

**Introduction:**

**LEA:** Palermo Union Elementary

**Contact:** Bryan Caples, Superintendent, bcaples@palermoschools.org, (530)533-4842

**LCAP Year:** 2016-17

***Local Control and Accountability plan and Annual Update Template***

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

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

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

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

*The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education*

*Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.*

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

### **State Priorities**

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

#### **A. Conditions of Learning:**

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

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

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

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

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

#### **B. Pupil Outcomes:**

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

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

**C. Engagement:**

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

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

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

**Section 1: Stakeholder Engagement**

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

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

**Guiding Questions:**

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

Involvement Process	Impact on LCAP

The process used to engage school staff, parents, students, community, bargaining units, and other stakeholders in the development of the district's LCAP included:

1. Meetings with the LCAP Planning/District leadership Team (DLT) comprised of site administrators, teacher representatives from each grade level, K-8, an education specialist, a psychologist/foster youth liaison, Title III/EL Coordinator, business manager, maintenance and operations director, bilingual instructional aide representing our Hispanic/EL population, a parent representative of our American Indian population, a parent member of Parent/Teacher Group (PTG), a K-5 parent, and one foster parent.
2. Consultation meetings with local bargaining units, Palermo Teacher's Association (PTA) and California School Employees Association (CSEA),
3. Meeting with parent advisory groups, community members, School Site Council (SSC), District English Language Advisory Committee (DELAC).
4. Student Body Input (6/2/16)
5. County agencies: Foster youth services and County EL Coordinator (Holly Ahmadi).
6. LCAP updates and request for input on the district website.

On October 21, 2015, the superintendent presented an overview of the LCAP process at a public board meeting, and at an LCAP Planning/DLT meeting. Information (i.e., quantitative and qualitative data/metrics) related to the state priorities was made available to stakeholders and used by the LCAP/DLT to inform the LCAP goal setting process. Stakeholders have been engaged and involved in developing, reviewing, and supporting implementation of the LCAP.

The LCAP was presented for review and written comment to School Site Councils: Wilcox: 4/25/16 and 5/23/16, Golden Hills: 3/17/16 and 5/26/16, Palermo: 3/16/16, 4/20/16, 5/18/16, District English Advisory Committee (DELAC) and English Advisory Committee (ELAC) 4/6/16, and student body 6/2/16. Opportunity for public input was provided through a public notice to submit written comment during a public hearing at the June 15, and June 29, 2015, board meetings.

Input received from:

DLT/LACP Planning Team, grade level teams.

Parent Teachers' Association, CSEA, Student Body, School Site Council, and parent surveys brought about the following changes: Fully implement class size reduction K-3, add 1.0 FTE physical education teacher (K-5), purchase transportation tracking and safety equipment for buses, and add PBIS site coordinator positions (stipend position) at each school site.

Dates LCAP presented:

June 15, 2016 1st draft. Regular Board meeting

June 15-22, 2015 2nd draft. Public hearing

June 29, 2016, final LCAP. Board adoption at the Special Board meeting concurrent with 2015-16 budget

<p><b>Annual Update:</b></p> <p>A DLT (district leadership team) was formed in September of 2015 to begin the process of investigating district needs as they relate to the LCAP. The DLT meets monthly and the LCAP is always on the meeting agenda.</p> <p>Data was collected regarding reading scores, math scores, discipline, counseling services, EL services, trimester grades, and student attendance rates, over the next several months.</p> <p>Data was shared with the DLT January, February, and March meetings.</p> <p>Data was shared with the school Board on May 4, 2016.</p>	<p><b>Annual Update:</b></p> <p>Fully implement class size reduction K-3, add (1.0 FTE) physical education teacher (K-5), add PBIS site coordinator positions (stipend positions) at each school site, and purchase transportation tracking and safety equipment for buses.</p>

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

**Instructions:**

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

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

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

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

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

**Goal:** Describe the goal:

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

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

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

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

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

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

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives

for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

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

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

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

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

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

**Guiding Questions:**

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in



section 52052 that are different from the LEA’s goals for all pupils?

- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

<b>GOAL:</b>	Develop a Rigorous and Challenging Academic Program that Prepares Students for High School, College, and/or Career Success While Incorporating 21st Century Skills and Technologies		Related State and/or Local Priorities: X 1 X 2 _3 X 4 _5 _6 X 7 X 8 Local: IN/A
<b>Identified Need:</b>	Less than 100% of students are performing at grade level as determined by district and state measures.		
<b>Goal Applies to:</b>	<b>Schools:</b>	All	
	<b>Grades:</b>	All	
	<b>Applicable Pupil Subgroups:</b>	All	
<b>LCAP Year 1</b>			
<b>Expected Annual Measurable Outcomes:</b>	Priority 1	Maintain 100% compliance of student accessibility to State Standards aligned instructional materials as measured by William’s review or district self-assessment	
		Maintain 0% of teachers being mis-assigned	

- Priority 2 100% of teachers will be trained to effectively deliver adopted math curriculum with an emphasis on EL student access to curriculum and technology
- Priority 4 Reading performance of students in grades K-8 will increase by 2% as noted by local benchmarks
- Math performance of students in grades K-8 will increase by 2% as noted by local benchmarks
- Performance on standardized tests (CAASPP) will increase by 2% over previous year's scores
- Score on Academic Performance Index (API) will increase (N/A)
- English Proficiency – An average of 50% of EL students will increase one level as measured by district CELDT results
- EL Reclassification Rate – A minimum of 2% of EL students will be reclassified as FEP (Fluent English Proficient) each year
- Share of students that pass AP exams with 3 or higher (Not relevant since we are a K-8 district)
- Share of students determined to be prepared for college by the EAP (not relevant since we are a K-8 district)
- Priority 7 All students (unduplicated counts, EL, homeless, etc.) will be appropriately placed in grade level

courses and have access to ELA, math, science, social studies, arts, and physical education classes and materials

Priority 8 Percentage of 7th grade students who successfully maintain a GPA of 2.0 in end of year cumulative grade point average will increase by 2% - Current rate is 83.33%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>K-3 1.5 FTE Reading Intervention Teacher</p> <ul style="list-style-type: none"> <li>Conducts small group instruction with at-risk students (literacy) as identified by DIBELs Assessment</li> </ul>	<p>All Grades: K, 1st, 2nd, 3rd</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$142,000  (LCFF S&amp;C) (Certificated Salaries)</p>
<p>6-8 (.5 FTE) Academic Intervention Teacher</p> <ul style="list-style-type: none"> <li>Provides Reading/ELA/Math intervention services to at-risk 6-8th grade students as identified by grade level benchmark/state assessments</li> </ul>	<p>Palermo Middle School Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$37,000  (LCFF S&amp;C) (Certificated Salaries)</p>

<p>K-3 (1FTE) Education Specialist Teacher</p> <ul style="list-style-type: none"> <li>Provides Reading/ELA/Math intervention services to at-risk K-3rd grade students as identified by grade level benchmark/state assessments</li> </ul>	<p>Helen Wilcox Elementary</p> <p>Grades: K, 1st, 2nd, 3rd</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$71,000</p> <p>(LCFF S&amp;C)</p> <p>(Certificated Salaries)</p>
<p>K-8 Paraprofessional Services</p> <p>* Provide academic support/intervention in EL/Reading/ELA/Math for at-risk students</p>	<p>All</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$215,000</p> <p>(Title 1)</p> <p>(Classified Salaries)</p> <p>\$129,000</p> <p>(LCFF S&amp;C)</p> <p>(Classified Salaries)</p>
<p>Continue Class Size Reduction (K-3rd grade)</p> <p>* Provide reduced class sizes (24 to 1) for students in grades K-3rd</p>	<p>Helen Wilcox</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$465,000</p> <p>(LCFF S&amp;C)</p> <p>(Certificated Salaries)</p>

<p>Continue After School Tutoring Services for 4-8th</p> <p>* Provide academic support EL/Reading/ELA/Math for at-risk students</p>	<p>Golden Hills &amp; Palermo Middle School</p> <p>Grades: 4th, 5th, 6th, 7th, 8th</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$22,000</p> <p>(Title 1)</p> <p>(Certificated Salaries)</p>
<p>Continue IT Support</p> <p>* Provide technology services to students/staff to maintain/continue access to curriculum to meet the needs of Common Core implementation and CAASPP related requirements</p>	<p>All</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$129,000</p> <p>(LCFF S&amp;C)</p> <p>(Classified Salaries)</p>
<p>PE Teacher (K-5th grade) 2 FTE</p> <p>* Provide physical fitness education for K-5th grade students to meet the needs of 5th grade physical fitness testing</p>	<p>Helen Wilcox Elementary &amp; Golden Hills Elementary</p> <p>Grades: K, 1st, 2nd, 3rd, 4th, 5th</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$189,000</p> <p>(LCFF S&amp;C)</p> <p>(Certificated Salaries)</p>
<p>Purchase Reading/Writing/ELA/Math/History/Science Sup. Materials</p> <p>* Provide supplemental materials for Common Core implementation</p>	<p>All</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$50,000</p> <p>(LCFF S&amp;C)</p> <p>(Materials and Supplies)</p>

Purchase EL materials to supplement Common Core implementation	All Grades: All	<input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	\$3,000  (LCFF S&C)  (Materials and Supplies)
Provide Common Core aligned ELA materials for K-8th grade students	All Grades: All	<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	\$150,000  (LCFF S&C)  (Materials and Supplies)
Purchase vertically aligned benchmark assessment program for ELA/Math (CCS and CAASPP aligned)	All Grades: All	<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	\$10,000  (LCFF S&C)  (Contracts)
Update staff/student technology district-wide (computers, projectors, Smart boards, software, etc.)	All Grades: All	<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	\$100,000  (LCFF S&C)  (Materials and Supplies)

Provide staff development for staff to meet the needs of Common Core/NGSS implementation	All Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$38,000  (Title 1)  (Contracts)
Provide time for staff members to form/develop professional learning communities	All Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$20,000  (LCFF S&C)  (Certificated Salaries)
Field Trips for K-8 students  * Provide opportunities to enhance common core curriculum (Math, History, Science, STEM activities, etc.)	All Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$10,800 (\$1,200 per grade level)  (LCFF S&C)  (5810)
2 FTE. – Library Techs  * Provide library support services to enhance common core curriculum (Math, History, Science, STEM activities, etc.)	All Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$98,000  (LCFF S&C)  (Classified Salaries)

<p>.25 FTE. – EL Support Teacher</p> <p>* Provide support services for EL students in ELA and Math</p>	<p>All</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$23,000</p> <p>(LCFF S&amp;C)</p> <p>(Certificated Salaries)</p>
<p>.20 FTE. – EL Coordinator</p> <p>* Coordinate/Implement EL services and programs district-wide</p>	<p>All</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$25,000</p> <p>(LCFF S&amp;C)</p>
<p>Continue Independent Study Program</p> <p>* Provide alternative educational services for all students</p>	<p>All</p> <p>Grades: All</p>	<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$72,000</p> <p>(LCFF S&amp;C)</p> <p>(Certificated Salaries)</p>
<p>Provide Music Classes (.36 FTE) for 6-8 Grade Students</p>	<p>Palermo Middle School</p> <p>Grades: 6th, 7th, 8th</p>	<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$31,000</p> <p>(LCFF S&amp;C)</p> <p>(Certificated Salaries)</p>
<p><b>LCAP Year 2</b></p>			



**Expected Annual Measurable Outcomes:**

- Priority 1 Maintain 100% compliance of student accessibility to State Standards aligned instructional materials as measured by William's review or district self-assessment
- Maintain 0% of teachers being mis-assigned
- Priority 2 100% of teachers will be trained to effectively deliver adopted math curriculum with an emphasis on EL student access to curriculum and technology
- Priority 4 Reading performance of students in grades K-8 will increase by 2% as noted by local benchmarks
- Math performance of students in grades K-8 will increase by 2% as noted by local benchmarks
- Performance on standardized tests (CAASPP) will increase by 2% over previous year's scores
- Score on Academic Performance Index (API) will increase (N/A)
- English Proficiency – An average of 50% of EL students will increase one level as measured by district CELDT results
- EL Reclassification Rate – A minimum of 2% of EL students will be reclassified as FEP (Fluent English Proficient) each year
- Share of students that pass AP exams with 3 or higher (Not relevant since we are a K-8 district)

Share of students determined to be prepared for college by the EAP (not relevant since we are a K-8 district)

Priority 7 All students (unduplicated counts, EL, homeless, etc.) will be appropriately placed in grade level courses and have access to ELA, math, science, social studies, arts, and physical education classes and materials

Priority 8 Percentage of 7th grade students who successfully maintain a GPA of 2.0 in end of year cumulative grade point average will increase by 2% - Current rate is 83.33%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>K-3 1.5 FTE Reading Intervention Teacher</p> <ul style="list-style-type: none"> <li>Conducts small group instruction with at-risk students (literacy) as identified by DIBELS Assessment</li> </ul>	<p>All Grades: K, 1st, 2nd, 3rd</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$142,000 (LCFF S&amp;C) (Certificated Salaries)</p>

<p>6-8 (.5 FTE) Academic Intervention Teacher</p> <ul style="list-style-type: none"> <li>Provides Reading/ELA/Math intervention services to at-risk 6-8th grade students as identified by grade level benchmark/state assessments</li> </ul>	<p>Helen Wilcox Elementary Grades: 6th, 7th, 8th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$37,000  (LCAP S&amp;C)  (Certificated Salaries)</p>
<p>K-3 (1FTE) Education Specialist Teacher</p> <ul style="list-style-type: none"> <li>Provides Reading/ELA/Math intervention services to at-risk K-3rd grade students as identified by grade level benchmark/state assessments</li> </ul>	<p>Helen Wilcox Elementary Grades: K, 1st, 2nd, 3rd</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>71,000  (LCAP S&amp;C)  (Certificated Salaries)</p>
<p>K-8 Paraprofessional Services</p> <p>* Provide academic support/intervention in EL/Reading/ELA/Math for at-risk students</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$215,000  (Title 1)  (Classified Salaries)  \$129,000  (LCFF S&amp;C)  (Classified Salaries)</p>

<p>Continue Class Size Reduction (K-3rd grade)</p> <p>* Provide reduced class sized (24 to 1) for srtudents in grades K-3rd</p>	<p>Helen Wilcox Elementary</p> <p>Grades: K, 1st, 2nd, 3rd</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$465,000</p> <p>(LCFF S&amp;C)</p> <p>(Certificated Salaries)</p>
<p>Continue After School Tutoring Services for 6-8th</p> <p>* Provide academic support EL/Reading/ELA/Math for at-risk students</p>	<p>Golden Hills &amp; Palermo Middle School</p> <p>Grades: 4th, 5th, 6th, 7th, 8th</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$22,000</p> <p>(Title 1)</p> <p>(Certificated Salaries)</p>
<p>Continue IT Support</p> <p>* Provide technology services to students/staff to maintain/continue access to curriculum to meet the needs of Common Core implementation and CAASPP related requirements</p>	<p>All</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$129,000</p> <p>(LCFF S&amp;C)</p> <p>(Classified Salaries)</p>
<p>PE Teacher (K-5th grade) 2 FTE</p> <p>* Provide physical fitness education for K-5th grade students to meet the needs of 5th grade physical fitness testing</p>	<p>Helen Wilcox Elementary &amp; Golden Hills Elementary</p> <p>Grades: K, 1st, 2nd, 3rd, 4th, 5th</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$189,000</p> <p>(LCFF S&amp;C)</p> <p>(Certificated Salaries)</p>

<p>Purchase Reading/Writing/ELA/Math Sup. Materials</p> <p>* Provide supplemental materials for Common Core implementation</p>	<p>All</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$50,000</p> <p>(LCFF S&amp;C)</p> <p>(Materials and Supplies)</p>
<p>Purchase EL materials to supplement Common Core implementation</p>	<p>All</p> <p>Grades: All</p>	<p>_ All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$3,000</p> <p>(LCFF S&amp;C)</p> <p>(Materials and Supplies)</p>
<p>Provide Common Core aligned math materials for K-8th grade students</p>	<p>All</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$150,000</p> <p>(LCFF S&amp;C)</p> <p>(Materials and Supplies)</p>
<p>Vertically aligned benchmark assessment program for ELA/Math (CCS and CAASPP aligned)</p>	<p>All</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$10,000</p> <p>(LCFF S&amp;C)</p> <p>(Contracts)</p>

Update staff/student technology district-wide (computers, projectors, Smart boards, software, etc.)	All Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$100,000  (LCFF S&C)  (Materials and Supplies)
Provide staff development for staff to meet the needs of Common Core implementation	All Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$38,000  (Title 1)  (Contracts, Certificated Salaries)
Provide time for staff members to form/develop professional learning communities	All Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$20,000  (LCFF S&C)  (Certificated Salaries)
Field Trips for K-8 students  * Provide opportunities to enhance common core curriculum (Math, History, Science, STEM activities, etc.)	All Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$10,000  (LCFF S&C)  (5200)

<p>2 FTE. – Library Techs</p> <p>* Provide library support services to enhance common core curriculum (Math, History, Science, STEM activities, etc.)</p>	<p>All</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$98,000</p> <p>(LCFF S&amp;C)</p> <p>(Classified Salaries)</p>
<p>.25 FTE. – EL Support Teacher</p> <p>* Provide support services for EL students in ELA and Math</p>	<p>All</p> <p>Grades: All</p>	<p>_ All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$23,000</p> <p>(LCFF S&amp;C)</p> <p>(Certificated Salaries)</p>
<p>.20 FTE. – EL Coordinator</p> <p>* Coordinate/Implement EL services and programs district-wide</p>	<p>All</p> <p>Grades: All</p>	<p>_ All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$25,000</p> <p>(LCFF S&amp;C)</p> <p>(Certificated Salaries)</p>
<p>Continue Independent Study Program</p> <p>* Provide alternative educational services for all students</p>	<p>All</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$72,000</p> <p>(LCFF S&amp;C)</p> <p>(Certificated Salaries)</p>

<p>Provide Music Classes (.36 FTE) for 6-8 Grade Students</p>	<p>Palermo Middle School  Grades: 6th, 7th, 8th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$31,000  (LCFF S&amp;C)  (Certificated Salaries)</p>
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**LCAP Year 3**

<p><b>Expected Annual Measurable Outcomes:</b></p>	<p>Priority 1 Maintain 100% compliance of student accessibility to State Standards aligned instructional materials as measured by William’s review or district self-assessment</p> <p>Maintain 0% of teachers being mis-assigned</p>
	<p>Priority 2 100% of teachers will be trained to effectively deliver adopted math curriculum with an emphasis on EL student access to curriculum and technology</p>
	<p>Priority 4 Reading performance of students in grades K-8 will increase by 2% as noted by local benchmarks</p> <p>Math performance of students in grades K-8 will increase by 2% as noted by local benchmarks</p> <p>Performance on standardized tests (CAASPP) will increase by 2% over previous year’s scores</p>
	<p>Score on Academic Performance Index (API) will increase (N/A)</p>



English Proficiency – An average of 50% of EL students will increase one level as measured by district CELDT results

EL Reclassification Rate – A minimum of 2% of EL students will be reclassified as FEP (Fluent English Proficient) each year

Share of students that pass AP exams with 3 or higher (Not relevant since we are a K-8 district)

Share of students determined to be prepared for college by the EAP (not relevant since we are a K-8 district)

Priority 7 All students (unduplicated counts, EL, homeless, etc.) will be appropriately placed in grade level courses and have access to ELA, math, science, social studies, arts, and physical education classes and materials

Priority 8 Percentage of 7th grade students who successfully maintain a GPA of 2.0 in end of year cumulative grade point average will increase by 2% - Current rate is 83.33%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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<p>K-3 1.5 FTE Reading Intervention Teacher</p> <ul style="list-style-type: none"> <li>Conducts small group instruction with at-risk students (literacy) as identified by DIBELS Assessment</li> </ul>	<p>Helen Wilcox</p> <p>Grades: K, 1st, 2nd, 3rd</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$142,000</p> <p>(LCFF S&amp;C)</p> <p>(Certificated Salaries)</p>
<p>6-8 (.5 FTE) Academic Intervention Teacher</p> <ul style="list-style-type: none"> <li>Provides Reading/ELA/Math intervention services to at-risk 6-8th grade students as identified by grade level benchmark/state assessments</li> </ul>	<p>Palermo Middle School</p> <p>Grades: 6th, 7th, 8th</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$37,000</p> <p>(LCAP S&amp;C)</p> <p>(Certificated Salaries)</p>
<p>K-3 (1FTE) Education Specialist Teacher</p> <ul style="list-style-type: none"> <li>Provides Reading/ELA/Math intervention services to at-risk K-3rd grade students as identified by grade level benchmark/state assessments</li> </ul>	<p>Helen Wilcox Elementary</p> <p>Grades: K, 1st, 2nd</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$71,000</p> <p>(LCAP S&amp;C)</p> <p>(Certificated Salaries)</p>

<p>K-8 Paraprofessional Services</p> <p>* Provide academic support/intervention in EL/Reading/ELA/Math for at-risk students</p>	<p>All</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>\$215,000</p> <p>(Title 1)</p> <p>(Classified Salaries)</p> <p>\$129,000</p> <p>(LCFF S&amp;C)</p> <p>(Classified Salaries)</p>
<p>Continue Class Size Reduction (K-3rd grade)</p> <p>* Provide reduced class sizes (24 to 1) for students in grades K-3rd</p>	<p>Helen Wilcox Elementary</p> <p>Grades: K, 1st, 2nd, 3rd</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>\$465,000</p> <p>(LCFF S&amp;C)</p> <p>(Certificated Salaries)</p>
<p>Continue After School Tutoring Services for 6-8th</p> <p>* Provide academic support EL/Reading/ELA/Math for at-risk students</p>	<p>Golden Hills &amp; Palermo Middle School</p> <p>Grades: 4th, 5th, 6th, 7th, 8th</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>\$22,000</p> <p>(Title 1)</p> <p>(Certificated Salaries)</p>

<p>Continue IT Support</p> <p>* Provide technology services to students/staff to maintain/continue access to curriculum to meet the needs of Common Core implementation and CAASPP related requirements</p>	<p>All</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$129,000</p> <p>(LCFF S&amp;C)</p> <p>(Classified Salaries)</p>
<p>PE Teacher (K-5th grade) 2 FTE</p> <p>* Provide physical fitness education for K-5th grade students to meet the needs of 5th grade physical fitness testing</p>	<p>Helen Wilcox Elementary &amp; Golden Hills Elementary</p> <p>Grades: K, 1st, 2nd, 3rd, 4th, 5th</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$189,000</p> <p>(LCFF S&amp;C)</p> <p>(Certificated Salaries)</p>
<p>Purchase Reading/Writing/ELA/Math Sup. Materials</p> <p>* Provide supplemental materials for Common Core implementation</p>	<p>All</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$50,000</p> <p>(LCFF S&amp;C)</p> <p>(Materials and Supplies)</p>
<p>Purchase EL materials to supplement Common Core implementation</p>	<p>All</p> <p>Grades: All</p>	<p>_ All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$3,000</p> <p>(LCFF S&amp;C)</p> <p>(Materials and Supplies)</p>

Provide Common Core aligned ELA materials for K-8th grade students	All Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$150,000  (LCFF S&C)  (Materials and Supplies)
Vertically aligned benchmark assessment program for ELA/Math (CCS and CAASPP aligned)	All Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$10,000  (LCFF S&C)  (Contracts)
Update staff/student technology district-wide (computers, projectors, Smart boards, software, etc.)	All Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$100,000  (LCFF S&C)  (Materials and Supplies)
Provide staff development for staff to meet the needs of Common Core implementation	All Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$38,000  (Title 1)  (Contracts, Certificated Salaries)

Provide time for staff members to form/develop professional learning communities	All Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$20,000  (LCFF S&C)  (Certificated Salaries)
Field Trips for K-8 students  * Provide opportunities to enhance common core curriculum (Math, History, Science, STEM activities, etc.)	All Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$10,000  (LCFF S&C)  (5200)
2 FTE. – Library Techs  * Provide library support services to enhance common core curriculum (Math, History, Science, STEM activities, etc.)	All Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$98,000  (LCFF S&C)  (Classified Salaries)
.25 FTE. – EL Support Teacher  * Provide support services for EL students in ELA and Math	All Grades: All	_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$23,000  (LCFF S&C)  (Certificated Salaries)

<p>.20 FTE. – EL Coordinator</p> <p>* Coordinate/Implement EL services and programs district-wide</p>	<p>All</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>\$25,000</p> <p>(LCFF S&amp;C)</p> <p>(Certificated Salaries)</p>
<p>Continue Independent Study Program</p> <p>* Provide alternative educational services for all students</p>	<p>All</p> <p>Grades: All</p>	<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>\$72,000</p> <p>(LCFF S&amp;C)</p> <p>(Certificated Salaries)</p>
<p>Provide Music Classes (.36 FTE) for 6-8 Grade Students</p>	<p>Palermo Middle School</p> <p>Grades: 6th, 7th, 8th</p>	<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>\$31,000</p> <p>(LCFF S&amp;C)</p> <p>(Certificated Salaries)</p>

<b>GOAL:</b>	Create a Physical, Emotional, and Safe Environment for all Students that Incorporates Parental Involvement	Related State and/or Local Priorities: X 1 _2 X 3 _4 X 5 X 6 _7 _8 Local: N/A
<b>Identified Need:</b>	The needs of our school community include maintaining aging school facilities, establishing positive connections with families, and providing services/opportunities/experiences that engage at-risk students	
<b>Goal Applies to:</b>	<b>Schools:</b>	All
		Grades: All
	<b>Applicable Pupil Subgroups:</b>	All
<b>LCAP Year 1</b>		



<b>Expected Annual Measurable Outcomes:</b>	<p>Priority 1 Maintain or increase by 3% exemplary/good overall facilities rating as measured by the FIT report</p>
	<p>Priority 3 Increase attendance rates of parent/family participation in school related activities by 2% (measured using sign in logs, surveys, and attendance data for school related activities). Average attendance rate for school related activities was 29% (baseline) for 2015/2016 school year.</p>
	<p>Priority 5 Student attendance rates will remain at or above the current 95.0% district-wide (PUSD attendance rates increased by 1.5% - up from 94% in the 2014-2015 school year).</p>
	<p>Reduce chronic absenteeism by 2%. Chronic absenteeism rate was reduced by 4% from 14% in the 2014-2015 school year to 10% in the 2015-2016 school year.</p>
	<p>Reduce middle school dropout rate by 1% (Current rate is 0%)</p> <p>High school dropout rate (Not relevant since we are a K-8 district)</p>
	<p>High school graduation rates (Not relevant since we are a K-8 district)</p> <p>Priority 6 Reduce suspension rates by 2%. Suspension rate was reduced by 2% from 17% in the 2014-2015 school year to 15% in the 2015-2016 school year.</p> <p>Reduce expulsion rates by 2% (Current rate is less than 1%)</p>

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1 FTE Maintenance Worker * Help maintain facilities in good repair	All Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$76,000 (LCFF S&C) (Classified Salaries)
Increase Non- Cap Projects Funding * Help maintain facilities in good repair	All Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$10,000 (LCFF S&C) (Supplies and Materials)
Provide services (babysitting, educational materials, snacks, etc.) to increase positive parental involvement	All Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$4,000 (LCFF S&C) (Classified Salaries)

Purchase subscription to Blackboard Connect to increase school to home communication	All Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$7,500  (LCFF S&C)  (Contracts)
Provide student incentives for school attendance (expanding exploratory offerings, field trips, reward assemblies, supplies, PBIS supports, etc.)	All Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$15,000  (LCFF S&C)  (Supplies and Materials, Field Trips)
Provide home to school transportation for K-8th grade students	All Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$60,000  (LCFF S&C)  (Classified Salaries)
Provide nursing support for K-8th grade students	All Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$101,000  (LCFF S&C)  (Certificated Salaries)

<p>Continue Community Day School (CDS) Program</p> <p>* Provide alternative setting for at-risk students to educationally engage at-risk students</p>	<p>All</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$127,000</p> <p>(LCFF S&amp;C)</p> <p>(Certificated Salaries, Supplies and Materials)</p>
<p>Investigate opportunities to provide online parent access to student data (grades, attendance, etc.)</p>	<p>All</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$1,500</p> <p>(LCFF S&amp;C)</p> <p>(Contracts)</p>
<p>Continue .8 FTE – K-8 Counselor</p> <p>* Provide emotional/academic support for K-8 students</p>	<p>All</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$67,000</p> <p>(LCFF S&amp;C)</p> <p>(Certificated Salaries)</p>
<p>Provide PBIS data for staff, encourage positive student behavior</p>	<p>All</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$5,000</p> <p>(LCFF S&amp;C)</p> <p>(Contrats, Supplies and Materials)</p>

<p>PBIS Site Coordinator (Stipend Position)</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$4,200 (\$1,400 for each school site)  (LCFF S&amp;C)  (Certificated Salaries)</p>
<p>Student Transportation Tracking and Safety Equipment  * Purchase Z Pass, Panic Button, and GPS System</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$5,000  (LCAP S&amp;C)  (Supplies and Materials)</p>
<p><b>LCAP Year 2</b></p>			

<b>Expected Annual Measurable Outcomes:</b>	Priority 1	Maintain or increase by 3% exemplary/good overall facilities rating as measured by the FIT report		
	Priority 3	Increase efforts to engage parents and establish baseline of parent/family participation in school related activities using surveys and attendance at school related activities		
	Priority 5	Student attendance rates will remain at or above the current 94% district-wide		
		Reduce chronic absenteeism (10% of school year) by 2% (Current rate is 10%)		
		Reduce middle school dropout rate by 1% (Current rate is 0%)		
		High school dropout rate (Not relevant since we are a K-8 district)		
		High school graduation rates (Not relevant since we are a K-8 district)		
Priority 6	Reduce suspension rates by 2% (Current rate is 15%)			
	Reduce expulsion rates by 2% (Current rate is less than 1%)			
<b>Actions/Services</b>		<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>

<p>1 FTE Maintenance Worker</p> <p>* Help maintain facilities in good repair</p>	<p>All</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$76,000</p> <p>(LCFF S&amp;C)</p> <p>(Classified Salaries)</p>
<p>Increase Non- Cap Projects Funding</p> <p>* Help maintain facilities in good repair</p>	<p>All</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$10,000</p> <p>(LCFF S&amp;C)</p> <p>(Supplies and Materials)</p>
<p>Provide services (babysitting, educational materials, snacks, etc.) to increase positive parental involvement</p>	<p>All</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$4,000</p> <p>(LCFF S&amp;C)</p> <p>(Classified Salaries)</p>
<p>Purchase subscription to Blackboard Connect to increase school to home communication</p>	<p>All</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$7,500</p> <p>(LCFF S&amp;C)</p> <p>(Contracts)</p>

Provide student incentives for school attendance (expanding exploratory offerings, field trips, reward assemblies, supplies, PBIS supports, etc.)	All Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$15,000  (LCFF S&C)  (Supplies and Materials, Field Trips)
Provide home to school transportation for K-8th grade students	All Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$60,000  (LCFF S&C)  (Classified Salaries)
Provide nursing support for K-8th grade students	All Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$101,000  (LCFF S&C)  (Certificated Salaries)
Continue Community Day School (CDS) Program  * Provide alternative setting for at-risk students to educationally engage at-risk students	All Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$127,000  (LCFF S&C)  (Certificated Salaries, Supplies and Materials)



Investigate opportunities to provide online parent access to student data (grades, attendance, etc.)	All Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$1,500  (LCFF S&C)  (Contracts)
Continue .8 FTE – K-8 Counselor  * Provide emotional/academic support for K-8 students	All Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$67,000  (LCFF S&C)  (Certificated Salaries)
Provide PBIS data for staff, encourage positive student behavior	All Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$5,000  (LCFF S&C)  (Contracts, Supplies and Materials)
PBIS Site Coordinator (Stipend Position)	All Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$4,200 (\$1,400 for each school site)  (LCFF S&C)  (Certificated Salaries)

<p>Student Transportation Tracking and Safety Equipment</p> <p>* Purchase Z Pass, Panic Button, and GPS System</p>	<p>All</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>\$5,000</p> <p>(LCAP S&amp;C)</p> <p>(Materials and Supplies)</p>
<p><b>LCAP Year 3</b></p>			

<b>Expected Annual Measurable Outcomes:</b>	Priority 1	Maintain or increase by 3% exemplary/good overall facilities rating as measured by the FIT report		
	Priority 3	Increase efforts to engage parents and establish baseline of parent/family participation in school related activities using surveys and attendance at school related activities		
	Priority 5	<p>Student attendance rates will remain at or above the current 94% district-wide</p> <p>Reduce chronic absenteeism (10% of school year) by 2% (Current rate is 10%)</p> <p>Reduce middle school dropout rate by 1% (Current rate is 0%)</p> <p>High school dropout rate (Not relevant since we are a K-8 district)</p> <p>High school graduation rates (Not relevant since we are a K-8 district)</p>		
	Priority 6	<p>Reduce suspension rates by 2% (Current rate is 15%)</p> <p>Reduce expulsion rates by 2% (Current rate is less than 1%)</p>		
<b>Actions/Services</b>		<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>

<p>1 FTE Maintenance Worker</p> <p>* Help maintain facilities in good repair</p>	<p>All</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$76,000</p> <p>(LCFF S&amp;C)</p> <p>(Classified Salaries)</p>
<p>Increase Non- Cap Projects Funding</p> <p>* Help maintain facilities in good repair</p>	<p>All</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$10,000</p> <p>(LCFF S&amp;C)</p> <p>(Supplies and Materials)</p>
<p>Provide services (babysitting, educational materials, snacks, etc.) to increase positive parental involvement</p>	<p>All</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$4,000</p> <p>(LCFF S&amp;C)</p> <p>(Classified Salaries)</p>
<p>Purchase subscription to Blackboard Connect to increase school to home communication</p>	<p>All</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$7,500</p> <p>(LCFF S&amp;C)</p> <p>(Contracts)</p>

Provide student incentives for school attendance (expanding exploratory offerings, field trips, reward assemblies, supplies, PBIS supports, etc.)	All Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$15,000  (LCFF S&C)  (Supplies and Materials, Field Trips)
Provide home to school transportation for K-8th grade students	All Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$60,000  (LCFF S&C)  (Classified Salaries)
Provide nursing support for K-8th grade students	All Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$101,000  (LCFF S&C)  (Certificated Salaries)
Investigate opportunities to provide online parent access to student data (grades, attendance, etc.)	All Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$1,500  (LCFF S&C)  (Contracts)

<p>Continue .8 FTE – K-8 Counselor</p> <p>* Provide emotional/academic support for K-8 students</p>	<p>All</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$67,000</p> <p>(LCFF S&amp;C)</p> <p>(Certificated Salaries)</p>
<p>Provide PBIS data for staff, encourage positive student behavior</p>	<p>All</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$5,000</p> <p>(LCFF S&amp;C)</p> <p>(Contracts, Supplies and Materials)</p>
<p>Continue Community Day School (CDS) Program</p> <p>* Provide alternative setting for at-risk students to educationally engage students</p>	<p>All</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$127,000</p> <p>(LCFF S&amp;C)</p> <p>(Certificated Salaries, Supplies and Materials)</p>
<p>PBIS Site Coordinator (Stipend Position)</p>	<p>All</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$4,200 (\$1,400 for each school site)</p> <p>(LCFF S&amp;C)</p> <p>(Certificated Salaries)</p>

<p>Student Transportation Tracking and Safety Equipment</p> <p>* Purchase Z Pass, Panic Button, and GPS System</p>	<p>All</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>\$5,000</p> <p>(LCAP S&amp;C)</p> <p>(Supplies and Materials)</p>
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<b>GOAL:</b>	Create an Environment that Values and Supports Professional Growth of all Staff Members to Include Attracting, Motivating, and Retaining Highly Qualified Staff Members		Related State and/or Local Priorities: X 1 _2 _3 _4 _5 _6 _7 _8 Local: N/A
<b>Identified Need:</b>	To Ensure Ongoing Attraction, Motivation, and Retention of Highly Qualified Staff Members		
<b>Goal Applies to:</b>	<b>Schools:</b>	All	
	<b>Grades:</b>	All	
	<b>Applicable Pupil Subgroups:</b>	All	
<b>LCAP Year 1</b>			
<b>Expected Annual Measurable Outcomes:</b>	Priority 1 All teachers will be correctly assigned (Currently, 100% of teachers are correctly assigned and appropriately credentialed)		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
All Teachers will be Correctly Assigned (Priority 1)	All  Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$0



<p>Stipends for BTSA Support Teachers (Six Teachers)</p> <p>* Help attract and retain highly qualified teachers</p>	<p>All</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$11,000</p> <p>(LCFF S&amp;C)</p> <p>(Certificated Salaries)</p>
<p>Provide BTSA for New Teachers</p> <p>* Help attract and retain highly qualified teachers</p>	<p>All</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$7,000</p> <p>(LCFF S&amp;C)</p> <p>(Certificated Salaries)</p>
<p>Help attract and retain highly qualified teachers (Ed. Specialist, Science, Math, SLP, etc.) \$5,000 over two year period</p>	<p>All</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$10,000</p> <p>(LCFF S&amp;C)</p> <p>(Certificated Salaries)</p>
<p>Incentive (\$1,000) for Providing Early Written Retirement Notice (by Jan. 30th of Each Year)</p> <p>Help attract highly qualified teachers at an early date</p>	<p>All</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$10,000</p> <p>(LCFF S&amp;C)</p> <p>(Certificated Salaries)</p>

<p>Attend Job Fairs</p> <p>* Help attract and retain highly qualified teachers</p>	<p>All</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$1000</p> <p>(LCFF S&amp;C)</p> <p>(Contracts)</p>	
<p>Purchase EdJoin Subscription</p> <p>* Help attract and retain highly qualified teachers</p>	<p>All</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$300</p> <p>(LCFF S&amp;C)</p> <p>(Contracts)</p>	
<p><b>LCAP Year 2</b></p>				
<p><b>Expected Annual Measurable Outcomes:</b></p>	<p>Priority 1 All teachers will be correctly assigned (Currently, 100% of teachers are correctly assigned and appropriately credentialed)</p>			
<p><b>Actions/Services</b></p>		<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>
<p>All Teachers will be Correctly Assigned (Priority 1)</p>		<p>All</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$0</p>

<p>Stipends for BTSA Support Teachers (Six Teachers)</p> <p>* Help attract and retain highly qualified teachers</p>	<p>All</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$11,000</p> <p>(LCFF S&amp;C)</p> <p>(Certificated Salaries)</p>
<p>Provide BTSA for New Teachers</p> <p>* Help attract and retain highly qualified teachers</p>	<p>All</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$7,000</p> <p>(LCFF S&amp;C)</p> <p>(Certificated Salaries)</p>
<p>Signing Bonus (\$5,000) for Hard to Get Credentials (Distributed over a 2 year period)</p> <p>Help attract and retain highly qualified teachers (Ed. Specialist, Science, Math, SLP, etc.)</p>	<p>All</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$10,000</p> <p>(LCFF S&amp;C)</p> <p>(Certificated Salaries)</p>
<p>Incentive (\$1,000) for Providing Early Written Retirement Notice (by Jan. 30th of Each Year)</p> <p>Help attract highly qualified teachers at an early date</p>	<p>All</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$10,000</p> <p>(LCFF S&amp;C)</p> <p>(Certificated Salaries)</p>

Help attract and retain highly qualified teachers	All Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$1000  (LCFF S&C)  (Contracts)
Purchase EdJoin Subscription  * Help attract and retain highly qualified teachers	All Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$300  (LCFF S&C)  (Contracts)
<b>LCAP Year 3</b>			
<b>Expected Annual Measurable Outcomes:</b>	Priority 1 All teachers will be correctly assigned (Currently, 100% of teachers are correctly assigned and appropriately credentialed)		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
All Teachers will be Correctly Assigned (Priority 1)	All Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$0

<p>Stipends for BTSA Support Teachers (Six Teachers)</p> <p>* Help attract and retain highly qualified teachers</p>	<p>All</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$11,000</p> <p>(LCFF S&amp;C)</p> <p>(Certificated Salaries)</p>
<p>Provide BTSA for New Teachers</p> <p>* Help attract and retain highly qualified teachers</p>	<p>All</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$7,000</p> <p>(LCFF S&amp;C)</p> <p>(Certificated Salaries)</p>
<p>Signing Bonus (\$5,000) for Hard to Get Credentials (Distributed over a 2 year period)</p> <p>Help attract and retain highly qualified teachers (Ed. Specialist, Science, Math, SLP, etc.)</p>	<p>All</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$10,000</p> <p>(LCFF S&amp;C)</p> <p>(Certificated Salaries)</p>
<p>Incentive (\$1,000) for Providing Early Written Retirement Notice (by Jan. 30th of Each Year)</p> <p>Help attract highly qualified teachers at an early date</p>	<p>All</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$10,000</p> <p>(LCFF S&amp;C)</p> <p>(Certificated Salaries)</p>

<p>Attend Job Fairs</p> <p>* Help attract and retain highly qualified teachers</p>	<p>All</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$1000</p> <p>(LCFF S&amp;C)</p> <p>(Contracts)</p>
<p>Purchase EdJoin Subscription</p> <p>* Help attract and retain highly qualified teachers</p>	<p>All</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$300</p> <p>(LCFF S&amp;C)</p> <p>(Contracts)</p>

## Annual Update

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

### Guiding Questions:

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

<b>Original Goal from prior year LCAP:</b>	Develop a Rigorous and Challenging Academic Program that Prepares Students for High School, College, and/or Career Success While Incorporating 21st Century Skills and Technologies		Related State and/or Local Priorities: X 1 X 2 _3 X 4 _5 _6 X 7 X 8 Local:
Goal Applies to:	Schools:	All	
	Grades:	All	
	Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	Priority 1 <ul style="list-style-type: none"> <li>• Maintain 100% compliance of student accessibility to State Standards aligned</li> </ul>	Actual Annual Measurable Outcomes:	Priority 1 100% compliance of student accessibility to State Standards aligned instructional materials as measured by William's review

- instructional materials as measure by William's review or district self-assessment
- Maintain 0% of teachers being mis-assigned

## Priority 2

- 100% of teachers will be trained to effectively deliver adopted math curriculum with an emphasis on EL student access to curriculum and technology

## Priority 4

- Establish baseline for reading performance of students in grades K-8 (district is adopting new local assessments that support Common Core adoptions)
- Establish baseline for math performance of students in grades K-8 (district is adopting new local assessments that support Common Core adoptions)
- Performance on standardized tests: 2015-16 first official administration of CAASPP – No data is available to assess growth until Fall 2017
- Score on Academic Performance Index (API); The district will establish local benchmarks and multiple measures to gauge progress
- English Proficiency – An average of 50% of EL students will increase one level as measured by district CELDT results
- EL Reclassification Rate – A minimum of 2% of EL students will be reclassified as FEP (Fluent English Proficient) each year
- Share of students that pass AP exams with 3 or higher (Not relevant since we are a K-8 district)
- Share of students determined to be prepared for college by the EAP (not relevant since we are a K-8 district)

## Priority 7

Maintained 0% of teachers being mis-assigned

## Priority 2

100% of teachers were trained to effectively deliver adopted math curriculum with an emphasis on EL student access to curriculum and technology

## Priority 4

Established baseline for reading performance of students in grades K-8 (MAP Scores)

Grade	Mean RIT Score
K	150.6
1	166.9
2	178.6
3	190.3
4	197.5
5	200.3
6	207.2
7	214.6
8	215.4 (Language Arts)

Established baseline for math performance of students in grades K-8 (MAP Scores)

Grade	Mean RIT Score
K	150.5



- 100% of students will be appropriately placed in grade level courses

Priority 8

- Percentage of 7th grade students who successfully maintain a GPA of 2.0 in end of year cumulative grade point average will increase by 2% Current rate is 83.33%

1	168.6
2	181.2
3	192.0
4	198.8
5	208.4
6	209.7
7	216.9
8	216.9

Performance on standardized tests: 2015-16 first official administration of CAASPP – No data is available to assess growth until Fall 2016

Score on Academic Performance Index (API); No data is available to assess growth until Fall 2016

English Proficiency – An average of 50% of EL students increased one level as measured by district CELDT results during the 1516 school year

EL Reclassification Rate – 15% of EL students were reclassified as FEP (Fluent English Proficient) during the 1516 school year

Share of students that pass AP exams with 3 or higher (Not relevant since we are a K-8 district)

Share of students determined to be prepared for college by the EAP (not relevant since we are a K-8 district)

Priority 7

100% of students were appropriately placed in grade

			level courses
			Priority 8
			Percentage of 7th grade students who successfully maintained a GPA of 2.0 in end of year cumulative grade point average increased by 8% - Current rate is 91%
<b>LCAP Year: 2015-16</b>			
<b>Planned Actions/Services</b>		<b>Actual Actions/Services</b>	
	<b>Budgeted Expenditures</b>		<b>Estimated Actual Annual Expenditures</b>
Continue funding K-3 1 FTE Reading Intervention Teacher: <ul style="list-style-type: none"> <li>Conducts small group instruction with at-risk students (literacy) as identified by DIBELS Assessment</li> </ul> Add .5 FTE Reading Intervention Teacher <ul style="list-style-type: none"> <li>Conducts small group instruction with at-risk students (literacy) as identified by DIBELS Assessment</li> </ul>	\$97,000 LCFF S&C  \$29,000 LCF F S&C	Provided (1.5 FTE) Reading Intervention Teacher	\$116,200  (LCFF S&C)
<b>Scope of service:</b>	Helen Wilcox Elementary Grades: K, 1st, 2nd, 3rd	<b>Scope of service:</b>	Helen Wilcox Elementary Grades: K, 1st, 2nd, 3rd

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Continue 6-8 (.5 FTE) Academic Intervention Teacher <ul style="list-style-type: none"> <li>Provides Reading/ELA/Math intervention services to at-risk 6-8th grade students as identified by grade level benchmark/state assessments</li> </ul>		\$34,000 LCFF S&C	Employed Academic Intervention Teacher (.5 FTE) for Grades 6-8		\$34,622 (LCFF S&C)
<b>Scope of service:</b>	Palermo Middle School Grades: 6th, 7th, 8th		Scope of service:	Palermo Middle School Grades: 6th, 7th, 8th	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Add K-3 (1FTE) Education Specialist Teacher <ul style="list-style-type: none"> <li>Provides Reading/ELA/Math intervention services to at-risk K-3rd grade students as identified by grade level benchmark/state assessments</li> </ul>		\$69,000 LCFF S&C	Hired (1 FTE) Education Specialist Teacher for K-3rd Grade		\$61,000 (LCFF S&C)
<b>Scope of service:</b>	Helen Wilcox Elementary Grades: K, 1st, 2nd, 3rd		Scope of service:	Helen Wilcox Elementary Grades: K, 1st, 2nd, 3rd	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Continue K-8 Paraprofessional Services provide academic support/intervention in EL/Reading/ELA/Math for at-risk students		\$215,000 Title 1  \$120,000 LCFF S&C	Provided (K-8) Paraprofessional Services	\$199,700 (Title I)  \$119,600 (LCFF S&C)	
<b>Scope of service:</b>	District-Wide  Grades: All		Scope of service:	District-Wide  Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Continue Class Size Reduction (K-3rd grade) <ul style="list-style-type: none"> <li>Provide reduced class sizes (24 to 1) for students in grades K-3rd</li> </ul>		\$177,000 LCFF S&C	Reduced Class Sizes (24 to 1) in Grades K-3	\$179,600 (LCFF S&C)	
<b>Scope of service:</b>	Helen Wilcox  Grades: K, 1st, 2nd, 3rd		Scope of service:	Helen Wilcox  Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Continue After School Tutoring Services for 6-8th Grade <ul style="list-style-type: none"> <li>Provide academic support EL/Reading/ELA/Math for at-risk students</li> </ul>		\$22,000 Title 1	Provided After School Tutoring for 6-8th Grades		\$24,000 (Title I)
<b>Scope of service:</b>	Palermo Middle School Grades: 6th, 7th, 8th		Scope of service:	Palermo Middle School Grades: 6th, 7th, 8th	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Continue IT Support <ul style="list-style-type: none"> <li>Provide technology services to students/staff to maintain/continue access to curriculum to meet the needs of Common Core implementation and CAASPP related requirements</li> </ul>		\$125,000 LCFF S&C	Provided IT Support		\$125,000 (LCFF S&C)
<b>Scope of service:</b>	District-Wide Grades: All		Scope of service:	District-Wide Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Add ½ Hour to Academic Tutor Schedules <ul style="list-style-type: none"> <li>Provide academic support/intervention in reading for at-risk students</li> </ul>		\$2,702 Title I	Added 1/2 Hour to Academic Tutor Schedules		\$2,702 (Title I)
<b>Scope of service:</b>	Helen Wilcox Elementary Grades: 1st, 2nd, 3rd		Scope of service:	Helen Wilcox Elementary Grades: 1st, 2nd, 3rd	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
PE Teacher (K-5th grade) <ul style="list-style-type: none"> <li>Provide physical fitness education for K-5th grade students to meet the needs of 5th grade physical fitness testing</li> </ul>		\$68,000 LCFF S&C	Employed (1.0 FTE) PE Teacher		\$100,400 (LCFF S&C)
<b>Scope of service:</b>	Helen Wilcox & Golden Hills Elementary Grades: K, 1st, 2nd, 3rd, 4th, 5th		Scope of service:	Helen Wilcox & Golden Hills Elementary Grades: K, 1st, 2nd, 3rd, 4th, 5th	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Purchase Reading/Writing/ELA/Math Supplemental Materials <ul style="list-style-type: none"> <li>Provide supplemental materials for Common Core implementation</li> </ul>		\$50,000 LCFF S&C	Purchased Reading/Writing/ELA/Math Supplemental Materials		\$43,000 (LCFF S&C)
<b>Scope of service:</b>	District-Wide  Grades: All		Scope of service:	District-Wide  Grades: All	
_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
All EL Students will Attain Proficiency in English <ul style="list-style-type: none"> <li>Purchase EL materials to supplement Common Core implementation</li> </ul>		\$3,000 LCFF S&C	Purchased EL Materials to Support Common Core Implementation		\$175 (LCFF S&C)
<b>Scope of service:</b>	District-Wide  Grades: All		Scope of service:	District-Wide  Grades: All	

_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
Adopt Common Core aligned math curriculum <ul style="list-style-type: none"> <li>Provide Common Core aligned math materials for K-8th grade students</li> </ul>		\$150,000 LCFF S&C	Adopted Common Core Math Curriculum	\$168,000 (LCFF S&C)
<b>Scope of service:</b>	District-Wide  Grades: All		Scope of service:	District-Wide  Grades: All
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
Adopt a Vertically Aligned Benchmark Assessment Program <ul style="list-style-type: none"> <li>Locate and adopt a vertically aligned benchmark assessment program for ELA/Math (CCS and CAASPP aligned)</li> </ul>		\$10,000 LCFF S&C	Adopted Benchmark Assessment System	\$28,000 (LCFF S&C)
<b>Scope of service:</b>	District-Wide  Grades: All		Scope of service:	District-Wide  Grades: All



X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Purchase Updated Technology <ul style="list-style-type: none"> <li>Update staff/student technology district-wide (computers, projectors, Smart boards, software, etc.)</li> </ul>		\$100,000 LCFF S&C	Purchased Staff/Student Technology (Computers, projectors, Smart boards, etc.)		\$96,200 (LCFF S&C)
<b>Scope of service:</b>	District-Wide  Grades: All		Scope of service:	District-Wide  Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Staff Professional Development <ul style="list-style-type: none"> <li>Provide staff development for staff to meet the needs of Common Core implementation</li> </ul>		\$38,000 Title 1	Provided Staff Development for Common Core Implementation		\$12,400 (Title I)
<b>Scope of service:</b>	District-Wide  Grades: All		Scope of service:	District-Wide  Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
PLC Time (Professional Learning Communities) <ul style="list-style-type: none"> <li>Provide time for staff members to form/develop professional learning communities</li> </ul>		\$20,000 LCFF S&C	Provided PLC Time for Staff	\$20,000 (LCFF S&C)
<b>Scope of service:</b>	District-Wide  Grades: All		Scope of service:	District-Wide  Grades: All
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
Field Trips for K-8 students <ul style="list-style-type: none"> <li>Provide opportunities to enhance common core curriculum (Math, History, Science, STEM activities, etc.)</li> </ul>		\$10,000 LCFF S&C	No field trips were paid for with LCAP monies	\$0
<b>Scope of service:</b>	District-Wide  Grades: All		Scope of service:	District-Wide  Grades: All

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
2 FTE. – Library Techs <ul style="list-style-type: none"> <li>Provide library support services to enhance common core curriculum (Math, History, Science, STEM activities, etc.)</li> </ul>		\$97,000 LCFF S&C	Employed (2 FTE) Library Techs		\$96,000 (LCFF S&C)
<b>Scope of service:</b>	District-Wide  Grades: All		Scope of service:	District-Wide  Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
.25 FTE. – EL Support Teacher <ul style="list-style-type: none"> <li>Provide support services for EL students in ELA and Math</li> </ul>		\$21,000 LCFF S&C	Employed (.25 FTE) EL Support SupportTeacher		\$21,600 (LCFF S&C)
<b>Scope of service:</b>	District-Wide  Grades: All		Scope of service:	District-Wide  Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
.20 FTE. – EL Coordinator <ul style="list-style-type: none"> <li>Coordinate/Implement EL services and programs district-wide</li> </ul>		\$23,000 LCFF S&C	Provided (.20 FTE) EL Coordinator		\$24,200 (LCFF S&C)
<b>Scope of service:</b>	District-Wide  Grades: All		Scope of service:	District-Wide  Grades: All	
_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Continue Independent Study Program <ul style="list-style-type: none"> <li>Provide alternative educational services for all students</li> </ul>		\$70,000 LCFF S&C	Continued Independent Study Program		\$65,700 (LCFF S&C)
<b>Scope of service:</b>	District-Wide  Grades: All		Scope of service:	District-Wide  Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other
<b>What changes in actions, services, and expenditures</b>	Fully implement class size reduction K-3 and add (1.0 FTE) physical education teacher (K-5).	

<b>Original Goal from prior year LCAP:</b>	Create a Physical, Emotional, and Safe Environment for all Students that Incorporates Parental Involvement		Related State and/or Local Priorities: X 1 _2 X 3 _4 X 5 X 6 _7 _8 Local:
Goal Applies to:	Schools:	All	
	Grades:	All	
Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	Priority 1 <ul style="list-style-type: none"> <li>Maintain or increase by 3% exemplary/good overall facilities rating as measured by the FIT report.</li> </ul> Priority 3 <ul style="list-style-type: none"> <li>Increase efforts to engage parents and establish baseline of parent/family participation in school related activities using surveys and attendance at school related activities.</li> </ul> Priority 5	Actual Annual Measurable Outcomes:	Priority 1 15/16 FIT report was good/exemplary in all areas  Priority 3 Increased efforts to engage parents and established baseline of parent/family participation in school related activities using surveys and attendance at school related activities

- Student attendance rates will remain at or above the current 94% district-wide.
- Reduce chronic absenteeism (20+ days per year) by 2% (Current rate is 10%)
- Reduce middle school dropout rate by 1% (Current rate is 0%)
- High school dropout rate (Not relevant since we are a K-8 district)
- High school graduation rates (Not relevant since we are a K-8 district)

#### Priority 6

- Reduce suspension rates by 2% (Current rate is 15%)
- Reduce expulsion rates by 2% (Current rate is less than 1%)

Priority 5 Student attendance rates will remain at or above the current 95.0% district-wide (PUSD attendance

rates increased by 1.5% - up from 94% in the 2014-2015 school year).

Reduce chronic absenteeism by 2%. Chronic absenteeism rate was reduced by 4% from 14% in

the 2014-2015 school year to 10% in the 2015-2016 school year.

Reduce middle school dropout rate by 1% (Current rate is 0%)

High school dropout rate (Not relevant since we are a K-8 district)

High school graduation rates (Not relevant since we are a K-8 district)

Priority 6 Reduce suspension rates by 2%. Suspension rate was reduced by 2% from

17% in the 2014-2015 school year to 15% in the 2015-2016 school year.

Reduce expulsion rates by 2% (Current rate is less than 1%)

LCAP Year: 2015-16					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
1 FTE Maintenance Worker		\$73,000 LCFF S&C	Employed (1 FTE) Maintenance Worker		\$75,004 (LCFF S&C)
<ul style="list-style-type: none"> <li>Help maintain facilities in good repair</li> </ul>					
<b>Scope of service:</b>	District-Wide  Grades: All		Scope of service:	District-Wide  Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Increase Non- Cap Projects Funding		\$10,000 LCFF S&C	Funded Non-Cap Projects		\$10,000 (LCFF S&C)
<ul style="list-style-type: none"> <li>Help maintain facilities in good repair</li> </ul>					
<b>Scope of service:</b>	District-Wide  Grades: All		Scope of service:	District-Wide  Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Provide services/materials to increase parental involvement  <ul style="list-style-type: none"> <li>Provide services (babysitting, educational materials, snacks, etc.) to increase positive parental involvement</li> </ul>		\$3,860 LCFF S&C	No LCAP Money was Spent on Services/Materials to Increase Parental Involvement		\$0
<b>Scope of service:</b>	District-Wide  Grades: All		Scope of service:	District-Wide  Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Purchase subscription to Blackboard Connect  <ul style="list-style-type: none"> <li>Purchase subscription to Blackboard Connect to increase school to home communication</li> </ul>		\$7,500 LCFF S&C	Purchased Subscription to Blackboard Connect		\$7,088  (LCFF S&C)
<b>Scope of service:</b>	District-Wide  Grades: All		Scope of service:	District-Wide  Grades: All	



X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Provide Student incentives for School Attendance <ul style="list-style-type: none"> <li>Provide student incentives for school attendance (expanding exploratory offerings, field trips, reward assemblies, supplies, PBIS supports, etc.)</li> </ul>		\$15,000 LCFF S&C	Provided Student Incentives for School Attendance		\$5,700 (LCFF S&C)
<b>Scope of service:</b>	District-Wide  Grades: All		Scope of service:	District-Wide  Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Home to School Transportation <ul style="list-style-type: none"> <li>Provide home to school transportation for K-8th grade students</li> </ul>		\$58,000 LCFF S&C	Provided Home to School Transportation for Students		\$65,000 (LCFF S&C)
<b>Scope of service:</b>	District-Wide  Grades: All		Scope of service:	District-Wide  Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Continue 1 FTE school nurse Support <ul style="list-style-type: none"> <li>Provide nursing support for K-8th grade students</li> </ul>		\$95,000 LCFF S&C	Employed (1 FTE) School Nurse		\$101,800 (LCFF S&C)
<b>Scope of service:</b>	District-Wide  Grades: All		Scope of service:	District-Wide  Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Continue Community Day School (CDS) Program <ul style="list-style-type: none"> <li>Provide alternative setting for at-risk students to educational engage at-risk students</li> </ul>		\$175,000 LCFF S&C	Continued Community Day School (CDS) Program		\$125,000 (LCFF S&C)
<b>Scope of service:</b>	District-Wide  Grades: All		Scope of service:	District-Wide  Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Online Parent Access to Student Data <ul style="list-style-type: none"> <li>Investigate opportunities to provide online parent access to student data (grades, attendance, etc.)</li> </ul>		\$1,500 LCFF S&C	Investigated Opportunities to Provide Online Parent Access to Student Data (grades, attendance, etc.)		\$0
<b>Scope of service:</b>	District-Wide  Grades: All		<b>Scope of service:</b>	District-Wide  Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Provide up to Date and Relevant Information for Parents and Community Members <ul style="list-style-type: none"> <li>Provide stipend for staff members to maintain websites with up to date and relevant information for parents and community members.</li> </ul>		\$4,500 LCFF S&C	Provided up to Date and Relevant Information for Parents and Community Members		\$0
<b>Scope of service:</b>	District-Wide  Grades: All		<b>Scope of service:</b>	District-Wide  Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
Increase by .2 FTE – K-8 Counselor <ul style="list-style-type: none"> <li>Provide emotional/academic support for K-8 students</li> </ul>		\$45,000 LCFF S&C	Did Not Increase Counseling by .2 FTE	\$0
<b>Scope of service:</b>	District-Wide  Grades: All		Scope of service:	N/A  Grades: All
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	

<b>What changes in actions, services, and expenditures</b>	<p>Add PBIS site coordinator positions (stipend positions) at each school site and purchase transportation tracking and safety equipment for buses.</p> <p>Field trip monies were not spent. Money was used from other sources to provide field trips experiences for students.</p> <p>Providing services/materials to increase parental involvement monies were not spent. Money was used from other sources to provide services/materials.</p> <p>The district investigated opportunities to provide online access to student data (the investigation did not cost any money).</p> <p>Providing up to date and relevant information monies were not spent. Money was used from other sources to provide up to date and relevant information</p> <p>.2 FTE Counseling monies were not spent. The district was unable to find .2 FTE employee to fill position.</p>
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<b>Original Goal from prior year LCAP:</b>	Create an Environment that Values and Supports Professional Growth of all Staff Members to Include Attracting, Motivating, and Retaining Highly Qualified Staff Members			Related State and/or Local Priorities: X 1 _2 _3 _4 _5 _6 _7 _8 Local:
Goal Applies to:	Schools:	All		
	Grades:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	Priority 1	Actual Annual Measurable Outcomes:	Priority 1	
	<ul style="list-style-type: none"> <li>All teachers will be correctly assigned (Currently, 100% of teachers are correctly assigned and appropriately credentialed)</li> </ul>		All teachers were correctly assigned during the 15/16 school year	
<b>LCAP Year: 2015-16</b>				
<b>Planned Actions/Services</b>			<b>Actual Actions/Services</b>	
	<b>Budgeted Expenditures</b>		<b>Estimated Actual Annual Expenditures</b>	
All Teachers will be Correctly Assigned (Priority 1)	\$0	All Teachers Were Correctly Assigned	\$0	
<b>Scope of service:</b>	District-Wide "All teachers will be correctly assigned pursuant to Education Code 44258.9  Grades: All	<b>Scope of service:</b>	District-Wide  Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Stipends for BTSA Support Teachers <ul style="list-style-type: none"> <li>Help attract and retain highly qualified teachers</li> </ul>		\$12,000 LCFF S&C	Provided Stipends for BTSA Support Teachers	\$7,820 (LCFF S&C)	
<b>Scope of service:</b>	District-Wide  Grades: All		Scope of service:	District-Wide  Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Provide BTSA for New Teachers <ul style="list-style-type: none"> <li>Help attract and retain highly qualified teachers</li> </ul>		\$7,000 LCFF S&C	Provided BTSA for New Teachers	\$7,500 (LCFF S&C)	
<b>Scope of service:</b>	District-Wide  Grades: All		Scope of service:	District-Wide  Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Signing Bonus (\$5,000) for Hard to Get Credentials (Distributed over a 2 year period) <ul style="list-style-type: none"> <li>Help attract and retain highly qualified teachers (Ed. Specialist, Science, Math, SLP, etc.)</li> </ul>		\$10,000 LCFF S&C	Provided Signing Bonus for Hard to Get Credentials		\$7,500 (LCFF S&C)
<b>Scope of service:</b>	District-Wide  Grades: All		<b>Scope of service:</b>	District-Wide  Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Incentive (\$1,000) for Providing Early Written Retirement Notice (by Jan. 30th of Each Year) <ul style="list-style-type: none"> <li>Help attract highly qualified teachers at an early date</li> </ul>		\$10,000 LCFF S&C	Provided \$1,000 Incentive for Providing Early Written Retirement Notification		\$4,000 (LCFF S&C)
<b>Scope of service:</b>	District-Wide  Grades: All		<b>Scope of service:</b>	District-Wide  Grades: All	



X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Attend Job Fairs <ul style="list-style-type: none"> <li>Help attract and retain highly qualified teachers</li> </ul>		\$1,000 LCFF S&C	Did Not Attend Job Fairs		\$0
<b>Scope of service:</b>	District-Wide Grades: All		Scope of service:	District-Wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Purchase EdJoin Subscription <ul style="list-style-type: none"> <li>Help attract and retain highly qualified teachers</li> </ul>		\$300 LCFF S&C	Purchased Ed Join Subscription		\$300 (LCFF S&C)
<b>Scope of service:</b>	District-Wide Grades: All		Scope of service:	District-Wide Grades: All	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>
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<b>What changes in actions, services, and expenditures</b>	No monies were spent on attending job fairs. Local job fairs were "full" by the time needs were identified
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**Section 3: Use of Supplemental and Concentration Grant funds and Proportionality**

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

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

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

<b>Total amount of Supplemental and Concentration grant funds calculated:</b>	2314225
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LCAP expenditures for 2016-17 include:

Counseling services

IT tech services

1.0 FTE maintenance personnel

EL Support

Community Day School

Nursing services

Instructional Aide Support

Supplemental instructional materials

Deferred maintenance projects

Beginning Teacher Support

Due to the district's high unduplicated student percentage (over 83%) the district will use LCAP funds to provide district wide support for counseling services, IT tech services, increased maintenance staffing, alternative education programs including community day school and independent study, nursing services, instructional aide support, beginning teacher support and transportation services. The district feels that all of these services will increase student academics either directly or indirectly. Facilities in good condition is a state priority. Maintaining facilities in good condition allows for a productive learning environment. Physically and mentally healthy students contribute to an increased ability for students to succeed academically. Highly qualified teachers is also a state priority therefore the district used LCAP funding to support beginning teachers. Good attendance is a factor in academic success. Providing transportation for all students increases attendance.

- 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.

26.42	%
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With supplemental and concentrated funding in the amount of \$2,314,225, low income students, foster youth, and English learners will receive increased services by the Minimally Proportionality Percentage of 26.42% through increases to RtI2 (Response to Intervention), increased PBIS services, family engagement, a 1.5 FTE reading intervention teacher, after school academic tutoring and support, standards based professional development for teachers, and providing access to standards based curriculum and instruction.

### 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).