

Introduction:**Rosedale FOCUS* & Action Steps Executive Summary**

*For Our Children's Ultimate Success

Focus #1: Student Outcomes: *All students will make progress towards grade level mastery and college/career readiness through effective classroom instruction, intervention, and data analysis in order to support full access to the California Content Standards.*

Action Steps:

- Continue expanded ELA and Math blocks at the middle schools.
- Maintain reduced class sizes in grades 4-6 (30:1 with a district average of 28) and 7-8 (33:1 with no more than 180 student contacts daily) in core classes.
- Continue to provide intervention teacher tutors.
- Continue instructional aide support for Tiers of Intervention with expansion to middle schools.
- Continue Program Facilitator to support Tier Intervention teacher tutors.
- Maintain software for Tier Intervention.
- Continue Dean of Students/Intervention at the elementary schools. (Role of the Dean is to monitor and interpret data for school site staff and provide services to unduplicated students)
- Maintain a Student Learning Management and Information System with Parent Portal. (System will include AIMSWeb and CFA Data)
- Explore implementation of intervention summer school for identified students.
- Develop a plan to address students at risk of failing math.

Focus #2: Conditions of Learning: *All students will have access to a high-quality curriculum provided by highly effective teachers, support staff, and leaders in all subject areas.*

Action Steps:

- Continue District Grade Level Mentors in ELA and Math in grades K-8 and Science and Social Studies in Grades 7-8.
- Continue Technology Mentors (1-Primary, 1-Intermediate, 1-Middle) with additional on site assistance.

- Continue middle school art program.
- Continue elementary classroom music program.
- Continue PE teachers for grades 4-6.
- Maintain fully credentialed, EL certified, and appropriately assigned staff.
- Continue professional development sessions/trainings to meet the needs of students, staff, and administrators.
- Continue instructional materials/supplies/program flexibility to school sites and increased library funding distributed according to unduplicated pupil count.
- Maintain a digital citizenship curriculum.
- Implement technology enhanced instruction (grade level expectations)
- Extend library clerk hours for greater library access

Focus #3: Engagement: *Maintain a climate where all stakeholders are provided a safe and healthy environment and opportunities to be welcomed, informed, involved, and confident in the school and district.*

Action Steps:

- Maintain attendance incentive flag program.
- Continue truancy program (SARB).
- Continue positive behavior support programs (SSA, POP) with expansion of POP to the middle school.
- Continue the Opportunity Program.
- Continue community participation within unduplicated population and parents of students with exceptional needs on the District Advisory Committee (DAC).
- Implement Parent Universities (ie: Math, ELA, technology)

TOTAL SUPPLEMENTAL FUNDING CALCULATIONS

1. The Rosedale Union School District's funds from LCFF based on supplemental grants: \$2,184,506.00. Total expenditures connected to supplemental grant is \$2,486,278.00 This is based on full implementation of the 2016-2017 Rosedale Focus (LCAP). The district will

meet the obligations of this plan by total LCFF funds.

2. The district is expending its LCFF supplemental grant funds as determined by the goals established and its actions for implementing these goals as outlined in this Rosedale Focus/Local Control Accountability Plan (LCAP)

LEA: Rosedale Union Elementary

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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 Rosedale Union School District involved stakeholders in the development of this LCAP through the following processes:

- **January, 2016:** The district reviewed the current LCAP with the Board of Trustees, District Advisory Committee (DAC) and District English Learner Advisory Committee (DELAC).
 - **February 2016:** Each school site notified parents via email communication and phone messenger system to participate in an online input survey. The survey link was accessible via each school's website and inserted in the email notification.
 - **February 2016:** Each school site distributed surveys to students in grades 6-8 regarding their input in regards to their educational experience. Staff also participated in an online survey in which the link was distributed to each staff member via their email account.
 - **March 10, 2016:** The District Superintendent met with the DAC to share and gather input from the results of the Parent, Student, and Staff surveys.
 - **April 2016:** Each school site principal held a parent information and input night where they shared the current LCAP and data collected from the stakeholder surveys. They gathered input in additional actions steps and/or goals for the 2016-2019 LCAP.
 - **March and April 2016:** The District Superintendent, Associate Superintendent, Assistant Superintendent, and Chief Business Officer went to each of the 9 school sites and met with staff to review the current LCAP and data collected from the surveys and provided an opportunity for additional input on action steps towards the needs and goals of the district.
 - **April 2016:** Each school site principal met with their School Site Councils and gathered input from them towards the needs and goals of the district.
 - **May 4, 2016:** The DAC/DELAC met to review the input gathered from the school site staffs, students, parents, and groups as it relates to the 8 State Priorities. The District Superintendent responded to any questions that were generated in writing.
 - **May 10, 2016:** The district presented an initial draft of the LCAP to the School Board of Trustees by means of a Public Hearing. This meeting was conducted during the regularly scheduled board meeting, providing notice of the agenda as required. The Board asked questions and provided input regarding the action steps. The 2016-17 tentative budget was also presented which was aligned to the LCAP.
 - **June 14, 2016:** The district presented the final draft of the LCAP
- **January:** The Board of Trustees, DAC and DELAC all reviewed the current action steps that have been implemented (teacher tutors, class size reduction, technology mentors, etc...) and provided input in regards to the implementation of the action steps within the current LCAP. The DAC is made up of certificated and classified staff, parents from unduplicated group, administrators, and CTA and CSEA Presidents.
 - **February:** The intent of the district was to seek input from stakeholders and conduct a needs assessment to establish status of the current LCAP. Results of the survey were included and summarized in the needs assessment data.
 - **March:** Results of the input sessions were included and summarized in the needs assessment data.
 - **April:** Results of the input sessions were included and summarized in the needs assessment data.
 - **April:** Results from the needs assessment data were presented to each staff as well as the review of current LCAP. The staff provided focus to the action steps related to the LCAP goals.
 - **May:** Results from the meetings were incorporated in the needs assessment that will be presented to the DAC and DELAC providing further focus to the action steps.
 - **May:** Information about the LCAP was presented as well as the data gathered from the surveys. The members of the DAC were then given the opportunity to provide additional action steps as well as prioritizing the action steps generated from previous meetings.
 - **May:** Based upon stakeholder and DAC/DELAC input, the district presented the LCAP to the School Board at the regular scheduled public hearing meeting as posted in the Bakersfield Californian.
 - **June:** Board approved the 2016-19 LCAP and 2016-17 Annual Budget.

to the School Board of Trustees at its regularly scheduled meeting. The Board approved the LCAP along with the 2016-17 District Budget.

Annual Update:

The Rosedale Union School District involved stakeholders in the development of this LCAP through the following processes:

- **January, 2016:** The district reviewed the current LCAP with the Board of Trustees, District Advisory Committee (DAC) and District English Learner Advisory Committee (DELAC). Reviewed current plan and action steps and analyzed the data collected via student assessments and surveys to determine progress made.
- **February 2016:** Each school site notified parents via email communication and phone messenger system to participate in an online input survey. The survey link was accessible via each school's website and inserted in the email notification. This data was collected and shared at future meetings in determining needs for 16-17 LCAP.
- **February 2016:** Each school site distributed surveys to students in grades 6-8 regarding their input in regards to their educational experience. This data was collected and discussed at future planning meetings.
- **March 10, 2016:** The District Superintendent met with the DAC (comprised of parents, parents of unduplicated students, staff, administration, and representatives from both bargaining units) to review the results of the surveys and gathered input of developing the 2016-19 LCAP.
- **April 2016:** Each school site principal held a parent information and input night where they shared the current LCAP and data collected from the stakeholder surveys. They gathered input in additional actions steps and/or goals for the 2015-2018 LCAP.
- **April 2016:** The District Superintendent, Associate Superintendent, Assistant Superintendent, and Chief Business Officer went to each of the 9 school sites and met with staff to review the current LCAP and data collected from the surveys and provided an opportunity for additional input on action steps towards the needs and goals of the district.
- **April 2016:** Each school site principal met with their School Site Councils and gathered input from them towards the needs and goals of the district. All data collected prior to these meetings was shared and additional input was gathered from all stakeholders

Annual Update:

- **January:** The Board of Trustees, DAC and DELAC all reviewed and provided input on the current LCAP in regards to the implemented action steps and the data gathered thus far (attendance rates, ELA and Math scores, etc...). The DAC is made up of certificated and classified staff, parents from unduplicated group, administrators, and CTA and CSEA Presidents. Focus was placed on current actions steps such as teacher tutors, Dean of Students, Learning Management System, class size reduction, etc...).
- **February:** The intent of the district was to seek input from stakeholders and conduct a needs assessment to establish status of the current LCAP. Results of the survey were included and summarized in the needs assessment data and was determined that current action steps such as art sections at middle school, PE teachers, ELA and Math blocks, etc... have been successful.
- **March:** Results of the input sessions were included and summarized in the needs assessment data. Such items included the need for parent universities, summer school for unduplicated students, etc... to be considered in the 16-17 LCAP.
- **April:** Results from the needs assessment data were presented to each staff as well as review of current LCAP. The staff provided focus to the action steps related to the LCAP goals and expressed the desire to keep all current action steps with the consideration of addressing students who are at risk of failing math, expand the POP program to the middle schools and agreed on a district focus of three main goals.
- **May:** Results from the meetings were incorporated in the needs assessment that will be presented to the DAC and DELAC providing further focus to the action steps. This includes the development of grade level expectations in the area of technology, expansion of the POP program at the middle schools, provide instructional aide support at the middle

(unduplicated, special needs, etc)

- **May 4, 2016:** The DAC/DELAC met to review the input gathered from the school site staffs, students, parents, and groups as it relates to the 8 State Priorities. The District Superintendent responded to any questions that were generated in writing. Determination of 16-17 action steps were developed and aligned for presentation to the Board of Trustees and public at the May meeting.
- **May 10, 2016:** The district presented an initial draft of the LCAP to the School Board of Trustees by means of a Public Hearing. This meeting was conducted during the regularly scheduled board meeting, providing notice of the agenda as required. The Board asked questions and provided input regarding the action steps. The 2016-17 tentative budget was also presented which was aligned to the LCAP.
- **June 14, 2016:** The district presented the final draft of the LCAP to the School Board of Trustees at its regularly scheduled meeting. The Board approved the LCAP along with the 2016-17 District Budget.

schools, etc...

- **May:** Based on the outcomes of these meetings, the following was focused on the 2016-19 LCAP: A new District Focus was implemented by consolidating the previous four goals into three new goals which align to the 8 state priorities. The new goals cover: 1) **Student Outcomes**; 2) **Conditions of Learning**; 3) **Engagement**. All previous action steps were reassigned to the new goals. *Additional funds will be increased for instructional aides to assist in Tiers of Intervention at the middle schools. Library funds will also be increased to offset expenditures to help the libraries at each school site. Exploration of Intervention Summer School for 2017 will also be a focus. Math intervention for at risk students failing math is another action step being developed for the 2016-17 LCAP. On site technology assistance will be expanded to include the technology mentors more opportunity to assist staff at the various school sites. In addition to the on site assistance, grade level expectations for technology skills will also be developed. With the success of POP at the elementary schools, expansion to the middle schools will also be implemented in 2016-17. Finally, implementation of Parent Universities will also be conducted to assist parents with more understanding of the math, ELA, and technology implementations.*

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?

GOAL:	1: Student Outcomes: <i>All students will make progress towards grade level mastery and college/career readiness through effective classroom instruction, intervention and data analysis in order to support full access to the California Content Standards.</i>		Related State and/or Local Priorities: _1 _2 _3 X 4 _5 _6 _7 X 8 Local: Focus #1
Identified Need:	75% of all students in the area of ELA (Reading/Language) and 75% of all students in the area of Math have made sufficient progress towards college and career readiness as evidenced by AIMSWeb spring benchmark.		
Goal Applies to:	Schools:	All TK-6 and 7-8 Schools Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th	
	Applicable Pupil Subgroups:	All	
LCAP Year 1			

<p>Expected Annual Measurable Outcomes:</p>	<p>Priority 4: 76% of all students will be proficient in the area of ELA and 76% of all students will make progress towards college and career readiness in the area of Math based on data collected by AIMSWeb, Common Formative Assessments (CFA), CAASPP (58% ELA, 49% Math), and CST (74%).. ELD instruction of 30 minutes per day will continue to be provided. -API: N/A -Students successfully completed A-G courses: N/A -EL students who progress toward English prof: 46% -EL reclassification rate: 25% -Students who have passed the AP Exam: N/A -Percentage of students in a college preparedness path: N/A</p> <p>Priority 8: Based on our district's LEA PI plan, 82 of 85 actions will be completed and 3 actions will be in progress which include AIMSWeb, and CFA Assessments.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>Continue to Provide Intervention Tutors principally directed to the needs of unduplicated students.</p>	<p>LEA-wide Grades: 1st, 2nd, 3rd, 4th, 5th, 6th</p>	<p><input type="checkbox"/> All ----- <input checked="" 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 checked="" 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>\$221,201 LCFF S/C Certificated Salaries \$27,000 Benefits</p>
<p>Continue expanded ELA and Math block at middle school</p>	<p>LEA-wide Grades: 7th, 8th</p>	<p><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</p>	<p>\$314,863 LCFF Base Certificated Salaries \$36,000 Benefits</p>

<p>Continue Instructional Aide support for Tiers of Intervention with expansion to middle school principally directed to the needs of unduplicated students</p>	<p>LEA-wide Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th</p>	<p><input type="checkbox"/> All ----- <input checked="" 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 checked="" 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>\$148,477 LCFF S/C Classified Salaries \$25,900 Benefits</p>
<p>Maintain Reduced class sizes in grades 4-6 (30:1) and 7-8 (33:1 with no more than 180 student contacts daily) in core classes</p>	<p>LEA-wide Grades: 4th, 5th, 6th, 7th, 8th</p>	<p><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</p>	<p>\$322,810 LCFF Base Certificated Salaries \$86,000 Benefits</p>
<p>Continue Program Facilitator to support Tiers of Intervention Tutors</p>	<p>LEA-wide Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 6th</p>	<p><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</p>	<p>\$85,785 LCFF S/C Certificated Salaries \$28,500 Benefits</p>

<p>Maintain software for Tiers of Intervention</p>	<p>LEA-wide</p> <p>Grades: TK, K, 1st, 2nd, 3rd, 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>\$30,000</p> <p>LCFF S/C</p> <p>Instructional Materials</p>
<p>Continue Dean of Students/Intervention for Elementary Schools principally directed to the needs of unduplicated students</p> <p>(Role of Dean is to monitor and interpret data for site)</p>	<p>LEA-wide</p> <p>Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 6th</p>	<p>_ All</p> <p>-----</p> <p>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X 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>\$571,845</p> <p>LCFF S/C</p> <p>Certificated Salaries</p> <p>\$194,111</p> <p>Benefits</p>
<p>Maintain Learning Management System (LMS) with Parent Portal</p> <p>(System will include AIMSWeb & CFA Data)</p> <p>16-17 year will be focused on implementation of electronic grading, student information system, and assessment data collection.</p>	<p>LEA-wide</p> <p>Grades: TK, K, 1st, 2nd, 3rd, 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>\$60,000</p> <p>LCFF S/C</p> <p>Services</p>

<p>Implementation of Intervention Summer School for Identified Students principally directed to the needs of unduplicated students</p>	<p>LEA-wide Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th</p>	<p><input type="checkbox"/> All ----- <input checked="" 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 checked="" 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>\$20,000 (Certificated) \$5,000 (Classified) LCFF S/C Salaries \$3,500 (Certificated) \$1,500 (Classified) Benefits</p>
<p>Develop a plan to address students at risk of failing math</p>	<p>LEA-wide Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th</p>	<p><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</p>	<p>No additional cost</p>
<p>LCAP Year 2</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>Priority 4: 78% of all students will be proficient in the area of ELA and 78% of all students will make progress towards college and career readiness in the area of Math based on data collected by AIMSWeb, Common Formative Assessments (CFA), CAASPP (61% ELA & 52% Math), and CST (77%). ELD instruction of 30 minutes per day will continue to be provided. -API: N/A -Students successfully completed A-G courses: N/A -EL students who progress toward English prof: 47% -EL reclassification rate: 26% -Students who have passed the AP Exam: N/A -Percentage of students in a college preparedness path: N/A</p> <p>Priority 8: Based on our district's LEA PI plan, 83 of 85 actions will be completed and 2 actions will be in progress which include AIMSWeb, and CFA Assessments.</p>		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to Provide InterventionTutors principally directed to the needs of unduplicated students	LEA-wide Grades: 1st, 2nd, 3rd, 4th, 5th, 6th	_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X 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	\$224,519 LCFF S/C Certificated Salaries \$29,000 Benefits
Continue expanded ELA and Math block at middle school	LEA-wide Grades: 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	\$319,586 LCFF Base Certificated Salaries \$36,000 Benefits
Continue Instructional Aide support for Tiers of Intervention with expansion to the middle school principally directed to the needs of unduplicated students	LEA-wide Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th	_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X 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	\$150,854 LCFF S/C Classified Salaries \$27,300 Benefits

Maintain Reduced class sizes in grades 4-6 (30:1) and 7-8 (33:1 with no more than 180 student contacts daily) in core classes	LEA-wide Grades: 4th, 5th, 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	\$324,000 LCFF Base Certificated Salaries \$88,000 Benefits
Continue Program Facilitator to support Tiers of Intervention Tutors	LEA-wide Grades: 1st, 2nd, 3rd, 4th, 5th, 6th	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	\$87,072 LCFF S/C Certificated Salaries \$31,000 Benefits
Maintain software for Tiers of Intervention	LEA-wide Grades: 1st, 2nd, 3rd, 4th, 5th, 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	\$30,000 LCFF S/C Instructional Materials

<p>Continue Dean of Students/Intervention for Elementary Schools principally directed to the needs of unduplicated students</p> <p>(Role of Dean is to monitor and interpret data for site)</p>	<p>LEA-wide</p> <p>Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 6th</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" 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 checked="" 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>\$579,944</p> <p>LCFF S/C</p> <p>Certificated Salaries</p> <p>\$197,000</p> <p>Benefits</p>
<p>Maintain Learning Management System (LMS) with Parent Portal</p> <p>(System will include AIMSWeb & CFA Data)</p> <p>17-18 year will be the implementation of the parent portal and access</p>	<p>LEA-wide</p> <p>Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 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>\$60,000</p> <p>LCFF S/C</p> <p>Services</p>
<p>Maintain Intervention Summer School for identified students principally directed to the needs of unduplicated students</p>	<p>LEA-wide</p> <p>Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" 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 checked="" 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>\$20,000 (Certificated)</p> <p>\$5,000 (Classified)</p> <p>LCFF S/C</p> <p>Salaries</p> <p>\$3,500 (Certificated)</p> <p>\$1,500 (Classified)</p> <p>Benefits</p>

<p>Implement a plan to address students at risk of failing math</p>	<p>LEA-wide Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 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>No additional cost</p>
<p>LCAP Year 3</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>Priority 4: 80% of all students will be proficient in the area of ELA and 80% of all students will make progress towards college and career readiness in the area of Math based on data collected by AIMSWeb, Common Formative Assessments (CFA), CAASPP (64% ELA & 55% Math), and CST (81%). ELD instruction of 30 minutes per day will continue to be provided. -API: N/A -Students successfully completed A-G courses: N/A -EL students who progress toward English prof: 48% -EL reclassification rate: 27% -Students who have passed the AP Exam: N/A -Percentage of students in a college preparedness path: N/A</p> <p>Priority 8: Based on our district's LEA PI plan, 84 of 85 actions will be completed and 1 action will be in progress which include AIMSWeb, and CFA Assessments.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>Continue to Provide Tiers of Intervention Tutors principally directed to the needs of unduplicated students.</p>	<p>LEA-wide Grades: 1st, 2nd, 3rd, 4th, 5th, 6th</p>	<p>_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X 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>\$227,886 LCFF S/C Certificated Salaries \$31,000 Benefits</p>

<p>Continue expanded ELA and Math block at middle school</p>	<p>LEA-wide Grades: 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>\$324,380 LCFF Base Certificated Salaries \$38,000 Benefits</p>
<p>Continue Instructional Aide support for Tiers of Intervention with expansion to the middle school principally directed to the needs of unduplicated students</p>	<p>LEA-wide Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th</p>	<p>_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X 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>\$152,110 LCFF S/C Classified Salaries \$28,700 Benefits</p>
<p>Maintain Reduced class sizes in grades 4-6 (30:1) and 7-8 (33:1 with no more than 180 student contacts daily) in core classes</p>	<p>LEA-wide Grades: 4th, 5th, 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>\$327,000 LCFF Base Certificated Salaries \$90,000 Benefits</p>

<p>Continue Program Facilitator to support Tiers of Intervention Tutors</p>	<p>LEA-wide Grades: 1st, 2nd, 3rd, 4th, 5th, 6th</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>\$88,378 LCFF S/C Certificated Salaries \$33,000 Benefits</p>
<p>Maintain software for Tiers of Intervention</p>	<p>LEA-wide Grades: 1st, 2nd, 3rd, 4th, 5th, 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>\$30,000 LCFF S/C Instructional Materials</p>
<p>Continue Dean of Students/Intervention for Elementary Schools principally directed to the needs of unduplicated students (Role of Dean is to monitor and interpret data for site)</p>	<p>LEA-wide Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 6th</p>	<p>_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X 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>\$584,353 LCFF S/C Certificated Salaries \$200,000 Benefits</p>

<p>Maintain Learning Management System (LMS) with Parent Portal - Full implementation</p> <p>(System will include AIMSWeb & CFA Data)</p>	<p>LEA-wide</p> <p>Grades: TK, K, 1st, 2nd, 3rd, 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>\$60,000</p> <p>LCFF S/C Services</p>
<p>Maintain Intervention Summer School for identified students principally directed to unduplicated students</p>	<p>LEA-wide</p> <p>Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th</p>	<p>_ All</p> <p>-----</p> <p>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X 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>\$20,000 (Certificated)</p> <p>\$5,000 (Classified)</p> <p>LCFF S/C Salaries</p> <p>\$3,500 (Certificated)</p> <p>\$1,500 (Classified)</p> <p>Benefits</p>
<p>Maintain a plan to address students at risk of failing math</p>	<p>LEA-wide</p> <p>Grades: TK, K, 1st, 2nd, 3rd, 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>No additional cost</p>

GOAL:	2: Conditions of Learning: <i>All students will have access to a high quality curriculum provided by highly effective teachers, support staff, and leaders in all subject areas.</i>			Related State and/or Local Priorities: X 1 X 2 _3 _4 _5 _6 X 7 _8 Local: Focus #2
Identified Need:	Continuous need for focused professional development to meet the needs of students, staff, and administrators; as well as the need for students to have access to elective courses (music, art CTE, tech classes) at the junior high level.			
Goal Applies to:	Schools:	All TK-8 Schools		
		Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th		
	Applicable Pupil Subgroups:	All		
LCAP Year 1				
Expected Annual Measurable Outcomes:	<p><i>Priority 1:</i> Teacher assignments will be at 100% fully credentialed (including EL certified) with no misplacements. <i>-Every pupil has sufficient access to instructional materials: 100% -School facilities are in good repair. (Funds are allocated through the Mello Roos)</i></p> <p><i>Priority 2:</i> Staff receives focused professional development to meet the needs of students, staff, and administrators based on the Professional Development Survey/Tracking Sheets at 98% completion rate and classroom observations on the implementation of the CCSS. EL students have an additional 30 minutes per day of Medallion or Highpoint CCSS in all content standards instruction monitored by classroom observation and student progress towards individual goals. Grade level mentors to provide focused support for unduplicated students.</p> <p><i>Priority 7:</i> 100% by grade level with students having access to electives (music, art, CTE, tech classes) at the junior high level and unduplicated students and students with disabilities have equal access to these same electives. Students with disabilities will have push-in access into additional core courses such as Science and Social Studies.</p>			
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

<p>Continue Grade Level Common Core Mentors in ELA and Math in Grades K-8 and Science and Social Studies in Grades 7-8 to better serve the needs of unduplicated students</p>	<p>LEA-wide Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 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>\$24,000 LCFF S/C Certificated Salaries \$4,000 Benefits</p>
<p>Continue Technology Academic Mentor/Coaches with additional on site assistance</p> <p>1-Primary</p> <p>1-Intermediate</p> <p>1-Middle</p>	<p>LEA-wide Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 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>\$4,000 LCFF S/C Certificated Salaries \$500 Benefits</p>
<p>Continue Art sections for middle schools</p>	<p>LEA-wide Grades: 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>\$135,099 LCFF Base Certificated Salaries \$53,000 Benefits</p>

<p>Continue the elementary music program</p>	<p>LEA-wide Grades: 3rd, 4th, 5th, 6th</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>\$55,524 LCFF S/C Certificated Salaries \$26,000 Benefits</p>
<p>Continue PE Teachers for 4-6</p>	<p>LEA-wide Grades: 4th, 5th, 6th</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>\$129,108 LCFF S/C Certificated Salaries \$60,000 Benefits</p>
<p>Continue professional development sessions/trainings to meet the needs of students, staff, and administrators to better serve the needs of unduplicated students and providing differentiated instruction support</p>	<p>LEA-wide Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th</p>	<p>_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X 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>\$75,000 (Certificated) \$15,000 (Classified) LCFF S/C Salaries \$8,000 (Certificated) \$2,000 (Classified) Benefits</p>

<p>-Continue instructional materials/supplies/program flexibility to school sites and increase funding to libraries distributed according to unduplicated pupil count</p>	<p>LEA-wide Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th</p>	<p><input type="checkbox"/> All ----- <input checked="" 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 checked="" 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>\$225,000 LCFF S/C Supplies</p>
<p>Continue a digital citizenship curriculum</p>	<p>LEA-wide Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th</p>	<p><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</p>	<p>No additional cost</p>
<p>Maintain fully credentialed, EL certified, and appropriately assigned staff</p>	<p>LEA-wide Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th</p>	<p><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</p>	<p>No additional cost</p>
<p>Implement technology enhanced instruction (grade level expectations)</p>	<p>LEA-wide Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th</p>	<p><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</p>	<p>No additional cost</p>

<p>Extend library clerk hours for greater library access</p>	<p>All TK-8 Schools Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 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>\$63,633 LCFF S/C Classified Salaries \$11,100 Benefits</p>
<p>Continue 30 additional minutes per day of ELD instruction for all EL students utilizing Medallion or Highpoint CCSS</p>	<p>All TK-8 Schools Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X 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>No additional cost</p>
<p>LCAP Year 2</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p><i>Priority 1:</i> Teacher assignments will be at 100% fully credentialed (including EL certified) with no misplacements. <i>-Every pupil has sufficient access to instructional materials: 100% -School facilities are in good repair. (Funds are allocated through the Mello Roos)</i></p> <p><i>Priority 2:</i> Staff receives focused professional development to meet the needs of students, staff, and administrators based on the Professional Development Survey/Tracking Sheets at 98% completion rate and classroom observations on the implementation of the CCSS. EL students have an additional 30 minutes per day of Medallion or Highpoint CCSS in all content standards instruction monitored by classroom observation and student progress towards individual goals. Grade level mentors to provide focused support for unduplicated students.</p> <p><i>Priority 7:</i> 100% by grade level with students having access to electives (music, art, CTE, tech classes) at the junior high level and unduplicated students and students with disabilities have equal access to these same electives. Students with disabilities will have push-in access into additional core courses such as Science and Social Studies.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>

<p>Continue Grade Level Common Core Mentors in ELA and Math in Grades K-8 and Science and Social Studies in Grades 7-8 to better serve the needs of unduplicated students</p>	<p>LEA-wide Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 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>\$24,000 LCFF S/C Certificated Salaries \$4,000 Benefits</p>
<p>Continue Technology Academic Mentor/Coaches with additional on site assistance 1-Primary 1-Intermediate 1-Middle</p>	<p>LEA-wide Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 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>\$4,000 LCFF S/C Certificated Salaries \$500 Benefits</p>
<p>Continue Art sections for middle schools</p>	<p>LEA-wide Grades: 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>\$137,126 LCFF Base Certificated Salaries \$55,000 Benefits</p>

<p>Continue the elementary music program</p>	<p>LEA-wide Grades: 3rd, 4th, 5th, 6th</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>\$56,356 LCFF S/C Certificated Salaries \$28,000 Benefits</p>
<p>Continue PE Teachers for 4-6</p>	<p>LEA-wide Grades: 4th, 5th, 6th</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>\$131045 LCFF S/C Certificated Salaries \$62,000 Benefits</p>
<p>Continue professional development sessions/trainings to meet the needs of students, staff, and administrators to better serve the needs of unduplicated students and differentiated instruction support</p>	<p>LEA-wide Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th</p>	<p>_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X 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>\$75,000 (Certificated) \$15,000 (Classified) LCFF S/C Salaries \$8,000 (Certificated) \$2,000 (Classified) Benefits</p>

<p>Continue instructional materials/supplies/program flexibility to school sites and increase funding to the libraries distributed according to unduplicated pupil count</p>	<p>LEA-wide Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th</p>	<p><input type="checkbox"/> All ----- <input checked="" 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 checked="" 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>\$230,000 LCFF S/C Supplies</p>
<p>Continue a digital citizenship curriculum</p>	<p>LEA-wide Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th</p>	<p><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</p>	<p>No additional cost</p>
<p>Maintain fully credentialed, EL certified, and appropriately assigned staff</p>	<p>LEA-wide Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th</p>	<p><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</p>	<p>No additional cost</p>
<p>Maintain technology enhanced instruction (grade level expectations)</p>	<p>LEA-wide Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th</p>	<p><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</p>	<p>No additional cost</p>

<p>Continue extended library clerk hours for greater library access</p>	<p>All TK-8 Schools Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 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>\$66,100 LCFF S/C Classified Salaries \$12,100 Benefits</p>
<p>Continue 30 additional minutes per day of ELD instruction for all EL students utilizing Medallion or Highpoint CCSS</p>	<p>All TK-8 Schools Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X 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>No additional cost</p>
<p>LCAP Year 3</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p><i>Priority 1:</i> Teacher assignments will be at 100% fully credentialed (including EL certified) with no misplacements. <i>-Every pupil has sufficient access to instructional materials: 100% -School facilities are in good repair. (Funds are allocated through the Mello Roos)</i></p> <p><i>Priority 2:</i> Staff receives focused professional development to meet the needs of students, staff, and administrators based on the Professional Development Survey/Tracking Sheets at 98% completion rate and classroom observations on the implementation of the CCSS. EL students have an additional 30 minutes per day of Medallion or Highpoint CCSS in all content standards instruction monitored by classroom observation and student progress towards individual goals. Grade level mentors to provide focused support for unduplicated students.</p> <p><i>Priority 7:</i> 100% by grade level with students having access to electives (music, art, CTE, tech classes) at the junior high level and unduplicated students and students with disabilities have equal access to these same electives. Students with disabilities will have push-in access into additional core courses such as Science and Social Studies.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>

<p>Continue Grade Level Common Core Mentors in ELA and Math in Grades K-8 and Science and Social Studies in Grades 7-8 to better serve the needs of unduplicated students</p>	<p>LEA-wide Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 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>\$24,000 LCFF S/C Certificated Salaries \$4,000 Benefits</p>
<p>Continue Technology Academic Mentor/Coaches with additional on site assistance</p> <p>1-Primary</p> <p>1-Intermediate</p> <p>1-Middle</p>	<p>LEA-wide Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 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>\$4,000 LCFF S/C Certificated Salaries \$500 Benefits</p>
<p>Continue Art sections for middle schools</p>	<p>LEA-wide Grades: 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>\$139,183 LCFF Base Certificated Salaries \$57,000 Benefits</p>

<p>Continue the elementary music program</p>	<p>LEA-wide Grades: 3rd, 4th, 5th, 6th</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>\$57,202 LCFF S/C Certificated Salaries \$31,000 Benefits</p>
<p>Continue PE Teachers for 4-6</p>	<p>LEA-wide Grades: 4th, 5th, 6th</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>\$133,010 LCFF S/C Certificated Salaries \$64,000 Benefits</p>
<p>Continue professional development sessions/trainings to meet the needs of students, staff, and administrators to better serve unduplicated students and differentiated instruction support</p>	<p>LEA-wide Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th</p>	<p>_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X 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>\$75,000 (Certificated) \$15,000 (Classified) LCFF S/C Salaries \$8,000 (Certificated) \$2,000 (Classified) Benefits</p>

<p>Continue instructional materials/supplies/program flexibility to school sites and increase funding for the libraries distributed according to unduplicated pupil count</p>	<p>LEA-wide Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th</p>	<p><input type="checkbox"/> All ----- <input checked="" 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 checked="" 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>\$235,000 LCFF S/C Supplies</p>
<p>Continue a digital citizenship curriculum</p>	<p>LEA-wide Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th</p>	<p><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</p>	<p>No additional cost</p>
<p>Maintain fully credentialed, EL certified, and appropriately assigned staff</p>	<p>LEA-wide Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th</p>	<p><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</p>	<p>No additional cost</p>
<p>Maintain technology enhanced instruction (grade level expectations)</p>	<p>LEA-wide Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th</p>	<p><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</p>	<p>No additional cost</p>

<p>Continue extended library clerk hours for greater library access</p>	<p>All TK-8 Schools Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 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>\$69,400 LCFF S/C Classified Salaries \$14,150 Benefits</p>
<p>Continue 30 additional minutes per day of ELD instruction for all EL students utilizing Medallion or Highpoint CCSS</p>	<p>All TK-8 Schools Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X 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>No additional cost</p>

GOAL:	3: Engagement: <i>Maintain a climate where all stakeholders are provided a safe and healthy environment and opportunities to be welcomed, informed, involved, and confident in the school and district.</i>		Related State and/or Local Priorities: _1 _2 X 3 _4 X 5 X 6 _7 _8 Local: Focus #3
Identified Need:	88% of stakeholders feel valued as important partners in the district based on LCAP Surveys and the district's chronic absenteeism rate is 4.0% based on P2 Reports.		
Goal Applies to:	Schools:	All TK-8 Schools	
		Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th	
	Applicable Pupil Subgroups:	All	
LCAP Year 1			
Expected Annual Measurable Outcomes:	<p>Priority 3: 90% of stakeholders feel valued as important partners in the district based on LCAP Surveys and participation in DAC, SSC, DELAC and include unduplicated and student with disabilities parents</p> <p>Priority 5: The district's student chronic absenteeism rate is 3.8% based on P2 Reports -Student Attendance Rate: 96.8% -Middle School drop out rate: 0% -High School drop out rate: N/A -High School graduation rate: N/A</p> <p>Priority 6: 98% of stakeholders feel schools are providing a safe and welcoming environment based on the LCAP Surveys. -Pupil suspension rate: 2.4% -Pupil expulsion rate: <1%</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain Incentive Flag Program	LEA-wide Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th	<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	No additional cost

Continue truancy program (SARB)	LEA-wide Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 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	\$202,000 LCFF S/C Classified Salaries \$41,000 Benefits
Continue Positive Behavior Support Programs with expansion of POP to middle schools (Safe School Ambassadors, POP)	LEA-wide Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 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	\$10,000 LCFF S/C Supplies
Continue Opportunity Program	LEA-wide Grades: 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	\$78,594 LCFF S/C Certificated Salaries \$29,000 Benefits

<p>Continue community participation within unduplicated population and parents of students with exceptional needs on District Advisory Committee</p>	<p>LEA-wide Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th</p>	<p><input type="checkbox"/> All ----- <input checked="" 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 checked="" 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>No additional cost</p>
<p>Implement Parent Universities (Math, ELA, technology) principally directed to the needs of unduplicated students</p>	<p>LEA-wide Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th</p>	<p><input type="checkbox"/> All ----- <input checked="" 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 checked="" 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>No additional cost</p>
<p>LCAP Year 2</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p><u>Priority 3:</u> 91% of stakeholders feel valued as important partners in the district based on LCAP Surveys and participation in DAC, SSC, DELAC and include unduplicated and student with disabilities parents</p> <p><u>Priority 5:</u> The district's student chronic absenteeism rate is 3.7% based on P2 Reports -Student Attendance Rate: 96.9% -Middle School drop out rate: 0% -High School drop out rate: N/A -High School graduation rate: N/A</p> <p><u>Priority 6:</u> 98% of stakeholders feel schools are providing a safe and welcoming environment based on the LCAP Surveys. -Pupil suspension rate: 2.3% -Pupil expulsion rate: <1%</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>

<p>Maintain Incentive Flag Program</p>	<p>LEA-wide Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 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>No additional cost</p>
<p>Continue truancy program (SARB)</p>	<p>LEA-wide Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 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>\$203,000 LCFF S/C Classified Salaries \$42,000 Benefits</p>
<p>Continue Positive Behavior Support Programs with expansion of POP to the middle school (Safe School Ambassadors, POP)</p>	<p>LEA-wide Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 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>\$10,000 LCFF S/C Supplies</p>

<p>Continue Opportunity Program</p>	<p>LEA-wide Grades: 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>\$79,773 LCFF S/C Certificated Salaries \$31,000 Benefits</p>
<p>Continue community participation within unduplicated population and parents of students with exceptional needs on District Advisory Committee</p>	<p>LEA-wide Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th</p>	<p>_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X 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>No additional cost</p>
<p>Continue Parent Universities (Math, ELA, technology) principally directed to the needs of unduplicated students</p>	<p>LEA-wide Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th</p>	<p>_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X 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>No additional cost</p>
<p>LCAP Year 3</p>			

<p>Expected Annual Measurable Outcomes:</p>	<p>Priority 3: 92% of stakeholders feel valued as important partners in the district based on LCAP Surveys and participation in DAC, SSC, DELAC and include unduplicated and student with disabilities parents</p> <p>Priority 5: The district's student chronic absenteeism rate is 3.6% based on P2 Reports -Student Attendance Rate: 97.0% -Middle School drop out rate: 0% -High School drop out rate: N/A -High School graduation rate: N/A</p> <p>Priority 6: 98% of stakeholders feel schools are providing a safe and welcoming environment based on the LCAP Surveys. -Pupil suspension rate: 2.2% -Pupil expulsion rate: <1%</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>Maintain Incentive Flag Program</p>	<p>LEA-wide Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 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>No additional cost</p>
<p>Continue truancy program (SARB)</p>	<p>LEA-wide Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 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>\$203,000 LCFF S/C Classified Salaries \$42,000 Benefits</p>

<p>Continue Positive Behavior Support Programs with expansion of POP to the middle school</p> <p>(Safe School Ambassadors, POP)</p>	<p>LEA-wide</p> <p>Grades: TK, K, 1st, 2nd, 3rd, 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>\$10,000</p> <p>LCFF S/C</p> <p>Supplies</p>
<p>Continue Opportunity Program</p>	<p>LEA-wide</p> <p>Grades: 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>\$80,970</p> <p>LCFF S/C</p> <p>Certificated Salaries</p> <p>\$33,000</p> <p>Benefits</p>
<p>Continue community participation within unduplicated population and parents of students with exceptional needs on District Advisory Committee</p>	<p>LEA-wide</p> <p>Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th</p>	<p>_ All</p> <p>-----</p> <p>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X 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>No additional cost</p>
<p>Continue Parent Universities (Math, ELA, technology) principally directed to the needs of unduplicated students</p>	<p>LEA-wide</p> <p>Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th</p>	<p>_ All</p> <p>-----</p> <p>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X 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>No additional cost</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?

Original Goal from prior year LCAP:	All students will make progress towards college and career readiness by providing high quality curriculum, instruction, and assessment in line with the 21st century technological expectations and California Standards in the area of ELA and Math.		Related State and/or Local Priorities: X 1 X 2 _3 X 4 _5 _6 X 7 X 8 Local:
Goal Applies to:	Schools:	TK-8 Schools Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th	
	Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	<p><i>Priority 1:</i> Teacher assignments will be at 100% with no misplacements. <i>-Every pupil has sufficient access to instructional materials: 100% -School facilities are in good repair. (Funds are allocated</i></p>		<p><i>Priority 1:</i> Teacher assignments are 100% fully credentialed (including EL certified) with no misplacements. <i>-Every pupil has sufficient access to instructional materials: 100% -School facilities</i></p>
	Actual Annual Measurable Outcomes:		

	<p><i>through the Mello Roos)</i></p> <p>Priority 2: Through qualitative classroom observations and Professional Learning Community meetings, CCSS will be aligned to meeting ELA and Math Goals.</p> <p>Priority 4: 75% of all students will be proficient in the area of ELA and 75% of all students will make progress towards college and career readiness in the area of Math based on data collected by AIMSWeb, Common Formative Assessments (CFA), and CAASSP (if available) -API: Rosedale attained 836 in 2013 -Students successfully completed A-G courses: N/A -EL students who progress toward English prof: 36% -EL reclassification rate: 25% - Students who have passed the AP Exam: N/A - Percentage of students in a college preparedness path: N/A</p> <p>Priority 7: 100% by grade level with students having access to electives (music, art, CTE, tech classes) at the junior high level and unduplicated students and students with disabilities have equal access to these same electives. EL students have an additional 30 minutes per day of Medallion or Highpoint CCSS instruction monitored by classroom observation and student progress towards individual goals.</p> <p>Priority 8: Based on our LEA plan, 77 completed actions and 7 in progress which include AIMSWeb, and CFA Assessments</p>	<p><i>are in good repair. (Funds are allocated through the Mello Roos)</i></p> <p>Priority 2: Through qualitative classroom observations and Professional Learning Community meetings, CCSS are aligned to meeting ELA and Math goals. EL students have an additional 30 minutes per day of Medallion or Highpoint CCSS in all content standards instruction monitored by classroom observation and student progress towards individual goals.</p> <p>Priority 4: 75% of all students are proficient in the area of ELA and 75% of all students made progress towards college and career readiness in the area of Math based on data collected by AIMSWeb, Common Formative Assessments (CFA), CAASPP, CST, and CAPA. ELD instruction of 30 minutes per day will continue to be provided. -API: N/A - Students successfully completed A-G courses: N/A -EL students who progress toward English prof: 46% -EL reclassification rate: 25% - Students who have passed the AP Exam: N/A - Percentage of students in a college preparedness path: N/A</p> <p>Priority 7: 100% by grade level with students having access to electives (music, art, CTE, tech classes) at the junior high level and unduplicated students and students with disabilities have equal access to these same electives. Students with disabilities will have push-in access into additional core courses such as Science and Social Studies.</p> <p>Priority 8: Based on our district's LEA PI plan, 82 of 85 actions will be completed and 3 actions will be in progress which include AIMSWeb, and CFA Assessments.</p>
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LCAP Year: 2015-16

Planned Actions/Services

Actual Actions/Services

		Budgeted Expenditures			Estimated Actual Annual Expenditures
Continue to Provide Intervention Tutors		\$161,000 LCFF S/C Certificated Salaries \$49,000 Benefits	Continue Intervention Tutors principally directed to the needs of unduplicated students (increased daily hours of intervention tutors)		\$217,932 LCFF S/C Certificated Salaries \$25,157 Benefits
Scope of service:	LEA-wide Grades: 1st, 2nd, 3rd, 4th, 5th, 6th		Scope of service:	LEA-wide Grades: 1st, 2nd, 3rd, 4th, 5th, 6th	
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 ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X 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 expanded ELA and Math block at middle school		\$300,000 LCFF Base Certificated Salaries \$100,000 Benefits	Continue expanded ELA and Math block at the middle school (benefits were miscalculated)		\$310,210 LCFF Base Certificated Salaries \$34,000 Benefits

Scope of service:	LEA-wide Grades: 7th, 8th		Scope of service:	LEA-wide Grades: 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 Instructional Aide support for Tier Intervention		\$204,050 LCFF S/C Classified Salaries \$90,000 Benefits	Continue to provide intervention aide support for Tier Intervention principally directed to the needs of unduplicated students (benefits were miscalculated)	\$207,951 LCFF S/C Classified Salaries \$36,000 Benefits	
Scope of service:	LEA-wide Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 6th		Scope of service:	LEA-wide Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 6th	
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 Instructional materials/supplies/program flexibility to school sites		\$170,000 LCFF S/C Supplies	Continue instructional materials/supplies/program flexibility to school sites distributed according to unduplicated pupil count	\$170,000 LCFF S/C Supplies
Scope of service:	LEA-wide Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th		Scope of service:	LEA-wide Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 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			_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X 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	
Maintain Reduced class sizes in grades 4-6 (30:1) and 7-8 (33:1 with no more than 180 student contacts daily) in core classes		\$317,350 LCFF Base Certificated Salaries \$180,000 Benefits	Maintain reduced class size in grades 4-6 (30:1) and 7-8 (33:1) with no more than 180 contacts daily in core classes	\$315,475 LCFF Base Certificated Salaries \$177,314 Benefits
Scope of service:	LEA-wide Grades: 4th, 5th, 6th, 7th, 8th		Scope of service:	LEA-wide Grades: 4th, 5th, 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 Program Facilitator to support Intervention Tutors		\$71,500 LCFF S/C Certificated Salaries \$30,000 Benefits	Continue Program Facilitator to support intervention tutors	\$84,517 LCFF S/C Certificated Salaries \$27,937 Benefits
Scope of service:	LEA-wide Grades: 1st, 2nd, 3rd, 4th, 5th, 6th		Scope of service:	LEA-wide Grades: 1st, 2nd, 3rd, 4th, 5th, 6th
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	

Maintain software for Tier Intervention		\$30,000 LCFF S/C Instructional Materials	Maintain software for Tier Intervention	\$30,000 LCFF S/C Instructional Materials
Scope of service:	LEA-wide Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 6th		Scope of service:	LEA-wide Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 6th
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 additional supplemental materials aligned with our California Standards units		\$60,000 LCFF S/C Instructional Materials	Purchase additional supplemental materials aligned with our California Standards units (additional expenditures above \$60,000.00 was covered by Lottery funds)	\$60,000 LCFF S/C \$44,000 Lottery (1100) Instructional Materials
Scope of service:	LEA-wide Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th		Scope of service:	LEA-wide Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th

<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>
<p>What changes in actions, services, and expenditures</p>	<p>Based on the success as determined by the qualitative and quantitative data collected via surveys, staff meetings, stakeholder input, and assessments of the action steps implemented in 2015-16, these action steps will be continued in 2016-17 LCAP with an increase in instructional aide support to the middle schools. In addition, restore intervention summer school for identified students and develop a plan to address students at risk for failing math. Finally, the alignment of the total focus goals for the district will be consolidated to three: Student Outcomes, Conditions of Learning, and Engagement. Action steps ELA & Math block, class size, instructional aides, program facilitator, software for Tier Intervention will be moved to Student Outcomes goal and instructional materials flexibility will be moved to Conditions of Learning with an increase in Library funding. Supplemental materials for Common Core will not be carried forward in 2016-17 LCAP.</p>	

<p>Original Goal from prior year LCAP:</p>	<p>100% of staff will receive focused professional development to meet the needs of students, staff, and administrators.</p>	<p>Related State and/or Local Priorities: X 1 X 2 _3 _4 _5 _6 _7 _8 Local:</p>
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Goal Applies to:	Schools:	TK-8 Schools Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th	
Applicable Pupil Subgroups:		All	
Expected Annual Measurable Outcomes:	<p>Priority 1: Teacher assignments will be at 100% with no misplacements. -Every pupil has sufficient access to instructional materials: 100% -School facilities are in good repair. (Funds are allocated through the Mello Roos)</p> <p>Priority 2: Staff receives focused professional development to meet the needs of students, staff, and administrators based on the Professional Development Survey and Tracking Sheets at 95% completion rate.</p>	Actual Annual Measurable Outcomes:	<p>Priority 1: Teacher assignments are 100% fully credentialed (including EL certified) with no misplacements. -Every pupil has sufficient access to instructional materials: 100% -School facilities are in good repair. (Funds are allocated through the Mello Roos)</p> <p>Priority 2: Through qualitative classroom observations and Professional Learning Community meetings, CCSS are aligned to meeting ELA and Math goals. EL students have an additional 30 minutes per day of Medallion or Highpoint CCSS in all content standards instruction monitored by classroom observation and student progress towards individual goals.</p>
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Continue Technology Academic Mentors/Coaches 1-Primary 1-Intermediate 1-Middle	\$4,500 LCFF S/C Certificated Salaries (\$1,500 each)	Continue technology academic mentors/coaches 1-Primary 1-Intermediate 1-Middle	\$4,000 LCFF S/C Certificated Salaries \$500 Benefits

Scope of service:	LEA-wide Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th		Scope of service:	LEA-wide Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 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 District Grade Level Common Core Mentors in ELA and Math in Grades K-8 and Science and Social Studies in Grades 7-8		\$28,000 LCFF S/C Certificated Salaries (\$1,200 each)	Continue grade level mentors in ELA and Math in grades K-8 and Science and Social Studies in grades 7-8	\$24,000 LCFF S/C Certificated Salaries \$4,000 Benefits	
Scope of service:	LEA-wide Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th		Scope of service:	LEA-wide Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 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		

Maintain highly qualified staff		No additional cost	Maintain fully credentialed, EL certified, and appropriately assigned staff	No additional cost
Scope of service:	LEA-wide Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th		Scope of service: LEA-wide Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 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	
Develop Professional Development Sessions/Trainings aligned with 21st century learning		\$90,000 LCFF S/C Cert/Class Salaries \$10,000 Benefits	Continue professional development sessions/trainings aligned with 21st century learning principally directed to the needs of unduplicated students	\$90,000 LCFF S/C Cert/Class Salaries \$10,000 Benefits
Scope of service:	LEA-wide Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th		Scope of service: LEA-wide Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 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			_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X 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	
Develop Professional Development sessions/trainings for current and future administrators in line with district policies, procedures, and practices		\$25,000 LCFF S/C Cert/Class Salaries \$5,000 Benefits	Continue professional development sessions/trainings for current and future administrators in line with policies, procedures, and practices.	\$25,000 LCFF S/C Cert/Class Salaries \$5,000 Benefits
Scope of service:	LEA-wide Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th		Scope of service:	LEA-wide Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 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	

<p>What changes in actions, services, and expenditures</p>	<p>Based on the success as determined by the qualitative and quantitative data collected via surveys, staff meetings, stakeholder input, and assessments of the action steps implemented in 2015-16, these action steps will be continued in 2016-17 LCAP with an increase in technology support at the sites with technology mentors. In addition, implement technology-enhanced instruction (grade level expectations). Finally, the alignment of the total focus goals for the district will be consolidated to three: Student Outcomes, Conditions of Learning, and Engagement. Action steps Technology mentors, grade level mentors, maintain fully credentialed, EL certified and appropriately assigned staff, and professional development for staff and administrators will be moved to Conditions of Learning goal.</p>
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<p>Original Goal from prior year LCAP:</p>	<p>Establish a climate where all stakeholders are provided opportunities to be welcomed, informed, involved, and confident in the school district.</p>	<p>Related State and/or Local Priorities: <input type="checkbox"/>1 <input type="checkbox"/>2 <input checked="" type="checkbox"/>3 <input type="checkbox"/>4 <input checked="" type="checkbox"/>5 <input checked="" type="checkbox"/>6 <input checked="" type="checkbox"/>7 <input type="checkbox"/>8 Local:</p>
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Goal Applies to:	Schools: TK-8 Schools Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th		
	Applicable Pupil Subgroups:		All
Expected Annual Measurable Outcomes:	<p>Priority 3: 88% of stakeholders feel valued as important partners in the district based on LCAP Surveys</p> <p>Priority 5: The district's student absenteeism rate is 4% based on P2 Reports.</p> <p>Priority 6: 95% of stakeholders feel schools are providing a safe and welcoming environment based on the LCAP Surveys. -Pupil suspension rate: 2.6% -Pupil expulsion rate: <1%</p> <p>Priority 7: 100% by grade level with students having access to electives (music, art, CTE, tech classes) at the junior high level and unduplicated students and students with disabilities have equal access to these same electives. EL students have an additional 30 minutes per day of Medallion or Highpoint CCSS instruction monitored by classroom observation and student progress towards individual goals.</p>		Actual Annual Measurable Outcomes: <p>Priority 3: 88% of stakeholders feel valued as important partners in the district based on LCAP Surveys and participation in DAC, SSC, DELAC and include unduplicated and student with disabilities parents</p> <p>Priority 5: The district's student chronic absenteeism rate is 3.8% based on P2 Reports - Student Attendance Rate: 96.8% -Middle School drop out rate: 0% -High School drop out rate: N/A -High School graduation rate: N/A</p> <p>Priority 6: 98% of stakeholders feel schools are providing a safe and welcoming environment based on the LCAP Surveys. -Pupil suspension rate: 2.4% -Pupil expulsion rate: <1%</p> <p>Priority 7: 100% by grade level with students having access to electives (music, art, CTE, tech classes) at the junior high level and unduplicated students and students with disabilities have equal access to these same electives. Students with disabilities will have push-in access into additional core courses such as Science and Social Studies.</p>
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Maintain Incentive Flag Program	No additional cost	Continue attendance incentive flag program	No additional cost

Scope of service:	LEA-wide Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th		Scope of service:	LEA-wide Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 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 SARB		\$200,000 LCFF S/C Classified Salaries \$40,000 Benefits	Continue SARB		\$0.00 LCFF S/C Classified Salaries \$0.00 Benefits
Scope of service:	LEA-wide Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th		Scope of service:	LEA-wide Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 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 Positive Behavior Support Programs (Safe School Ambassadors, POP)		\$10,000 LCFF S/C Supplies	Continue positive behavior support program (Safe School Ambassador, POP)	\$10,000 LCFF S/C Supplies
Scope of service:	LEA-wide Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th		Scope of service:	LEA-wide Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 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	
Restore Opportunity Program		\$71,500 LCFF S/C Certificated Salaries \$30,000 Benefits	Restore Opportunity Program	\$77,433 LCFF S/C Certificated Salaries \$27,013 Benefits
Scope of service:	LEA-wide Grades: 7th, 8th		Scope of service:	LEA-wide Grades: 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	
Provide additional art sections at the middle schools		\$100,000 LCFF S/C Certificated Salaries \$30,000 Benefits	Continue expanded art sections at the middle schools. (added an additional 1 FTE)	\$133,103 LCFF S/C Certificated Salaries \$51,185 Benefits
Scope of service:	LEA-wide Grades: 7th, 8th		Scope of service:	LEA-wide Grades: 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	

Expand the elementary music program		\$45,000 LCFF S/C Certificated Salaries \$25,000 Benefits	Expand the elementary music program		\$54,703 LCFF S/C Certificated Salaries \$24,047 Benefits
Scope of service:	LEA-wide Grades: 3rd, 4th, 5th		Scope of service:	LEA-wide Grades: 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		
Continue PE Teachers in Grades 4-6		\$100,000 LCFF S/C Certificated Salaries \$30,000 Benefits	Continue PE teachers in grades 4-6 (added an additional .5 FTE)		\$127,200 LCFF S/C Certificated Salaries \$58,870 Benefits
Scope of service:	LEA-wide Grades: 4th, 5th, 6th		Scope of service:	LEA-wide Grades: 4th, 5th, 6th	

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 Vice Principals at the middle schools		\$144,000 LCFF Base Certificated Salaries \$60,000 Benefits	Continue Vice Principals at middle schools	\$152,508 LCFF Base Certificated Salaries \$52,690 Benefits
Scope of service:	LEA-wide Grades: 7th, 8th		Scope of service:	LEA-wide Grades: 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	
Develop a digital citizenship curriculum		No additional cost	Developed a digital citizenship curriculum	
			No additional cost	

Scope of service:	LEA-wide Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th		Scope of service:	LEA-wide Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 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 community participation within unduplicated population and parents of students with exceptional needs on District Advisory Committee		No additional cost	Continue community participation within unduplicated population and parents of students with exceptional needs on District Advisory	No additional cost	
Scope of service:	LEA-wide Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th		Scope of service:	LEA-wide Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 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			_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X 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		

What changes in actions, services, and expenditures	<p>Based on the success as determined by the qualitative and quantitative data collected via surveys, staff meetings, stakeholder input, and assessments of the action steps implemented in 2015-16, these action steps will be continued in 2016-17 LCAP with an increase in positive behavior program (POP) at the middle schools due to the reductions of discipline referrals at the elementary school sites. In addition, implement Parent Universities (ELA, Math, technology). Finally, the alignment of the total focus goals for the district will be consolidated to three: <i>Student Outcomes, Conditions of Learning, and Engagement</i>. Action steps attendance incentive flag program, truancy (SARB) program, positive behavior support programs, opportunity program, and DAC will be moved to Engagement goal. Action steps art sections, elementary music, PE teachers, and digital citizenship will be moved to Conditions of Learning goal. The Vice Principals will not be carried into the 2016-17 LCAP. Rather, this will be moved to the LCFF Base. Expected expenditures for SARB was \$0.00 for the District since the contract with the District Attorney was canceled causing the District to operate our own SARB program for 2015-16.</p>
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Original Goal from prior year LCAP:	Create and maintain effective data systems in order to analyze and monitor student information.		Related State and/or Local Priorities: _1 X 2 X 3 X 4 _5 _6 _7 _8 Local:	
Goal Applies to:	Schools:	Tk-8 Schools Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	<p>Priority 2 & 4: Level of management and data analysis through Common Formative Assessment (CFA) will be 85% based on the LCAP Survey</p> <p>Priority 3: 55% of parents will access their child (ren)'s information through the Parent Portal of the LMS</p>		Actual Annual Measurable Outcomes:	<p>Priority 2 & 4: Level of management and data analysis through Common Formative Assessment (CFA) is 86% based on the LCAP Survey</p> <p>Priority 3: 0% of parents accessed their child(ren)'s information through the Parent Portal of the LMS</p>
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures			Estimated Actual Annual Expenditures
Expand Dean of Student/Intervention for Elementary Schools (Role of Dean is to monitor and interpret data for site)	\$413,000 LCFF S/C Certificated Salaries \$120,000 Benefits		Expand Dean of Students/Intervention for elementary sites (Role of Dean is to monitor and interpret data for site) principally directed to the needs of unduplicated students (added an additional 1 FTE)	\$479,453 LCFF S/C Certificated Salaries \$164,085 Benefits

Scope of service:	LEA-wide Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 6th		Scope of service:	LEA-wide Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 6th	
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 ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X 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		
Purchase Learning Management (LMS) with Parent Portal (System will include AIMSWeb & CFA Data)		\$60,000 LCFF S/C Services	Purchased Learning Management System (LMS) with Parent Portal (System will include AIMSWeb & CFA Data)	\$60,000 LCFF S/C Services	
Scope of service:	LEA-wide Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th		Scope of service:	LEA-wide Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 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		

What changes in actions, services, and expenditures	<p>Based on the success as determined by the qualitative and quantitative data collected via surveys, staff meetings, stakeholder input, and assessments of the action steps implemented in 2015-16, these action steps will be continued in 2016-17 LCAP. The alignment of the total focus goals for the district will be consolidated to three: <i>Student Outcomes, Conditions of Learning, and Engagement</i>. Action steps Deans of Students and Learning Management System will be moved to Student Outcomes. Parent portal access will be implemented in the 2018-19 LCAP. For the 2016-18 LCAP, focus will be placed on data analysis and student information system implementation. Deans of Students increased by an additional FTE and will continue into 2016-17 with 7 FTE Deans. Due to system implementation preparation and trainings for staff and parents, the parent access portal to the Learning Management System will be implemented in the 2017-18 LCAP year.</p>
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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.)

Total amount of Supplemental and Concentration grant funds calculated:	2184506
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1. The Rosedale Union School District's funds from LCFF based on supplemental grants: \$2,184,506. Total expenditures connected to supplemental grant is \$2,486,278.00 This is based on full implementation of the 2016-17 LCAP. The district will meet the obligations of this plan by total LCFF funds.

2. The district is expending its LCFF supplemental grant funds as determined by the goals established and its actions for implementing these goals as outlined in this Local Control Accountability Plan (LCAP).

3. District-wide (LEA) Justifications:

- All services provided at each school will provide **priority** to those students identified as EL, Low Income, and Foster Youth as well as benefiting all other students as well.
- Focus on Tier Intervention (RTI) to increase all student's academic success.
- Utilization of the supplemental funds to increase student achievement benefits not only those unduplicated students; rather, all students. It also provide all students with additional opportunities to enhance the overall academic environment to move everyone to 21st learning success.
- Implementation of intervention tutors, expanded ELA and Math periods at the middle schools, reduction of class sizes in grades 4-8, purchase of tier intervention software will be priority for all unduplicated students which will also benefit the whole population.
- Focusing our Goals and Action Steps were determined by research and support from the following evidence based practices:

-<http://www.cde.ca.gov/be/st/ss/documents/ccssmathstandardaug2013.pdf> (CDE: Common Core Math)

-<http://www.cde.ca.gov/be/st/ss/documents/finalelaccsstandards.pdf> (CDE: Common Core ELA)

-<http://www.piqe.org/> (Parent Institute for Quality Education)

-<http://www2.ed.gov/documents/family-community/partners-education.pdf> (Partner in Education)

-<http://www2.ed.gov/about/offices/list/ocr/ellresources.html> (U.S. Department of Education)

-<http://www.cfyetf.org/publications.html> (California Foster Youth Education Task Force)

-<http://www.attendanceworks.org/> (Attendance Works)

-<http://www.cde.ca.gov/be/st/fr/> (CDE: Curriculum Frameworks - PE, Arts, CTE, etc)

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

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

5.65	%
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1. According to the minimum proportionality percentage (MPP) calculation, the percentage by which the Rosedale Union School District will increase or improve services is greater than 6%. This is based on the total implementation allocation of the supplemental funds in the LCFF.
2. Services for low income, foster youth, and English learners will be increased/improved greater than 6% as identified in this Local Control Accountability Plan (LCAP). Such services include intervention tutors, instructional aide support, reduction of class sizes in grades 4-8, monitoring software, and 30 minutes per day of ELD instruction for EL students utilizing Medallion or Highpoint CCSS.

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).