091 Object 1100 and related 3000's $82,000
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?	2.2 With the release of the ELA/ELD Framework, training was updated to include Making Meaning, Interaction, Bridging and Scaffolding, and Effective Expression modules that we renamed SIOCC (Structured Immersion of Common Core) in place of more traditional SIOP training. Access strategies included GLAD, Thinking Maps, Kagan Interaction, and Write from the Beginning and Beyond writing. We expanded the training to 5 days and 78 teachers participated. Modeled instruction and coaching was provided to 30 of the 78 teachers. Due to current goals resembling actions and services, new goals were developed for 2015-16, 2016-17, and 2017-18

Original GOAL 2 from prior year LCAP:	2.3 Increase student engagement and learning of CCSS through the effective use of technology in daily instruction	Related State and/or Local Priorities: 1 _ 2 X 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:	2.3: 30% of core subject teachers will use technology to extend and enhance student learning of curriculum aligned with CCS in lesson design and delivery of instruction a minimum of once a week.	Actual Annual Measurable Outcomes:	2.3: 71% of core subject teachers reported use of technology to extend and enhance student learning of curriculum aligned with CCS in lesson design and delivery of instruction a minimum of once a week.

LCAP Year: 2014-2015

2.31 Provide funding to schools to purchase technology for teaching and learning	2.31 0000: Unrestricted Other 150,000	2.31 Strategic technology purchases were made according to school site needs. Purchases included lab replacement with desk top computers, chrome carts, and interactive projectors.	2.31 7405: Common Core Object 4400 136,000.
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)	
2.32 Provide professional development and training in the use of technology for teaching and learning	2.32 0000: Unrestricted Base 15,000	2.32 Provided professional development in the use of technology through Site Technology Leaders through Illuminate Conference, Google Apps for Education	2.32 0000: Unrestricted Base Objects 1100 and related 3000's 15,000
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)			
2.3 4 Provide access to on-line interventions in math and reading	2.34 0000: Unrestricted Supplemental 400,000	2.34 School sites provided on-line interventions in math and reading to include instructional aides, Reading Counts, Accelerated Reader, IXL math, Voyager, and Learning Upgrade through site based Student Achievement Grant	2.34 0000: Unrestricted Supplemental Objects 1000-7999 Mgmt. 570D 400,000.
Scope of Service: LEA _ All OR: X Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: School Sites _ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) students with disabilities	
2.35 Provide access to online reading programs that enhance language development	2.35 Included in 1.3	2.35 Investigated online ELD and early literacy programs for 2015-2016 implementation. Continued contract with Rosetta Stone language acquisition. Purchased Chrome Books and Samsung tablets for implementation in 2015-2016	2.35 Title III $20,000 • Included in 1.3
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: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) African Americans, Students with disabilities	
2.36 Provide updated technology that	2.36 Included in 1.3	2.36 Samsung tablets purchased for school sites to utilize with non-English speaking	2.36 Title III LEP: 4203 $8,000 • Included in 1.3

includes mobile devices		students for use with Google Translator	
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: _ Low Income pupils X 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?	2.3 Schools were provided a Student Achievement Grant (SAG) to be used for intervention and support services for at-risk populations. SAG grants provide instructional aides for differentiated instruction, materials, and intervention programs. Due to current goals resembling actions and services, new goals were developed for 2015-16, 2016-17, and 2017-18

Original GOAL 2 from prior year LCAP:	2.4: Use Smarter Balanced and local assessments to inform instruction of CCSS and identify students in need of intervention or enrichment.	Related State and/or Local Priorities: 1 _ 2 X 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:	2.4: Assessments will identify students needing additional support, intervention or enrichment.	Actual Annual Measurable Outcomes:	2.4: Local assessments including district-wide interim assessments in ELA and math identified students needing additional support, intervention or enrichment.

LCAP Year: 2014-2015

2.42 Provide Smarter Balanced formative assessments, when available	2.42 No costs associated	2.42 Due to late release of Interim Assessments, teachers volunteered to pilot at least one assessment. Interim Assessments will be fully implemented in 2015-2016	2.42 No costs associated
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)	
2.43 Provide formative unit assessments provide by Synced Solution	2.43 Administer formative unit assessments provide by Synced Solution	2.43 Provided formative unit assessment by Synced Solution.	2.43 No costs associated
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)	
2.45 Use Smarter Balanced formative assessments to monitor student progress toward proficiency and need for intervention	2.45 No costs associated	2.45 Due to late release of Interim Assessments, teachers volunteered to pilot at least one assessment. Interim Assessments will be fully implemented in 2015-2016. Student results for 2015 CAASPP will be available for use 2015-2016	2.45 No cost associated • Included in 2.1
Scope of Service: LEA X All OR: X Low Income pupils X English Learners X Foster Youth X 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)			
2.46 Use Synced Solution unit assessments to determine student progress toward proficiency and need for intervention	2.46 Printing costs	2.46 Local assessments including district-wide interim assessments (Ready Common Core), running records, and Synced Solution unit assessments used to determine intervention • Synced Solution was not renewed for 2015-16	2.46 Printing costs of Interim Assessments
Scope of Service: LEA X All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA X 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 Americans	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	2.4 We did not renew our contract with Synced Solution in November 2014. We replaced budgeted costs with Sue Beers, ACSA Consultant, who provided a 6 day training in ELA unit and lesson design. Our group of course planners (38 teachers) participated in the training and will extend their training to peers during professional collaboration. 2.4 Schools were provided a Student Achievement Grant (SAG) to be used for intervention and support services for at-risk populations. SAG grants provide instructional aides for differentiated instruction, materials, and intervention programs. 2.4 Data analysis teams will utilize 2015 CAASPP information for instructional decision making. LEA also plans to fully utilize SBAC Interim Assessments for the 2015-2016 school year. Teachers will be trained in hand-scoring and will be provided release time for assessment and scoring purposes. Due to current goals resembling actions and services, new goals were developed for 2015-16, 2016-17, and 2017-18

Original GOAL 2 from prior year LCAP:	2.5: Provide educational opportunities for parents to promote a partnership between home and school for increased student achievement.	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:	2.5: Continue to provide opportunities for parents to become familiar with CCSS through school and district-wide offerings.	Actual Annual Measurable Outcomes:	2.5: Continue to provide opportunities for parents to become familiar with CCSS through school and district-wide offerings.

LCAP Year: 2014-2015

2.51 Provide Common Core resources and materials for parents	2.51 Included in 1.4	2.51 Website updated with Parent Resources, standards provided, Parent Guide to the Standards and Standards-Based report cards created	2.51 Included in 1.4
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)	
2.52 Provide district and site-based workshop opportunities for parents	2.52 0000: Unrestricted Other 4,000	2.52 Parent University was well attended with 230 parent participants. Priority topics included common core math. All school sites offered parent training in CCSS	2.52 Title I: 3010 Objects 2900 and related 3,000's and 4300 3,600
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)	

2.53 increase outreach to parents through increased educational opportunities	2.53 EIA Carryover $2,500	2.53 CBET was offered to parents during the 2014-2015 school year.	2.53 Title III LEP: 4203 Objects 1100 and related 3000's 5,200. Title III LEP: 4203 Objects 2100 and related 3000's 800.
Scope of Service: LEA X 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: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
2.54 Provide parent workshops at Parent University that addressed needs reflected in the parent survey.	2.54 Title I $4,000	2.54 Parent University was held on January 22, 2015.	2.54 Title I: 3010 Objects 2900 and related 3000's 1,000 Objects 4300 3,000.
Scope of Service: LEA X All OR: X Low Income pupils X English Learners X Foster Youth X 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	Due to current goals resembling actions and services, new goals were developed for 2015-16, 2016-17, and 2017-18		

progress and/or changes to goals?	

Original GOAL 2 from prior year LCAP:	2.6: Provide instructional materials aligned with CCS to support instruction in the classroom.	Related State and/or Local Priorities: 1 X 2 X 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:	2.6: Students will have access to CCSS aligned support materials in ELA and Math.	Actual Annual Measurable Outcomes:	2.6: All students have access to CCSS aligned support materials in ELA and Math.

LCAP Year: 2014-2015

2.61 Provide “bridge” materials in ELA and Math for Common Core Standards instruction	2.61 0000: Unrestricted Other 200,000	2.61 Purchased Ready Common Core materials in ELA and math for every student	2.61 Included in 1.31
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)	
2.62 Provide scope and sequence in ELA and Math to teachers through Synced Solution	2.62 0000: Unrestricted Other 55,000	2.62 Provided scope and sequence in ELA and Math through Synced Solutions. Synced Solution contract was not renewed	2.62 Included in 1.31
Scope of Service: LEA X All OR:		Scope of Service: LEA X All OR:	

_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
2.63 Provide teachers with resources to instruct the Common Core Standards	2.63 No Cost	2.63 Replaced with ELA unit and lesson design training provided by ACSA consultant Sue Beers to our 38 course planners during a 6 day training.	2.63 Included in 1.31
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)	
2.64 Provide teachers with “bridge” materials in ELA and Math that support Common Core Standards instruction	2.64 No Cost	2.64 Provided teachers with “bridge” materials in ELA and Math that support Common Core Standards instruction Math: K-8 ELA: K-5	2.64 Restricted Lottery: 6300 Objects 4100 180,000.
Scope of Service: LEA _ All OR: X_ Low Income pupils _ English Learners X 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)	
2.65 Provide teachers with training in ELD	2.65 EIA Carryover $80,000	2.65 Please refer to 2.22	2.65 Please refer to 2.22

standards and use of Guided Language Acquisition Development (GLAD) strategies through SIOP training			
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?	Due to current goals resembling actions and services, new goals were developed for 2015-16, 2016-17, and 2017-18		

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:	3.1 All students will have access to a broad course of study in all subject areas including visual and performing arts, technology, and physical education	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 X 8 COE only: 9 _ 10 Local : Specify

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

Expected Annual Measurable Outcomes:	3.1 All students continue to have access to a broad course of study that includes all of the subject areas appropriate for grades K-8 according to Education Code 48926	Actual Annual Measurable Outcomes:	3.1 All students have access to a broad course of study that includes all subject areas appropriate for grades K-8 according to Education Code 48926 as well as access to visual and performing arts, technology, and physical education.

LCAP Year: 2014-2015

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
3.11 Offer broad course of study to all students	3.11	3.11 Offered broad course of study to all students	3.11 Included in 1.11
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)	
3.12 Provide access to visual and performing arts, technology, and physical education	3.12 0000: Unrestricted Other 80,000	3.12 Provided access to visual and performing arts, technology, and physical education	3.12 Included in 1.11
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)	
3.13 Provide access to broad course of study as well as visual and performing arts, technology, and physical education	3.13 No cost	3.13 Provided access to broad course of study as well as visual and performing arts, technology, and physical education. District will provide instruments and clothing for P.E. when families are unable to provide for these.	3.13 Title I: 3010 Object 4300 2,000
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 _ 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?	3.1 Goal will be incorporated with Other Pupil Outcomes for 2015/2016: Provide all students a broad and enriching course of study at each grade level that reaches beyond the core. Due to current goals resembling actions and services, new goals were developed for 2015-16, 2016-17, and 2017-18		

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:	4.1 Students make continuous improvement towards academic achievement targets required for all schools and LEAs	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 English Learners

Expected Annual Measurable Outcomes:	4.1 District formative assessments, developed by Synced Solutions, will identify areas of need for students. Baseline data will be provided by CAASPP and provide a measure for student academic growth.	Actual Annual Measurable Outcomes:	4.1 District formative assessments, developed by Action Learning Systems and District Interim assessments utilizing Ready Common Core assessments, identified areas of need for students. Baseline data provided by CAASPP was not available to provide a measure for student academic growth. 4.1 Current API scores will continue until baseline data is available in the 2015-16 year. All schools have an API over 800 which is the current State goal. 4.1 Academic Proficiency will increase as measured by formative assessments, summative assessments, and CAASPP

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Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
4.11 Synced Solutions will provide formative unit assessments through the use of Synced Solution	4.11 0000: Unrestricted Base 55,000	4.11 Student progress was measured through the use of Synced Solution unit assessments as well as District Interim Assessments (Ready Common Core) to measure student growth and provide a baseline data set. • Synced Solution was not renewed for 2014-2015	4.11 No costs associated

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)	
4.12 Data gathered from formative assessments will allow teachers to identify needs of at-risk students	4.12 No cost	4.12 District wide grade level study groups met to modify running records and formative assessments for use in 2015-2016.	4.12 3011: Title I Object: 1100 with related 3,000's 10,000.
Scope of Service LEA _ All OR: X Low Income pupils _ English Learners _XFoster 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 EL aides will provide additional support for students in the classroom	4.13 EIA/LEP $140,000	4.13 EL aides were provided for additional support for students in the classroom	4.13 7091: EIA Carryover Objects 2100 and related 3000's 140,000.
Scope of Service LEA _ All OR: _ Low Income pupils X English Learners _ Foster Youth XRedesignated 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 professional development and coaching for teachers through the SIOP model	4.14 0000: Unrestricted Other 6,900	4.14 Provided professional development and coaching for teachers through the modified SIOP model to include ELA/ELD framework modules and the common core. Training was renamed SIOCC for Structured Immersion of Common Core and included four modules: Making Meaning, Interaction, Bridging and Scaffolding, and Effective expression.	4.14 EIA Carryover: 7091 57,000 Included in 1.34
Scope of Service: LEA X All OR: _ Low Income pupils X English Learners _ 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 X Other Subgroups: (Specify) students with disabilities, African Americans	
4.15 Hire a Teacher on Assignment that will provide training and coaching to teachers with English language learners	4.15 0000: Unrestricted Other 80,000	4.15 Hired an English language development Teacher on Assignment that will provide training and coaching to teachers with English language learners	4.15 EIA Carryover: 7091 82,000. Included in 2.23
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,	4.1:		

services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Synced Solutions by Action Learning Systems contract was not renewed resulting in a $0.00 budget and resulted in the implementation of District Interim assessments 4.1: Due to redundancy in actions and services, duplicated action eliminated: Provide academic instruction in the content areas 4.1 Due to changes in assessments, data analysis timelines reflected District Interim Performance Task only 4.1 Due to redundancy in actions and services, duplicate actions were eliminated: Synced Solution unit assessments will provide information for teacher to identify at-risk students and adjust instruction Due to current goals resembling actions and services, all new goals were developed for 2015-16, 2016-17, and 2017-18

Original GOAL 4 from prior year LCAP:	4.2 Continuous review of student achievement as data is available through CAASPP and API. Results will be used to measure progress and revise LCAP goals	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 X 5 _ 6 _ 7 _ 8 COE only: 9 _ 10 Local : Specify

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

Expected Annual Measurable Outcomes:	4.2 Current API scores will continue until baseline data is available in the 2015-16 year. All schools have an API over 800 which is the current State goal.	Actual Annual Measurable Outcomes:	4.2 API scores are not available.

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4.21 Students in grades 3-8 will participate in Smarter Balanced assessments as part of CAASPP. Results will be used to measure progress and revise LCAP	4.21	4.21 Students in grades 3-8 participated in Smarter Balanced Field Test. No results provided	4.21 No costs associated
Scope of Service: LEA X All OR: _ Low Income pupils		Scope of Service: LEA 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)	
4.22 Data analysis time is provided by sites for instructional planning for teachers • Teachers will be provided at least one half day per trimester to analyze data by the school site	4.22 0000: Unrestricted $41,000	4.22 Teachers were provided one half day at the elementary school sites to score District Interim performance tasks and analyze. Teachers at the junior high were provided a full day in to score ELA performance tasks and math comprehensive assessments	4.22 Title I: 3010 Objects 1100 and related 3000's 16,500. Title I: 3010 Objects 1100 and related 3000's 3,300.
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)	
4.23 Monitor student progress toward proficiency and provide intervention when necessary • Junior High After School Intervention	4.23 $12,000	4.23 Junior High After School Intervention was provided.	4.23 0000: Unrestricted Base Object: 1100 and related 3,000's 6,000.
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: Junior High Schools 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?	Due to current goals resembling actions and services, all new goals were developed for 2015-16, 2016-17, and 2017-18

Original GOAL 4 from prior year LCAP:	4.3 All students regardless of socio-economic, ethnicity, or language differences, will achieve academic success	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 X 5 _ 6 _ 7 _ 8 COE only: 9 _ 10 Local : Specify

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

Expected Annual Measurable Outcomes:	4.3 Achievement gap between all significant subgroups of students will decrease as reflected in data available through district assessments and CAASPP baseline data	Actual Annual Measurable Outcomes:	4.3 Achievement gap between all significant subgroups of students will decrease as reflected in data available through district assessments and CAASPP baseline data. 2014-15 District Assessment data will establish a multiple measure for baseline data information

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4.31 All students in grades 3-8 will participate in Smarter Balanced assessments. Interventions will be available to all at-risk students.	4.31 School Achievement Grant Supplemental	4.31 Multiple district measures were used to identify at-risk students. Interventions were provided at each school site that included additional support through instructional aides, digital intervention programs for blended learning, and Universal Access Choice and Challenge opportunities through school Student Achievement Grant (SAG	4.31 0000: Unrestricted SAG: Objects 1000-7999 Mgmt 570D 400,000. Included in 2.34
Scope of Service: LEA X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English		Scope of Service: LEA _ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient	

proficient _ Other Subgroups: (Specify)		X Other Subgroups: (Specify) students with disabilities, African Americans	
4.32 Use Response to Intervention and positive behavior intervention to support at-risk students	4.32 0000: Unrestricted Supplemental 10,000	4.32 District investigated PBIS, Positive Behavior Intervention Supports and trained administrative staff. Also investigated Tier 2 and Tier 3 Intervention programs, Read 180, System 44 for students with disabilities, LexiaCore5 for at-risk students, and Imagine Learning for ELL non-English proficient students	4.32 Implementation in 2015-2016 No costs associated
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: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) students with disabilities, African American	
4.33 Provide appropriate small group instruction and when needed, after school intervention at the junior high schools	4.33 12,000	4.33 Provided appropriate small group instruction and when needed, after school intervention at the junior high schools	4.33 0000: Unrestricted Base Objects 1100 and related 3000's 7,000.
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: Alta Loma Junior High, Vineyard Junior High _ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) African Americans	
4.34	4.34	4.34	4.34

Provide additional classroom support with instructional aides and teachers trained in SIOP	EIA/LEP $140,000	Please refer to 4.13 EL instructional aides were trained in SIOCC.	Please refer to 4.13
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?	4.3: Due to redundancy in actions and services, duplicate actions were eliminated: Monitor student progress toward proficiency and provide intervention when necessary Due to current goals resembling actions and services, all new goals were developed for 2015-16, 2016-17, and 2017-18

Original GOAL 4 from prior year LCAP:	4.4 Ensure students are high school, college, and career ready	Related State and/or Local Priorities: 1 _ 2 X 3 _ 4 X 5 _ 6 _ 7 _ 8 COE only: 9 _ 10 Local : Specify

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

Expected Annual Measurable Outcomes:	4.4 Students will be prepared for academic success in high school through rigorous curriculum and demonstrated proficiency, improved promotion rates, fewer drop-outs, and improved achievement 4.4 Junior high school students will be exposed to college and career awareness exploration.	Actual Annual Measurable Outcomes:	4.4 Students will be prepared for academic success in high school through rigorous curriculum and demonstrated proficiency, improved promotion rates, fewer drop-outs, and improved achievement 4.4 Junior high school principals to include college and career into exploratory wheel for 8th grade students on master schedule for 2015-2016 for English learner and at-risk students. Both junior high schools will implement specific reading and math intervention to improve proficiency. Alta Loma Junior High school will begin an AVID program as reflected on master schedule in 2015-2016.

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4.41 Students will be prepared for academic success in high school through rigorous instruction and curriculum	4.41 No Cost	4.41 Provide excellent instruction in Tier 1 setting at all school sites through instructional materials and professional development. • Provide excellent instruction in Tier 1 setting on at all school sites through instructional materials and professional development. • Two district-wide staff development days on implementation of CCSS and Universal Access provided	4.41 Included in 2.1 and 2.4 218,000.
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)	
4.42 Junior high school students will meet with dean of students to ensure they are on track for promotion	4.42 No cost	4.42 At risk junior high students met with the dean of students within the first few weeks of school to review academic progress, create an intervention plan and were monitored at each trimester to ensure students are on track to promote at the end of 8th grade	4.42 Costs included in contractual duties 0000: Unrestricted Base Object 1300 and related 3000's 255,400.
Scope of Service: LEA X All OR: _ Low Income pupils _ English Learners		Scope of Service: Alta Loma Junior High School, Vineyard Junior High School X All OR: X Low Income pupils	

_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X English Learners X Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) African American	
4.43 Monitor students to ensure they are on track to promote with skills required for success	4.43 No Cost	4.43 Dean of Students and Principals monitored 8th grade students to ensure promotion. Intervention plans were developed for at-risk students.	4.43: Please Refer to 4.42 Costs included in contractual duties 0000: Unrestricted Base Object 1300 and related 3000's 255,400.
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: Alta Loma Junior High, Vineyard Junior High 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?	4.4 Provide excellent instruction in Tier 1 setting on at all school sites through instructional materials and professional development. Two district-wide staff development days on implementation of CCSS and Universal Access provided. This is a repeat action from Priority 2 4.4: LEA is investigating PBIS district-wide that resulted in introductory administrator training. LEA is also investigating Tier 2 and Tier 3 programs for 2015-2016 implementation 4.4 Added action: Identified curriculum for College and Career Awareness for junior high exploratory wheel. 4.4: Due to redundancy in actions and services, duplicated action eliminated: Junior high students will meet with the dean of students to review their academic progress and ensure they are on track to promote at the end of 8th grade. Due to current goals resembling actions and services, all new goals were developed for 2015-16, 2016-17, and 2017-18

Original	4.5	Related State and/or Local Priorities:

GOAL 4 from prior year LCAP:	English language learners will make progress toward learning English while having access to grade level curriculum as measured by the California English Language Development Test (CELDT)	1 _ 2 X 3 _ 4 X 5 _ 6 _ 7 _ 8 COE only: 9 _ 10 Local : Specify

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

Expected Annual Measurable Outcomes:	4.5 49% of EL students will attain English proficiency as measured by the CELDT. 4.5 Academic Proficiency will increase as measured by formative, summative assessments, CAASPP	Actual Annual Measurable Outcomes:	4.5 49% of EL students attained English proficiency as measured by the CELDT. 4.5 CAASPP results will be available in fall 2015.

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4.51 Principals/Deans will monitor student progress at each trimester and develop an intervention plan	4.51 Base grant	4.51 Students were monitored by trimesters and intervention plans were developed.	Included in 4.42 and 4.43
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)	
4.52 Provide academic instruction in the content areas	No cost	4.52 Provided academic instruction in the content areas	4.52 No cost
Scope of Service: LEA X All OR: _ Low Income pupils _English Learners		Scope of Service: LEA X All OR: _ Low Income pupils _English Learners	

_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
4.53 Provide data analysis training to teachers and administrators	4.53 Base Grant	4.53 Data analysis training provided to administrators at monthly principal meeting.	4.53 No cost
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)	
4.54 Provide EL classroom aides to support English learners within the classroom	4.54 EIA/LEP $140,000	4.54 Please refer to 4.13	4.54 Please refer to 4.13
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)	
4.55 Provide academic instruction in the content areas in English using Specially Designed Academic Instruction in English (SDAIE) teaching approach	4.55 EIA/LEP $6,900	4.55 Structured Immersion of the Common Core (SIOCC) was implemented using the ELA/ELD framework.	4.55 EIA Carryover: 7091 Objects 1100 and related 3000's 60,000.
Scope of Service LEA		Scope of Service LEA	

_ All OR: _Low Income pupils X English Learners _Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	
4.56 Provide Sheltered Instruction Observation Protocol (SIOP) training to teachers that includes a coaching component	4.56 EIA/LEP funds $80,000	4.56 Structured Immersion of the Common Core (SIOCC) was implemented using the ELA/ELD framework.	4.56 Included in 4.55

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	4.5 Provide professional development and coaching for teachers through the modified SIOP model to include ELA/ELD framework modules and the common core. Training was renamed SIOCC for Sheltered Immersion of Common Core and included four modules: Making Meaning, Interaction, Bridging and Scaffolding, and Effective expression. This is a repeat action from Priority 2 actions and services. Due to current goals resembling actions and services, all new goals were developed for 2015-16, 2016-17, and 2017-18

Original GOAL 4 from prior year LCAP:	4.6 The percentage of students reclassified as English proficient will increase annually	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 X 5 _ 6 _ 7 _ 8 COE only: 9 _ 10 Local : Specify

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

Expected Annual Measurable Outcomes:	4.6 The percent of students achieving proficiency as determined by the CELDT and reporting through AMAO 2 will increase annually by 5%.	Actual Annual Measurable Outcomes:	4.6 49% of EL students attained English proficiency as measured by the CELDT.

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4.61 Students will be provided supports for success	4.61 No Cost	4.61 Schools receive an allotment (Student Achievement Grant) to provide intervention during the school day.	4.61 0000: Supplemental Object: 100-7000 Mgmt. 570D 400,000.

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)	
4.62 Provide trained EL classroom aides to support English Learners in the classroom and monitor their progress toward increasing proficiency in English.	4.62 0000: Unrestricted Other 140,000	4.62 EL aides provided additional support to students in the classroom as well as other focused language study. One aide per school site assists students directly.	4.62 EIA Carryover: 7091 Objects 2100 and related 3000's 140,000.
Scope of Service: LEA _ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ 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?	4.6: Due to redundancy in actions and services, duplicate actions were eliminated: Provide EL classroom aides to support English language learners within the classroom Due to current goals resembling actions and services, all new goals were developed for 2015-16, 2016-17, and 2017-18

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:	5.1 Students in grades 4-8 will make progress toward proficiency in History/Social Science and Science annually	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 X COE only: 9 _ 10 Local : Specify

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

Expected Annual Measurable Outcomes:	5.1 70% of students in grades 4-8 will score proficient on district developed common assessments	Actual Annual Measurable Outcomes:	5.1 74% of students in grades 4-8 scored proficiently on district developed common assessments in History/Social Science and 82% proficiency on Science CST in grades 4 and 8

LCAP Year: 2014-2015

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
5.11 Provide training to teachers in Next Generation Science Standards	5.11 0.00	5.11 Selected junior high teachers who attended training offered by Chaffey Union High School District in Next Generation Science Standards	5.11 No costs associated
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)	
5.12 Provide 7-8 grade teachers training to support ELA Common Core Standards	5.12 $3,450	5.12 Provide training to junior high History/Social Science teachers to support ELA Common Core Standards through district sponsored Document-Based Questioning (DBQ) training	5.12 0000: Unrestricted Base Objects 1100 and related 3000s 2,300.

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)	
5.13 Provide teachers with specific strategies that engage low income and foster youth students in their own learning.	5.13 Title I $3,450	5.13 Investigated specific strategies that improve academic outcomes for low income and foster youth and understanding their challenges.	5.13 No cost
Scope of Service: LEA _ All OR: X Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA _ All OR: X Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
5.14 Provide training in ELD standards through SIOP training for teachers with EL and redesignated students	5.14 EIA/LEP $6,900	5.14 Please refer to 2.22	5.14 Please refer to 2.22
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?	5.1 Due to redundancy in actions and services, duplicated action eliminated: Provide training in ELA Common Core Standards that focuses on strategies for student engagement 5.1: Due to redundancy in actions and services, duplicated action eliminated: Provide SIOP training for teachers that include ELD standards and specific teaching strategies for EL and re-designated students 5.1: Teacher training in Document Based Questioning will be expanded to grades 4,5 for the 2015-16 school year 5.1 Cooperative structures for differentiated instruction in social studies and science will continue to be a focus for 2015-2016 school year Due to current goals resembling actions and services, new goals were developed for 2015-16, 2016-17, and 2017-18

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:	6.1 District will annually administer a survey to all parents that will help identify areas of need and improvement	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:	6.1 Parent survey will be developed and administered with an expected response rate of 50%. Data gathered will be baseline data for improvement.	Actual Annual Measurable Outcomes: 6.1 Parent survey was developed in 2014-2015 and administered with an expected response rate of 50%. Data gathered will create baseline data for improvement. Surveys were completed in addition to several community events structured to collect input through forums and Community Cafe structures

LCAP Year: 2014-2015

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
6.11 Annually administer a parent survey to assess progress towards meeting LCAP and instructional goals	6.11 No Cost	6.11 A parent survey that identified significant sub-groups including LI, EL, and FY was developed and administered on-line. Paper copies were also provided and encouraged through evening participation activities at elementary schools.	6.11 0000:Unrestricted Base Object 2400 and related 3000's $1,000.
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 Provide opportunity for parents to complete a paper/pencil copy	6.12 No cost	6.12 Parents had an opportunity to complete a paper/pencil copy.	6.12 No cost
Scope of Service: LEA _ All OR: X Low Income pupils _ English Learners X 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)	
6.13 Provide Spanish translation of survey and opportunity for parents to complete a paper/pencil copy	6.13 0000: Unrestricted Other 2,500	6.13 Provided Spanish translation of survey and opportunity for parents to complete a paper/pencil copy at school sites and during ELAC and DELAC meetings	6.13 No costs 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)	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	6.1 Due to redundancy in actions and services, duplicated action eliminated: Develop and administer both on-line and paper/pencil version of parent survey Due to current goals resembling actions and services, all new goals were developed for 2015-16, 2016-17, and 2017-18

Original GOAL 6 from prior year LCAP:	6.2 Increase input from parents representing students in our significant subgroups	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 X 7 _ 8 COE only: 9 _ 10 Local : Specify

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

Expected Annual Measurable Outcomes:	6.2 The percent of parents from under-represented families that respond to the parent survey will determine the baseline for improvement	Actual Annual Measurable Outcomes:	6.2 The percent of parents from under-represented families that respond to the parent survey will determine the baseline for improvement.

LCAP Year: 2014-2015

6.21 Promote and increase input from under-represented families through the parent survey	6.21 No cost	6.21 Promoted and increased input from under-represented families through the parent survey during ELAC and DELAC meetings, LCAP Community Forums, and mass emails.	6.21 No cost associated
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)	
6.22 Provide a parent survey that allows the district to identity input from low income/foster youth parents	6.22 No Cost	6.22 Please refer to 6.21	6.22 Please refer to 6.21
Scope of Service: LEA _ All OR: X Low Income pupils _English Learners X 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?	6.2 Due to redundancy in actions and services, duplicated action eliminated: Develop and administer parent survey that allows identification of input from low income/foster youth parents 6.2 We are in the investigation phase of determining best ways to translate information regarding home-to-school communications about school programs utilizing our web-based format: action will be continued in 2015-2016 6.2 Action Added: Offered parent opportunities for second language acquisition through district evening CBET program for community members taught by a credentialed teacher and assisted by an instructional aide and proctor for childcare supervision Due to current goals resembling actions and services, all new goals were developed for 2015-16, 2016-17, and 2017-18

Original GOAL 6 from prior year LCAP:	6.3 Promote increased parent participation in school programs, activities and special events	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:	6.3 The percent of parents attending school programs, activities and special events will determine baseline data.	Actual Annual Measurable Outcomes:	6.3 The percent of parents attending school programs, activities and special events will determine baseline data as observed and reported by school site administration will improved by 2%

LCAP Year: 2014-2015

6.31 Promote and support schools in providing multiple opportunities for parents to be involved in schools	6.31 No Cost	6.31 Supported schools in offering multiple opportunities for parents to be involved at school and least 1 time a trimester: Student Activities Parent Information Nights: Implementing CCSS Community interests Special Programs Increased voluntarism	6.31 No cost associated
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)	
6.32 District level – Promote participation in Parent University	6.32 No Cost	6.32 Increased participation in Parent University by parents of LI, FY, EL, students with disabilities, and at-risk learners through focused outreach. Offered teaching modules according to parent input specific to CCSS, learning and support concerns: Common Core Math Universal Design of Learning Behavior Supports Building habits of mind Technology: Google Apps for Education Literacy Supports Second Language Supports	6.32 Title III LEP: 4203 Object 5800 2,200.
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: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) students with disabilities, at-risk learners	
6.33 Communicate with families about school program and progress through a variety of avenues Support schools in identifying additional avenues of communication with families about school programs	6.33 No cost	6.33 Supported schools in identifying additional avenues of communication with families about school programs through the use of updated web-cast system and parent portal through additional broad-band and Blackboard communication systems	6.33 0000: Unrestricted Base Object 5800 20,000.

Scope of Service: LEA _ All OR: X Low Income pupils _ English Learners X 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)	
6.34 Communicate with families about school programs through primary language and a variety of avenues	6.34 0000: Unrestricted Other 2,500	6.34 We are in the investigation phase of determining best ways to translate information regarding home-to-school communications utilizing our web-based format and parent new portal format	6.34 No costs 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)	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Due to current goals resembling actions and services, all new goals were developed for 2015-16, 2016-17, and 2017-18

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

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

Original GOAL 7 from prior year LCAP:	7.1 Continue high attendance rate (district-wide 96.5%) for all students	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 X 6 _ 7 _ 8 COE only: 9 _ 10 Local : Specify

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

Expected Annual Measurable Outcomes:	7.1 Continue student attendance rate of at 96.5 %	Actual Annual Measurable Outcomes:	7.1 Continue student attendance rate of at 96.5 % Attendance for 2014-15 96.60%

LCAP Year: 2014-2015

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
7.11 Continue high rate of student attendance at all schools for all students	7.11 No cost	7.11 Reviewed attendance records at sites and held SART meetings when necessary to design a plan for school success	7.11 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)	
7.12 School administrators will meet with at-risk students and their parents	7.12 No Cost	7.12 Please refer to 4.51	7.12 Please refer to 4.51
Scope of Service: LEA		Scope of Service: LEA	

_ All OR: X Low Income pupils _ English Learners X 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)	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	7.1 Due to redundancy in actions and services, duplicated action eliminated: School administrators will meet with at-risk students and their parents 7.1 Due to redundancy in actions and services, duplicated action eliminated: Support schools in increasing activities for students and families that provide a sense of connectedness to school 7.1 Due to redundancy in actions and services, duplicated action eliminated: Identify students that are at-risk and put early interventions in place to aid academic success Due to current goals resembling actions and services, all new goals were developed for 2015-16, 2016-17, and 2017-18

Original GOAL 7 from prior year LCAP:	7.2 Maintain low incidents of chronic absenteeism	Related State and/or Local Priorities: 1 _ 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:	7.2 Maintain low incidents of chronic absenteeism	Actual Annual Measurable Outcomes:	7.2 Maintain low incidents of chronic absenteeism (2.2%)

LCAP Year: 2014-2015

7.21 Continue to maintain low incidents of chronic absenteeism	7.21 No cost	7.21 Monitored incidents of chronic absenteeism and held SART and SARB meetings when necessary	7.21 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)	
7.22 School administrators will monitor student attendance and academic progress of at-risk students and develop specific interventions to meet their need	7.22 No cost	7.22 Specific outreach to at-risk student populations by school administrators will monitor student attendance and academic progress to meet and develop interventions to include before, after, and/or during the school day	7.22 0000: Unrestricted SAG: Mgmt. 560D 400,000 Included in 2.3
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 X Other Subgroups: (Specify) students with disabilities, African Americans	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	7.2 Due to redundancy in actions and services, duplicated action eliminated: School administrators will meet with at-risk students and their parents 7.2 Due to redundancy in actions and services, duplicated action eliminated: Support schools in increasing activities for students and families that provide a sense of connectedness to school 7.2 Due to redundancy in actions and services, duplicated action eliminated: Identify students that are at-risk and put early interventions in place to aid academic success Due to current goals resembling actions and services, all new goals were developed for 2015-16, 2016-17, and 2017-18

Original GOAL 7 from prior year LCAP:	7.3 Continue to offer incentives and a variety of activities to encourage attendance
Related State and/or Local Priorities:	1 _ 2 _ 3 _ 4 _ 5 X 6 _ 7 _ 8 COE only: 9 _ 10 Local : Specify
Goal Applies to:	Schools: All
	Applicable Pupil Subgroups: All
Expected Annual Measurable Outcomes:	7.3 Improve junior high attendance by .1% from 96.50%
Actual Annual Measurable Outcomes:	7.3 Improved junior high attendance by .1% (96.70)

LCAP Year: 2014-2015

7.31 Improve junior high attendance	7.31 No cost	7.31 Student attendance records were consistently reviewed and incentives and activities (attendance baskets, attendance field trips, etc) were provided	7.31 No cost
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 _ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	
7.32 Provide intervention and support to students to assure connectedness to school	7.32 Unrestricted Base $12,000	7.32 Students and teachers participate in Safe School Ambassador program to support proactive behavioral strategies and school connectedness	7.32 0000: Unrestricted Base Object 1100 and related 3,000's 5,000.
Scope of Service: LEA _ All		Scope of Service: Junior High Schools X All	

OR: X Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		OR: X Low Income pupils _ English Learners X 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?	7.3 Due to redundancy in actions and services, duplicated action eliminated: School administrators will meet with at-risk students and their parents 7.3 Due to redundancy in actions and services, duplicated action eliminated: Support schools in increasing activities for students and families that provide a sense of connectedness to school 7.3 Due to redundancy in actions and services, duplicated action eliminated: Identify students that are at-risk and put early interventions in place to aid academic success Due to current goals resembling actions and services, all new goals were developed for 2015-16, 2016-17, and 2017-18

Original GOAL 7 from prior year LCAP:	7.4 Continue to reduce the number of social promotions from 8th grade to high school	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 X 6 _ 7 _ 8 COE only: 9 _ 10 Local : Specify

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

Expected Annual Measurable Outcomes:	7.4 Identify students at-risk of not promoting early in the school year and put interventions in place for those students	Actual Annual Measurable Outcomes:	7.4 Identify students at-risk of not promoting early in the school year and put interventions in place for those students

LCAP Year: 2014-2015

7.41 Continue to reduce the number of social promotions from 8th grade to high school	7.41 0000: Unrestricted Supplemental 12,000	7.41 Students at risk of not promoting to 8th grade were identified early in the school year and interventions put in place during a meeting between the administrator, parent, and student. Students participated in after school intervention for credit recovery.	7.41 Costs included in contractual duties Please refer to 4.51

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)	
7.42 Provide academic support through interventions to at-risk students	7.42 No cost	7.42 Please refer to 4.51	7.42 Please refer to 4.51
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 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?	7.4 Due to redundancy in actions and services, duplicated action eliminated: School administrators will meet with at-risk students and their parents 7.4 Due to redundancy in actions and services, duplicated action eliminated: Support schools in increasing activities for students and families that provide a sense of connectedness to school 7.4 Due to redundancy in actions and services, duplicated action eliminated: Identify students that are at-risk and put early interventions in place to aid academic success Due to current goals resembling actions and services, all new goals were developed for 2015-16, 2016-17, and 2017-18

Original GOAL 7 from prior	7.5 Create a school climate where students feel safe and have a sense of connectedness at school	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 X 7 _ 8 COE only: 9 _ 10

year LCAP:		Local : Specify
Goal Applies to:	Schools: All	
	Applicable Pupil Subgroups:	All

Expected Annual Measurable Outcomes:	Actual Annual Measurable Outcomes:
7.5 80% of students surveyed during the baseline year felt safe and connected to school 7.5 Student surveys will reflect an increase from the baseline year 7.5 Parent survey will collect baseline data in same areas as the student survey	7.5 82% of students surveyed during the baseline year felt safe and connected to school 7.5 Student surveys were developed and implemented resulting in 1,216 survey responses gathered and analyzed 7.5 Differentiated parent surveys were developed and implemented resulting in 992 survey responses gathered and analyzed

LCAP Year: 2014-2015

7.51 Provide activities for students and families that provide a sense of connectedness to school	7.51 0000: Unrestricted SAG: 0000 5,000	7.51 Schools provided multiple opportunities (at least one per trimester) for students and their families to make a positive connection to school	7.51 0000: Unrestricted SAG: Mmgt. 560D 2,000. Included in 2.3
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)	
7.52 Provide activities for students and families that provide a sense of connectedness to school	7.52 No Cost	7.52 Provided after, before, or during school programs and support to assure connectedness to school such as chess club, Mad Scientist, and Jazzercise	7.52 No Cost
Scope of Service: LEA		Scope of Service: LEA	

_ All OR: X Low Income pupils _ English Learners X 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)	
7.53 Junior high schools do outreach to include at-risk student groups in the Safe School Ambassador program and Rachel's Challenge Club leadership opportunities	7.53 0000: Unrestricted Supplemental 7,200	7.53 Supported junior high schools in Safe School Ambassador and Rachel's Challenge programs to provide leadership and participation activities for at-risk students	7.53 0000: Unrestricted SAG: 4,000. Other 8000. Included in 2.3
Scope of Service: Alta Loma Junior High, Vineyard Junior High _ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: Alta Loma Junior High, Vineyard Junior High _ 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 Americans	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	7.5 Due to redundancy in actions and services, duplicated action eliminated: School administrators will meet with at-risk students and their parents 7.5 Due to redundancy in actions and services, duplicated action eliminated: Support schools in increasing activities for students and families that provide a sense of connectedness to school 7.5 Due to redundancy in actions and services, duplicated action eliminated: Identify students that are at-risk and put early interventions in place to aid academic success Due to current goals resembling actions and services, all new goals were developed for 2015-16, 2016-17, and 2017-18

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

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

Original GOAL 8 from prior year LCAP:	8.1 Reduce the rate of suspensions through other means of correction such as behavior plans, academic interventions, and limited counseling services	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 X 7 _ 8 COE only: 9 _ 10 Local : Specify

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

Expected Annual Measurable Outcomes:	8.1 Student suspension rate will be reduced by 1% through the use of other means of correction (140 district-wide out of school suspensions)	Actual Annual Measurable Outcomes:	8.1 Student suspension rate will be reduced by 1% through the use of other means of correction District-wide out of school suspensions • 2013/2014 - 140 • 2014/2015 - 55

LCAP Year: 2014-2015

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
8.11 Reduce the rate of suspensions through other means of correction and interventions	8.11 0000: Unrestricted Supplemental 10,000	8.11 Provided training to site administrators in regards to Response to Intervention strategies for behavior interventions	8.11 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)	
8.12 Provide Mental Health counseling for special education students	8.12 0000: Unrestricted Other 150,000	8.12 Provided Mental Health counseling for Special Education students via Bilingual Family Counseling	8.12 EHRMS: 6512 Object 5800 100,000.

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 _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) students with disabilities	
8.13 Provide Bilingual Family Counseling to all students through a referral process	8.13 0000: Unrestricted Other 30,000	8.13 Provided Bilingual Family Counseling to all students through a referral process	8.13 MBO: 5640 Object 5800 5,000. 0000: Unrestricted Supplemental Object 5800 10,000.
8.14 Provide intervention strategies and other means of correction to support students	8.14 Supplemental $10,000	8.14 Please refer to 8.11	8.14 Please refer to 8.11
Scope of Service LEA _ All OR: X Low Income pupils _ English Learners X 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)	
8.15 Provide intervention strategies and other means of correction to support students	8.15 No cost	8.15 Please refer to 8.11	8.15 Please refer to 8.11
Scope of Service LEA _ All		Scope of Service LEA X All	

OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)		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?	Due to current goals resembling actions and services, all new goals were developed for 2015-16, 2016-17, and 2017-18

Original GOAL 8 from prior year LCAP:	8.2 Reduce the rate of expulsions through other means of correction, academic interventions, and behavior support plans	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 X 7 _ 8 COE only: 9 _ 10 Local : Specify

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

Expected Annual Measurable Outcomes:	8.2 Continue to provide alternatives to student expulsion whenever possible (zero expulsions in 2013-2014)	Actual Annual Measurable Outcomes:	8.2 Continue to provide alternatives to student expulsion whenever possible (zero expulsions in 2014-2015)

LCAP Year: 2014-2015

8.21 Continue to provide alternatives to student expulsion whenever possible	8.21 0000: Unrestricted Other 11,500	8.21 Provided site administrators training in other means of correction and behavior intervention strategies to provide alternatives to student expulsion whenever possible	8.21 Costs included in contractual duties
Scope of Service: LEA X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English		Scope of Service: LEA X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient	

proficient _ Other Subgroups: (Specify)		_ Other Subgroups: (Specify)	
8.22 Hire school psychologist to address mental health needs of Special Education students	8.22 0000: Unrestricted Other 90,000	8.22 Hired Behavior Specialist as part of our Behavioral team to address mental health needs of Special Education students. Behavioral specialist will begin on July 1, 2015	8.22 No costs associated for 2014-2015
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 X Other Subgroups: (Specify) students with disabilities	
8.23 Implement Response to Intervention and positive intervention strategies	8.23 No cost	8.23 Administrators were trained in Positive Intervention strategies and district wide teams will be attending training 2015-2018.	8.23 No cost in 2014-2015
Scope of Service: LEA _ All OR: X Low Income pupils _ English Learners X 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)	
8.24 Implement Response to Intervention and positive intervention strategies	8.24	8.24 Please refer to 8.23	8.24 Please refer to 8.23
Scope of Service: LEA		Scope of Service: LEA	

_ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _Other Subgroups: (Specify)		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?	Due to current goals resembling actions and services, all new goals were developed for 2015-16, 2016-17, and 2017-18

Original GOAL 8 from prior year LCAP:	8.3 Reduce incidents of bullying at schools	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 X 7 _ 8 COE only: 9 _ 10 Local : Specify

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

Expected Annual Measurable Outcomes:	8.3 District will clearly communicate bullying policy in parent handbook 8.4 Schools will hold discipline assemblies throughout the year	Actual Annual Measurable Outcomes:	8.3 District updated and clearly communicated bullying policy in parent handbook 8.4 Schools held discipline assemblies throughout the year

LCAP Year: 2014-2015

8.31 Schools will implement positive behavior programs for all students	8.31 0000: Unrestricted Base 5,000	8.31 Schools implemented positive behavior programs for all students	8.31 0000: Unrestricted Base SAG: Mmgt. 560D 5000. • Included in 2.3
Scope of Service: LEA X All OR: _ Low Income pupils _ English Learners		Scope of Service: LEA X All OR: _ Low Income pupils _ English Learners	

_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
8.32 Investigate and address all reported incidences of bullying at schools	8.32 No cost	8.32 School site administrators will Investigate and address all reported incidents of bullying, keep records of occurrences, determine whether the incident meets the criteria for bullying, and notify all parties	8.32 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)	
8.33 Implement Safe School Ambassador programs at both junior high schools	8.33 0000: Unrestricted Base 7,200	8.33 Implemented Safe School Ambassador programs at both junior high schools	8.33 0000: Unrestricted Supplemental Object 5800 4,000.
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)	
8.34 Ensure at-risk student groups are provided opportunities to be positive	8.34 No cost	8.34 Schools sought participation in positive behavior programs for at-risk student	8.34 Costs included in contractual duties

role models and are identified as leaders within the school setting		groups and encouraged them to participate in leadership programs through outreach by site TAP and District liaison	
Scope of Service: Each school site _ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: Each school site _ 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 American	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	8.3 Duplicated action 6.3. Maintain home to school communication through the school and district website, global connect auto dialer, newsletters 8.3 Added Action: Hire Teaching Assistant Principals at each school to act as school site liaison for at risk student group intervention in other means of correction, bullying investigation and support services Due to current goals resembling actions and services, all new goals were developed for 2015-16, 2016-17, and 2017-18

Original GOAL 8 from prior year LCAP:	8.4 Continue home to school communication through a variety of avenues	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 X 7 _ 8 COE only: 9 _ 10 Local : Specify

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

Expected Annual Measurable Outcomes:	8.4 Increase communication to parents of English learners through publications in Spanish and other languages as necessary	Actual Annual Measurable Outcomes:	8.4 Increase communication to parents of English learners through publications in Spanish and other languages as necessary (parent information nights, CBET- Community Based English

			Tutoring)

LCAP Year: 2014-2015

8.41 Maintain home to school communication through the school and district website, global connect auto dialer, newsletters	8.41 0000: Unrestricted Base 25,000	8.41 Supported schools in identifying opportunities that increase home to school communication through web-site and parent portal upgrades Maintain home to school communication through the school and district website, global connect auto-dialer, newsletters	8.41 0000: Unrestricted Base 15,000 0000: Unrestricted Base 21,000. Duplicated action 6.3
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)	
8.42 Encourage parent participation in parent surveys, school site councils, and stakeholder groups meetings	8.42 No cost	8.42 Encourage participation in parent surveys, school site councils, and stakeholder groups	8.42 No cost
Scope of Service: LEA _ All OR: X Low Income pupils _ English Learners X 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)	
8.43 Encourage parent participation in	8.43 EIA/LEP $2,500	8.43 Encourage participation in parent	8.43 No cost

parent surveys, school site councils, and stakeholder groups. Provide information about school and district programs in primary language when appropriate		surveys, school site councils, and stakeholder groups. Provide information about school and district programs in primary language when appropriate	
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 X 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?	8.4 Duplicate action 6.3: Encourage participation in parent surveys, school site councils, and stakeholder groups. Provide information about school and district programs in primary language when appropriate Due to current goals resembling actions and services, all new goals were developed for 2015-16, 2016-17, and 2017-18		

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

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	$2,094,033.

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 used to reduce class sizes 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 allocated to 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) through School Achievement Grants ($80 per student).

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

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

Focused blended learning opportunities will be utilized to engage and assist targeted student groups in closing the achievement gap.

Hire 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).

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.

5.24	%

Provide focused differentiated training that includes enrichment, English learner support, and scaffolding for at-risk students and students with disabilities.

District Foster Youth liaison (Senior Clerk) will assist in monitoring student progress, seeking supports, and communicating directly with legal guardian, case worker and /or attorney.

Provide resources to translate appropriate home-to-school programs into home language.

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

English language learner aides will be used to provide additional time and support to students directly at all schools.

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]