

Introduction:

LEA: Lakeside Union School District **Contact (Name, Title, Email, Phone Number):** Mike McGrath, Asst. Supt./Principal, , 661-831-3503 **LCAP Year:** 2016-2017

Local Control and Accountability Plan and Annual Update Template

Mission

The Lakeside Union School District is committed to a quality educational program, embracing Common Core State Standards and 21st Century Skills, and responsive to the needs of its students within a safe nurturing environment. The staff, students, parents, and community assume responsibility for each student's academic and personal success. Recognizing the worth and dignity of each student, the Lakeside Union School District prepares all students to achieve their fullest potential. Our goal is to produce students who make informed decisions, as they become responsible citizens and productive members of society.

Core Values

- 1. All children can learn, and deserve a quality education in a safe environment*
- 2. Provide excellent service for increased student achievement and educational opportunities*
- 3. Preserve the trust relationship between the district and the community we serve*
- 4. Value and respect diversity*
- 5. Promote collaboration throughout the educational community*
- 6. Protect the fiscal integrity and condition of the district*

Shared Beliefs

*all students can learn * all students deserve a safe, secure, nurturing environment * students deserve positive role models * students respond to positive reinforcement of desired behaviors * students learn better with family support * all students want to learn and be successful * students develop at different paces and as a result are at different learning stages * students come from different backgrounds and their cultural, emotional, and physical differences shall be respected * all learning styles are valid and shall be addressed by our school system * instruction shall be based upon state adopted curriculum*

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>1. The Lakeside Union School District has taken a comprehensive approach to engaging stakeholders in this plan. Parents, community members, board members, students, local bargaining units, teachers, and administrators have participated in collaborative process to support the development of the Local Control and Accountability Plan (LCAP). The district took a two pronged approach to seeking stakeholder engagement. The first prong was with district leadership advisory groups which included the District Parent Advisory Committee, the District English Language Advisory Committee, Board of</p>	<p>Multiple meetings permitted district leaders to tell the Lakeside Union School District story. Stakeholders received information on LCFF/LCAP and the eight state priorities.</p> <p>Conducting several LCAP meetings with many different stakeholder groups ensured all stakeholder representatives of the community were included. The various meetings allowed for multiple voices and perspectives to be considered when drafting the LCAP. Informed committee members were able</p>

Trustees, administrators, and teachers. District leaders along with the District Parent Advisory Committee served to guide the development, review and implementation of the LCAP. The second prong consisted of all other stakeholder groups including parents, 4th-8th grade students, local bargaining units, School Site Councils, Parent Teacher Association, Booster Club, parents representatives of all subgroups (English language learners, low income, special education, foster youth), and local community members. The largest numerically significant subgroups, Hispanic and White, were included in these efforts. Input was gathered via meetings, surveys, and focus groups.

The district held three LCAP Committee Meetings (Nov. 17, 2015, Jan. 13, 2016, and Feb. 2, 2016) to seek and gather input from all stakeholders prior to sending the plan out for public comment. The District Superintendent held monthly meetings with representatives from local bargaining units (CTA, CSEA), and district administrators. Site administrators met monthly with student government, parent clubs, and staff. During these meetings, district leaders reviewed and discussed LCFF/LCAP, student performance outcome data, and solicited input for how Lakeside Union School District can increase or improve services for all students. Please see attachments for powerpoint presentations shared at stakeholders' meetings.

Information gathered was shared at regular monthly Board Meetings and on the district website. Time was allotted for reflection, and engagement continued through the entire LCAP process; which included development, review, and supporting implementation. Opportunities for input included, but was not limited to: surveys, community/parent meetings, School Site Council meetings, District English Language Advisory Committee meetings, student body government, along with ongoing verbal and written contributions. Notices were sent through District listserves, website updates, mailings, and flyers.

to provide more thoughtful and engaged input when developing the plan.

Input from all groups was taken into consideration when analyzing the needs within the eight state priority areas. All stakeholders' needs are included in this plan. As part of this process, the district analyzed the budget building process and how it will adapt its planning and budgeting to meet the requirements of the LCFF/LCAP. There was clear consensus that the LCAP goals and budget should meet the needs of all students; although principally directed to improve and increase services to unduplicated students, including all subgroups with their some of their identified priorities:

- Low Income: Academic Coach
- English Learners: ELD Curriculum
- Foster youth: Other agency resources
- Students with Disabilities: Behavioral specialist

District staff identified the following priority areas of need that emerged from the stakeholder input and in combination with essential data, incorporated them into the development of the LCAP goals, action, and services:

- Academic achievement for all pupils
- Professional development targeting literacy and math
- Special Education
- Campus safety
- English Learners
- Facilities needs: Lakeside School auditorium HVAC, natural gas line, and parking lot.
- Technology Support
- Enrichment Classes
- Student engagement to make school more enjoyable

At each of the stakeholder engagement meetings, an overview was presented on LCFF/LCAP, and District subgroup data. Input was gathered on what's working well and what needs to be targeted in the eight state priority areas. Comments and feedback were recorded and later summarized into documents. This input was compiled and made available for examination on the District website. The District website was updated to include a featured section devoted to LCFF/LCAP, which provides stakeholders with information regarding the process for its development, relevant data, and related events and activities.

2. Quantitative and qualitative information provided to stakeholders District leaders viewed webinars by the California Department of Education, and attended workshops offered by the Kern County Superintendent of Schools (KCSOS). With KCSOS guidance, the district developed a timeline and needs assessment that was instrumental in the data collection process

Information provided to stakeholders included, but was not limited to:

- State mandated assessments and reports (CAASPP, CST, CELDT)
- Demographics
- Enrollment and attendance rates
- California Healthy Kids Survey
- Student survey results
- Parent survey results
- Staff survey results
- Single Plan for Student Achievement
- School Accountability Report Cards
- Professional Development (discussion of what was provided)
- CCSS implementation
- Parent involvement efforts and results
- Student attendance rates
- Anecdotal data

A needs assessment was utilized from which targeted goals were vetted. All goals were written to align with general themes, interests, desires expressed during the stakeholder engagement process.

Information was provided to truly inform our stakeholders of strengths and needs. The variety of data, both qualitative and quantitative gave stakeholders a broad perspective of our district and allowed for more specific and targeted feedback. Using the available data, stakeholders were able to identify and prioritize how our district would increase and improve services for all students.

The feedback was used in the drafting process and incorporated into the LCAP. The Superintendent was prepared to respond in writing to written comments present by the District Parent Advisory Committee and District English Language Advisory Committee, however, no questions were submitted.

Annual Update:

LCAP progress was shared with stakeholders during monthly student body government meetings, parent club meetings, and staff meetings. Additionally, the district webpage shared out progress. Online surveys and student involvement continued to be a particular point of emphasis. Engagement strategies are always being critiqued for improvement.

District staff emphasized with stakeholders that LCAP development is about progress and not compliance and deadlines. Staff better clarified that it's a three-year rolling plan with a budget adoption procedure.

Annual Update:

Due to stakeholders input and recommendations, along County Office of Education recommendations, the 2016/2017 LCAP will revise last year's Goals and Actions to improve Services. Also, in an effort to involve more parents, the district will continue to strive to message out in a parent friendly way, avoiding educational jargon.

All stakeholder recommendations, such as Academic Coach and Behavioral Specialist were considered for implementation into the plan. If not included this year, it may be in future years.

Goals, actions and services listed in this LCAP are included in the district's budget and are aligned with the District's mission, and supports the Local Educational Agency Plan and Single Plan for Student Achievement.

Ultimately, the Governor and the State Legislature are mainly responsible for determining how much funding districts receive annually through the state budget process. Consequently, this plan is subject to change.

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:	Establish a dynamic learning culture that improves the systems and practices of the district; through a coherent rigorous curriculum that delivers high quality instruction.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 _ 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 _ COE only: 9 _ 10 _ Local : Specify	
Identified Need :	Based on the Academic Program Survey, Essential Program Component 1, instructional materials for ELA/ELD need to be implemented and aligned to approved state standards. Based on the Facilities Inspection Tool (FIT), Lakeside School facilities need to improve. The following categories received a ranking of Poor: Interior Surfaces, Electrical, Playground/School Grounds, and Windows/Doors/Gates/ Fences.		
Goal Applies to:	Schools:	Lakeside and Suburu Schools	
	Applicable Pupil	All students, TK-8	
	Subgroups:		
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	State Priority Area Metrics STATE PRIORITY 1 BASIC SERVICES <ul style="list-style-type: none"> Maintain teacher assignments: 100% appropriately assigned and fully credentialed. Maintain student access to instructional materials: 100% compliance on Williams. Strive for Lakeside and Suburu School Facilities rating of Exemplary Repair. STATE PRIORITY 2 IMPLEMENTATION OF STATE STANDARDS (determined by the Academic Program Survey Tool) <ul style="list-style-type: none"> Maintain expected level of 100% full implementation of all state content and performance standards for all pupils. 100% of EL students will received daily instruction in designated and integrated ELD in all content areas. The CA ELD standards will be substantially implemented. STATE PRIORITY 7 COURSE ACCESS <ul style="list-style-type: none"> Maintain 100% of students that have access to a broad course of study offered by district. Maintain 100% of unduplicated pupils that are provided with programs and services based on state standards and student needs as indicated by local assessments. 100% of students with exceptional needs are provided programs and services that are based on IEP, state standards, and student needs as indicated by local assessments. 		
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service Budgeted Expenditures
1. Purchase and implement state adopted standards-based CCSS instructional materials (textbooks,	LEA wide	<input checked="" type="checkbox"/> All	Instructional Materials 4000-4999: Books And Supplies Base

supplemental, consumables, etc.) in ELA/ELD.		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$300,000
2. Provide ongoing professional development support for the implementation of the CA Common Core State Standards in ELA and math; and history-social science and science, targeting low income students and English learners.	LEA wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Professional Development 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$100,000
3. Provide differentiated professional learning on strengthening PLCs; emphasizing student data analysis for low income and Els.	LEA wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Professional Development 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$10,000
4. Strive to maintain nine TK-3 teachers, and add one TK-3 grade teacher for a total of ten, at a class size of 24:1. This service supports instructional strategies that allow for more individual attention for low income and English learners (CBA 25.5:1).	LEA wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Certificated Salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$900,000
5. Provide for Teacher Induction Program through the COE, as a means for preliminary credentialed teachers to fulfill requirements for the California Clear Multiple Subjects, Single Subject, and Education Specialist	LEA wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	Contracted Services 5800: Professional/Consulting Services And Operating Expenditures Base \$40,000

<p>credentials.</p>		<p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>6. Maintain a Computer Teacher/Technician at each site to support additional use of technology.</p>	<p>LEA wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Certificated Salaries 1000-1999: Certificated Personnel Salaries Base \$180,000</p>
<p>7. Expand and support wireless network to accommodate technological devices, to provide for all students, but especially those who would not have access to wi-fi at home.</p>	<p>LEA wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Contracted Services 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$150,000</p>
<p>8. Continue to maintain and provide for fine arts music program that enhances ELA and math skills for all students.</p>	<p>LEA wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Certificated Salary 1000-1999: Certificated Personnel Salaries Base \$110,000 Equipment 4000-4999: Books And Supplies Base \$10,000</p>
<p>9. Hire one additional Special Education Teacher to teach various subjects, such as reading, writing, and math, to students with mild and moderate disabilities.</p>	<p>LEA wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p>	<p>Certificated Salary 1000-1999: Certificated Personnel Salaries Special Education \$100,000</p>

		<input checked="" type="checkbox"/> Other Subgroups: (Specify) Special Education	
10. For at-risk students, giving priority to low income, foster youth, ELs, and Special Education students: provide extended learning through Traditional Summer School.	LEA wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) Special Education	Certificated Salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$8,000 Classified Salary 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$2,000
11. Implement a complete Standards-Based STEM Learning System (web-based) for Engineering, Science, and Technology Education classrooms, grades 6-8.	LEA wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Curriculum and Materials 5000-5999: Services And Other Operating Expenditures Base \$5,000
12. Improve and/or maintain school facilities. Ensure that all schools are modernized, safe, clean, and in good repair. Develop a multi-year plan enhance facilities in order to foster academic achievement.	LEA wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Facilities 5800: Professional/Consulting Services And Operating Expenditures Base \$1,500,000
13. Purchase Guided Reading Books and instructional resources that explicitly support teachers, guiding students through reading a variety of texts with the ultimate goal of independent reading. This will provide for all students, but especially for ELs and low income that are below grade level.	LEA wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Curriculum and Materials 4000-4999: Books And Supplies Supplemental and Concentration \$50,000

LCAP Year 2: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p>State Priority Area Metrics</p> <p>STATE PRIORITY 1 BASIC SERVICES</p> <ul style="list-style-type: none"> Maintain teacher assignments: 100% appropriately assigned and fully credentialed. Maintain student access to instructional materials: 100% compliance on Williams. Strive for Lakeside and Suburu School Facilities rating of Exemplary Repair. <p>STATE PRIORITY 2 IMPLEMENTATION OF STATE STANDARDS (determined by the Academic Program Survey Tool)</p> <ul style="list-style-type: none"> Maintain expected level of 100% full implementation of all state content and performance standards for all pupils. 100% of EL students will received daily instruction in designated and integrated ELD in all content areas. The CA ELD standards will be substantially implemented. <p>STATE PRIORITY 7 COURSE ACCESS</p> <ul style="list-style-type: none"> Maintain 100% of students that have access to a broad course of study offered by and district. Maintain 100% of unduplicated pupils that are provided with programs and services based on state standards and student needs as indicated by local assessments. 100% of students with exceptional needs are provided programs and services that are based on IEP, state standards, and student needs as indicated by local assessments.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Purchase and implement state adopted standards-based CCSS instructional materials (textbooks, supplemental, consumables, etc.) in NGSS if available..	LEA wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Instructional Materials 4000-4999: Books And Supplies Base \$150,000
2. Provide ongoing professional development support for the the Common Core State Standards in ELA and math, and history-social science and science, targeting low income students and English learners.	LEA wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Professional Development 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$100,000

<p>3. Provide differentiated professional learning on strengthening PLCs; emphasizing student data analysis for low income and Els.</p>	<p>LEA wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Professional Development 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$10,000</p>
<p>4. Strive to maintain ten TK-3 teachers at a class size of 24:1. This service supports instructional strategies that allow for more individual attention for low income and English learners (CBA 25.5:1).</p>	<p>LEA wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Certificated Salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$900,000</p>
<p>5. Provide for Teacher Induction Program through the COE, as a means for preliminary credentialed teachers to fulfill requirements for the California Clear Multiple Subjects, Single Subject, and Education Specialist credentials.</p>	<p>LEA wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Contracted Services 5800: Professional/Consulting Services And Operating Expenditures Base \$40,000</p>
<p>6. Maintain a Computer Teacher/Technician at each site to support additional use of technology.</p>	<p>LEA wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Certificated Salaries 1000-1999: Certificated Personnel Salaries Base \$190,000</p>
<p>7. Expand and support wireless network to</p>	<p>LEA wide</p>	<p><input checked="" type="checkbox"/> All</p>	<p>Contracted Services 5800: Professional/Consulting Services</p>

<p>accommodate technological devices, to provide for all students, but especially those who would not have access to wi-fi at home.</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>And Operating Expenditures Supplemental and Concentration \$150,000</p>
<p>8. Continue to maintain and provide for fine arts music program that enhances ELA and math skills for all students.</p>	<p>LEA wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Certificated Salary 1000-1999: Certificated Personnel Salaries Base \$120,000 Equipment 4000-4999: Books And Supplies Base \$15,000</p>
<p>9. Maintain Special Education Teacher(s) hired in previous year to teach various subjects, such as reading, writing, and math, to students with mild and moderate disabilities</p>	<p>LEA wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Special Education</p>	<p>Certificated Salaries 1000-1999: Certificated Personnel Salaries Special Education \$100,000</p>
<p>10. For at-risk students, giving priority to low income, foster youth, ELs, and Special Education students: provide extended learning through Traditional Summer School.</p>	<p>LEA wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) Special Education</p>	<p>Certificated Salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$10,000 Classified Salaries 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$5,000</p>
<p>11. Continue to implement a complete Standards-Based STEM Learning System (web-based) for Engineering, Science, and Technology Education classrooms, grades 6-8.</p>	<p>LEA wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p>	<p>Curriculum and Materials 5000-5999: Services And Other Operating Expenditures Base \$6,000</p>

		<ul style="list-style-type: none"> <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	
<p>12. Improve and/or maintain school facilities. Ensure that all schools are modernized, safe, clean, and in good repair. Maintain a multi-year plan enhance facilities in order to foster academic achievement.</p>	<p>LEA wide</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All OR: ----- <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	<p>Facilities 5800: Professional/Consulting Services And Operating Expenditures Base \$1,500,000</p>
<p>13. Purchase Guided Reading Books and instructional resources that explicitly support teachers, guiding students through reading a variety of texts with the ultimate goal of independent reading. This will provide for all students, but especially for ELs and low income that are below grade level.</p>	<p>LEA wide</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All OR: ----- <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	<p>Curriculum and Materials 4000-4999: Books And Supplies Supplemental and Concentration \$10,000</p>

LCAP Year 3: 2018-2019

<p>Expected Annual Measurable Outcomes:</p>	<p>State Priority Area Metrics</p> <p>STATE PRIORITY 1 BASIC SERVICES</p> <ul style="list-style-type: none"> Maintain teacher assignments: 100% appropriately assigned and fully credentialed. Maintain student access to instructional materials: 100% compliance on Williams. Strive for Lakeside and Suburu School Facilities rating of Exemplary Repair. <p>STATE PRIORITY 2 IMPLEMENTATION OF STATE STANDARDS (determined by the Academic Program Survey Tool)</p> <ul style="list-style-type: none"> Maintain expected level of 100% full implementation of all state content and performance standards for all pupils. 100% of EL students will received daily instruction in designated and integrated ELD in all content areas. The CA ELD standards will be substantially implemented. <p>STATE PRIORITY 7 COURSE ACCESS</p> <ul style="list-style-type: none"> Maintain 100% of students that have access to a broad course of study offered by and district. Maintain 100% of unduplicated pupils that are provided with programs and services based on state standards and student needs as indicated by local assessments. 100% of students with exceptional needs are provided programs and services that are based on IEP, state standards, and student needs as indicated by local assessments.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Purchase and implement state adopted standards-based CCSS instructional materials (textbooks, supplemental, consumables, etc.) in NGSS if available..	LEA wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Instructional Materials 4000-4999: Books And Supplies Base \$150,000
2. Provide ongoing professional development support for the the Common Core State Standards in ELA and math, and history-social science and science, targeting low income students and English learners.	LEA wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Professional Development 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$110,000

3. Provide differentiated professional learning on strengthening PLCs; emphasizing student data analysis for low income and Els.	LEA wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Professional Development 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$12,000
4. Strive to maintain ten TK-3 teachers at a class size of 24:1. This service supports instructional strategies that allow for more individual attention for low income and English learners (CBA 25.5:1).	LEA wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Certificated Salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$910,000
5. Provide for Teacher Induction Program through the COE, as a means for preliminary credentialed teachers to fulfill requirements for the California Clear Multiple Subjects, Single Subject, and Education Specialist credentials.	LEA wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Contracted Services 5800: Professional/Consulting Services And Operating Expenditures Base \$50,000
6. Maintain a Computer Teacher/Technician at each site to support additional use of technology.	LEA wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Certificated Salary 1000-1999: Certificated Personnel Salaries Base \$200,000
7. Expand and support wireless network to	LEA wide	<input checked="" type="checkbox"/> All	Contracted Services 5800: Professional/Consulting Services

<p>accommodate technological devices, to provide for all students, but especially those who would not have access to wi-fi at home.</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>And Operating Expenditures Supplemental and Concentration \$175,000</p>
<p>8. Continue to maintain and provide for fine arts music program that enhances ELA and math skills for all students.</p>	<p>LEA wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Certificated Salary 1000-1999: Certificated Personnel Salaries Base \$130,000 Equipment 4000-4999: Books And Supplies Base \$20,000</p>
<p>9. Maintain Special Education Teacher(s) hired in 2016/2017 to teach various subjects, such as reading, writing, and math, to students with mild and moderate disabilities</p>	<p>LEA wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Special Education</p>	<p>Certificated Salaries 1000-1999: Certificated Personnel Salaries Special Education \$110,000</p>
<p>10. For at-risk students, giving priority to low income, foster youth, ELs, and Special Education students: provide extended learning through Traditional Summer School.</p>	<p>LEA wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) Special Education</p>	<p>Certificated Salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$20,000 Classified Salaries 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$10,000</p>
<p>11. Continue to implement a complete Standards-Based STEM Learning System (web-based) for Engineering, Science, and Technology Education classrooms, grades 6-8.</p>	<p>LEA wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p>	<p>Curriculum and Materials 5000-5999: Services And Other Operating Expenditures Base \$10,000</p>

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
12. Improve and/or maintain school facilities. Ensure that all schools are modernized, safe, clean, and in good repair. Maintain a multi-year plan enhance facilities in order to foster academic achievement.	LEA wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Facilities 5800: Professional/Consulting Services And Operating Expenditures Base \$1,500,000
13. Purchase Guided Reading Books and instructional resources that explicitly support teachers, guiding students through reading a variety of texts with the ultimate goal of independent reading. This will provide for all students, but especially for ELs and low income that are below grade level.	LEA wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Curriculum and Materials 4000-4999: Books And Supplies Supplemental and Concentration \$15,000

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

GOAL 2:	Provide for increased student achievement.	Related State and/or Local Priorities: 1_ 2_ 3_ 4 <input checked="" type="checkbox"/> 5_ 6_ 7_ 8 <input checked="" type="checkbox"/> COE only: 9_ 10_ Local : Specify
Identified Need :	Based on 2015 CAASPP baseline data for ELA/Literacy and Mathematics, the district needs to improve the percentage of students who meet or exceed standards. Based on English Learner Reclassification Rate of 26% and CELDT Results, the district needs to improve English learner outcomes.	
Goal Applies to:	Schools: Lakeside and Suburu Schools	Applicable Pupil Subgroups: All students, TK-8

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:

State Priority Area Metrics

STATE PRIORITY 4 PUPIL ACHIEVEMENT

- A. District wide expected State Testing outcomes
 - CAASPP ELA/Literacy expected overall percentage of students who meet or exceed standards will increase from 36% to 45%.
 - CAASPP Mathematics expected overall percentage of students who meet or exceed standards will increase from 21% to 31%.
 - CST Science expected overall percentage of students who are proficient or advanced will increase: 5th Grade from 35% to 50%, and 8th grade from 73% to 80%.
 - History-Social Science is embedded in ELA/Literacy
- B. Academic Performance Index (2013 data). N/A for a K-8 district
 - District wide: 800
 - English Learners: 742
 - Low Income: 774
 - Foster Youth: N/A
 - Special Education: 581
- C. Successfully complete A-G courses: N/A for a K-8 district
- D. AMAO I. The percentage of ELs Making Annual progress in Learning English will increase from 53.7% to 60%.
- E. Strive to increase EI reclassification rate from 26% to 28%.
- F. Passed AP exam: N/A for a K-8 district
- G. Early Assessment Program: N/A for a K-8 district

STATE PRIORITY 8 PUPIL OUTCOMES

- Physical Fitness Results: We will maintain or increase performance by 2% for 5th and 7th grade, with the goal of 95% in all areas.

5th Grade 2016	Baseline	Planned Outcome	Actual Outcome	Progress Noted
Aerobic Activity	96.3%	98.3%		
Body Composition	100%	100%		
Abdominal Strength	96.3%	98.3%		
Trunk Strength	100%	100%		
Upper Body Strength	100%	100%		
Upper Body Strength	100%	100%		

7th Grade 2016	Baseline	Planned Outcome	Actual Outcome	Progress Noted
Aerobic Activity	92.6%	94.6%		
Body Composition	97.5%	99.5%		
Abdominal Strength	88.9%	91.9%		
Trunk Strength	95.7%	97.7%		
Upper Body Strength	95.1%	97.1%		
Upper Body Strength	90.7%	92.7%		

Actions/Services	Scope of	Pupils to be served within	Budgeted
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	Service	identified scope of service	Expenditures
1. Provide instructional materials (supplemental, consumables) including ELD materials. This Action will provide for all students, but especially to improve low income and English learners literacy outcomes.	LEA wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Instructional materials 4000-4999: Books And Supplies Supplemental and Concentration \$50,000
2. Provide for an English Language Development Coordinator, Teacher, and Instructional Aide to give services to EI students, targeting Long-Term English Learners.	LEA wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Certificated Salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$200,000 Classified Salary 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$50,000
3. Hire one Academic Coach to partner with teachers, and develop effective instructional strategies to improve student achievement; giving priority to EL, low income, and foster youth students.	LEA wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Teacher Partner/Coaching 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$100,000
4. Monitor academic progress for Redesignated fluent English proficient using common formative assessments, quarterly benchmark assessments, and teacher collaboration. Provide services as needed.	LEA wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Certificated Salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$5,000

<p>5. Hire one additional, for a total of two Intervention Specialists to provide support services for students not working at grade level in ELA and/or math, and facilitate the development of an intervention program that includes universal screening.</p>	<p>LEA wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Certificated Salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$200,000</p>
<p>6. Provide for after-school Targeted Intervention supports in ELA and math for students not working at grade level. Supports may include teacher or instructional aide salaries, consumables and supplemental material.</p>	<p>LEA wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Certificated Salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$20,000 Classified Salaries 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$10,000 Materials 4000-4999: Books And Supplies Supplemental and Concentration \$10,000</p>
<p>7. Strategic Grouping during the regular instructional day to provide tutoring for ELA and math intervention classes. Supports may include consumables and supplemental material.</p>	<p>LEA wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Materials 4000-4999: Books And Supplies Supplemental and Concentration \$50,000</p>
<p>8. Maintain a data management system to analyze student assessment data.</p>	<p>LEA wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) Special Education</p>	<p>Student Data Analysis Management System 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$7,000</p>
<p>9. Educational technology access will be supported by providing all low income, foster youth, and English Learners with digital resources such as chromebooks.</p>	<p>LEA wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils</p>	<p>Technology Access 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration</p>

<p>Promote home to school technology using Google Apps.</p>		<p><input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>\$50,000</p>
<p>10. Maintain a Director of Special Education to provide services to students with IEPs, 504s, and EIs with special education services.</p>	<p>LEA wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) Special Education</p>	<p>Certificated Salary 1000-1999: Certificated Personnel Salaries Base \$150,000</p>

LCAP Year 2: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p>State Priority Area Metrics</p> <p>STATE PRIORITY 4 PUPIL ACHIEVEMENT</p> <p>A. District wide expected State Testing outcomes</p> <ul style="list-style-type: none"> CAASPP ELA/Literacy expected overall percentage of students who meet or exceed standards will increase from 45% to 60%. CAASPP Mathematics expected overall percentage of students who meet or exceed standards will increase from 31% to 50%. STAR Science expected overall percentage of students who are proficient or advanced will increase: 5th Grade from 50% to 60%, and 8th grade from 80% to 85%. History-Social Science is embedded in ELA/Literacy <p>B. Academic Performance Index (2013 data). N/A for a K-8 district.</p> <ul style="list-style-type: none"> District wide: 800 English Learners: 742 Low Income: 774 Foster Youth: N/A Special Education: 581 <p>C. Successfully complete A-G courses: N/A for a K-8 district</p> <p>D. AMAO I. The percentage of ELs Making Annual progress in Learning English will increase from 60% to 65%.</p> <p>E. Strive to increase EI reclassification rate from 28% to 30%.</p> <p>F. Passed AP exam: N/A for a K-8 district</p> <p>G. Early Assessment Program: N/A for a K-8 district</p> <p>STATE PRIORITY 8 PUPIL OUTCOMES</p> <ul style="list-style-type: none"> Physical Fitness Results: We will maintain or increase performance by 2% for 5th and 7th grade, with the goal of 95% in all areas. <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">5th Grade 2016</th> <th style="text-align: left;">Baseline</th> <th style="text-align: left;">Planned Outcome</th> <th style="text-align: left;">Actual Outcome</th> <th style="text-align: left;">Progress Noted</th> </tr> </thead> <tbody> <tr> <td>Aerobic Activity</td> <td>98.3%</td> <td>98.3%</td> <td></td> <td></td> </tr> <tr> <td>Body Composition</td> <td>100%</td> <td>100%</td> <td></td> <td></td> </tr> <tr> <td>Abdominal Strength</td> <td>98.3%</td> <td>98.3%</td> <td></td> <td></td> </tr> <tr> <td>Trunk Strength</td> <td>100%</td> <td>100%</td> <td></td> <td></td> </tr> <tr> <td>Upper Body Strength</td> <td>100%</td> <td>100%</td> <td></td> <td></td> </tr> <tr> <td>Upper Body Strength</td> <td>100%</td> <td>100%</td> <td></td> <td></td> </tr> </tbody> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">7th Grade 2016</th> <th style="text-align: left;">Baseline</th> <th style="text-align: left;">Planned Outcome</th> <th style="text-align: left;">Actual Outcome</th> <th style="text-align: left;">Progress Noted</th> </tr> </thead> <tbody> <tr> <td>Aerobic Activity</td> <td>94.6%</td> <td>96.6%</td> <td></td> <td></td> </tr> <tr> <td>Body Composition</td> <td>99.5%</td> <td>99.5%</td> <td></td> <td></td> </tr> <tr> <td>Abdominal Strength</td> <td>91.9%</td> <td>93.9%</td> <td></td> <td></td> </tr> <tr> <td>Trunk Strength</td> <td>97.7%</td> <td>97.7%</td> <td></td> <td></td> </tr> <tr> <td>Upper Body Strength</td> <td>97.1%</td> <td>97.1%</td> <td></td> <td></td> </tr> <tr> <td>Upper Body Strength</td> <td>92.7%</td> <td>94.7%</td> <td></td> <td></td> </tr> </tbody> </table>	5th Grade 2016	Baseline	Planned Outcome	Actual Outcome	Progress Noted	Aerobic Activity	98.3%	98.3%			Body Composition	100%	100%			Abdominal Strength	98.3%	98.3%			Trunk Strength	100%	100%			Upper Body Strength	100%	100%			Upper Body Strength	100%	100%			7th Grade 2016	Baseline	Planned Outcome	Actual Outcome	Progress Noted	Aerobic Activity	94.6%	96.6%			Body Composition	99.5%	99.5%			Abdominal Strength	91.9%	93.9%			Trunk Strength	97.7%	97.7%			Upper Body Strength	97.1%	97.1%			Upper Body Strength	92.7%	94.7%		
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Actions/Services	Scope of Service	Pupils to be served within identified scope of	Budgeted Expenditures
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		service	
1. Provide instructional materials (supplemental, consumables) including ELD materials. This Action will provide for all students, but especially to improve low income and English learners literacy outcomes.	LEA wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Instructional Materials 4000-4999: Books And Supplies Supplemental and Concentration \$50,000
2. Maintain an English Language Development Coordinator, Teacher, and Instructional Aide to give services to EI students, targeting Long-Term English Learners.	LEA wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Certificated Salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$210,000 Classified Salaries 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$60,000
3. Hire one Academic Coach to partner with teachers, and develop effective instructional strategies to improve student achievement; giving priority to EL, low income, and foster youth students.	LEA wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Teacher Partner/Coaching 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$110,000
4. Monitor academic progress for Redesignated fluent English proficient using common formative assessments, quarterly benchmark assessments, and teacher collaboration. Provide services as needed.	LEA wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Certificated Salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$5,000
5. Maintain two Intervention Specialists to provide	LEA wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Certificated Salaries 1000-1999: Certificated Personnel

<p>support services for students not working at grade level in ELA and/or math, and facilitate the development of an intervention program that includes universal screening.</p>		<p>OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>Salaries Supplemental and Concentration \$210,000</p>
<p>6. Provide for after-school Targeted Intervention supports in ELA and math for students not working at grade level. Supports may include teacher or instructional aide salaries, consumables and supplemental material.</p>	<p>LEA wide</p>	<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>Certificated Salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$20,000 Classified Salaries 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$10,000 Materials 4000-4999: Books And Supplies Supplemental and Concentration \$10,000</p>
<p>7. Strategic Grouping during the regular instructional day to provide tutoring for ELA and Math intervention classes. Supports may include consumables and supplemental material.</p>	<p>LEA wide</p>	<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>Materials 4000-4999: Books And Supplies Supplemental and Concentration \$50,000</p>
<p>8. Maintain a data management system to analyze student assessment data.</p>	<p>LEA wide</p>	<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) Special Education</p>	<p>Student Data Analysis Management System 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$7,000</p>
<p>9. Educational technology access will be supported by providing all low income, foster youth, and English Learners with digital resources such as chromebooks. Promote home to school technology using Google Apps.</p>	<p>LEA wide</p>	<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners</p>	<p>Technology Access 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$50,000</p>

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<p>10. Maintain a Director of Special Education to provide services to students with IEPs, 504s, and EIs with special education services.</p>	<p>LEA wide</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All OR: ----- <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) Special Education 	<p>Certificated Salaries 1000-1999: Certificated Personnel Salaries Base \$150,000</p>

LCAP Year 3: 2018-2019

<p>Expected Annual Measurable Outcomes:</p>	<p>State Priority Area Metrics</p> <p>STATE PRIORITY 4 PUPIL ACHIEVEMENT</p> <p>A. District wide expected State Testing outcomes</p> <ul style="list-style-type: none"> • CAASPP ELA/Literacy expected overall percentage of students who meet or exceed standards will increase from 60% to 70%. • CAASPP Mathematics expected overall percentage of students who meet or exceed standards will increase from 50% to 60%. • STAR Science expected overall percentage of students who are proficient or advanced will increase: 5th Grade from 60% to 70%, and maintain 8th grade at 85%. • History-Social Science is embedded in ELA/Literacy <p>B. Academic Performance Index (2013 data) N/A for a K-8 district.</p> <ul style="list-style-type: none"> • District wide: 800 • English Learners: 742 • Low Income: 774 • Foster Youth: N/A • Special Education: 581 <p>C. Successfully complete A-G courses: N/A for a K-8 district</p> <p>D. AMAO I. The percentage of ELs Making Annual progress in Learning English will increase from 65% to 70%.</p> <p>E. Strive to increase EI reclassification rate from 30% to 32%.</p> <p>F. Passed AP exam: N/A for a K-8 district</p> <p>G. Early Assessment Program: N/A for a K-8 district</p> <p>STATE PRIORITY 8 PUPIL OUTCOMES</p> <ul style="list-style-type: none"> • Physical Fitness Results: We will maintain or increase performance by 2% for 5th and 7th grade, with the goal of 95% in all areas. <table border="1" data-bbox="346 909 1302 1356"> <thead> <tr> <th>5th Grade 2016</th> <th>Baseline</th> <th>Planned Outcome</th> <th>Actual Outcome</th> <th>Progress</th> <th>Noted</th> </tr> </thead> <tbody> <tr> <td>Aerobic Activity</td> <td>98.3%</td> <td>98.3%</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Body Composition</td> <td>100%</td> <td>100%</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Abdominal Strength</td> <td>98.3%</td> <td>98.3%</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Trunk Strength</td> <td>100%</td> <td>100%</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Upper Body Strength</td> <td>100%</td> <td>100%</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Upper Body Strength</td> <td>100%</td> <td>100%</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <table border="1" data-bbox="346 1144 1302 1356"> <thead> <tr> <th>7th Grade 2016</th> <th>Baseline</th> <th>Planned Outcome</th> <th>Actual Outcome</th> <th>Progress</th> <th>Noted</th> </tr> </thead> <tbody> <tr> <td>Aerobic Activity</td> <td>96.6%</td> <td>96.6%</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Body Composition</td> <td>99.5%</td> <td>99.5%</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Abdominal Strength</td> <td>93.9%</td> <td>95.9%</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Trunk Strength</td> <td>97.7%</td> <td>97.7%</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Upper Body Strength</td> <td>97.1%</td> <td>97.1%</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Upper Body Strength</td> <td>94.7%</td> <td>96.7%</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	5th Grade 2016	Baseline	Planned Outcome	Actual Outcome	Progress	Noted	Aerobic Activity	98.3%	98.3%				Body Composition	100%	100%				Abdominal Strength	98.3%	98.3%				Trunk Strength	100%	100%				Upper Body Strength	100%	100%				Upper Body Strength	100%	100%				7th Grade 2016	Baseline	Planned Outcome	Actual Outcome	Progress	Noted	Aerobic Activity	96.6%	96.6%				Body Composition	99.5%	99.5%				Abdominal Strength	93.9%	95.9%				Trunk Strength	97.7%	97.7%				Upper Body Strength	97.1%	97.1%				Upper Body Strength	94.7%	96.7%			
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<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of</p>	<p>Budgeted Expenditures</p>
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		service	
1. Provide instructional materials (supplemental, consumables) including ELD materials. This Action will provide for all students, but especially to improve low income and English learners literacy outcomes.	LEA wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Instructional Materials 4000-4999: Books And Supplies Supplemental and Concentration \$50,000
2. Maintain an English Language Development Coordinator, Teacher, and Instructional Aide to give services to EI students, targeting Long-Term English Learners.	LEA wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Certificated Salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$220,000 Classified Salaries 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$65,000
3. Hire one Academic Coach to partner with teachers, and develop effective instructional strategies to improve student achievement; giving priority to EL, low income, and foster youth students.	LEA wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Teacher Partner/Coaching 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$120,000
4. Monitor academic progress for Redesignated fluent English proficient using common formative assessments, quarterly benchmark assessments, and teacher collaboration. Provide services as needed.	LEA wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Certificated Salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$6,000
5. Maintain two Intervention Specialists to provide	LEA wide	<input checked="" type="checkbox"/> All	Certificated Salaries 1000-1999: Certificated Personnel

<p>support services for students not working at grade level in ELA and/or math, and facilitate the development of an intervention program that includes universal screening.</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Salaries Supplemental and Concentration \$220,000</p>
<p>6. Provide for after-school Targeted Intervention supports in ELA and math for students not working at grade level. Supports may include teacher or instructional aide salaries, consumables and supplemental material.</p>	<p>LEA wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Certificated Salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$20,000 Classified Salaries 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$10,000 Materials 4000-4999: Books And Supplies Supplemental and Concentration \$10,000</p>
<p>7. Strategic Grouping during the regular instructional day to provide tutoring for ELA and Math intervention classes. Supports may include consumables and supplemental material.</p>	<p>LEA wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Materials 4000-4999: Books And Supplies Supplemental and Concentration \$50,000</p>
<p>8. Maintain a data management system to analyze student assessment data.</p>	<p>LEA wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) Special Education</p>	<p>Student Data Analysis Management System 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$8,000</p>
<p>9. Educational technology access will be supported by providing all low income, foster youth, and English Learners with digital resources such as chromebooks. Promote home to school technology using Google Apps.</p>	<p>LEA wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p>	<p>Technology Access 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$60,000</p>

		<ul style="list-style-type: none"> _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 	
<p>10. Maintain a Director of Special Education to provide services to students with IEPs, 504s, and Els with special education services.</p>	<p>LEA wide</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All OR: ----- _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) Special Education 	<p>Certificated Salaries 1000-1999: Certificated Personnel Salaries Base \$150,000</p>

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

<p>GOAL 3:</p>	<p>Provide for engaging and nurturing environments that are safe, healthy, and conducive to learning.</p>	<p>Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify</p>
<p>Identified Need :</p>	<p>Based on stakeholders input and parent surveys, the district needs to make a better effort to seek parent input in decisions for the district and each school site and to improve school connectedness.</p> <p>Based on stakeholders input and Calpads data, the district needs to improve attendance and chronic absentee rates. Attendance rate for all students is 94.7%; strive for 96%.</p>	
<p>Goal Applies to:</p>	<p>Schools: Lakeside and Suburu Schools</p> <p>Applicable Pupil Subgroups:</p>	<p>All students, TK-8</p>

LCAP Year 1: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<p>State Priority Area Metrics</p> <p>STATE PRIORITY 3 PARENTAL INVOLVEMENT The district will continue to promote parental participation in programs for unduplicated pupils and those with exceptional needs. Involvement efforts include but are limited to website postings, online surveys, mailings and flyers sent to parents of ELs, low income, foster youth, and students with disabilities; and District Parent Advisory Committee meetings, DELAC meetings, and SSC meetings.</p> <ul style="list-style-type: none"> • The district will increase parent/guardian/community engagement by 2%, evidenced by the number of participants involved in Booster Club, PTA, DAC, Open House, and other school functions. • The district will increase parent engagement of ELs by 2%, evidenced by the number of participants involved in ELAC/DELAC. 100% of parents will attend EL Redesignation meetings. • 100% of parents of students with exceptional needs will attend and participate in scheduled annual, initial, triennial, or as needed basis IEP meetings. 100% of parents of students on 504s will attend scheduled meetings. <p>STATE PRIORITY 5 PUPIL ENGAGEMENT A. Average Daily Attendance Rates</p> <ul style="list-style-type: none"> • For all students is 94.7%; strive for 96%. • English Learners is 94.8%; strive for 96%. • Low Income: 92.8%; strive for 96% • Maintain Foster Youth at 100% • Special Education is 92.0%; strive for 96%. <p>B. Chronic absenteeism rate for all is 13.1%; strive for 10%. C. Middle school dropout rate is 0% D. High school dropout rate: N/A for a K-8 district E. High school graduation rate: N/A for a K-8 district</p> <p>STATE PRIORITY 6 SCHOOL CLIMATE A. Suspension Rates</p> <ul style="list-style-type: none"> • For all students is 1.9%; strive for 1.0%. • Special Education is 5.6%; strive for 4%. The district is aware of the disproportionate suspension rate with SpEd and Regular Ed. students, and will monitor to determine if this needs to become an Action. <p>B. Maintain Expulsion Rate of 0% C. Student, parent, staff surveys indicate feeling a sense of safety and school connectedness, and will remain district focal point. Below are approximate participation rates for taking online surveys:</p> <ul style="list-style-type: none"> • 4th-8th grade students 21%; strive for 30%. • Parents/Community .05%: strive for 10%. • Staff 40%; strive for 50%.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Solicit students, parents, staff, and community input	LEA wide	<input checked="" type="checkbox"/> All	Student and Parent Engagement 5800:

<p>through all available forms of communication (surveys, meetings, and events) for recommendations to improve/increase services for all students, including English learners, low income, and foster youth.</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Professional/Consulting Services And Operating Expenditures Base \$10,000</p>
<p>2. Hire a counselor to help students overcome problems that impede learning and to assist them in educational and personal adjustment.</p>	<p>LEA wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Counseling Services 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$100,000</p>
<p>3. Continue to implement Positive Behavioral Interventions and Supports (PBIS); in efforts to improve student engagement and connectedness.</p>	<p>LEA wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Student Engagement 0000: Unrestricted Supplemental and Concentration \$10,000</p>
<p>4. Maintain an incentive & reward program that promotes school attendance.</p>	<p>LEA wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Supplies 0000: Unrestricted Supplemental and Concentration \$5,000</p>
<p>5. Continue to provide counseling services referrals from employees and/or outside services. This is for all students, but especially for foster youth, low income, and Els.</p>	<p>LEA wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p>	<p>Student Engagement 0000: Unrestricted Supplemental and Concentration \$1,000</p>

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
6. Implement a restorative justice program integrating alternative to suspension strategies.	LEA wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Student Engagment 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$20,000
7. Hire a Behavior Specialist to provide leadership in creating suitable educational environment for students with challenging educational and behavioral needs.	LEA wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Student Engagement 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$100,000
8. Hire a Psychologist to apply psychoeducational principles and knowledge in the assessment, classification, prevention and treatment/education of children with school-related learning, social and emotional difficulties. This is for all students, but especially for foster youth, low income, and Els.	LEA wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) Special Education	Student Engagement 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$120,000

LCAP Year 2: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p>State Priority Area Metrics</p> <p>STATE PRIORITY 3 PARENTAL INVOLVEMENT The district will continue to promote parental participation in programs for unduplicated pupils and those with exceptional needs. Involvement efforts, include but are not limited to parents of ELs, low income, foster youth, and students with disabilities, and include at least one District Parent Advisory Committee meeting and DELAC meeting; at least three SSC meetings at each site; two Town Hall meetings (one at each school site); website postings; online surveys; mailings and flyers.</p> <ul style="list-style-type: none"> • The district will increase parent/guardian/community engagement by 2%, evidenced by the number of participants involved in Booster Club, PTA, DAC, Open House, and other school functions. • The district will increase parent engagement of ELs by 2%, evidenced by the number of participants involved in ELAC/DELAC. 100% of parents will attend EL Redesignation meetings. • 100% of parents of students with exceptional needs will attend and participate in scheduled annual, initial, triennial, or as needed basis IEP meetings. 100% of parents of students on 504s will attend scheduled meetings. <p>STATE PRIORITY 5 PUPIL ENGAGEMENT</p> <p>A. Average Daily Attendance Rates</p> <ul style="list-style-type: none"> • All: 96% • English Learners: 96% • Low Income: 96% • Foster Youth: 100% • Special Education: 96% <p>B. Chronic absenteeism rate for all 8%</p> <p>C. Middle school dropout rate: 0%</p> <p>D. High school dropout rate: N/A for a K-8 district</p> <p>E. High school graduation rate: N/A for a K-8 district</p> <p>STATE PRIORITY 6 SCHOOL CLIMATE</p> <p>A. Suspension Rates</p> <ul style="list-style-type: none"> • All: 1% • Special Education: 2%. The district is aware of the disproportionate suspension rate with SpEd and Regular Ed. students, and will monitor to determine if this needs to become an Action. <p>B. Expulsion Rate 0%</p> <p>C. Student, parent, staff surveys indicate feeling a sense of safety and school connectedness, and will remain district focal point. Below are approximate expected participation rates for taking online surveys:</p> <ul style="list-style-type: none"> • 4th-8th grade students: increase from 30% to 40%. • Parents/Community: increase from 10% to 20%. • Staff: increase from 50% to 60%.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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<p>1. Solicit students, parents, staff, and community input through all available forms of communication (surveys, meetings, and events) for recommendations to improve/increase services for all students, including English learners, low income, and foster youth.</p>	<p>LEA wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Student and Parent Engagement 5800: Professional/Consulting Services And Operating Expenditures Base \$10,000</p>
<p>2. Maintain a counselor to help students overcome problems that impede learning and to assist them in educational and personal adjustment.</p>	<p>LEA wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Counseling Services 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$100,000</p>
<p>3. Continue to implement Positive Behavioral Interventions and Supports (PBIS); in efforts to improve student engagement and connectedness.</p>	<p>LEA wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Student Engagement 0000: Unrestricted Supplemental and Concentration \$10,000</p>
<p>4. Maintain an incentive & reward program that promotes school attendance.</p>	<p>LEA wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Supplies 0000: Unrestricted Supplemental and Concentration \$6,000</p>
<p>5. Continue to provide counseling services referrals from employees and/or outside services. This is for all</p>	<p>LEA wide</p>	<p><input checked="" type="checkbox"/> All OR:</p>	<p>Student Engagement 0000: Unrestricted Supplemental and Concentration \$1,000</p>

<p>students, but especially for foster youth, low income, and Els.</p>		<p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>6. Implement a restorative justice program integrating alternative to suspension strategies.</p>	<p>LEA wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Student Engagment 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$25,000</p>
<p>7. Maintain a Behavior Specialist to provide leadership in creating suitable educational environment for students with challenging educational and behavioral needs.</p>	<p>LEA wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Student Engagement 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$110,000</p>
<p>8. Maintain a Psychologist to apply psychoeducational principles and knowledge in the assessment, classification, prevention and treatment/education of children with school-related learning, social and emotional difficulties. This is for all students, but especially for foster youth, low income, and Els.</p>	<p>LEA wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) Special Education</p>	<p>Student Engagement 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$130,000</p>

LCAP Year 3: 2018-2019

<p>Expected Annual Measurable Outcomes:</p>	<p>State Priority Area Metrics</p> <p>STATE PRIORITY 3 PARENTAL INVOLVEMENT The district will continue to promote parental participation in programs for unduplicated pupils and those with exceptional needs. Involvement efforts, include but are not limited to parents of ELs, low income, foster youth, and students with disabilities, and include at least one District Parent Advisory Committee meeting and DELAC meeting; at least three SSC meetings at each site; two Town Hall meetings (one at each school site); website postings; online surveys; mailings and flyers.</p> <ul style="list-style-type: none"> The district will increase parent/guardian/community engagement by 2%, evidenced by the number of participants involved in Booster Club, PTA, DAC, Open House, and other school functions. The district will increase parent engagement of ELs by 2%, evidenced by the number of participants involved in ELAC/DELAC. 100% of parents will attend EL Redesignation meetings. 100% of parents of students with exceptional needs will attend and participate in scheduled annual, initial, triennial, or as needed basis IEP meetings. 100% of parents of students on 504s will attend scheduled meetings. <p>STATE PRIORITY 5 PUPIL ENGAGEMENT</p> <p>A. Average Daily Attendance Rates</p> <ul style="list-style-type: none"> All: 96% English Learners: 96% Low Income: 96% Foster Youth: 100% Special Education: 96% <p>B. Chronic absenteeism rate for all 8%</p> <p>C. Middle school dropout rate: 0%</p> <p>D. High school dropout rate: N/A for a K-8 district</p> <p>E. High school graduation rate: N/A for a K-8 district</p> <p>STATE PRIORITY 6 SCHOOL CLIMATE</p> <p>A. Suspension Rates</p> <ul style="list-style-type: none"> All: 1% Special Education: 2%. The district is aware of the disproportionate suspension rate with SpEd and Regular Ed. students, and will monitor to determine if this needs to become an Action. <p>B. Expulsion Rate 0%</p> <p>C. Student, parent, staff surveys indicate feeling a sense of safety and school connectedness, and will remain district focal point. Below are approximate expected participation rates for taking online surveys:</p> <ul style="list-style-type: none"> 4th-8th grade students: increase from 40% to 50%. Parents/Community: increase from 20% to 30%. Staff: increase from 60% to 70%.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Solicit students, parents, staff, and community input	LEA wide	X All	Student and Parent Engagement 5800:

through all available forms of communication (surveys, meetings, and events) for recommendations to improve/increase services for all students, including English learners, low income, and foster youth.		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Professional/Consulting Services And Operating Expenditures Base \$12,000
2. Maintain a counselor to help students overcome problems that impede learning and to assist them in educational and personal adjustment.	LEA wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Counseling Services 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$110,000
3. Continue to implement Positive Behavioral Interventions and Supports (PBIS); in efforts to improve student engagement and connectedness.	LEA wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Student Engagement 0000: Unrestricted Supplemental and Concentration \$10,000
4. Maintain an incentive & reward program that promotes school attendance.	LEA wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Supplies 0000: Unrestricted Supplemental and Concentration \$7,000
5. Continue to provide counseling services referrals from employees and/or outside services. This is for all students, but especially for foster youth, low income, and EIs.	LEA wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	Student Engagement 0000: Unrestricted Supplemental and Concentration \$1,000

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
6. Implement a restorative justice program integrating alternative to suspension strategies.	LEA wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Student Engagment 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$25,000
7. Maintain a Behavior Specialist to provide leadership in creating suitable educational environment for students with challenging educational and behavioral needs.	LEA wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Student Engagement 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$120,000
8. Provide a Psychologist to apply psychoeducational principles and knowledge in the assessment, classification, prevention and treatment/education of children with school-related learning, social and emotional difficulties. This is for all students, but especially for foster youth, low income, and Els.	LEA wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Student Engagement 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$140,000

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.

<p>Original GOAL 1 from prior year LCAP:</p>	<p>Establish a dynamic learning culture that improves the systems and practices of the district; through a coherent rigorous curriculum that delivers high quality instruction.</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 _ 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 _ COE only: 9 _ 10 _ Local : Specify</p>
<p>Goal Applies to: Schools: Lakeside and Suburu Schools Applicable Pupil Subgroups: All students, TK-8</p>		
<p>Expected Annual Measurable Outcomes:</p>	<p>Baseline data (when available) is included in order to measure growth. State Priority Area Metrics 1 BASIC SERVICES <ul style="list-style-type: none"> Student access to instructional materials: 100% compliance on Williams. Teacher assignments: 100% appropriately assigned. 2014 School Facilities rating of Good Repair. 2015 expected outcome is Exemplary. 2 IMPLEMENTATION OF STATE STANDARDS (determined by using the Academic Program Survey Tool) <ul style="list-style-type: none"> 2014 CCSS ELA/ELD rating is partially implemented (50%-75%). 2015 expectation is substantial implementation (75%-100%). 2014 CCSS math rating is substantially implemented (75%-100%). 2015 expectation is full implementation (100%). 7 COURSE ACCESS <ul style="list-style-type: none"> 100% of students have access to a broad course of study offered by and district. 100% of students enrolled in the core subjects of ELA, math, science, and history-social science required by the state and district. In 2014, 13% of students enrolled ELD and language arts or intensive intervention class (ELA or math) in lieu of other courses generally taken by students who are not EL or in an intensive intervention class. In 2015, the expected </p>	<p>Actual Annual Measurable Outcomes:</p> <p>Baseline data (when available) is included in order to measure growth. STATE PRIORITY 1 BASIC SERVICES <ul style="list-style-type: none"> Student access to instructional materials was maintained at 100% compliance on Williams. Teacher assignments were maintained at 100% appropriately assigned and fully credentialed. Facilities rating of Good Repair was maintained at Suburu School, but declined from Good to Fair Repair at Lakeside School. STATE PRIORITY 2 IMPLEMENTATION OF STATE STANDARDS (determined by using the Academic Program Survey Tool). <ul style="list-style-type: none"> 100% of schools are fully implementing the State Board of Education adopted CA CCSS content and performance standards in ELA/ELD and math for all pupils, including ELs. 100% of EL students received daily instruction in designated and integrated ELD in all content areas. The CA ELD standards were substantially implemented. STATE PRIORITY 7 COURSE ACCESS <ul style="list-style-type: none"> 100% of students continued to have access to a broad course of study offered by the district. 100% of of unduplicated pupils were provided with programs and services based on state standards and student needs indicated by local assessments. 100% of students with exceptional needs are provided programs and services that were based on IEP, state </p>

<p>percentage is 12%.</p>	<p>standards, and student needs as indicated by local assessments.</p> <p>In reviewing progress towards this goal, and based on the metrics above, it was determined that Actions 1,2, 4-8, 10, and 12 were effective or partially effective and to be continued.</p> <p>Changes to specific actions are described in the last box below.</p>
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
<p>1. Purchase and implement state adopted standards-based CCSS instructional materials (textbooks, supplemental, consumables, etc.) in ELA/ELD, math, and NGSS.</p>	<p>Instructional materials Base \$150,000</p>	<p>Purchased and implemented state adopted standards-based CCSS instructional materials (textbooks, supplemental, consumables, etc.) in math. This will remain an ongoing action as the district continues to fully implement (determined by the Academic Program Survey Tool) ELA/ELD, math, and NGSS instructional materials (textbooks, supplemental, consumables, etc.) The efficacy of this action will be determined by CAASPP student achievement data.</p>	<p>ELA/ELD adoption (textbooks, supplemental, consumables, etc.) 0000: Unrestricted Base \$80,000</p> <p>Math (supplemental and consumables, etc.) 0000: Unrestricted Base 50,000</p> <p>NGSS (supplemental and consumables, etc.) 0000: Unrestricted Base 0</p>
<p>Scope of Service LEA wide</p>		<p>Scope of Service LEA wide</p>	
<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>2. Provide ongoing professional development support for the implementation of the Common Core State Standards in ELA and math, and history-social science and science,</p>	<p>Professional development Supplemental and Concentration \$90,000 Title II \$10,000</p>	<p>The district contracted out with Tulare County Office of Education, to provide professional development (PD) services and instructional materials for teachers in ELA and math. Teachers</p>	<p>ELA Professional Development 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$25,000</p>

<p>targeting low income students and English learners.</p>		<p>implemented strategies learned; but the effectiveness of the PD will be determined over time; through student performance on CAASPP and local assessments.</p> <p>ELA Professional Development CCSS 101, K-8 grade Guided Reading and classroom follow-up, K-5 grade Writing Units of Study, K-8 grades Writing Units of Study (materials)</p> <p>Math Professional Development and Materials Math Boot Camp, TK-8 grade Fractions, 3rd, 4th, 5th grades Number Talks Book (materials)</p> <p>All teachers, including history-social science and science teachers attended professional development conferences as requested.</p>	<p>ELA Teacher Materials 4000-4999: Books And Supplies Supplemental and Concentration \$3,800</p> <p>Math Professional Development 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$14,850</p> <p>Math Teacher Materials 4000-4999: Books And Supplies Supplemental and Concentration \$3,290</p> <p>Substitute Teacher Costs for Professional Development 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$60,000</p>
<p>Scope of Service LEA wide</p> <hr/> <p><input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA wide</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>3. Contract out for services from educational experts to assist in the development and implementation of a coherent educational organization that may include PLC, CCSS curriculum and instruction, intervention strategies, coaching and a student assessment</p>	<p>Contracted services Supplemental and Concentration \$100,000</p>	<p>The district did not contract services.</p>	<p>Educational Services 0000: Unrestricted Supplemental and Concentration \$0</p>

system.							
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Scope of Service	LEA wide						
Scope of Service							
<p>4. Continue to pay salaries and benefits for nine TK-3 grade teachers to strive toward class size of 24:1. This service supports instructional strategies that allow for more individual attention for low income and English learners.</p>	<p>Certificated salaries Supplemental and Concentration \$800,000</p>	<p>The district continued to pay salaries and benefits for nine TK-3 grade teachers to strive toward class size of 24:1. The collective bargaining agreement has 25.5:1 maximum level. The effectiveness of the PD will be determined over time; through student performance on CAASPP and local assessments.</p>	<p>TK-3 Class Size of 24:1 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 950,000</p> <p>TK-3 Class Size of 24:1 3000-3999: Employee Benefits Supplemental and Concentration 215,000</p>				
<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Scope of Service</td> <td>LEA wide</td> </tr> </table> <p> <input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </p>	Scope of Service	LEA wide		<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Scope of Service</td> <td>LEA wide</td> </tr> </table> <p> <input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </p>	Scope of Service	LEA wide	
Scope of Service	LEA wide						
Scope of Service	LEA wide						
<p>5. Provide for Beginning Teachers Support and Assessment (BTSA) Induction Program through the COE, as a means for preliminary credentialed teachers to fulfill requirements for the California Clear Multiple Subjects, Single Subject, and Education Specialist credentials.</p>	<p>Contracted services Base \$30,000</p>	<p>The district provided for Beginning Teachers Support and Assessment (BTSA) Induction Program through the COE, as a means for preliminary credentialed teachers to fulfill requirements for the California Clear Multiple Subjects, Single Subject, and Education Specialist credentials. The</p>	<p>BTSA Fee for Service 5000-5999: Services And Other Operating Expenditures Base 35,000</p>				

		success of this action will be determined by teacher retention in the district.					
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Scope of Service	LEA wide						
<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>					
6. Hire one Computer Teacher/Technician to support additional use of technology at Suburu School.	Certificated salary Base \$80,000	The district hired one Computer Teacher/Technician to support additional use of technology at Suburu School. This action was very effective in improving student keyboarding skills.	Employed one Computer Teacher/Technician 1000-1999: Certificated Personnel Salaries Base 96,000				
<table border="1"> <tr> <td>Scope of Service</td> <td>Suburu School</td> </tr> </table>	Scope of Service	Suburu School		<table border="1"> <tr> <td>Scope of Service</td> <td>Suburu School</td> </tr> </table>	Scope of Service	Suburu School	
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7. Expand and support wireless network to accommodate technological devices.	Contracted services Base \$100,000	The district expanded and supported wireless networks to accommodate technological devices. This validity of this action was proved by increased student use of chromebooks, and student performance on online assessments.	Expand and support wireless network 0000: Unrestricted Base \$70,000				
<table border="1"> <tr> <td>Scope of Service</td> <td>LEA wide</td> </tr> </table>	Scope of Service	LEA wide		<table border="1"> <tr> <td>Scope of Service</td> <td>LEA wide</td> </tr> </table>	Scope of Service	LEA wide	
Scope of Service	LEA wide						
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8. Continue to maintain and provide for fine arts music program that enhances ELA and math skills for all students. Teacher salaries and instructional materials/equipment.	Certificated salary Base \$100,000	The district maintained and provided for fine arts music program that enhances ELA and math skills for all students. This action is validated by the success of the music program.	Teacher salaries 1000-1999: Certificated Personnel Salaries Base \$110,000 Instructional materials/equipment. 0000: Unrestricted Base \$8,000
Scope of Service LEA wide		Scope of Service LEA wide	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
9. Hire a counselor to provide services to students who experience emotional and behavioral barriers to learning.	Certificated salary Supplemental and Concentration \$90,000	The district did not hire a counselor to provide services to students who experience emotional and behavioral barriers to learning.	Counseling Services 0000: Unrestricted Supplemental and Concentration \$0
Scope of Service LEA wide		Scope of Service LEA wide	
<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

<p>10. For low income, foster youth and Special Education students: provide extended learning through Traditional Summer School.</p>	<p>Certificated salary Supplemental and Concentration \$50,000</p>	<p>The district provided for Extended School Year (ESY) for Special Education students (required by law), and included low income, and foster youth. The effectiveness of this action is undetermined.</p>	<p>Certificated Salaries for Extended School Year 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$10,000</p>
<p>Scope of Service LEA wide</p> <hr/> <p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA wide</p> <hr/> <p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>11. Explore strategies to extend learning opportunities for gifted and talented students that includes STEM, and implementing an AVID program.</p>	<p>No planned expenditures.</p>	<p>Learning opportunities were partially implemented through increased access to technology.</p>	<p>GATE, STEM, AVID 0000: Unrestricted Supplemental and Concentration \$0</p>
<p>Scope of Service LEA wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>12. Improve and/or maintain school facilities. Ensure that all schools are modernized, safe, clean, and in good repair. Develop a multi-year plan enhance facilities in order to foster academic achievement.</p>	<p>Maintenance Base \$1,470,000</p>	<p>The district improved and/or maintained school facilities, to ensure that all schools are modernized, safe, clean, and in good repair.</p> <p>The district contracted out engineering and architectural services for the improvement of the HVAC system for</p>	<p>School Facilities improvement/maintenance 6000-6999: Capital Outlay Base \$1,500,000</p> <p>Lakeside School HVAC engineering and architectural services 5800: Professional/Consulting Services And Operating Expenditures Base \$80,000</p>

		the Lakeside School Auditorium.					
<table border="1"> <tr> <td>Scope of Service</td> <td>LEA wide</td> </tr> </table> <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Scope of Service	LEA wide		<table border="1"> <tr> <td>Scope of Service</td> <td>LEA wide</td> </tr> </table> <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Scope of Service	LEA wide	
Scope of Service	LEA wide						
Scope of Service	LEA wide						
<p>13. Provide for the development of a comprehensive District Facilities Master Plan for prioritizing goals and long range planning.</p>	<p>Contracted services Base \$100,000</p>	<p>The district contracted out services for the development of facilities master planning.</p>	<p>District facilities master planning 0000: Unrestricted Base \$85,000</p>				
<table border="1"> <tr> <td>Scope of Service</td> <td>LEA wide</td> </tr> </table> <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Scope of Service	LEA wide		<table border="1"> <tr> <td>Scope of Service</td> <td>LEA Wide</td> </tr> </table> <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Scope of Service	LEA Wide	
Scope of Service	LEA wide						
Scope of Service	LEA Wide						
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Based on data analysis of the 2015-16 LCAP update and stakeholder feedback, the following changes in actions and services will be recommended for Board approval:</p> <p>BUILD CAPACITY FOR DELIVERING CA CCSS IN ELA/ELD AND MATH. After reflecting on overall district systems, there is a need to strategically develop data-driven professional learning, and continue to provide professional development for the upcoming year. Anecdotal observations and conversations with teachers at PLC meetings revealed the need for strengthening PLCs, and more time for professional learning and planning.</p> <p>STATUS OF EXISTING ACTIONS</p> <ul style="list-style-type: none"> The district intends to improve and maintain Actions 1,2, 4-8, 10, and 12 in future years. Action 3 will be revised to read: Provide differentiated professional learning on strengthening PLCs; emphasizing student data analysis for low income and EIs. 						

	<ul style="list-style-type: none">• Action 9, hire a counselor, is more closely aligned to Priority 5 Student Engagement, therefore, it will moved to Goal 3.• Action 11 revised to read: Implement a complete Standards-Based STEM Learning System (web-based) for Engineering, Science, and Technology Education classrooms, grades 6-8.• Delete Action 13, provide for the development of a facilities master plan. <p>INCREASE DIRECT SERVICES TO SCHOOLS</p> <p>The district will continue with ongoing monitoring and make changes as needed. Following are some, but not all actions that are recommended to support the scope of work to improve and/or increase student services.</p> <ul style="list-style-type: none">• Hire one additional Special Education Teacher, new Action 9.• Hire one additional TK Teacher, embed into Action 4.• Purchase Guided Reading Books and instructional resources that explicitly support teachers, guiding students through reading a variety of texts with the ultimate goal of independent reading, new Action 13. <p>Budgeted expenditures are based on assumptions using the best available data at the time of plan development, therefore, do not equate to Estimated Actual Annual Expenditures.</p>
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Complete a copy of this table for each of the LEA’s goals in the prior year LCAP. Duplicate and expand the fields as necessary.

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<p>Original GOAL 2 from prior year LCAP:</p>	<p>Provide for increased student achievement.</p>	<p>Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <u>X</u> 5 _ 6 _ 7 _ 8 <u>X</u> COE only: 9 _ 10 _ Local : Specify</p>	
<p>Goal Applies to: Schools: Lakeside and Suburu Schools Applicable Pupil All students, TK-8 Subgroups:</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>Baseline data (when available) is included in order to measure growth. State Priority Area Metrics 4 PUPIL ACHIEVEMENT A. 2013 Districtwide STAR Test Results and 2015 expected state test outcomes</p> <ul style="list-style-type: none"> • ELA Proficient or Advanced is 60%. New CAASPP baseline data will be established in 2015. • Math Proficient or Advanced is 45%. New CAASPP baseline data will be established in 2015. • Science Proficient or Advanced is 80%. Expected state test outcome is 80%. • History-Social Science Proficient or Advanced is 66%. History-Social Science is embedded in ELA. <p>B. Academic Performance Index</p> <ul style="list-style-type: none"> • All: 800, expected growth of 2 points • English Learners: 742, expected growth of 10 points • Low Income: 763, expected growth of 10 points • Foster Youth: N/A • Special Education: 558, expected growth of 10 points <p>C. Successfully complete A-G courses: N/A for a K-8 district</p> <p>D. 2013-14 AMAO II targets were met. ELs in ELD program (less than 5 years) who became proficient is 30.2%. In program for more than 5 years is 62.2%.</p> <p>E. 2014-15 EL reclassification rate is 27%. Expected growth is 5%.</p> <p>F. Passed AP exam: N/A for a K-8 district</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>Baseline data (when available) is included in order to measure growth. STATE PRIORITY 4 PUPIL ACHIEVEMENT A. In 2015, CAASPP was implemented for ELA and math, with history-social science embedded into ELA. CAASPP baseline results are below.</p> <ul style="list-style-type: none"> • CAASPP ELA overall achievement for the number of students who Met or Exceeded Standards was 36%. • CAASPP Math overall achievement for the number of students who Met or Exceeded Standards was 21%. • CST Science results for 5th and 8th grades are: 2014 number of students Proficient or Advanced was 38% in 5th grade, and 60% in 8th grade. 2015 number of students Proficient or Advanced declined to 36% in 5th grade, and increased to 73% in 8th grade. <p>B. The state of California suspended and did not replace the Academic Performance Index in 2013.</p> <p>C. Successful completion of high school A-G courses: N/A for a K-8 district</p> <p>D. AMAO I. The percentage of ELs Making Annual progress in Learning English is 53.7%.</p> <p>E. In 2015-16 the reclassification declined from 27% to 26%.</p> <p>F. The AP exam is for high school; N/A for a K-8 district.</p> <p>G. The Early Assessment Program is for high school; N/A for a K-8 district.</p> <p>STATE PRIORITY 8 PUPIL OUTCOMES Physical Fitness Results:</p>

<p>G. Early Assessment Program: N/A for a K-8 district</p> <p>8 OTHER PUPIL OUTCOMES</p> <ul style="list-style-type: none"> 100% of students provided with the adopted course of study that includes the following areas of study: English, math, social science, science, and physical education. The district will use Smarter Balanced Assessment Consortium, Interim Assessment Blocks as quarterly benchmarks and common formative assessments to measure student progress toward proficiency. 	<table border="1" style="width: 100%;"> <tr> <td style="width: 20%;">5th Grade 2016</td> <td style="width: 20%;">Baseline</td> <td style="width: 20%;">Planned Outcome</td> <td style="width: 20%;">Actual</td> </tr> <tr> <td colspan="4">Outcome Progress Noted</td> </tr> <tr> <td>Aerobic Activity</td> <td>96.3%</td> <td>98.3%</td> <td></td> </tr> <tr> <td>Body Composition</td> <td>100%</td> <td>100%</td> <td></td> </tr> <tr> <td>Abdominal Strength</td> <td>96.3%</td> <td>98.3%</td> <td></td> </tr> <tr> <td>Trunk Strength</td> <td>100%</td> <td>100%</td> <td></td> </tr> <tr> <td>Upper Body Strength</td> <td>100%</td> <td>100%</td> <td></td> </tr> <tr> <td>Upper Body Strength</td> <td>100%</td> <td>100%</td> <td></td> </tr> </table> <table border="1" style="width: 100%;"> <tr> <td style="width: 20%;">7th Grade 2016</td> <td style="width: 20%;">Baseline</td> <td style="width: 20%;">Planned Outcome</td> <td style="width: 20%;">Actual</td> </tr> <tr> <td colspan="4">Outcome Progress Noted</td> </tr> <tr> <td>Aerobic Activity</td> <td>92.6%</td> <td>94.6%</td> <td></td> </tr> <tr> <td>Body Composition</td> <td>97.5%</td> <td>99.5%</td> <td></td> </tr> <tr> <td>Abdominal Strength</td> <td>88.9%</td> <td>91.9%</td> <td></td> </tr> <tr> <td>Trunk Strength</td> <td>95.7%</td> <td>97.7%</td> <td></td> </tr> <tr> <td>Upper Body Strength</td> <td>95.1%</td> <td>97.1%</td> <td></td> </tr> <tr> <td>Upper Body Strength</td> <td>90.7%</td> <td>92.7%</td> <td></td> </tr> </table> <p>Based on Outcomes for State Priority Area Metric 4, Pupil Achievement, Actions 2, 4, 5, 6, 7, 9 were found to be effective, and should be continued in the 2016-17 LCAP. Actions 1 and 3 were determined to be essentially the same, therefore, these Actions will be combined into one for the 2016-17 LCAP.</p> <p>Changes to specific actions are described in the last box below.</p>	5th Grade 2016	Baseline	Planned Outcome	Actual	Outcome Progress Noted				Aerobic Activity	96.3%	98.3%		Body Composition	100%	100%		Abdominal Strength	96.3%	98.3%		Trunk Strength	100%	100%		Upper Body Strength	100%	100%		Upper Body Strength	100%	100%		7th Grade 2016	Baseline	Planned Outcome	Actual	Outcome Progress Noted				Aerobic Activity	92.6%	94.6%		Body Composition	97.5%	99.5%		Abdominal Strength	88.9%	91.9%		Trunk Strength	95.7%	97.7%		Upper Body Strength	95.1%	97.1%		Upper Body Strength	90.7%	92.7%	
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>1. Provide instructional materials (supplemental, consumables) to improve low income and English learners literacy outcomes.</p>	<p>Instructional materials Supplemental and Concentration \$40,000</p>	<p>The district provided instructional materials (supplemental, consumables) to improve low income and English learners literacy outcomes.</p>	<p>Instructional materials 0000: Unrestricted Supplemental and Concentration \$20,000</p>
<p>Scope of Service LEA wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p>		<p>Scope of Service LEA wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p>	

<input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)		<input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	
2. Provide for an English Language Development Coordinator, Teacher, and Instructional Aide to give services to EL students, targeting Long-Term English Learners.	Certificated & Classified Salaries: Certificated \$218,000 Classified \$32,000 Title III \$40,000 <hr/> Supplemental and Concentration \$210,000	The district hired and provided for an English Language Development Coordinator, Teacher, and Instructional Aide to give services to EL students, targeting Long-Term English Learners.	Certificated Salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$205,000 <hr/> Certificated Salaries 1000-1999: Certificated Personnel Salaries Title III \$40,000 <hr/> Classified Salaries 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$35,000
Scope of Service LEA wide <hr/> _ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service LEA wide <hr/> _ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	
3. Provide ELD instructional supplemental materials and supports aligned to state standards.	Instructional materials Supplemental and Concentration \$10,000	The district provided ELD instructional supplemental materials and supports aligned to state standards.	Instructional materials 4000-4999: Books And Supplies Supplemental and Concentration \$10,000
Scope of Service LEA wide <hr/> _ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service LEA wide <hr/> _ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

<p>4. Monitor academic progress for Redesignated fluent English proficient using common formative assessments, quarterly benchmark assessments, and teacher collaboration. Provide services as needed.</p>	<p>Certificated salaries Supplemental and Concentration \$5,000</p>	<p>The district monitored academic progress for Redesignated fluent English proficient using common formative assessments, and teacher collaboration, however, benchmark assessments were not effectively utilized. The ELD Coordinator accomplished this action through her daily duties.</p>	<p>Certificated salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$0</p>
<p>Scope of Service LEA wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>5. Hire one Intervention Specialist to provide support services for students not working at grade level in ELA and/or math.</p>	<p>Certificated salaries Supplemental and Concentration \$80,000</p>	<p>The district hired one Intervention Specialist to provide support services for students not working at grade level in ELA and/or math. Original cost estimate was lower than actual expenditures.</p>	<p>Certificated salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$106,000</p>
<p>Scope of Service LEA wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>6. Provide for after-school Targeted Intervention supports in ELA and math</p>	<p>Certificated salaries Supplemental and Concentration \$65,000</p>	<p>The district provided for 2nd-5th grade after-school Targeted Intervention</p>	<p>Certificated Salaries 1000-1999: Certificated Personnel Salaries</p>

<p>for students not working at grade level. Supports may include teacher salaries, consumables and supplemental material.</p>	<p>Classified salaries Supplemental and Concentration \$5,000 Materials Supplemental and Concentration \$30,000</p>	<p>supports in ELA and math for students not working at grade level. Supports included teacher or instructional aide salaries, consumables and supplemental material. Original cost estimate was higher than actual expenditures.</p>	<p>Supplemental and Concentration \$8,000 Classified Salaries 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$3,000 Instructional Materials 4000-4999: Books And Supplies Supplemental and Concentration \$3,000</p>
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<p>7. Strategic Grouping during the regular instructional day to provide tutoring for ELA and Math intervention classes. Supports may include teacher salaries, consumables and supplemental material.</p>	<p>Certificated salaries Supplemental and Concentration \$50,000</p>	<p>The district provided for Strategic Grouping during the regular instructional day to provide tutoring for ELA and Math intervention classes. Supports included consumables and supplemental material. Original cost estimate was higher than actual expenditures.</p>	<p>Instructional Materials 4000-4999: Books And Supplies Supplemental and Concentration \$3,000</p>
<p>Scope of Service LEA wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	

<p>8. Purchase a data management system to analyze student assessment data.</p>	<p>Software Base \$50,000</p>	<p>The district purchased a student data management system to analyze student assessment data, however, the purchase was made in January 2016 with initial implementation in the spring. Full implementation is expected in August 2016. This first year was at a prorated cost, and initial cost estimate was higher than actual expenditures.</p>	<p>Software Contract 0000: Unrestricted Base \$3,503</p>
<p>Scope of Service LEA wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>9. Educational technology access will be supported by providing all low income, foster youth, and English Learners with digital resources. Promote home to school technology using Google Apps.</p>	<p>Software Supplemental and Concentration \$20,000</p>	<p>The district provided educational technology access that supported all low income, foster youth, and English Learners with digital resources, and promoted home to school technology by purchasing 70 chromebooks, and using Google Apps.</p>	<p>Software 0000: Unrestricted Supplemental and Concentration \$30,000</p>
<p>Scope of Service LEA wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	

What changes in actions, services, and expenditures will be Based on data analysis of the 2015-16 LCAP update, and stakeholder feedback, the following changes in actions and services will be recommended for Board approval:

made as a result of reviewing past progress and/or changes to goals?

BUILD CAPACITY FOR INCREASING ELA AND MATH PROFICIENCY, INCLUDING ENGLISH LEARNERS

After reviewing AMAOs, CELDT results, and the reclassification rate, there is a need for a coherent organizational system that provides good first instruction, common formative assessments, and student assessment data that drives instruction. The district will focus on designated and integrated ELD services, and professional development in ELD standards.

STATUS OF EXISTING ACTIONS

- Actions 1 and 3 were determined to be essentially the same, therefore, these Actions will be combined to read: Provide instructional materials (supplemental, consumables), including ELD materials, to improve low income and English learners literacy outcomes.
- Actions 2, and 4-9 were found to be effective, and should be continued and/or maintained in the 2016-17 LCAP.

INCREASE DIRECT SERVICES TO SCHOOLS

The district will continue with ongoing monitoring and make changes as needed. Following are some, but not all actions that are recommended to support the scope of work to improve and/or increase student services.

- Hire one additional Intervention Teacher for ELA and math, and facilitate the development of an intervention program that includes universal screenings, embed into Action 5.
- Hire one Academic Coach to partner with teachers and develop effective instructional strategies to improve student achievement, new Action 3.

Budgeted expenditures are based on assumptions using the best available data at the time of plan development, therefore, do not equate to Estimated Actual Annual Expenditures.

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

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

Original GOAL 3 from prior year LCAP:	Provide for engaging and nurturing environments that are safe, healthy, and conducive to learning.	Related State and/or Local Priorities: 1 _ 2 _ 3 X 4 _ 5 X 6 X 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to: Schools: Lakeside and Suburu Schools Applicable Pupil Subgroups: All students, TK-8			
Expected Annual Measurable Outcomes:	<p>Baseline (when available) data is included in order to measure growth.</p> <p>State Priority Area Metrics</p> <p>3 Parental Involvement The district will continue to promote parental participation in programs for unduplicated pupils and those with exceptional needs. Involvement efforts, include but are not limited to parents of ELs, low income, foster youth, and students with disabilities, and include at least one District Parent Advisory Committee meeting and DELAC meeting; at least three SSC meetings at each site; two Town Hall meetings (one at each school site); website postings; online surveys; mailings and flyers.</p> <p>5 Pupil Engagement A. Attendance Rates <ul style="list-style-type: none"> All: 94%, expected growth of 2% English Learners: 94%, expected growth of 2% Low Income: 76%, expected growth of 10% Foster Youth: 100% Special Education: 94%, expected growth of 2% B. Chronic absenteeism rate for all is 12%, expected decrease of 2% C. Middle school dropout rate: 0% D. High school dropout rate: N/A for a K-8 district E. High school graduation rate: N/A for a K-8 district</p> <p>6 School Climate A. Suspension Rates</p>	Actual Annual Measurable Outcomes:	<p>Baseline (when available) data is included in order to measure growth.</p> <p>STATE PRIORITY 3 PARENTAL INVOLVEMENT Upon reviewing progress toward this metric, the district continued to promote parental participation in programs for unduplicated pupils and those with exceptional needs. Involvement efforts, included but was not limited to parents of ELs, low income, foster youth, and students with disabilities. The district held three District Parent Advisory Committee meetings in which participants included approximately a dozen teachers, two parents, three community members. Additional outreach efforts included DELAC and SSC meetings, Booster Club and PTA meetings, EL Redesignation meetings, website and twitter postings, and an annual online parent survey. The district continues to solicit parent and community participation, however, attendance at all meetings remains low. Solicitation of parent and community involvement remains a district focal point.</p> <p>During 2015-16, the district implemented:</p> <ul style="list-style-type: none"> A new website that improved communication with parents and the community. A mass notification system that sends important messages within minutes via phone, text, email and social media to help ensure safety, increase engagement, and improve enrollment and retention. Twitter to improve publicity for important events and meetings, and student activities and celebrations. <p>STATE PRIORITY 5 PUPIL ENGAGEMENT</p>

<ul style="list-style-type: none"> • All: 3%, expected decline of 1% • Special Education: 8%, expected decline of 4% <p>B. Expulsion Rate is 0%</p> <p>C. Student, parent, staff surveys indicate feeling a sense of safety and school connectedness</p>	<p>A. Attendance Rates</p> <ul style="list-style-type: none"> • All students: the district attendance (ADA) rate increased from 93.8% to 94.7%. • English Learners: increased from 94.3% to 94.8%. • Low Income: increased from 75.6% to 92.8%. • Foster Youth: remained at 100% • Special Education: declined from 94.0% to 92.0%. <p>B. Chronic absenteeism rate for all is increased from 12.6% to 13.1%.</p> <p>C. Middle school dropout rate: 0%</p> <p>D. High school dropout rate: N/A for a K-8 district</p> <p>E. High school graduation rate: N/A for a K-8 district</p> <p>STATE PRIORITY 6 SCHOOL CLIMATE</p> <p>A. Suspension Rates</p> <ul style="list-style-type: none"> • All students: declined from 3.7% to 1.9%. • Special Education: declined from 8.5% to 5.6%. <p>B. Expulsion Rate remained at 0%</p> <p>C. Annual online school climate surveys for students, parents, and staff that indicated feelings of a sense of safety and school connectedness, however, parent and community involvement remains a district focal point. Below are approximate participation rates for taking online surveys:</p> <ul style="list-style-type: none"> • 4th-8th grade students 21% • Parents/Community .05% • Staff 40% <p>In reviewing progress towards this goal, and based on the metrics above, it was determined that all Actions should be continued.</p> <p>Changes to specific actions are described in the last box below.</p>
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>1. Actively recruit parents through website, emails, phone calls, flyers, and mailings to participate in district and site level committees. Continue to make home to school communication a priority, and promote a welcoming school environment.</p>	<p>Outreach efforts & supplies Base \$5,000</p>	<p>The district actively recruited parents through website, emails, phone calls, flyers, and mailings to participate in district and site level committees. Additionally, the district continued to make home to school communication a priority, and promoted a welcoming</p>	<p>Surveys (online and paper), supplies 0000: Unrestricted Base \$1,000</p>

<p>Scope of Service LEA wide</p>		<p>school environment.</p> <p>Scope of Service LEA wide</p>	
<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>2. Solicit students, parents, staff and community input through online surveys, meetings and events, for recommendations to improve and/or increase services for all students, including English learners, low income, foster youth.</p>	<p>Outreach efforts & supplies Supplemental and Concentration \$5,000</p>	<p>The district solicited students, parents, staff and community input through online surveys, meetings and events, for recommendations to improve and/or increase services for all students, including English learners, low income, foster youth.</p>	<p>Outreach efforts & supplies 0000: Unrestricted Supplemental and Concentration \$5,000</p>
<p>Scope of Service LEA wide</p> <p><input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA wide</p> <p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>3. Continue to implement Positive Behavioral Interventions and Supports (PBIS) Tier I; in efforts to improve student engagement and connectedness.</p>	<p>Outreach efforts & supplies Supplemental and Concentration \$10,000</p>	<p>The district continued to implement Positive Behavioral Interventions and Supports (PBIS) Tier I; in efforts to improve student engagement and connectedness.</p>	<p>Outreach efforts & supplies 0000: Unrestricted Supplemental and Concentration \$6,000</p>
<p>Scope of Service LEA wide</p> <p><input type="checkbox"/> All ----- OR:</p>		<p>Scope of Service LEA wide</p> <p><input checked="" type="checkbox"/> All ----- OR:</p>	

<input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)									
4. Develop an incentive & reward program that promotes school attendance.	Supplies Supplemental and Concentration \$8,000	An incentive & reward program that promotes school attendance was not developed, but will remain an Action.	Supplies 0000: Unrestricted Supplemental and Concentration \$0								
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">LEA wide</td> </tr> <tr> <td colspan="2" style="padding: 2px;"> <input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </td> </tr> </table>	Scope of Service	LEA wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">LEA wide</td> </tr> <tr> <td colspan="2" style="padding: 2px;"> <input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </td> </tr> </table>	Scope of Service	LEA wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
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5. For Foster Youth, continue to provide counseling services referrals from employees and/or outside services.	Certificated salary and supplies Supplemental and Concentration \$1,000	The district continued to provide counseling services referrals from employees and/or outside services for foster youth.	Materials 0000: Unrestricted Supplemental and Concentration \$0								
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">LEA wide</td> </tr> <tr> <td colspan="2" style="padding: 2px;"> <input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </td> </tr> </table>	Scope of Service	LEA wide	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">LEA wide</td> </tr> <tr> <td colspan="2" style="padding: 2px;"> <input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </td> </tr> </table>	Scope of Service	LEA wide	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
Scope of Service	LEA wide										
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Scope of Service	LEA wide										
<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)											
6. Ensure translation of school documents for schools with 15% or more ELLs.	Certificated salary and supplies Supplemental and Concentration \$5,000	The district did ensure translation of school documents for schools with 15% or more ELs.	Certificated salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$3,000								

Scope of Service	LEA wide	Scope of Service	LEA wide	
<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<p>Based on stakeholder feedback via meetings, anecdotal conversations and surveys, the following changes in actions and services will be recommended for Board approval:</p> <p>BUILD STAFF CAPACITY FOR EFFECTIVE IMPLEMENTATION OF PBIS In the district's second year of PBIS implementation, stakeholders expressed the need for additional professional development in building capacity for improved school climate and mitigating student discipline. Also, in an effort to build continuity with all staff in supporting the tenets of PBIS, continue to train frontline staff in this upcoming year.</p> <p>STATUS OF EXISTING ACTIONS</p> <ul style="list-style-type: none"> • Actions 1 and 2 to be combined to read: Solicit students, parents, staff, and community input through all available forms of communication for recommendations to improve/increase services for all students, including English learners, low income and foster youth. • Actions 3- 5 were found to be effective, and should be continued and/or maintained in the 2016-17 LCAP. • Action 6. The district will continue to translate school documents for 15% or more of ELLs as required by Education Code (EC) 48985, however, because it's in EC it's not necessary to have this service as a fixed Action. <p>INCREASE DIRECT SERVICES TO SCHOOLS The district will continue with ongoing monitoring and make changes as needed. Following are some, but not all actions that are recommended to support the scope of work to improve and/or increase student services.</p> <ul style="list-style-type: none"> • Action 9 from Goal 1, hire a counselor, is more closely aligned to Goal 3, therefore, it will be moved to Goal 3 for the 2016-17 LCAP, new Action 2. • Implement a restorative justice program, integrating alternative to suspension strategies, new Action 6. • Hire one Behavioral Specialist to deliver services for students needing intensive behavioral support, new Action 7. • Hire one school Psychologist to to provide services for students needing intensive direct support, new Action 8. <p>Budgeted expenditures are based on assumptions using the best available data at the time of plan development, therefore, do not equate to Estimated Actual Annual Expenditures.</p>			

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

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	<u>\$2,079,052</u>
<p>The estimated LCFF Supplemental and Concentration grant funding for 2016/2017 of \$2,079,052 is calculated to be \$360,112 more than estimated actual expenditures for 2015/2016. The Lakeside Union School District is spending Supplemental and Concentration grant funds at both the district and site levels. We are taking a two pronged approach to improving the achievement levels of all students, especially our English learners, low income, and foster youth. First, we are focusing on improving the knowledge and skills of our administrators and teachers to provide the best first instruction. Research indicates that a student’s first instruction on any topic or concept is the most important to his/her likelihood of learning. To this end, LCFF Supplemental and Concentration grant funding will focus on professional development to improve student outcomes. Second, we are working to create more targeted interventions for all underachieving subgroups. These intervention strategies will focus on literacy, and are noted in this plan. Services noted in this plan not only have an impact on the learning environment and the climate of the district as a whole, but are targeted to also have a larger impact on the focus subgroups.</p> <p>District wide above 55%</p> <p>67% of the students enrolled in the Lakeside Union School District are unduplicated students. The total amount of Supplemental and Concentration grant funding was budgeted for expenditures detailed and described in this plan. The majority of the funding will be principally directed to meet the needs of the targeted students. All students in our district must be equitably served. By providing expenditures district wide the Lakeside Union School District will best serve all students, especially our targeted students. The Lakeside Union School District’s Local Control and Accountability Plan goals and expenditures address the needs of our district’s English learners, low income, and foster youth.</p> <p>The district will support all students, with additional support for unduplicated students. The following is a list of Actions with the highest supplemental and concentration grant expenditures.</p> <p>Goal 1: Establish a dynamic learning culture that improves the systems and practices of the district; through a coherent rigorous curriculum that delivers high quality instruction.</p> <p>Action 2. Provide ongoing professional development support for the implementation of the CA Common Core State Standards in ELA and math; and history-social science and science, targeting low income students and English learners (\$100,000).</p> <p>Action 4. Strive to maintain nine TK-3 teachers, and add one TK-3 grade teacher for a total of ten, at a class size of 24:1. This service supports instructional strategies that allow for more individual attention for low income and English learners (CBA 25.5:1), (\$900,000).</p> <p>Action 7. Expand and support wireless network to accommodate technological devices, to provide for all students, but especially those who would not have access to wi-fi at home (\$150,000).</p>	

Goal 2: Provide for increased student achievement.

Action 2: Provide for an English Language Development Coordinator, Teacher, and Instructional Aide to give services to EL students, targeting Long-Term English Learners (\$250,000).

Action 3: Hire one Academic Coach to partner with teachers, and develop effective instructional strategies to improve student achievement; giving priority to EL, low income, and foster youth students (\$100,000).

Action 5: Hire one additional, for a total of two Intervention Specialists to provide support services for students not working at grade level in ELA and/or math, and facilitate the development of an intervention program that includes universal screening (\$200,000).

Goal 3: Provide for engaging and nurturing environments that are safe, healthy and conducive to learning.

Action 2: Hire a counselor to help students overcome problems that impede learning and to assist them in educational and personal adjustment (\$100,000).

Action 7: Hire a Behavior Specialist to provide leadership in creating suitable educational environment for students with challenging educational and behavioral needs (\$100,000).

Action 8: Hire a Psychologist to apply psychoeducational principles and knowledge in the assessment, classification, prevention and treatment/education of children with school-related learning, social and emotional difficulties. This is for all students, but especially for foster youth, low income, and ELs (\$120,000).

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

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

22.4	%
2	

Based on the Minimum Proportionality Percentage (MPP) calculation for the Lakeside Union School District, we will spend 22.42% more in 2016/2017 than in 2015/2016 to increase or improve services described in this plan. Throughout the three year term of this plan, there will be increases in both performance and quality of services for unduplicated pupils.

Estimated MPP by year:

- 22.42% - 2016/2017
- 18.86% - 2017/2018
- 17.77% - 2018/2019

Research indicates that school wide initiatives that build consistent practices among teachers are the best way to improve learning outcomes for students. We will allocate funds for professional development, coaching, collaboration, instructional networking and training in the Common Core State Standards to improve instructional expertise of every teacher. While it could be debated that all students proportionately benefit from exemplary teachers, we know that low income, English learners, foster youth, and underperforming students benefit more from expert instruction from a highly qualified teacher.

Additionally, we will provide improved targeted interventions in ELA and math with increased focus on literacy and reading, for English learners, low income, foster youth, and underachieving subgroups.

There will be improved monitoring and intervention for English learners and Redesignated Fluent English Proficient students. At the time of plan development, the district had three foster youth students that are highly mobile.

Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-18	2018-2019	2016-17-2018-2019 Total
All Funding Sources	3,809,000.00	3,877,443.00	4,733,000.00	4,640,000.00	4,836,000.00	14,209,000.00
Base	2,085,000.00	2,118,503.00	2,305,000.00	2,181,000.00	2,222,000.00	6,708,000.00
Special Education	0.00	0.00	100,000.00	100,000.00	110,000.00	310,000.00
Supplemental and Concentration	1,674,000.00	1,718,940.00	2,328,000.00	2,359,000.00	2,504,000.00	7,191,000.00
Title II	10,000.00	0.00	0.00	0.00	0.00	0.00
Title III	40,000.00	40,000.00	0.00	0.00	0.00	0.00

Total Expenditures by Object Type						
Object Type	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-18	2018-2019	2016-17-2018-2019 Total
All Expenditure Types	3,809,000.00	3,877,443.00	4,733,000.00	4,640,000.00	4,836,000.00	14,209,000.00
0000: Unrestricted	3,809,000.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	0.00	358,503.00	16,000.00	17,000.00	18,000.00	51,000.00
2000-2999: Classified Personnel Salaries	0.00	1,588,000.00	2,293,000.00	2,365,000.00	2,476,000.00	7,134,000.00
3000-3999: Employee Benefits	0.00	38,000.00	62,000.00	75,000.00	85,000.00	222,000.00
4000-4999: Books And Supplies	0.00	215,000.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	0.00	23,090.00	470,000.00	285,000.00	295,000.00	1,050,000.00
5800: Professional/Consulting Services And Operating Expenditures	0.00	74,850.00	62,000.00	63,000.00	78,000.00	203,000.00
6000-6999: Capital Outlay	0.00	80,000.00	1,830,000.00	1,835,000.00	1,884,000.00	5,549,000.00
	0.00	1,500,000.00	0.00	0.00	0.00	0.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-18	2018-2019	2016-17-2018-2019 Total
All Expenditure Types	All Funding Sources	3,809,000.00	3,877,443.00	4,733,000.00	4,640,000.00	4,836,000.00	14,209,000.00
	Base	2,085,000.00	2,118,503.00	2,305,000.00	2,181,000.00	2,222,000.00	6,708,000.00
	Supplemental and Concentration	1,674,000.00	1,718,940.00	2,328,000.00	2,359,000.00	2,504,000.00	7,191,000.00
	Title II	10,000.00	0.00	0.00	0.00	0.00	0.00
	Title III	40,000.00	40,000.00	0.00	0.00	0.00	0.00
0000: Unrestricted	Base	0.00	297,503.00	0.00	0.00	0.00	0.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-18	2018-2019	2016-17- 2018-2019 Total
0000: Unrestricted	Supplemental and Concentration	0.00	61,000.00	16,000.00	17,000.00	18,000.00	51,000.00
1000-1999: Certificated Personnel Salaries	Base	0.00	206,000.00	440,000.00	460,000.00	480,000.00	1,380,000.00
1000-1999: Certificated Personnel Salaries	Special Education	0.00	0.00	100,000.00	100,000.00	110,000.00	310,000.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	0.00	1,342,000.00	1,753,000.00	1,805,000.00	1,886,000.00	5,444,000.00
1000-1999: Certificated Personnel Salaries	Title III	0.00	40,000.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	0.00	38,000.00	62,000.00	75,000.00	85,000.00	222,000.00
3000-3999: Employee Benefits	Supplemental and Concentration	0.00	215,000.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Base	0.00	0.00	310,000.00	165,000.00	170,000.00	645,000.00
4000-4999: Books And Supplies	Supplemental and Concentration	0.00	23,090.00	160,000.00	120,000.00	125,000.00	405,000.00
5000-5999: Services And Other Operating Expenditures	Base	0.00	35,000.00	5,000.00	6,000.00	10,000.00	21,000.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	0.00	39,850.00	57,000.00	57,000.00	68,000.00	182,000.00
5800: Professional/Consulting Services And Operating Expenditures	Base	0.00	80,000.00	1,550,000.00	1,550,000.00	1,562,000.00	4,662,000.00
5800: Professional/Consulting Services And Operating Expenditures				0	0	0	0
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	0.00	0.00	280,000.00	285,000.00	322,000.00	887,000.00
6000-6999: Capital Outlay	Base	0.00	1,500,000.00	0.00	0.00	0.00	0.00

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).