

Introduction:

LEA: Cuyama Elementary School District **Contact (Name, Title, Email, Phone Number):** Dr. Paul Chounet, Superintendent, pchounet@cuyamaunified.org, (661) 766-2482 **LCAP Year:** 2016-2017

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year. For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Section 1: Stakeholder Engagement Annual Update

<u>Involvement Process</u>	<u>Impact on LCAP</u>
<p>Board: The board was informed about the LCAP progress, LCFF and progress towards the LCAP metrics during board meetings on , , and .</p>	<p>Board: The board gave input that they were pleased with the focus and direction of the LCAP and encouraged the district to effectively implement the plan. The board held a Public Hearing on 6/9/2016 and approved the final version of the LCAP on 6/16/2016.</p>
<p>Administration: The CJUSD administration team met to discuss both current year and next year's LCFF, LCAP, and progress towards completion of LCAP Actions on 1/20/2016, and 2/22/2016. During these meetings the admin team discussed all three sections of the LCAP and how all goals and the eight state priorities are covered by various actions in the plan. The group specifically discussed progress on last year's LCAP (Annual Update) and began initial planning for the coming year's LCAP. Administration input into the LCAP was informed by the following factors: discussions with teachers, classroom observation, daily professional experiences, professional judgment, and student achievement data.</p>	<p>Administration: The administration team's impact was primarily to discuss how to implement the LCAP and what specific priorities from the various stakeholder groups were more readily achievable.</p>
<p>Certificated: CJUSD conducted a focus group with certificated staff bargaining unit members on 3/14/2016. During the focus group a facilitator reviewed the purpose of the LCFF and the LCAP. The facilitator also reviewed the current year's LCAP including: the three sections of the LCAP, the district's goals, the eight state priorities, and some of the available metric data. Once the review was complete staff was tasked with identifying actions that would assist the district in support of the LCAP's goals and the eight state priorities. These actions were discussed in small groups and then prioritized using a brainstorm activity. After the prioritization activity each staff member was able to have their priorities recorded. These were then aggregated and used to modify the district's goals as well as identify new actions for the LCAP.</p>	<p>Certificated: The certificated staff focus group listed the following five actions as top priorities:</p> <ul style="list-style-type: none"> 1 - 12.93% - provide tech support at both campuses. 2 - 12.07% - provide upgraded computers that work in the computer labs and designated classrooms i.e. yearbook and new teacher computers. 3 - 6.9% - add additional elective classes such as: a music program, a home economics (culinary arts/fashion 4 - 6.03% - provide support for a schoolwide discipline plan. (student responsibility) 5 - 5.17% - ensure that all classrooms have at minimum a mounted projector, a document camera, a wide pull-down screen. design) program, additional foreign language options, and a drama class.

Section 1: Stakeholder Engagement Annual Update

<u>Involvement Process</u>	<u>Impact on LCAP</u>
<p>Classified: CJUSD conducted a focus group with classified staff bargaining unit members on 3/14/2016. During the focus group a facilitator reviewed the purpose of the LCFF and the LCAP. The facilitator also reviewed the current year's LCAP including: the three sections of the LCAP, the district's goals, the eight state priorities, and some of the available metric data. Once the review was complete staff was tasked with identifying actions that would assist the district in support of the LCAP's goals and the eight state priorities. These actions were discussed in small groups and then prioritized using a brainstorm activity. After the prioritization activity each staff member was able to have their priorities recorded. These were then aggregated and used to modify the district's goals as well as identify new actions for the LCAP.</p>	<p>Classified: The classified staff focus group listed the following five actions as top priorities:</p> <ul style="list-style-type: none"> 1 - 6.98% - provide a richer literacy/reading environment through more book's in, and better use of, the library. 2 - 6.98% - replace the high school water tank. 3 - 5.81% - provide funding to run the ases program to support student academic achievement and social-emotional success. 4 - 5.81% - add additional elective classes such as: a music program, a home economics (culinary arts/fashion 5 - 5.81% - utilize miss hadlund more. design) program, additional foreign language options, and a drama class.
<p>Student: CJUSD conducted a student focus group on 3/14/2016. During the focus group a facilitator reviewed the purpose of the LCFF and the LCAP. The facilitator also reviewed the current year's LCAP including: the three sections of the LCAP, the district's goals, the eight state priorities, and some of the available metric data. Once the review was complete staff was tasked with identifying actions that would assist the district in support of the LCAP's goals and the eight state priorities. These actions were discussed in small groups and then prioritized using a brainstorm activity. After the prioritization activity each staff member was able to have their priorities recorded. These were then aggregated and used to modify the district's goals as well as identify new actions for the LCAP.</p>	<p>Student: The student focus group listed the following five actions as top priorities:</p> <ul style="list-style-type: none"> 1 - 8.27% - add additional elective classes such as: a music program, a home economics (culinary arts/fashion 2 - 8.27% - provide more rigorous cas s aligned instruction and curriculum in ela. 3 - 7.52% - provide a student wi-fi network. 4 - 6.02% - provide more hands-on work in class and less lectures. 5 - 5.26% - provide a path for students to acquire ccr skills at the h.s. including more opportunities for college prep courses or instruction at the h.s. (licenses to online college prep courses) design) program, additional foreign language options, and a drama class.

Section 1: Stakeholder Engagement Annual Update

<u>Involvement Process</u>	<u>Impact on LCAP</u>
<p>Parent / Community: CJUSD conducted a parent / community focus group on 3/14/2016. During the focus group a facilitator reviewed the purpose of the LCFF and the LCAP. The facilitator also reviewed the current year's LCAP including: the three sections of the LCAP, the district's goals, the eight state priorities, and some of the available metric data. Once the review was complete staff was tasked with identifying actions that would assist the district in support of the LCAP's goals and the eight state priorities. These actions were discussed in small groups and then prioritized using a brainstorm activity. After the prioritization activity each staff member was able to have their priorities recorded. These were then aggregated and used to modify the district's goals as well as identify new actions for the LCAP.</p>	<p>Parent / Community: The parent / community focus group listed the following five actions as top priorities:</p> <ul style="list-style-type: none"> 1 - 8.28% - increase teacher support of students. 2 - 8.28% - schedule mandatory parent-teacher conferences twice a year both elementary and high school. 3 - 7.59% - add additional elective classes such as: a music program, a home economics (culinary arts/fashion 4 - 6.9% - provide a path for students to acquire ccr skills at the h.s. including more opportunities for college prep courses or instruction at the h.s. (licenses to online college prep courses) 5 - 5.52% - staff all classrooms with appropriately assigned, and fully credentialed teachers in all subject areas, and appropriate to the students they are teaching. <p>design) program, additional foreign language options, and a drama class.</p>
<p>LCAP Committee: CJUSD 's LCAP Committee met on 4/11/2016. The LCAP Committee consists of parents of low income students, english learners, and foster youth along with some certificated and classified staff. This body serves as the district's Parent Advisory Committee. During this meeting the committee reviewed the purpose of the LCAP and the eight state priorities. Once these topics were reviewed the LCAP Committee began a review of the progress made on the previous year's LCAP (Annual Update), as well as the coming year's Draft LCAP. All three sections of the Draft LCAP were reviewed. The LCAP Committee members were asked for any concerns about or comments to the draft. The members were also asked if anyone wanted to submit written questions to be answered by the superintendent. These comments were then taken by the superintendent and responded to.</p>	<p>LCAP Committee: The LCAP Committee is serving as the advisory body to the superintendent with regards to edit and revisions of the LCAP. Any suggestions given by this committee were taken under advisement and if possible were incorporated into the Final LCAP.</p>

Section 1: Stakeholder Engagement Annual Update

<u>Involvement Process</u>	<u>Impact on LCAP</u>
<p>DELAC: CJUSD 's DELAC met on 4/11/2016. During this meeting the committee reviewed the purpose of the LCAP and the eight state priorities. Once these topics were reviewed the DELAC began a review of the progress made on the previous year's LCAP (Annual Update), as well as the coming year's Draft LCAP. All three sections of the Draft LCAP were reviewed. The DELAC members were asked for any concerns about or comments to the draft. The members were also asked if anyone wanted to submit written questions to be answered by the superintendent. These comments were then taken by the superintendent and responded to.</p>	<p>DELAC: The DELAC had several questions which were answered and a few comments for the plan. Any suggestions given by the DELAC were taken under advisement and if possible were incorporated into the Final LCAP.</p>
<p>Public Posting: The Draft LCAP was posted on the CJUSDs website for review on 4/15/2016.</p>	<p>Public Posting: The superintendent received feedback electronically after the Draft LCAP was posted. Much of this feedback was clarification and the superintendent responded accordingly. Any suggestions made in this manner were incorporated into the Final LCAP when possible.</p>

Section 1: Stakeholder Engagement Annual Update

<u>Involvement Process</u>	<u>Impact on LCAP</u>
<p>Annual Update: The district's LCAP Committee was the primary body used to conduct the Annual Update. The committee consists of members from all stakeholder groups; administrators, certificated staff, classified staff, students, parent/community members. This committee met on 1/20/2016 and 5/23/2016 to review the progress made on the current year LCAP. The committee was tasked with determining the percentage of each action that had been completed along with creating a brief narrative describing the progress made on each action. To facilitate the process the committee was briefed on the state purposes and guidelines for LCFF and LCAP, as well as the district's current year LCAP. Participants were given a very brief overview of the metrics that are used to measure LCAP progress.</p>	<p>Annual Update: The feed back of the LCAP Committee was invaluable in determining areas of the plan that needed modification and in spotlighting areas of success. The Update process gave insights into creating new actions around parent engagement, the importance of technology, and the use of a formative assessment system.</p>

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

Applicable 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 Measureable 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:	01. Student achievement as measured by state and local targets and by participation in College & Career Ready (CCR) classes will increase.	Related State and/or Local Priorities: <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 COE only: <input type="checkbox"/> 9 <input type="checkbox"/> 10 Local: Specify _____
Identified Need:	Increased % of students who demonstrate academic growth and proficiencies needed to ensure they leave the TK-12 system ready for college and career. In the past there has been no access to CCR pathways programs at the H.S. In addition students have not taken the EAP in the past.	
Goal Applies to:	Schools: <u>All</u>	Applicable Pupil Subgroups: <u>All</u>
LCAP Year 1: 2016-2017		
Expected Annual Measurable Outcomes:	1.2: Increase % of student with SBE adopted standards aligned curriculum - 60% (BL -) 4.1: % API - TBD (BL -) 4.2: % Smarter Balanced Assessment - TBD (BL -) 4.3: % CST - TBD (BL -) 4.4: % of students successfully completing A-G requirements - 40% (BL -) 4.5: % of students successfully completing CTE programs - 0% (BL -) 4.6: % of EL progress towards english proficiency - 55% (BL -) 4.7: EL reclassification rate - 15% (BL -) 4.8: % of students passing AP exams - N/A (BL -) 4.9: % of students college ready based on EAP (CJUSD will establish a baseline in 15-16) - N/A (BL -)	
Actions/Services	Scope of Service	Pupils to be served within identified scope of service
01.01.01: Purchase and fully implement (using all support resources including digital resources) the most recent SBE approved, CASS-aligned math curriculum at all grade levels for all teachers including special ed teachers and intervention.	District-wide	<input checked="" type="checkbox"/> All <hr/> <input type="checkbox"/> Low Income <input type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups
01.01.02: Provide a tiered intervention system for all students (K-8) in need of strategic or intensive intervention in ELA and Math, to include universal screening. Interventions will comply with SBE required time.	District-wide	<input type="checkbox"/> All <hr/> <input checked="" type="checkbox"/> Low Income <input checked="" type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups
01.01.03: Provide ongoing ELA, ELD, and Math interventions at the high school for students in need of these interventions.	District-wide	<input type="checkbox"/> All <hr/> <input checked="" type="checkbox"/> Low Income <input checked="" type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups
		Budgeted Expenditures
		Amount Source Obj Code
		\$28,518 Lottery/Instr \$7,575 Ltry Prp 20 \$3,349 Title III <hr/> \$39,442
		\$0 -- <hr/> \$0
		\$0 -- <hr/> \$0

<p>01.01.04: All students (grades 3-11) will complete the SmarterBalanced block and interim assessments.</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> All <input type="checkbox"/> Low Income <input type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups</p>	<p>\$2,500 LCFF <hr/> \$2,500</p>
<p>01.01.05: Provide PD for teachers and paraprofessionals on the some of the following: CASS and CASS instructional strategies, RTI, PBIS, ELD Standards, EL Redesignation, CELDT. (focus to be determined based on needs at end of each year)</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> All <input type="checkbox"/> Low Income <input type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups</p>	<p>\$14,000 LCFF, S&C \$13,000 Title I \$13,000 Title II <hr/> \$40,000</p>
<p>01.01.06: Provide a path for students to acquire CCR skills at the H.S. including more opportunities for college prep courses or instruction at the H.S. (licenses to online college prep courses)</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> All <input type="checkbox"/> Low Income <input type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups</p>	<p>\$10,000 LCFF, S&C <hr/> \$10,000</p>
<p>01.01.07: Continue the enriched in-school and after-school CCR programs at the E.S. (i.e. school visual and performing arts, digital media, assemblies, local artists etc.)</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> All <input type="checkbox"/> Low Income <input type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups</p>	<p>\$5,000 LCFF <hr/> \$5,000</p>
<p>01.01.08: Implement a district approved writing program.</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> All <input type="checkbox"/> Low Income <input type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups</p>	<p>\$13,244 LCFF, S&C <hr/> \$13,244</p>
<p>01.01.09: Provide PD for teachers, invited guest teacher and paraprofessionals on effective strategies and understanding of the unique challenges of foster youth.</p>	<p>District-wide</p>	<p><input type="checkbox"/> All <input type="checkbox"/> Low Income <input type="checkbox"/> English Learner <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups</p>	<p>\$2,000 LCFF, S&C <hr/> \$2,000</p>
<p>01.01.10: Add additional elective classes such as: a music program, a home economics (culinary arts/fashion design) program, additional foreign language options, and a drama class.</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> All <input type="checkbox"/> Low Income <input type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups</p>	<p>\$2,000 LCFF, S&C <hr/> \$2,000</p>
<p>01.01.11: Provide upgraded computers that work in the computer labs and designated classrooms i.e. yearbook and new teacher computers.</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> All <input type="checkbox"/> Low Income <input type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups</p>	<p>\$5,000 LCFF <hr/> \$5,000</p>

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	1.2: Increase % of student with SBE adopted standards aligned curriculum - 80% 4.1: % API - TBD 4.2: % Smarter Balanced Assessment - TBD 4.3: % CST - TBD 4.4: % of students successfully completing A-G requirements - 40% 4.5: % of students successfully completing CTE programs - 0% 4.6: % of EL progress towards english proficiency - 55% 4.7: EL reclassification rate - 15% 4.8: % of students passing AP exams - N/A 4.9: % of students college ready based on EAP (CJUSD will establish a baseline in 15-16) - N/A
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures		
			Amount	Source	Obj Code
01.02.01: Purchase and fully implement (using all support resources including digital resources) the most recent SBE approved, CASS-aligned science curriculum at all grade levels for all teachers including special ed teachers and intervention.	District-wide	<input checked="" type="checkbox"/> All <input type="checkbox"/> Low Income <input type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups	\$28,518	Lottery/Instr	
			\$7,575	Ltry Prp 20	
			\$3,349	Title III	
			<u>\$39,442</u>		
01.02.02: Provide a tiered intervention system for all students (K-8) in need of strategic or intensive intervention in ELA and Math, to include universal screening. Interventions will comply with SBE required time.	District-wide	<input type="checkbox"/> All <input checked="" type="checkbox"/> Low Income <input checked="" type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups	\$0	--	
			<u>\$0</u>		
01.02.03: Provide ongoing ELA, ELD, and Math interventions at the high school for students in need of these interventions.	District-wide	<input type="checkbox"/> All <input checked="" type="checkbox"/> Low Income <input checked="" type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups	\$0	--	
			<u>\$0</u>		
01.02.04: All students (grades 3-11) will complete the SmarterBalanced block and interim assessments.	District-wide	<input checked="" type="checkbox"/> All <input type="checkbox"/> Low Income <input type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups	\$2,500	LCFF	
			<u>\$2,500</u>		
01.02.05: Provide PD for teachers and paraprofessionals on the some of the following: CASS and CASS instructional strategies, RTI, PBIS, ELD Standards, EL Redesignation, CELDT. (focus to be determined based on needs at end of each year)	District-wide	<input type="checkbox"/> All <input type="checkbox"/> Low Income <input checked="" type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups	\$14,000	LCFF, S&C	
			\$13,000	Title I	
			\$13,000	Title II	
			<u>\$40,000</u>		

01.02.06: Purchase and fully implement (use of all resources) the most recent SBE approved, CASS-aligned social studies curriculum at all grade levels for all teachers including special ed teachers and intervention.	District-wide	<input checked="" type="checkbox"/> All <input type="checkbox"/> Low Income <input type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups	\$20,000 LCFF, S&C <hr/> \$20,000
01.02.07: Continue the enriched in-school and after-school CCR programs at the E.S. (i.e. school visual and performing arts, digital media, assemblies, local artists etc.)	District-wide	<input checked="" type="checkbox"/> All <input type="checkbox"/> Low Income <input type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups	\$5,000 LCFF <hr/> \$5,000
01.02.08: Provide a path for students to acquire CCR skills at the H.S. including more opportunities for college prep courses or instruction at the H.S. (licenses to online college prep courses)	District-wide	<input checked="" type="checkbox"/> All <input type="checkbox"/> Low Income <input type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups	\$4,000 LCFF, S&C <hr/> \$4,000

LCAP Year 3: 2018-2019

Expected Annual Measurable Outcomes:	1.2: Increase % of student with SBE adopted standards aligned curriculum - 80% 4.1: % API - TBD 4.2: % Smarter Balanced Assessment - TBD 4.3: % CST - TBD 4.4: % of students successfully completing A-G requirements - 40% 4.5: % of students successfully completing CTE programs - 0% 4.6: % of EL progress towards english proficiency - 55% 4.7: EL reclassification rate - 15% 4.8: % of students passing AP exams - N/A 4.9: % of students college ready based on EAP (CJUSD will establish a baseline in 15-16) - N/A
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures		
			Amount	Source	Obj Code
01.03.01: Purchase and fully implement (using all support resources including digital resources) the most recent SBE approved, CASS-aligned social science curriculum at all grade levels for all teachers including special ed teachers and intervention.	District-wide	<input checked="" type="checkbox"/> All <input type="checkbox"/> Low Income <input type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups	\$28,518 \$7,575 \$3,349 <hr/> \$39,442	Lottery/Instr Ltry Prp 20 Title III	
01.03.02: Provide a tiered intervention system for all students (K-8) in need of strategic or intensive intervention in ELA and Math, to include universal screening. Interventions will comply with SBE required time.	District-wide	<input type="checkbox"/> All <input checked="" type="checkbox"/> Low Income <input checked="" type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups	\$0 <hr/> \$0	--	

01.03.03: Provide ongoing ELA, ELD, and Math interventions at the high school for students in need of these interventions.	District-wide	<input type="checkbox"/> All <input checked="" type="checkbox"/> Low Income <input checked="" type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups	\$0 -- <hr/> \$0
01.03.04: All students (grades 3-11) will complete the SmarterBalanced block and interim assessments.	District-wide	<input checked="" type="checkbox"/> All <input type="checkbox"/> Low Income <input type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups	\$2,500 LCFF <hr/> \$2,500
01.03.05: Provide PD for teachers and paraprofessionals on the some of the following: CASS and CASS instructional strategies, RTI, PBIS, ELD Standards, EL Redesignation, CELDT. (focus to be determined based on needs at end of each year)	District-wide	<input type="checkbox"/> All <input type="checkbox"/> Low Income <input checked="" type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups	\$14,000 LCFF, S&C \$13,000 Title I \$13,000 Title II <hr/> \$40,000
01.03.06: Purchase and fully implement (use of all resources) the most recent SBE approved, CASS-aligned social studies curriculum at all grade levels for all teachers including special ed teachers and intervention.	District-wide	<input checked="" type="checkbox"/> All <input type="checkbox"/> Low Income <input type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups	\$20,000 LCFF, S&C <hr/> \$20,000
01.03.07: Continue the enriched in-school and after-school CCR programs at the E.S. (i.e. school visual and performing arts, digital media, assemblies, local artists etc.)	District-wide	<input checked="" type="checkbox"/> All <input type="checkbox"/> Low Income <input type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups	\$5,000 LCFF <hr/> \$5,000
01.03.08: Provide a path for students to acquire CCR skills at the H.S. including more opportunities for college prep courses or instruction at the H.S. (licenses to online college prep courses)	District-wide	<input checked="" type="checkbox"/> All <input type="checkbox"/> Low Income <input type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups	\$4,000 LCFF, S&C <hr/> \$4,000

GOAL:	02. School environment will be well maintained, sustainable, safe, welcoming and used by the community.	Related State and/or Local Priorities: <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 COE only: <input type="checkbox"/> 9 <input type="checkbox"/> 10 Local: Specify _____	
Identified Need:	Ensure that facilities are safe and appropriate to foster academic achievement.		
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All	
LCAP Year 1: 2016-2017			
Expected Annual Measurable Outcomes:	1.3: <i>Maintain Facilities Inspection Tool overall rating - 90% (BL -)</i>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
			Amount Source Obj Code
02.01.01: Prioritize and implement year 1 actions in the Assessment and Cost Analysis Plan with priority given to the highest highest facility needs across the district.	District-wide	<input checked="" type="checkbox"/> All <hr/> <input type="checkbox"/> Low Income <input type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups	\$5,000 LCFF \$52,605 Prop-39 <hr/> \$57,605
02.01.02: Provide tech support at both campuses.	District-wide	<input checked="" type="checkbox"/> All <hr/> <input type="checkbox"/> Low Income <input type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups	\$10,000 LCFF <hr/> \$10,000
02.01.03: Ensure that all classrooms have at minimum a mounted projector, TV or other visual device, a document camera, a wide pull-down screen.	District-wide	<input checked="" type="checkbox"/> All <hr/> <input type="checkbox"/> Low Income <input type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups	\$35,000 LCFF <hr/> \$35,000

LCAP Year 2: 2017-2018							
Expected Annual Measurable Outcomes:		1.3: <i>Maintain Facilities Inspection Tool overall rating - 90%</i>					
Actions/Services		Scope of Service	Pupils to be served within identified scope of service		Budgeted Expenditures		
			Amount	Source	Obj Code		
02.02.01: Prioritize and implement year 2 actions in the Facilities Assessment and Cost Analysis Plan with priority given to the highest highest facility needs across the district.		District-wide	<input checked="" type="checkbox"/> All <input type="checkbox"/> Low Income <input type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups		\$5,000	LCFF	
			\$52,605	Prop-39			
					\$57,605		
02.02.02: Provide tech support at both campuses.		District-wide	<input checked="" type="checkbox"/> All <input type="checkbox"/> Low Income <input type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups		\$10,000	LCFF	
					\$10,000		
LCAP Year 3: 2018-2019							
Expected Annual Measurable Outcomes:		1.3: <i>Maintain Facilities Inspection Tool overall rating - 90%</i>					
Actions/Services		Scope of Service	Pupils to be served within identified scope of service		Budgeted Expenditures		
			Amount	Source	Obj Code		
02.03.01: Prioritize and implement year 3 actions in the Facilities Assessment and Cost Analysis Plan with priority given to the highest highest facility needs across the district.		District-wide	<input checked="" type="checkbox"/> All <input type="checkbox"/> Low Income <input type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups		\$5,000	LCFF	
					\$5,000		
02.03.02: Provide tech support at both campuses.		District-wide	<input checked="" type="checkbox"/> All <input type="checkbox"/> Low Income <input type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups		\$10,000	LCFF	
					\$10,000		

GOAL:	03. The schools' social-emotional environment will be safe, welcoming, and conducive to student learning causing student connectedness with the district to increase.	Related State and/or Local Priorities: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 COE only: <input type="checkbox"/> 9 <input type="checkbox"/> 10 Local: Specify _____									
Identified Need:	Access to systems for health and wellness, social-emotional and family supports.										
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All									
LCAP Year 1: 2016-2017											
Expected Annual Measurable Outcomes:	5.1: School attendance rate - (BL -) 5.2: Truancy rate - 7% (BL -) 5.3: Chronic absenteeism rate - 14% (BL -) 5.4: Middle school dropout rate - 0% (BL -) 5.5: Middle school graduation rate - (BL -) 6.1: Suspension rate - 6% (BL -) 6.2: Expulsion rate - 0% (BL -)										
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures								
03.01.01: Continue to implement and improve the tiered PBIS program.	District-wide	<input checked="" type="checkbox"/> All <hr/> <input type="checkbox"/> Low Income <input type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups	<table style="width:100%; border-collapse: collapse;"> <tr> <td style="width:30%; text-align: right;">Amount</td> <td style="width:70%; text-align: left;">Source</td> </tr> <tr> <td style="text-align: right;">\$2,000</td> <td>LCFF</td> </tr> <tr> <td colspan="2" style="border-top: 1px solid black; text-align: right;">\$2,000</td> </tr> </table>	Amount	Source	\$2,000	LCFF	\$2,000			
Amount	Source										
\$2,000	LCFF										
\$2,000											
03.01.02: Provide funding to run the ASES program to support student academic achievement and social-emotional success.	District-wide	<input checked="" type="checkbox"/> All <hr/> <input type="checkbox"/> Low Income <input type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups	<table style="width:100%; border-collapse: collapse;"> <tr> <td style="width:30%; text-align: right;">Amount</td> <td style="width:70%; text-align: left;">Source</td> </tr> <tr> <td style="text-align: right;">\$3,500</td> <td>ASES</td> </tr> <tr> <td style="text-align: right;">\$500</td> <td>ASES</td> </tr> <tr> <td colspan="2" style="border-top: 1px solid black; text-align: right;">\$4,000</td> </tr> </table>	Amount	Source	\$3,500	ASES	\$500	ASES	\$4,000	
Amount	Source										
\$3,500	ASES										
\$500	ASES										
\$4,000											
03.01.03: Continue to identify and to monitor foster youth and to provide ongoing support for their academic and social-emotional success.	District-wide	<input type="checkbox"/> All <hr/> <input type="checkbox"/> Low Income <input type="checkbox"/> English Learner <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups	<table style="width:100%; border-collapse: collapse;"> <tr> <td style="width:30%; text-align: right;">Amount</td> <td style="width:70%; text-align: left;">Source</td> </tr> <tr> <td style="text-align: right;">\$0</td> <td>--</td> </tr> <tr> <td colspan="2" style="border-top: 1px solid black; text-align: right;">\$0</td> </tr> </table>	Amount	Source	\$0	--	\$0			
Amount	Source										
\$0	--										
\$0											

03.01.04: Provide PD for teachers to support SWD who have autism, physical disability, behavioral handicaps, etc.	District-wide	<input checked="" type="checkbox"/> All <input type="checkbox"/> Low Income <input type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups	\$2,000	LCFF
			\$2,000	
03.01.05: Provide support for a schoolwide discipline plan. (Student responsibility)	District-wide	<input checked="" type="checkbox"/> All <input type="checkbox"/> Low Income <input type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups		
03.01.06: Provide funding for athletic programs. (transportation, fees, equipment, uniforms, etc.)	District-wide	<input checked="" type="checkbox"/> All <input type="checkbox"/> Low Income <input type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups	\$5,000	LCFF
			\$5,000	

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	5.1: School attendance rate - 5.2: Truancy rate - 7% 5.3: Chronic absenteeism rate - 14% 5.4: Middle school dropout rate - 0% 5.5: Middle school graduation rate - 6.1: Suspension rate - 6% 6.2: Expulsion rate - 0%
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures		
			Amount	Source	Obj Code
03.02.01: Continue to implement and improve the tiered PBIS program.	District-wide	<input checked="" type="checkbox"/> All <input type="checkbox"/> Low Income <input type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups	\$2,000	LCFF	
			\$2,000		
03.02.02: Provide funding to run the ASES program to support student academic achievement and social-emotional success.	District-wide	<input checked="" type="checkbox"/> All <input type="checkbox"/> Low Income <input type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups	\$3,500	ASES	
			\$500	ASES	
			\$4,000		
03.02.03: Continue to identify and to monitor foster youth and to provide ongoing support for their academic and social-emotional success.	District-wide	<input type="checkbox"/> All <input type="checkbox"/> Low Income <input type="checkbox"/> English Learner <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups	\$0	--	
			\$0		

LCAP Year 3: 2018-2019

<p>Expected Annual Measurable Outcomes:</p>	<p>5.1: School attendance rate - 5.2: Truancy rate - 7% 5.3: Chronic absenteeism rate - 14% 5.4: Middle school dropout rate - 0% 5.5: Middle school graduation rate - 6.1: Suspension rate - 6% 6.2: Expulsion rate - 0%</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures Amount Source Obj Code</p>
<p>03.03.01: Continue to implement and improve the tiered PBIS program.</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> All _____ <input type="checkbox"/> Low Income <input type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups</p>	<p>\$2,000 LCFF _____ \$2,000</p>
<p>03.03.02: Provide funding to run the ASES program to support student academic achievement and social-emotional success.</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> All _____ <input type="checkbox"/> Low Income <input type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups</p>	<p>\$3,500 ASES \$500 ASES _____ \$4,000</p>
<p>03.03.03: Continue to identify and to monitor foster youth and to provide ongoing support for their academic and social-emotional success.</p>	<p>District-wide</p>	<p><input type="checkbox"/> All _____ <input type="checkbox"/> Low Income <input type="checkbox"/> English Learner <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups</p>	<p>\$0 -- _____ \$0</p>

GOAL:	04. Parent and community participation in and connectedness with the schools will increase.	Related State and/or Local Priorities: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 COE only: <input type="checkbox"/> 9 <input type="checkbox"/> 10 Local: Specify _____		
Identified Need:	Increased engagement and support of parents as stakeholders and decision makers.			
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
LCAP Year 1: 2016-2017				
Expected Annual Measurable Outcomes:	3.1: % meeting standard on CAASP ELA - 80% (BL -) 3.2: # of parents completing parent skills classes - (BL -)			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
			Amount	Source Obj Code
04.01.01: Provide annual parent conferences that focus on educating parents on student progress as well as strategies parents can use to support student learning.	District-wide	<input checked="" type="checkbox"/> All <hr/> <input type="checkbox"/> Low Income <input type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups	\$0	--
			\$0	
04.01.02: Provide workshops to assist parents in supporting their children academically, learning at home strategies, parenting, 21st Century Skills, health and wellness and understanding the CA educational system.	District-wide	<input checked="" type="checkbox"/> All <hr/> <input type="checkbox"/> Low Income <input type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups	\$20,000	Title I
			\$20,000	

LCAP Year 2: 2017-2018						
Expected Annual Measurable Outcomes:		3.1: % meeting standard on CAASP ELA - 80% 3.2: # of parents completing parent skills classes -				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures			
			Amount	Source	Obj Code	
04.02.01: Provide annual parent conferences that focus on educating parents on student progress as well as strategies parents can use to support student learning.	District-wide	<input checked="" type="checkbox"/> All <input type="checkbox"/> Low Income <input type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups	\$0	--		
			\$0			
04.02.02: Provide workshops to assist parents in supporting their children academically, learning at home strategies, parenting, 21st Century Skills, health and wellness and understanding the CA educational system.	District-wide	<input checked="" type="checkbox"/> All <input type="checkbox"/> Low Income <input type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups	\$20,000	Title I		
			\$20,000			
LCAP Year 3: 2018-2019						
Expected Annual Measurable Outcomes:		3.1: % meeting standard on CAASP ELA - 80% 3.2: # of parents completing parent skills classes -				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures			
			Amount	Source	Obj Code	
04.03.01: Provide annual parent conferences that focus on educating parents on student progress as well as strategies parents can use to support student learning.	District-wide	<input checked="" type="checkbox"/> All <input type="checkbox"/> Low Income <input type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups	\$0	--		
			\$0			
04.03.02: Provide workshops to assist parents in supporting their children academically, learning at home strategies, parenting, 21st Century Skills, health and wellness and understanding the CA educational system.	District-wide	<input checked="" type="checkbox"/> All <input type="checkbox"/> Low Income <input type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups	\$20,000	Title I		
			\$20,000			

GOAL:	05. Staff all certificated and classified positions with appropriately skilled and credentialed people and provide all basic services needed to run the district.	Related State and/or Local Priorities: <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 COE only: <input type="checkbox"/> 9 <input type="checkbox"/> 10 Local: Specify _____	
Identified Need:	Students receive instruction and support from qualified and highly skilled staff and effective basic services are provided.		
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All	
LCAP Year 1: 2016-2017			
Expected Annual Measurable Outcomes:	1.1: Maintain % of Highly Qualified appropriately assigned teachers - 100% (BL -) 2.1: Increase implementation of CASS for all students - 100% (BL -) 2.2: Increase implementation of SBE adopted ELD standards for all ELs - 100% (BL -) 7.1: Enrollment in required courses of study enrolled in required courses of study. - 100% (BL -)		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
			Amount Source Obj Code
05.01.01: Staff all classrooms with appropriately assigned, and fully credentialed teachers in all subject areas, and appropriate to the students they are teaching. (13.5 FTE @ \$73,273 / FTE)	District-wide	<input checked="" type="checkbox"/> All <hr/> <input type="checkbox"/> Low Income <input type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups	\$797,233 LCFF \$138,217 LCFF \$72,812 LCFF, S&C <hr/> \$1,008,262
05.01.02: Staff all appropriate instructional support positions. (6.2 FTE @ \$28,568 / FTE)	District-wide	<input checked="" type="checkbox"/> All <hr/> <input type="checkbox"/> Low Income <input type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups	\$114,004 LCFF \$37,733 LCFF \$25,384 ASES <hr/> \$177,121
05.01.03: Staff the MOT at appropriate levels to maintain safe, clean, and inviting facilities and provide appropriate transportation. (5 FTE @ \$71,397 / FTE)	District-wide	<input checked="" type="checkbox"/> All <hr/> <input type="checkbox"/> Low Income <input type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups	\$244,525 LCFF \$112,560 LCFF <hr/> \$357,085
05.01.04: Staff a Program Coordinator position that will run the: ASES program, RTI program, and the Assessment program. (1 FTE @ \$73,273 / FTE)	District-wide	<input type="checkbox"/> All <hr/> <input checked="" type="checkbox"/> Low Income <input checked="" type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups	\$56,125 LCFF \$11,148 LCFF \$6,000 ASES <hr/> \$73,273

05.01.05: Staff administrators and confidential employees to oversee and run the schools and district central office. (1 FTE superintendent, 1 FTE principals) (1.75 FTE @ \$104,660 / FTE)	District-wide	<input checked="" type="checkbox"/> All <input type="checkbox"/> Low Income <input type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups	\$146,034 \$37,121 <hr/> \$183,155	LCFF LCFF
05.01.06: Staff all office support positions. (2 FTE @ \$43,966 / FTE)	District-wide	<input checked="" type="checkbox"/> All <input type="checkbox"/> Low Income <input type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups	\$55,690 \$32,242 <hr/> \$87,932	LCFF LCFF
05.01.07: Staff a 6.75 hr / day Media Technician. (0 FTE @ \$30,000 / FTE)	District-wide	<input checked="" type="checkbox"/> All <input type="checkbox"/> Low Income <input type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups	\$20,000 \$10,000 <hr/> \$30,000	LCFF LCFF
05.01.08: Staff all cafeteria positions at appropriate levels. (1.94 FTE @ \$39,648 / FTE)	District-wide	<input checked="" type="checkbox"/> All <input type="checkbox"/> Low Income <input type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups	\$60,530 \$16,387 <hr/> \$76,917	Fund 13 Fund 13
05.01.09: Provide PD to board members, faculty, staff and the administration on the LCAP and review LCAP progress at least twice each year.	District-wide	<input checked="" type="checkbox"/> All <input type="checkbox"/> Low Income <input type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups	\$15,000 <hr/> \$15,000	LCFF
05.01.10: Other books and supplies (4000-4999) not listed in other actions.	District-wide	<input checked="" type="checkbox"/> All <input type="checkbox"/> Low Income <input type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups	\$164,309 <hr/> \$164,309	LCFF
05.01.11: Other services and operating expenditures (5000-5999) not listed in other actions.	District-wide	<input checked="" type="checkbox"/> All <input type="checkbox"/> Low Income <input type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups	\$373,345 <hr/> \$373,345	LCFF
05.01.12: Other Capital Outlays (6000-6999) not listed in other actions.	District-wide	<input checked="" type="checkbox"/> All <input type="checkbox"/> Low Income <input type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups	\$52,000 <hr/> \$52,000	LCFF

05.01.13: Other Outgo (7000-7499) not listed in other actions.	District-wide	<input checked="" type="checkbox"/> All	\$272,950	LCFF
		<input type="checkbox"/> Low Income <input type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups	\$272,950	

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	1.1: Maintain % of Highly Qualified appropriately assigned teachers - 100% 2.1: Increase implementation of CASS for all students - 100% 2.2: Increase implementation of SBE adopted ELD standards for all ELs - 100% 7.1: Enrollment in required courses of study enrolled in required courses of study. - 100%
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures		
			Amount	Source	Obj Code
05.02.01: Staff all classrooms with appropriately assigned, and fully credentialed teachers in all subject areas, and appropriate to the students they are teaching. (13.5 FTE @ \$75,470 / FTE)	District-wide	<input checked="" type="checkbox"/> All	\$927,837	LCFF	
		<input type="checkbox"/> Low Income <input type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups	\$166,495	LCFF	
			\$1,094,332		
05.02.02: Staff all appropriate instructional support positions. (6.2 FTE @ \$29,424 / FTE)	District-wide	<input checked="" type="checkbox"/> All	\$118,181	LCFF	
		<input type="checkbox"/> Low Income <input type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups	\$38,864	LCFF	
			\$25,384	ASES	
			\$182,429		
05.02.03: Staff the MOT at appropriate levels to maintain safe, clean, and inviting facilities and provide appropriate transportation. (5 FTE @ \$73,538 / FTE)	District-wide	<input checked="" type="checkbox"/> All	\$251,860	LCFF	
		<input type="checkbox"/> Low Income <input type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups	\$115,936	LCFF	
			\$367,796		
05.02.04: Staff a Program Coordinator position that will run the: ASES program, RTI program, and the Assessment program. (1 FTE @ \$75,470 / FTE)	District-wide	<input type="checkbox"/> All	\$57,988	LCFF	
		<input checked="" type="checkbox"/> Low Income <input checked="" type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups	\$11,482	LCFF	
			\$6,000	ASES	
			\$75,470		
05.02.05: Staff administrators and confidential employees to oversee and run the schools and district central office. (1 FTE superintendent, 1 FTE principals) (1.75 FTE @ \$107,799 / FTE)	District-wide	<input checked="" type="checkbox"/> All	\$150,415	LCFF	
		<input type="checkbox"/> Low Income <input type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups	\$38,234	LCFF	
			\$188,649		

05.02.06: Staff all office support positions. (2 FTE @ \$45,284 / FTE)	District-wide	<input checked="" type="checkbox"/> All <input type="checkbox"/> Low Income <input type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups	\$57,360 \$33,209 <hr/> \$90,569	LCFF LCFF
05.02.07: Staff a 6.75 hr / day Media Technician. (0 FTE @ \$30,900 / FTE)	District-wide	<input checked="" type="checkbox"/> All <input type="checkbox"/> Low Income <input type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups	\$20,600 \$10,300 <hr/> \$30,900	LCFF LCFF
05.02.08: Staff all cafeteria positions at appropriate levels. (1.94 FTE @ \$40,837 / FTE)	District-wide	<input checked="" type="checkbox"/> All <input type="checkbox"/> Low Income <input type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups	\$62,345 \$16,878 <hr/> \$79,223	Fund 13 Fund 13
05.02.09: Provide PD to board members, faculty, staff and the administration on the LCAP and review LCAP progress at least twice each year.	District-wide	<input checked="" type="checkbox"/> All <input type="checkbox"/> Low Income <input type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups	\$15,000 <hr/> \$15,000	LCFF
05.02.10: Other books and supplies (4000-4999) not listed in other actions.	District-wide	<input checked="" type="checkbox"/> All <input type="checkbox"/> Low Income <input type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups	\$164,309 <hr/> \$164,309	LCFF
05.02.11: Other services and operating expenditures (5000-5999) not listed in other actions.	District-wide	<input checked="" type="checkbox"/> All <input type="checkbox"/> Low Income <input type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups	\$373,345 <hr/> \$373,345	LCFF
05.02.12: Other Capital Outlays (6000-6999) not listed in other actions.	District-wide	<input checked="" type="checkbox"/> All <input type="checkbox"/> Low Income <input type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups	\$52,000 <hr/> \$52,000	LCFF
05.02.13: Other Outgo (7000-7499) not listed in other actions.	District-wide	<input checked="" type="checkbox"/> All <input type="checkbox"/> Low Income <input type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups	\$272,950 <hr/> \$272,950	LCFF

LCAP Year 3: 2018-2019						
Expected Annual Measurable Outcomes:	1.1: Maintain % of Highly Qualified appropriately assigned teachers - 100% 2.1: Increase implementation of CASS for all students - 100% 2.2: Increase implementation of SBE adopted ELD standards for all ELs - 100% 7.1: Enrollment in required courses of study enrolled in required courses of study. - 100%					
	Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
				Amount	Source	Obj Code
05.03.01: Staff all classrooms with appropriately assigned, and fully credentialed teachers in all subject areas, and appropriate to the students they are teaching. (13.5 FTE @ \$77,733 / FTE)		District-wide	<input checked="" type="checkbox"/> All <hr/> <input type="checkbox"/> Low Income <input type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups	\$955,672	LCFF	
				\$171,489	LCFF	
				<u>\$1,127,161</u>		
05.03.02: Staff all appropriate instructional support positions. (6.2 FTE @ \$30,306 / FTE)		District-wide	<input checked="" type="checkbox"/> All <hr/> <input type="checkbox"/> Low Income <input type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups	\$122,484	LCFF	
				\$40,029	LCFF	
				\$25,384	ASES	
				<u>\$187,897</u>		
05.03.03: Staff the MOT at appropriate levels to maintain safe, clean, and inviting facilities and provide appropriate transportation. (5 FTE @ \$75,743 / FTE)		District-wide	<input checked="" type="checkbox"/> All <hr/> <input type="checkbox"/> Low Income <input type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups	\$259,415	LCFF	
				\$119,414	LCFF	
				<u>\$378,829</u>		
05.03.04: Staff a Program Coordinator position that will run the: ASES program, RTI program, and the Assessment program. (1 FTE @ \$77,733 / FTE)		District-wide	<input type="checkbox"/> All <hr/> <input checked="" type="checkbox"/> Low Income <input checked="" type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups	\$59,907	LCFF	
				\$11,826	LCFF	
				\$6,000	ASES	
				<u>\$77,733</u>		
05.03.05: Staff administrators and confidential employees to oversee and run the schools and district central office. (1 FTE superintendent, 1 FTE principals) (1.75 FTE @ \$111,032 / FTE)		District-wide	<input checked="" type="checkbox"/> All <hr/> <input type="checkbox"/> Low Income <input type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups	\$154,927	LCFF	
				\$39,381	LCFF	
				<u>\$194,308</u>		
05.03.06: Staff all office support positions. (2 FTE @ \$46,642 / FTE)		District-wide	<input checked="" type="checkbox"/> All <hr/> <input type="checkbox"/> Low Income <input type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups	\$59,080	LCFF	
				\$34,205	LCFF	
				<u>\$93,285</u>		

05.03.07: Staff a 6.75 hr / day Media Technician. (0 FTE @ \$31,827 / FTE)	District-wide	<input checked="" type="checkbox"/> All <input type="checkbox"/> Low Income <input type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups	\$21,218 LCFF \$10,609 LCFF <hr/> \$31,827	
05.03.08: Staff all cafeteria positions at appropriate levels. (1.94 FTE @ \$42,062 / FTE)	District-wide	<input checked="" type="checkbox"/> All <input type="checkbox"/> Low Income <input type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups	\$64,215 Fund 13 \$17,384 Fund 13 <hr/> \$81,599	
05.03.09: Provide PD to board members, faculty, staff and the administration on the LCAP and review LCAP progress at least twice each year.	District-wide	<input checked="" type="checkbox"/> All <input type="checkbox"/> Low Income <input type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups	\$15,000 LCFF <hr/> \$15,000	
05.03.10: Other books and supplies (4000-4999) not listed in other actions.	District-wide	<input checked="" type="checkbox"/> All <input type="checkbox"/> Low Income <input type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups	\$164,309 LCFF <hr/> \$164,309	
05.03.11: Other services and operating expenditures (5000-5999) not listed in other actions.	District-wide	<input checked="" type="checkbox"/> All <input type="checkbox"/> Low Income <input type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups	\$373,345 LCFF <hr/> \$373,345	
05.03.12: Other Capital Outlays (6000-6999) not listed in other actions.	District-wide	<input checked="" type="checkbox"/> All <input type="checkbox"/> Low Income <input type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups	\$52,000 LCFF <hr/> \$52,000	
05.03.13: Other Outgo (7000-7499) not listed in other actions.	District-wide	<input checked="" type="checkbox"/> All <input type="checkbox"/> Low Income <input type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups	\$272,950 LCFF <hr/> \$272,950	

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?

GOAL:	01. Student achievement as measured by state and local targets and by participation in College & Career Ready (CCR) classes will increase.		Related State and/or Local Priorities: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 COE only: <input type="checkbox"/> 9 <input type="checkbox"/> 10 Local: Specify _____	
	Identified Need: Increased % of students who demonstrate academic growth and proficiencies needed to ensure they leave the TK-12 system ready Goal Applies to: Schools: All Applicable Pupil Subgroups: All			
LCAP Year 1: 2015-2016				
Expected Annual Measurable Outcomes:	1.2: % of student with SBE adopted standards aligned curriculum - 40% (BL - 20%) 3.2: # of parents completing parent skills classes - 15 (BL - 15) 4.1: % API - TBD (BL - N/A) 4.2: % Smarter Balanced Assessment - TBD (BL - N/A) 4.3: % CST - TBD (BL - N/A) 4.4: % of students successfully completing A-G requirements - 40% (BL - 38.9%) 4.5: % of students successfully completing CTE programs - 0% (BL - 0%) 4.6: % of EL progress towards english proficiency - 55% (BL - 57.5%) 4.7: EL reclassification rate - 15% (BL - 16.5%) 4.8: % of students passing AP exams - N/A (BL - N/A) 4.9: % of students college ready based on EAP (CJUSD will establish a baseline in 15-16) - N/A (BL - N/A)	Actual Annual Measurable Outcomes:	1.2: % of student with SBE adopted standards aligned curriculum - 3.2: # of parents completing parent skills classes - 4.1: % API - 4.2: % Smarter Balanced Assessment - 4.3: % CST - 4.4: % of students successfully completing A-G requirements - 4.5: % of students successfully completing CTE programs - 4.6: % of EL progress towards english proficiency - 4.7: EL reclassification rate - 4.8: % of students passing AP exams - 4.9: % of students college ready based on EAP (CJUSD will establish a baseline in 15-16) -	
Planned Actions / Services		Actual Actions / Services		
Budgeted Expenditures		Estimated Actual Annual Expenditures		

01.01.01: Purchase the most recent SBE approved, CASS-aligned ELA/ELD curriculum at all grade levels TK-12 for all teachers including special ed teachers and intervention. (240 x \$200)		\$80,000 LCFF \$3,349 Title III \$7,417 Lottery/In	We are evaluating the latest CDE ELA/ELD adopted materials and will make a selection in May 2016 with purchase on June 2016 (50%, 0%)	
		\$90,766		
Scope of Service	District-wide		Scope of Service	District-wide
<input checked="" type="checkbox"/> All <input type="checkbox"/> Low Income <input type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups			<input checked="" type="checkbox"/> All <input type="checkbox"/> Low Income <input type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups	
01.01.02: Provide a tiered intervention system for all students (K-8) in need of strategic or intensive intervention in ELA, to include universal screening. Interventions will comply with SBE required time.		--	We have implemented an ELA RTI program in K-8 with a universal screening program in k-5, and teacher recommendation in 6-8. Based on teacher input the program has been moderate effectiveness. (85%, 55.00000000000004%)	
Scope of Service	District-wide		Scope of Service	District-wide
<input type="checkbox"/> All <input checked="" type="checkbox"/> Low Income <input checked="" type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups			<input type="checkbox"/> All <input checked="" type="checkbox"/> Low Income <input checked="" type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups	
01.01.03: Provide ongoing ELA, ELD, and Math interventions at the high school for students in need of these interventions.		--	We are using a paraprofessional for classroom interventions and an online program for credit recovery. (45%, 0%)	
Scope of Service	District-wide		Scope of Service	District-wide
<input type="checkbox"/> All <input checked="" type="checkbox"/> Low Income <input checked="" type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups			<input type="checkbox"/> All <input checked="" type="checkbox"/> Low Income <input checked="" type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups	

01.01.04: All students (grades 3-11) will complete the SmarterBalanced block and interim assessments.		--	Not yet implemented (0%, 0%)	
Scope of Service	District-wide		Scope of Service	District-wide
<input checked="" type="checkbox"/> All <input type="checkbox"/> Low Income <input type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups			<input checked="" type="checkbox"/> All <input type="checkbox"/> Low Income <input type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups	
01.01.05: Provide PD for teachers and paraprofessionals on CASS and CASS instructional strategies, and academic (RTI) and social-emotional (PBIS) tiered intervention systems.		\$15,000 LCFF \$15,000 LCFF, \$10,599 Title II <u>\$40,599</u>	We have provided 10 days of on-site PD from SBCEO. K-5 teachers have participated in two day per grade level of off-site PD. (75%, 0%)	
Scope of Service	District-wide		Scope of Service	District-wide
<input checked="" type="checkbox"/> All <input type="checkbox"/> Low Income <input type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups			<input checked="" type="checkbox"/> All <input type="checkbox"/> Low Income <input type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups	
01.01.06: Provide a path for students to acquire CCR skills at the H.S. including more opportunities for college prep courses or instruction at the H.S. (licenses to online college prep courses)		\$10,000 LCFF, \$25,625 Ltry Prp <u>\$35,625</u>	We have added a culinary arts program and have increased our online course offerings. There are 15 enrolled students in the culinary arts class and 25 students enrolled in the online courses. (50%, 50%)	
Scope of Service	District-wide		Scope of Service	District-wide
<input checked="" type="checkbox"/> All <input type="checkbox"/> Low Income <input type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups			<input checked="" type="checkbox"/> All <input type="checkbox"/> Low Income <input type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups	

01.01.07: Enrich the current in-school and after-school CCR programs at the E.S. (i.e. school visual and performing arts, digital media, assemblies, local artists etc.)		\$5,000 LCFF		
		\$5,000		
Scope of Service	District-wide		Scope of Service	District-wide
<input checked="" type="checkbox"/> All <input type="checkbox"/> Low Income <input type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups			<input checked="" type="checkbox"/> All <input type="checkbox"/> Low Income <input type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups	
What changes in actions, services and expenditures will be made as a result of reviewing past progress and/or changes?				

GOAL:	02. School environment will be well maintained, sustainable, safe, welcoming and used by the community.	Related State and/or Local Priorities: <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 COE only: <input type="checkbox"/> 9 <input type="checkbox"/> 10 Local: Specify _____
Identified Need:	Ensure that facilities are safe and appropriate to foster academic achievement.	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All	
LCAP Year 1: 2015-2016		
Expected Annual Measurable Outcomes:	1.3: <i>Facilities Inspection Tool</i> - 90% (BL - 91.9%)	Actual Annual Measurable Outcomes: 1.3: <i>Facilities Inspection Tool</i> -
Planned Actions / Services		Actual Actions / Services
		Budgeted Expenditures
02.01.01: Update the Facilities Assessment and Cost Analysis Plan with priority given to the highest highest facility needs across the district.		\$5,000 LCFF
		\$5,000
Scope of Service	District-wide	Scope of Service District-wide
<input checked="" type="checkbox"/> All <input type="checkbox"/> Low Income <input type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups		<input checked="" type="checkbox"/> All <input type="checkbox"/> Low Income <input type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups
		Estimated Actual Annual Expenditures

02.01.02: Provide tech support at both campuses.		\$10,000 Other	Tech support is provided at both campuses. Fewer tech repair request. (50%, 45%)	
		\$10,000		
Scope of Service	District-wide		Scope of Service	District-wide
<input checked="" type="checkbox"/> All <input type="checkbox"/> Low Income <input type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups			<input checked="" type="checkbox"/> All <input type="checkbox"/> Low Income <input type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups	
02.01.03: Ensure that all classrooms have at minimum a mounted projector, a document camera, a wide pull-down screen.		\$25,000 LCFF		
		\$25,000		
Scope of Service	District-wide		Scope of Service	District-wide
<input checked="" type="checkbox"/> All <input type="checkbox"/> Low Income <input type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups			<input checked="" type="checkbox"/> All <input type="checkbox"/> Low Income <input type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups	
02.01.04: Finish the Prop 39 energy efficiency plan.		\$5,000 Prop-39		
		\$5,000		
Scope of Service	District-wide		Scope of Service	District-wide
<input checked="" type="checkbox"/> All <input type="checkbox"/> Low Income <input type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups			<input checked="" type="checkbox"/> All <input type="checkbox"/> Low Income <input type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups	

02.01.05: Upgrade the irrigation / water system at the H.S.		\$30,000 LCFF	We have add additional sprinkler systems at the High School Greener grass (60%, 50%)	
		\$30,000		
Scope of Service	District-wide		Scope of Service	District-wide
<input checked="" type="checkbox"/> All <input type="checkbox"/> Low Income <input type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups			<input checked="" type="checkbox"/> All <input type="checkbox"/> Low Income <input type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups	
02.01.06: Connect all schools to the state high speed network for a maximum bandwidth of 100 Mbps.		\$100,000 Other	Grant funding has been approved for the high speed Internet project. The contract has been awarded to KCSOS and the planning and engineering work has started. (50%, 0%)	
		\$100,000		
Scope of Service	District-wide		Scope of Service	District-wide
<input checked="" type="checkbox"/> All <input type="checkbox"/> Low Income <input type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups			<input checked="" type="checkbox"/> All <input type="checkbox"/> Low Income <input type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups	
02.01.07: Complete technology upgrades as detailed in the Technology Plan, including replacing old computers, Providing LCD projectors, printers, etc.		\$50,000 LCFF	Most desktop printers have been standardized and replaced. We have purchased some new computers at the high school and elementary school. Students and staff can more easily complete their work (30%, 30%)	
		\$50,000		
Scope of Service	District-wide		Scope of Service	District-wide
<input checked="" type="checkbox"/> All <input type="checkbox"/> Low Income <input type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups			<input checked="" type="checkbox"/> All <input type="checkbox"/> Low Income <input type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups	

<p>What changes in actions, services and expenditures will be made as a result of reviewing past progress and/or changes?</p>	
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GOAL:	03. The schools' social-emotional environment will be safe, welcoming, and conducive to student learning causing student connectedness with the district to increase.	Related State and/or Local Priorities: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 COE only: <input type="checkbox"/> 9 <input type="checkbox"/> 10 Local: Specify _____	
Identified Need:	Access to systems for health and wellness, social-emotional and family supports.		
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All		
LCAP Year 1: 2015-2016			
Expected Annual Measurable Outcomes:	5.2: Truancy rate - 7% (BL - 8.12%) 5.3: Chronic absenteeism rate - 14% (BL - 14.1%) 5.4: Middle school dropout rate - 0% (BL - 0%) 5.6: High school dropout rate - 0% (BL - 0%) 5.7: High school graduation rate - 94.1% (BL - 94.1%) 6.1: Suspension rate - 6% (BL - 6.3%) 6.2: Expulsion rate - 0% (BL - 0%)	Actual Annual Measurable Outcomes:	5.2: Truancy rate - 5.3: Chronic absenteeism rate - 5.4: Middle school dropout rate - 5.6: High school dropout rate - 5.7: High school graduation rate - 6.1: Suspension rate - 6.2: Expulsion rate -
Planned Actions / Services		Actual Actions / Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures
03.01.01: Continue to implement and improve the tiered PBIS program.		\$2,000 LCFF _____ \$2,000	We have provided professional development to implement PBIS at all grade levels. The PBIS teams meet at least every other month to review progress. Some student behavior has improved. (20%, 20%) _____
Scope of Service	District-wide	Scope of Service	District-wide
<input checked="" type="checkbox"/> All <input type="checkbox"/> Low Income <input type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups		<input checked="" type="checkbox"/> All <input type="checkbox"/> Low Income <input type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups	

03.01.02: Provide funding to run the ASES program to support student academic achievement and social-emotional success.		\$35,000 ASES		
		\$35,000		
Scope of Service	District-wide		Scope of Service	District-wide
<input checked="" type="checkbox"/> All <input type="checkbox"/> Low Income <input type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups			<input checked="" type="checkbox"/> All <input type="checkbox"/> Low Income <input type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups	
03.01.03: Continue to identify and to monitor foster youth and to provide ongoing support for their academic and social-emotional success.		--	Foster youth is monitored. We have no identified foster youth. (100%, 0%)	
Scope of Service	District-wide		Scope of Service	District-wide
<input type="checkbox"/> All <input type="checkbox"/> Low Income <input type="checkbox"/> English Learner <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups			<input type="checkbox"/> All <input type="checkbox"/> Low Income <input type="checkbox"/> English Learner <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups	
What changes in actions, services and expenditures will be made as a result of reviewing past progress and/or changes?				

GOAL:	04. Parent and community participation in and connectedness with the schools will increase.	Related State and/or Local Priorities: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 COE only: <input type="checkbox"/> 9 <input type="checkbox"/> 10 Local: Specify _____	
Identified Need:	Increased engagement and support of parents as stakeholders and decision makers.		
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All	
LCAP Year 1: 2015-2016			
Expected Annual Measurable Outcomes:	3.1: % meeting standard on CAASP ELA - 80% (BL - 0%)	Actual Annual Measurable Outcomes:	3.1: % meeting standard on CAASP ELA -
Planned Actions / Services		Actual Actions / Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures
04.01.01: Provide annual parent conferences that focus on educating parents on student progress as well as strategies parents can use to support student learning.		--	All parents of k-8 students are scheduled for conferences. All but one parent attenden parent conferences. (99%, 99%)
Scope of Service	District-wide	Scope of Service	District-wide
<input checked="" type="checkbox"/> All <input type="checkbox"/> Low Income <input type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups		<input checked="" type="checkbox"/> All <input type="checkbox"/> Low Income <input type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups	

04.01.02: Provide workshops to assist parents in supporting their children academically, learning at home strategies, parenting, 21st Century Skills, health and wellness and understanding the CA educational system.		\$15,000 LCFF,		
		\$15,000		
Scope of Service	District-wide		Scope of Service	District-wide
<input checked="" type="checkbox"/> All <input type="checkbox"/> Low Income <input type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups			<input checked="" type="checkbox"/> All <input type="checkbox"/> Low Income <input type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups	
What changes in actions, services and expenditures will be made as a result of reviewing past progress and/or changes?				

GOAL:	05. Staff all certificated and classified positions with appropriately skilled and credentialed people and provide all basic services needed to run the district.	Related State and/or Local Priorities: <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 COE only: <input type="checkbox"/> 9 <input type="checkbox"/> 10 Local: Specify _____
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Identified Need:	Students receive instruction and support from qualified and highly skilled staff and effective basic services are provided.	
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	1.1: % of teachers misassigned - 0% (BL - 0%) 2.1: Implementation of CASS for all students - 100% (BL - 30%) 2.2: Implementation of SBE adopted ELD standards for all ELs - 100% (BL - 30%) 7.1: Enrollment in required courses of study - 100% (BL - 100%) 8.1: % of students completing 2 formative local assessments - 85% (BL - 0%)	Actual Annual Measurable Outcomes:	1.1: % of teachers misassigned - 2.1: Implementation of CASS for all students - 2.2: Implementation of SBE adopted ELD standards for all ELs - 7.1: Enrollment in required courses of study - 8.1: % of students completing 2 formative local assessments -
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Planned Actions / Services		Actual Actions / Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures
05.01.01: Staff all classrooms with appropriately assigned, and fully credentialed teachers in all subject areas, and appropriate to the students they are teaching. (16.5 FTE @ \$75,261 / FTE)		\$1,152,384 LCFF \$89,423 LCFF, <hr/> \$1,241,807	
Scope of Service	District-wide	Scope of Service	District-wide
<input checked="" type="checkbox"/> All <input type="checkbox"/> Low Income <input type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups		<input checked="" type="checkbox"/> All <input type="checkbox"/> Low Income <input type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups	

05.01.02: Staff all appropriate instructional support positions. (6.04 FTE @ \$29,829 / FTE)		\$95,288 LCFF \$68,664 Title I \$6,862 Title III \$170,814		
Scope of Service	District-wide		Scope of Service	District-wide
<input checked="" type="checkbox"/> All <input type="checkbox"/> Low Income <input type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups			<input checked="" type="checkbox"/> All <input type="checkbox"/> Low Income <input type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups	
05.01.03: Staff the maintenance department at appropriate levels to maintain safe, clean, and inviting facilities and provide appropriate transportation. (5.5 FTE @ \$56,665 / FTE)		\$311,658 LCFF \$311,658		
Scope of Service	District-wide		Scope of Service	District-wide
<input checked="" type="checkbox"/> All <input type="checkbox"/> Low Income <input type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups			<input checked="" type="checkbox"/> All <input type="checkbox"/> Low Income <input type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups	
05.01.04: Staff a Program Coordinator position that will run the: ASES program, RTI program, and the Assessment program. (1 FTE @ \$75,261 / FTE)		\$75,261 LCFF, \$75,261		
Scope of Service	District-wide		Scope of Service	District-wide
<input type="checkbox"/> All <input checked="" type="checkbox"/> Low Income <input checked="" type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups			<input type="checkbox"/> All <input checked="" type="checkbox"/> Low Income <input checked="" type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups	

05.01.05: Staff 3.5 FTE administrators and confidential employees to oversee and run the schools and district central office. (1 FTE superintendent, 1 FTE CBO, 1 FTE administrative assistant.)		\$310,667 LCFF		
		\$310,667		
Scope of Service	District-wide		Scope of Service	District-wide
<input checked="" type="checkbox"/> All <input type="checkbox"/> Low Income <input type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups			<input checked="" type="checkbox"/> All <input type="checkbox"/> Low Income <input type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups	
05.01.06: Staff all office support positions. (2 FTE @ \$58,597 / FTE)		\$117,194 LCFF		
		\$117,194		
Scope of Service	District-wide		Scope of Service	District-wide
<input checked="" type="checkbox"/> All <input type="checkbox"/> Low Income <input type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups			<input checked="" type="checkbox"/> All <input type="checkbox"/> Low Income <input type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups	
05.01.07: Staff a 6.75 hr / day Media Technician.		\$10,000 Other		
		\$10,000		
Scope of Service	District-wide		Scope of Service	District-wide
<input checked="" type="checkbox"/> All <input type="checkbox"/> Low Income <input type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups			<input checked="" type="checkbox"/> All <input type="checkbox"/> Low Income <input type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups	

05.01.08: Staff all cafeteria positions at appropriate levels. (1.94 FTE @ \$32,631 / FTE)		\$63,304 Fund 13		
		\$63,304		
Scope of Service	District-wide		Scope of Service	District-wide
<input checked="" type="checkbox"/> All <input type="checkbox"/> Low Income <input type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups			<input checked="" type="checkbox"/> All <input type="checkbox"/> Low Income <input type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups	
05.01.09: Provide professional services needed to administer the district such as legal, advertising, insurance, auditors, etc.		\$54,290 LCFF		
		\$54,290		
Scope of Service	District-wide		Scope of Service	District-wide
<input checked="" type="checkbox"/> All <input type="checkbox"/> Low Income <input type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups			<input checked="" type="checkbox"/> All <input type="checkbox"/> Low Income <input type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups	
05.01.10: Provide PD to board members, faculty, staff and the administration on the LCAP and review LCAP progress at least twice each year.		\$15,000 LCFF		
		\$15,000		
Scope of Service	District-wide		Scope of Service	District-wide
<input checked="" type="checkbox"/> All <input type="checkbox"/> Low Income <input type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups			<input checked="" type="checkbox"/> All <input type="checkbox"/> Low Income <input type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups	

05.01.11: Provide utilities, maintenance, and other operational costs. (excluding staff cost)		\$34,300 LCFF		
		\$34,300		
Scope of Service	District-wide		Scope of Service	District-wide
<input checked="" type="checkbox"/> All <input type="checkbox"/> Low Income <input type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups			<input checked="" type="checkbox"/> All <input type="checkbox"/> Low Income <input type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups	
05.01.12: Provide transportation services such as fuel, vehicles, repairs, etc. (excluding staff costs) (4380)		\$50,000 LCFF		
		\$50,000		
Scope of Service	District-wide		Scope of Service	District-wide
<input checked="" type="checkbox"/> All <input type="checkbox"/> Low Income <input type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups			<input checked="" type="checkbox"/> All <input type="checkbox"/> Low Income <input type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups	
05.01.13: Dues and Memberships.		\$16,500 LCFF		
		\$16,500		
Scope of Service	District-wide		Scope of Service	District-wide
<input checked="" type="checkbox"/> All <input type="checkbox"/> Low Income <input type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups			<input checked="" type="checkbox"/> All <input type="checkbox"/> Low Income <input type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups	

05.01.14: Provide property and liability insurance for the district.		\$30,000 LCFF		
		\$30,000		
Scope of Service	District-wide		Scope of Service	District-wide
<input checked="" type="checkbox"/> All <input type="checkbox"/> Low Income <input type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups			<input checked="" type="checkbox"/> All <input type="checkbox"/> Low Income <input type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups	
05.01.15: Rentals, Leases, Repairs, and Noncapitalized Improvements.		\$23,000 LCFF		
		\$23,000		
Scope of Service	District-wide		Scope of Service	District-wide
<input checked="" type="checkbox"/> All <input type="checkbox"/> Low Income <input type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups			<input checked="" type="checkbox"/> All <input type="checkbox"/> Low Income <input type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups	
05.01.16: Licenses		\$15,000 LCFF		
		\$15,000		
Scope of Service	District-wide		Scope of Service	District-wide
<input checked="" type="checkbox"/> All <input type="checkbox"/> Low Income <input type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups			<input checked="" type="checkbox"/> All <input type="checkbox"/> Low Income <input type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups	

05.01.17: Communications		\$6,910 LCFF		
		\$6,910		
Scope of Service	District-wide		Scope of Service	District-wide
<input checked="" type="checkbox"/> All <input type="checkbox"/> Low Income <input type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups			<input checked="" type="checkbox"/> All <input type="checkbox"/> Low Income <input type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input type="checkbox"/> R-FEP <input type="checkbox"/> Other Subgroups	
What changes in actions, services and expenditures will be made as a result of reviewing past progress and/or changes?				

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.)

<p>Total Amount of Supplemental and Concentration grant funds calculated: \$128,568</p> <p>Based on SBE formula calculator, Cuyama Elementary School District's 2016-2017 LCFF Supplemental / Concentration Grant is projected to be \$128,568.</p> <p>Stakeholder groups provided input and feedback on the most effective use of these dollars to meet our district goals for unduplicated pupils within the eight state priority areas. The unduplicated student percentage of enrollment is 82.11%; therefore, these funds will be used district-wide in an effort to provide services directed to unduplicated students.</p> <p>Services funded district-wide are funded in this manner (rather than by school-site) for the following reasons: 1. This will provide greater financial efficiency, 2. To allow one teacher per grade level, avoiding combination classes, to better serve unduplicated students. Details are provided in LCAP Planned Actions/Services above.</p> <p>The following is a list of actions and services that will be funded supplemental and concentration grant.</p> <ul style="list-style-type: none"> - 01.01.05: Provide PD for teachers and paraprofessionals on the some of the following: CASS and CASS instructional strategies, RTI, PBIS, ELD Standards, EL Redesignation, CELDT. (focus to be determined based on needs at end of each year) - 01.01.06: Provide a path for students to acquire CCR skills at the H.S. including more opportunities for college prep courses or instruction at the H.S. (licenses to online college prep courses) - 01.01.08: Implement a district approved writing program. - 01.01.09: Provide PD for teachers, invited guest teacher and paraprofessionals on effective strategies and understanding of the unique challenges of foster youth. - <u>01.01.10</u>: Add additional elective classes such as: a music program, a home economics (culinary arts/fashion design) program, additional foreign language options, and a drama class. - 05.01.01: Staff all classrooms with appropriately assigned, and fully credentialed teachers in all subject areas, and appropriate to the students they are teaching. (13.5 FTE @ \$73,273 / FTE)

Section 3: Use of Supplemental and Concentration grant funds and Proportionality.

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.

Mimimun Portportionality Percentage: 09.23%

Currently, in Cuyama Elementary School District the increase in proportionality for English Learners, Low income, and Foster Youth (unduplicated) students is 09.23% for the 2016-2017. This is the percentage by which services for unduplicated students must be increased or improved over services provided for all students in the LCAP year.

Specific increased or improved services for unduplicated students are listed below.

- 01.01.05: Provide PD for teachers and paraprofessionals on the some of the following: CASS and CASS instructional strategies, RTI, PBIS, ELD Standards, EL Redesignation, CELDT. (focus to be determined based on needs at end of each year)
- 01.01.09: Provide PD for teachers, invited guest teacher and paraprofessionals on effective strategies and understanding of the unique challenges of foster youth.
- 04.01.02: Provide workshops to assist parents in supporting their children academically, learning at home strategies, parenting, 21st Century Skills, health and wellness and understanding the CA educational system.
- 05.01.04: Staff a Program Coordinator position that will run the: ASES program, RTI program, and the Assessment program. (1 FTE @ \$73,273 / FTE)

Appendices

LCAP Explanatory Page

Numbering System:

Each action in this LCAP has a unique six digit *Action ID*. For example an action may have the *Action ID* 04.02.01. This would mean that this particular action is listed under goal 4, year 2, and it is action 1 in that year and for that goal. In this manner each individual action can be identified in stakeholder update discussions.

New Actions Identification:

Each new action in this LCAP is identified by having its *Action ID* underlined.

Annual Outcomes Baseline Metrics:

Each Goal's Annual Outcomes Metrics lists a baseline denoted by the acronym *BL*. The baseline is the data that has been most recently reported to CDE when that is available; otherwise, it is the most recent data the district has available.

Action Without Expenditures:

If an action does not have an associated expenditure a '--' is placed in the *Budget Expenditures Source* column.

LCFF and LCFF Supplemental and Concentration:

If an expenditure is budgeted with supplemental and concentration funds it will have 'LCFF, S&C' in the Budget Source column. If the expenditure is budgeted with Base funds it will have only 'LCFF' in the Budget Source column.

Actual Actions and Services:

In the Annual Update fields titled *Actual Actions and Services*: there are two numbers at the end of the explanation. These two numbers represent a numeric estimate of the 1. progress towards completion and 2. effectiveness of the action. The number is a percentage between 0% and 100%.

Acronym Page

In order to keep this plan at a reasonable length and to avoid repeatedly printing the same terms this acronym guide has been provided.

ADA, Average Daily Attendance	EAP, Early Assessment Program	SBE, State Board of Education
ALD, Achievement Level Descriptor	EL, English Learner	SDAIE, Specially Designed Academic Instruction in English
API, Academic Performance Index	ELA, English Language Arts	SWD, Students with Disabilities
ASES, After School Education Safety	ELD, English Language Development	TOSA, Teacher on Special Assignment
AVID, Advancement Via Individualized Determination	ES, Elementary School	VOIP, Voice Over Internet Protocol
AYP, Adequate Yearly Progress	ESE, Education Systems Engineers	IS, Independent Study
BB, Below Basic	FBB, Far Below Basic	IA, Instructional Assistant
BL, Baseline	FTE, Full Time Equivalent	CCSS, California Common Core State Standards
CAASPP, California Assessment of Student Performance and Progress	FY, Foster Youth	
CASS, California State Standards	HS, High School	
CBO, Chief Business Officer	LCAP, Local Control Accountability Plan	
CCR, College & Career Ready	LCFF, Local Control Funding Formula	
CCSS, Common Core State Standards	LEA, Local Education Agency	
CELDT, California English Learner Development Test	MS, Middle School	
CHKS, California Healthy Kids Survey	PD, Professional Development	
CSR, Class Size Reduction	RLA, Reading Language Arts	
CST, California Standards Test	RTI, Response To Intervention	

LCAP, Revenues Summary Page

	2016-2017			2017-2018			2018-2019		
	<u>Allocation</u>	<u>Plan Budget</u>	<u>Surplus</u>	<u>Allocation</u>	<u>Plan Budget</u>	<u>Surplus</u>	<u>Allocation</u>	<u>Plan Budget</u>	<u>Surplus</u>
LCFF	\$2,750,248	\$2,776,736	(\$26,488)	\$2,828,882	\$2,915,865	(\$86,983)	\$2,546,162	\$2,976,760	(\$430,598)
LCFF, S&C	\$128,568	\$130,568	(\$2,000)	\$145,688	\$38,000	\$107,688	\$145,688	\$38,000	\$107,688
Title I	\$70,685	\$70,685		\$70,685	\$33,000	\$37,685	\$70,685	\$33,000	\$37,685
Title II	\$13,000	\$13,000		\$13,000	\$13,000		\$13,000	\$13,000	
Title III	\$13,578	\$13,578		\$13,578	\$13,578		\$13,578	\$13,578	
Lottery/Instr	\$28,518	\$28,518		\$28,518	\$28,518		\$28,518	\$28,518	
Ltry Prp 20	\$7,575	\$7,575		\$7,575	\$7,575		\$7,575	\$7,575	
Prop-39	\$52,605	\$52,605		\$52,605	\$52,605		\$52,605	\$52,605	\$52,605
ASES	\$35,384	\$35,384		\$35,384	\$35,384		\$35,384	\$35,384	
Fund 13		\$76,917	(\$76,917)		\$79,223	(\$79,223)		\$76,917	(\$81,599)
	\$3,100,161	\$3,205,566	(\$105,405)	\$3,195,915	\$3,216,748	(\$20,833)	\$2,913,195	\$3,227,414	(\$314,219)

LCAP, Expenditures Summary Page

	2016-2017	2017-2018	2018-2019
1000	\$1,115,889	\$1,142,240	\$1,176,506
2000	\$520,133	\$535,730	\$551,796
3000	\$411,920	\$431,398	\$444,337
4000	\$270,495	\$242,251	\$242,251
5000	\$547,679	\$537,679	\$485,074
6000	\$57,000	\$52,000	\$52,000
7000	\$272,950	\$272,950	\$272,950
	\$3,196,066	\$3,214,248	\$3,224,914

LCAP, Staffing Summary Page

<u>Allocation</u>	<u>2016-2017</u>	<u>2017-2018</u>	<u>2018-2019</u>
Certificated	14.50	14.50	14.50
IA	6.20	6.20	6.20
MOT	5.00	5.00	5.00
Secretarial	2.00	2.00	2.00
Counselor			
Administrator	1.75	1.75	1.75
IT			
Cafeteria	1.94	1.94	1.94
Confidential			
Other			

LCAP, State Priority Coverage

<u>Action Count By State Priority</u>	<u>Action Count By Pupil Groups</u>	<u>Action Count By Plan Goals</u>
State Priority 01 53	All 76	Goal Count 01 27
State Priority 02 3	Low Income 9	Goal Count 02 7
State Priority 03 6	English Learner 11	Goal Count 03 12
State Priority 04 14	R-FEP 11	Goal Count 04 6
State Priority 05 5	Foster Youth 4	Goal Count 05 39
State Priority 06 3		Goal Count 06 0
State Priority 07 3		Goal Count 07 0
State Priority 08 3		Goal Count 08 0
State Priority 09 0		Goal Count 09 0
State Priority 10 0		Goal Count 10 0

LCAP, Metrics

	1	2	3	4	5	6	7	8	9	10	
01. Student achievement as measured by state and local targets and by participation in College & Career Ready (CCR) classes will increase.	Actions	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Metrics	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
02. School environment will be well maintained, sustainable, safe, welcoming and used by the community.	Actions	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Metrics	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
03. The schools' social-emotional environment will be safe, welcoming, and conducive to student learning causing student connectedness with the district to	Actions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Metrics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
04. Parent and community participation in and connectedness with the schools will increase.	Actions	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Metrics	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
05. Staff all certificated and classified positions with appropriately skilled and credentialed people and provide all basic services needed to run the district.	Actions	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Metrics	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

	1	2	3	4	5	6	7	8	9	10
Actions	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Metrics	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>