

Introduction:

LEA: Denair Unified School District **Contact (Name, Title, Email, Phone Number):** Linda Covello, Chief Business Officer, lcovello@dusd.k12.ca.us, (209)632-7514 **LCAP Year:** 2016/17

Local Control and Accountability Plan and Annual Update Template

Denair is an unincorporated community of 4,000 residents in a rural area of Stanislaus County in the Central Valley of California. Denair Unified School District consist of 5 schools currently serving approximately 1,300 students and continues in the tradition where students are family and learning comes to life. Denair Unified School District student demographics reflect 51% Caucasian, 44% Hispanic, African Americans 1%, American Indian < 1%, Asian < 1%, Filipino <1%, Pacific Islander <1%. Our sub-group student populations are the following: 13% English Learners, 12% Special Education, 2% Migrant, .5 Foster Youth and .5 Homeless. Furthermore, Denair Unified School District serves 57% Socioeconomically Disadvantaged students.

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

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

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

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

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions

and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>Due to being a small school District where all stakeholders are involved in multiple committees, the District decided to create a Stakeholder Advisory Committee to help eliminate multiple commitments for stakeholders. These Stakeholder Advisory Committee meetings included Parents, Staff, Board members, Denair Unified Teachers' Association (DUTA) representatives, California School Employees' Association (CSEA) representatives, Students and community members.</p>	<p>Throughout the 2015-2016 school year, the new goals, objectives, and metrics were being drafted and reviewed with input and support from stakeholders.</p>

District-wide stakeholder meetings:

2/24/16

Discussed draft goals and objectives needed to meet those goals

Concerns: (1) Attract and retain highly qualified teachers should be included in our number one priority; (2) Increase NEU and college awareness across the District and at as early an age as Preschool including parent awareness; (3) Develop six exceptional systems at Prek-Board levels; (4) Technology needs and how to address the Digital Divide

4/27/16

All stakeholders provided a numerical listing of priorities for District objectives

5/20/16

Draft LCAP was shared and reviewed

District English Learner Advisory Committee (DELAC) meetings:

2/10/16

Title III and other funding discussed; explanation given of LCAP process; parents expressed the need for additional interventions and summer program; parents expressed the need for additional training on CAASPP and Parent Portal

3/23/16

Parents trained on CAASPP Testing and Parent Portal; clarification given on the reclassification process; Seal of Multilingual Proficiency process shared; Day of the Child event solicited participation

5/4/16

Summer School dates given and update on Adult ESL classes being offered; celebrated and recognized the reclassification of students

5/20/16

Draft LCAP was shared and reviewed

No additional questions were asked by stakeholders, but if they had been the Superintendent would have responded in writing.

Denair Middle School (DMS) held staff meetings to discuss how the District goals and objectives could be translated to site goals and objectives. Meetings were held on the following dates: 8/17/15, 9/14/15, 9/21/15, 9/28/15, 10/12/15, 11/9/15, 11/16/15, 12/14/15, 1/11/16, 2/8/16, 3/14/16, 4/11/16, 4/25/16, and 5/9/16.

Denair High School (DHS) held staff meetings to discuss how the District goals and objectives could be translated to site goals and objectives. Meetings were

Aligned the order of LCAP goals and objectives to the Board's and District's priorities, so that the first objective listed addresses the need for highly qualified teachers. Additionally, all objectives were aligned to the order of District priority based on stakeholder input and number of resources allocated to each objective. Objectives and expenditures were updated to reflect NEU. Summer program added as an ongoing budgetary expense due to DELAC's concerns. Prior year's LCAP goals included increasing computer access for parents and was improved upon by opening up the Middle School computer lab and going through CAASSP and Parent Portal.

Staff meeting discussions centered around programming concerns that needed to be addressed in order to improve District outcomes related to LCAP goals and objectives such as scheduling intervention and collaboration into the work week in addition to how to address tutoring and other student supports.

Staff meeting discussions centered around programming concerns that needed to be addressed in order to improve District outcomes related to LCAP goals

held on the following dates: 8/24/15, 8/31/15, 9/14/15, 9/21/15, 10/5/15, 10/12/15, 10/26/15, 11/2/15, 11/9/15, 11/30/15, 12/14/15, 1/4/16, 1/11/16, 1/25/16, 2/8/16, 2/15/16, 2/22/16, 3/14/16, 3/28/16, 4/11/16, 4/18/16, 4/25/16, 5/2/16, 5/9/16, 5/16/16, and 5/23/16.

The Denair Unified School District (DUSD) Local Control Accountability Plan (LCAP) was posted to the DUSD website as a work in progress and made available to the public for inspection on June 6, 2016. A public hearing on the LCAP was conducted June 9, 2016. The plan was reviewed with the Board of Trustees as an Information and Study item during the June 9, 2016 Board meeting.

and objectives such as scheduling intervention and collaboration into the work week in addition to how to address behavior interventions at the secondary level and Advanced Placement courses.

The Draft LCAP was approved at the June 23, 2016 Board Meeting. It was discussed that the LCAP would come back to the Board throughout the fiscal year to create more of a working document as well.

Annual Update:

The Board developed a new Mission and Vision statement with the hopes that the combination of the statement and the LCAP would replace their Strategic Plan.

Annual Update:

In order to align LCAP to the Board's new Mission and Vision statement, goal 5 was eliminated and rolled into Goal 1 so that Goal 1 now addresses the first category in the State's priorities: Conditions of Learning. Goal 3 actions and services were rolled into Goal 1 which aligns the LCAP goals to the Board's strategic plan and is written to address conditions of learning. Goal 4 facilities and equipment actions have been rolled into the new goal 1 which aligns the LCAP goals to the Board's strategic plan and is written to address conditions of learning. Goal 4 redesignation/reclassification actions have been rolled into the new goal 2 which aligns the LCAP goals to the Board's strategic plan and is written to address pupil outcomes. The remainder goal 4 actions have been rolled into the new goal 3 which aligns the LCAP goals to the Board's strategic plan and is written to address engagement.

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

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

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

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

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

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

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA’s budget?

GOAL 1:	All environments are strategically designed and maintained for teaching and for learning so that all stakeholders will perform at optimal levels.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 _ 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 _ COE only: 9 _ 10 _ Local : Specify
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Identified Need :	<p>Need: Retain highly qualified staff Metric: Number of staff retained each school year</p> <p>Need: Continually improve the qualifications of staff in each position in the District Metric: Rate of staff receiving professional development relevant to their positions</p> <p>Need: Fully implement and continually improve K-12 reading/language arts implementation of the State Standards Metric: California Assessment of Student Performance and Progress(CAASPP – statewide assessments), A-G Course Completion</p> <p>Need: Fully implement and continually improve K-12 math implementation of the State Standards Metric: CAASPP, A-G Course Completion</p> <p>Need: All students will have access to standards-aligned instructional materials Metric: District audit and inventory of instructional materials</p> <p>Need: Fully implement and continually improve ELD implementation of the State Standards Metric: CELDT (percentage of students making progress towards English Proficiency), Renaissance Place, SOLOM, RFEP status, A-G Course Completion</p> <p>Need: Continually improve standards-based Science Program Metric: CST, A-G Course Completion</p> <p>Need: Science adoptions aligned with Next Generation Science Standards Metric: District audit and inventory of instructional materials</p> <p>Need: Continually improve standards-based Social Science Program Metric: A-G Course Completion</p> <p>Need: Social Science adoptions aligned with the State Standards Metric: District audit and inventory of instructional materials</p> <p>Need: Continually provide functional, safe, and clean classrooms, facilities, and grounds Metric: Likert Scale Survey, Master Facility Plan</p> <p>Need: Modern Language adoptions aligned with the State Standards Metric: District audit and inventory of instructional materials</p>
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Need: Continually improve standards-based Modern Language Program
 Metric: Participation

Need: Continually improve standards-based Visual and Performing Arts Program
 Metric: Participation

Need: Maintain Equipment Replacement Reserve
 Metric: Master Equipment Plan

Need: Physical Education curriculum aligned with state frameworks
 Metric: District audit

Need: Continually improve standards-based Physical Education Program
 Metric: Fitness Gram, Five-Year Master Plan

Need: Provide new and modernized facilities
 Metric: Master Facility Plan

Need: Develop and continually improve the District's wellness policy
 Metric: Wellness committee participation

Goal Applies to:

Schools: All

Applicable Pupil
 Subgroups:

All

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:

- Retain at least 1% more staff when compared to the previous year
- Develop/implement key criteria/standards/procedures for clerical levels to tailor employee training
- Review/update all job descriptions
- 100% completion rate of evaluations with appropriate recommendations
- CAASPP: 5% increase in Level 3+ scores; 5% decrease in Level 1 scores
- A-G Course: Maintain/ increase participation; 5% increase in students completing
- 5% Increase in students being redesignated based on CELDT and/or Renaissance Place Benchmarks
- RFEP: 5% increase in students obtaining RFEP status through CELDT scores, SOLOM, and administrator/parent coordination
- Science texts and curriculum will be 100% aligned with state standards
- Instructional Materials Inventory: sufficient materials for all students enrolled
- CST: 5% increase for those students scoring Proficient and Advanced
- Social Science texts and curriculum will be 100% aligned with state standards
- 5% increase in participation in Grades 6-8; 5% increase when comparing the number of students enrolled in Modern Language to total enrollment
- Modern Language texts and curriculum will be 100% aligned with state standards
- Increase in participation in Choral instruction Grades 4-6; 5% increase in participation Band Instruction Grades 5-12; 5% increase in continuation of Band Instruction from Grade 6 to 7
- Physical Education curriculum will be 100% aligned with state standards
- 5% increase in students passing the five Fitness Gram components Grades 5, 7, 9
- Maintain reserve levels equal to at least two years of identified equipment replacement needs; maximize state/local funding to purchase new equipment
- Increase in rate of safe, clean, sustainable and attractive classrooms; Master Facility Plan to be updated annually; Site facility inspection reports to be completed at every site
- Maximize state/local funding to provide new and modernized facilities

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Retain highly qualified staff	LEA-wide	<u>X</u> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Teachers, Counselors, Support/Clerical Staff, Administrative Staff, Substitutes, Benefit Plans LCFF Base 2995880 Teachers, Support/Clerical Staff, Administrative Staff, Substitutes, Benefit Plans LCFF Supplemental 693210 Teachers, Clerical Staff, Substitutes, Benefit Plans Title I 25951 Custodians, Utility Workers, Administrative Staff, Substitutes, Benefit Plans Maintenance 214059 Food Servers/Cashiers, Substitutes, Benefit Plans Food Service 145859 Teachers, Support/Clerical Staff, Administrative Staff, Substitutes, Benefit Plans Special Education 534150
Continually improve the qualifications of staff in each	LEA-wide	<u>X</u> All	Professional Development/NEU Title II 33354

<p>position in the District</p>		<p>OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Professional Development Title I 74511 Induction Program Educator Effectiveness 14360 Evaluation Tool Educator Effectiveness 4400 Roving Substitutes for Professional Development One-time Unrestricted 6997 Professional Development Days LCFF Supplemental 102940 Site-level Professional Development Lottery 1150 Additional Professional Development Educator Effectiveness 42000 Food Service Staff Development Food Service 3000 Special Education Staff Development Special Education 10410</p>
<p>Fully implement and continually improve K-12 reading/language arts implementation of the State Standards</p>	<p>LEA-wide</p>	<p><u>X</u> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Technology Supplies Lottery 100 Professional Development Title II 7964 Professional Development LCFF Supplemental 1608 Assessments LCFF Base 160 Additional Professional Development/Collaboration One-time Unrestricted 16438 ELA/ELD Pilot Program One-time Unrestricted 18750</p>
<p>Fully implement and continually improve K-12 math implementation of the State Standards</p>	<p>LEA-wide</p>	<p><u>X</u> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Technology Lottery 300 Professional Development LCFF Supplemental 312 Additional Professional Development/Collaboration One-time Unrestricted 7924 Assessments LCFF Supplemental 706</p>
<p>All students will have access to standards-aligned instructional materials</p>	<p>LEA-wide</p>	<p><u>X</u> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Technology Lottery 6015 Additional Technology One-time Unrestricted 16800 Supplemental Printing One-time Unrestricted 3040</p>
<p>Fully implement and continually improve ELD</p>	<p>LEA-wide</p>	<p><u>_</u> All</p>	<p>Practice Tests/Study Books/Supplemental Materials LCFF</p>

implementation of the State Standards		OR: Low Income pupils <input checked="" type="checkbox"/> English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Supplemental 11904 Additional EL Support through Bilingual Aides Title III 1405 Professional Development/Collaboration LCFF Supplemental 2268 Assessments LCFF Base 325
Continually improve standards-based Science Program	LEA-wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Professional Development One-time Unrestricted 3474
Science adoptions aligned with Next Generation Science Standards	LEA-wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Textbooks Lottery Prop 20 6000
Continually improve standards-based Modern Language Program	LEA-wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Spanish Curriculum Program One-time Unrestricted 42927
Continually improve standards-based Social Science Program	LEA-wide	<input checked="" type="checkbox"/> All OR:	Professional Development LCFF Supplemental 9083

		Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	
Social Science adoptions aligned with the State Standards	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Instructional Materials Lottery Prop 20 6699
Continually provide functional, safe, and clean classrooms, facilities, and grounds	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Facility Maintenance staff additional hours and benefits One-time Unrestricted 3962 Additional supplies needed for facility maintenance One-time Unrestricted 22740 Ongoing Utilities LCFF Base 343170 Security/Facility update contracts One-time Unrestricted 55269 Additional Food Service staff hours to provide functionality within the Food Service Department Food Service 369 Custodial/Grounds/Maintenance Supplies Maintenance 148963
Modern Language adoptions aligned with the State Standards	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Textbooks Lottery Prop 20 4000
Continually improve standards-based Visual and Performing Arts Program	LEA-wide	<input checked="" type="checkbox"/> All OR:	Supplies/Materials Lottery 8356

		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Maintain Equipment Replacement Reserve	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Reserve for Equipment Replacement LCFF Base 30663 Technology LCFF Supplemental 4774 Equipment Maintenance Lottery 5600
Physical Education curriculum aligned with state frameworks	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Physical Education curriculum and supplies Lottery Prop 20 3500
Continually improve standards-based Physical Education Program	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Supplemental Materials LCFF Supplemental 1500
Provide new and modernized facilities	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	Facility Repairs/Replacements Maintenance 50084 Roofing Repairs/Replacements One-time Unrestricted 50000

		<ul style="list-style-type: none"> _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 	
<p>Develop and continually improve the District's wellness policy</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 	<p>Meeting Supplies LCFF Supplemental 350</p>

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:

- Retain at least 1% more staff when compared to the previous year
- Develop/implement key criteria/standards/procedures for clerical levels to tailor employee training
- Review/update all job descriptions
- 100% completion rate of evaluations with appropriate recommendations
- CAASPP: 5% increase in Level 3+ scores; 5% decrease in Level 1 scores
- A-G Course: Maintain/ increase participation; 5% increase in students completing
- 5% Increase in students being redesignated based on CELDT and/or Renaissance Place Benchmarks
- RFEP: 5% increase in students obtaining RFEP status through CELDT scores, SOLOM, and administrator/parent coordination
- Science texts and curriculum will be 100% aligned with state standards
- Instructional Materials Inventory: sufficient materials for all students enrolled
- CST: 5% increase for those students scoring Proficient and Advanced
- Social Science texts and curriculum will be 100% aligned with state standards
- 5% increase in participation in Grades 6-8; 5% increase when comparing the number of students enrolled in Modern Language to total enrollment
- Modern Language texts and curriculum will be 100% aligned with state standards
- Increase in participation in Choral instruction Grades 4-6; 5% increase in participation Band Instruction Grades 5-12; 5% increase in continuation of Band Instruction from Grade 6 to 7
- Physical Education curriculum will be 100% aligned with state standards
- 5% increase in students passing the five Fitness Gram components Grades 5, 7, 9
- Maintain reserve levels equal to at least two years of identified equipment replacement needs; maximize state/local funding to purchase new equipment
- Increase in rate of safe, clean, sustainable and attractive classrooms; Master Facility Plan to be updated annually; Site facility inspection reports to be completed at every site
- Maximize state/local funding to provide new and modernized facilities

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Retain highly qualified staff	LEA-wide	<u>X</u> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Teachers, Counselors, Support/Clerical Staff, Administrative Staff, Substitutes, Benefit Plans LCFF Base 3082254 Teachers, Support/Clerical Staff, Administrative Staff, Substitutes, Benefit Plans LCFF Supplemental 715676 Teachers, Clerical Staff, Substitutes, Benefit Plans Title I 29485 Custodians, Utility Workers, Administrative Staff, Substitutes, Benefit Plans Maintenance 220996 Food Servers/Cashiers, Substitutes, Benefit Plans Food Service 150586 Teachers, Support/Clerical Staff, Administrative Staff, Substitutes, Benefit Plans Special Education 549443
Continually improve the qualifications of staff in each	LEA-wide	<u>X</u> All	Professional Development/NEU Title II 35000

position in the District		OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Professional Development Title I 75000 Induction Program Educator Effectiveness 15000 Evaluation Tool Educator Effectiveness 4400 Roving Substitutes for Professional Development One-time Unrestricted 7000 Professional Development Days LCFF Supplemental 105000 Additional Professional Development Educator Effectiveness 20000
Fully implement and continually improve K-12 reading/language arts implementation of the State Standards	LEA-wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Professional Development Title II 8000 Ongoing Professional Development LCFF Supplemental 15000 ELA Adoption One-time Unrestricted 65000 Assessments LCFF Supplemental 500
Fully implement and continually improve K-12 math implementation of the State Standards	LEA-wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Math Adoption One-time Unrestricted 125000 Technology One-time Unrestricted 40000 Ongoing Professional Development LCFF Supplemental 20000
All students will have access to standards-aligned instructional materials	LEA-wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Technology One-time Unrestricted 40000 Supplemental Printing of Materials LCFF Supplemental 5000
Fully implement and continually improve ELD implementation of the State Standards	LEA-wide	<input type="checkbox"/> All OR: Low Income pupils	Practice Tests/Study Books/Supplemental Materials LCFF Supplemental 1000

		<input checked="" type="checkbox"/> English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Additional EL Support through Bilingual Aides Title III 1500 Professional Development/Collaboration LCFF Supplemental 2000 Assessments LCFF Base 500
Continually improve standards-based Science Program	LEA-wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Professional Development One-time Unrestricted 5000
Science adoptions aligned with Next Generation Science Standards	LEA-wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Textbooks Lottery Prop 20 6000
Continually improve standards-based Modern Language Program	LEA-wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Additional Spanish Materials One-time Unrestricted 10000
Continually improve standards-based Social Science Program	LEA-wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners	Professional Development LCFF Supplemental 9000

		Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	
Social Science adoptions aligned with the State Standards	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Instructional Materials Lottery Prop 20 6000
Continually provide functional, safe, and clean classrooms, facilities, and grounds	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Ongoing Utilities LCFF Base 350000 Custodial/Grounds/Maintenance Supplies Maintenance 150000
Modern Language adoptions aligned with the State Standards	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Textbooks Lottery Prop 20 4000
Continually improve standards-based Visual and Performing Arts Program	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Supplies/Materials Lottery 8000

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Maintain Equipment Replacement Reserve	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Reserve for Equipment Replacement LCFF Base 30000 <hr/> Technology LCFF Supplemental 4500 <hr/> Equipment Maintenance Lottery 5600
Physical Education curriculum aligned with state frameworks	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Physical Education curriculum and supplies Lottery Prop 20 3500
Continually improve standards-based Physical Education Program	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Supplemental Materials LCFF Supplemental 1500
Provide new and modernized facilities	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent	Facility Repairs/Replacements Maintenance 50000 <hr/> Roofing Repairs/Replacements One-time Unrestricted 50000

		English proficient _ Other Subgroups: (Specify)	
Develop and continually improve the District's wellness policy	LEA-wide	<input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Meeting Supplies LCFF Supplemental 500

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:

- Retain at least 1% more staff when compared to the previous year
- Develop/implement key criteria/standards/procedures for clerical levels to tailor employee training
- Review/update all job descriptions
- 100% completion rate of evaluations with appropriate recommendations
- CAASPP: 5% increase in Level 3+ scores; 5% decrease in Level 1 scores
- CAHSEE: Currently suspended
- A-G Course: Maintain/ increase participation; 5% increase in students completing
- 5% Increase in students being redesignated based on CELDT and/or Renaissance Place Benchmarks
- RFEP: 5% increase in students obtaining RFEP status through CELDT scores, SOLOM, and administrator/parent coordination
- Science texts and curriculum will be 100% aligned with state standards
- Instructional Materials Inventory: sufficient materials for all students enrolled
- CST: 5% increase for those students scoring Proficient and Advanced
- Social Science texts and curriculum will be 100% aligned with state standards
- 5% increase in participation in Grades 6-8; 5% increase when comparing the number of students enrolled in Modern Language to total enrollment
- Modern Language texts and curriculum will be 100% aligned with state standards
- Increase in participation in Choral instruction Grades 4-6; 5% increase in participation Band Instruction Grades 5-12; 5% increase in continuation of Band Instruction from Grade 6 to 7
- Physical Education curriculum will be 100% aligned with state standards
- 5% increase in students passing the five Fitness Gram components Grades 5, 7, 9
- Maintain reserve levels equal to at least two years of identified equipment replacement needs; maximize state/local funding to purchase new equipment
- Increase in rate of safe, clean, sustainable and attractive classrooms; Master Facility Plan to be updated annually; Site facility inspection reports to be completed at every site
- Maximize state/local funding to provide new and modernized facilities

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Retain highly qualified staff	LEA-wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Teachers, Counselors, Support/Clerical Staff, Administrative Staff, Substitutes, Benefit Plans LCFF Base 3169670 Substitutes, Teachers, Benefit Plans LCFF Supplemental 738651 Teachers, Clerical Staff, Substitutes, Benefit Plans Title I 30431 Custodians, Utility Workers, Administrative Staff, Substitutes, Benefit Plans Maintenance 228091 Food Servers/Cashiers, Substitutes, Benefit Plans Food Service 155420 Teachers, Support/Clerical Staff, Administrative Staff, Substitutes, Benefit Plans Special Education 565025

Continually improve the qualifications of staff in each position in the District	LEA-wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Professional Development/NEU Title II 35000 Professional Development Title I 75000 Induction Program One-time Unrestricted 15000 Evaluation Tool One-time Unrestricted 4400 Roving Substitutes for Professional Development One-time Unrestricted 7000 Professional Development Days LCFF Supplemental 105000
Fully implement and continually improve K-12 reading/language arts implementation of the State Standards	LEA-wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Professional Development Title II 8000 Ongoing Professional Development LCFF Supplemental 15000
Fully implement and continually improve K-12 math implementation of the State Standards	LEA-wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Ongoing Professional Development LCFF Supplemental 20000 Assessments LCFF Supplemental 500
All students will have access to standards-aligned instructional materials	LEA-wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Supplemental Printing of Materials LCFF Supplemental 13000
Fully implement and continually improve ELD implementation of the State Standards	LEA-wide	<input type="checkbox"/> All OR:	Practice Tests/Study Books/Supplemental Materials LCFF Supplemental 1000

		Low Income pupils <input checked="" type="checkbox"/> English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Additional EL Support through Bilingual Aides Title III 1500 Professional Development/Collaboration LCFF Supplemental 2000 Assessments LCFF Base 500
Continually improve standards-based Science Program	LEA-wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Ongoing Professional Development LCFF Supplemental 10000
Science adoptions aligned with Next Generation Science Standards	LEA-wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Textbooks Lottery Prop 20 6000
Continually improve standards-based Modern Language Program	LEA-wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Supplemental Spanish Materials LCFF Supplemental 5000
Continually improve standards-based Social Science Program	LEA-wide	<input checked="" type="checkbox"/> All OR: Low Income pupils	Professional Development LCFF Supplemental 9000

		English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	
Social Science adoptions aligned with the State Standards	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Instructional Materials Lottery Prop 20 6000
Continually provide functional, safe, and clean classrooms, facilities, and grounds	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Ongoing Utilities LCFF Base 350000 Custodial/Grounds/Maintenance Supplies Maintenance 150000
Modern Language adoptions aligned with the State Standards	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Textbooks Lottery Prop 20 4000
Continually improve standards-based Visual and Performing Arts Program	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	Supplies/Materials Lottery 8000

		<ul style="list-style-type: none"> <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	
Maintain Equipment Replacement Reserve	LEA-wide	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	<ul style="list-style-type: none"> Reserve for Equipment Replacement LCFF Base 30000 Technology LCFF Supplemental 4500 Equipment Maintenance Lottery 5600
Physical Education curriculum aligned with state frameworks	LEA-wide	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	Physical Education curriculum and supplies Lottery Prop 20 3500
Continually improve standards-based Physical Education Program	LEA-wide	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	Supplemental Materials LCFF Supplemental 1500
Provide new and modernized facilities	LEA-wide	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth 	<ul style="list-style-type: none"> Facility Repairs/Replacements Maintenance 50000 Roofing Repairs/Replacements One-time Unrestricted 50000

		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Develop and continually improve the District's wellness policy	LEA-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Meeting Supplies LCFF Supplemental 500

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

<p>GOAL 2:</p>	<p>Our educational process will be dynamic, multi-dimensional, organized and will inspire, prepare, develop and advance all students to be college and career ready.</p>	<p>Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify</p>
<p>Identified Need :</p>	<p>Need: Increase Intervention Support for Low Income Students Metric: Participation</p> <p>Need: Develop and continually improve an effective Career Technical Educational Plan Metric: CTAP, Certification, A-G Course Completion, EAP</p> <p>Need: Continually improve Advanced Placement program Metric: Advanced Placement Test Scores</p> <p>Need: Intervention and Remedial Support for Foster Youth Students Metric: Participation</p> <p>Need: Implement and continually improve the process for two-year tracking of reclassification Metric: Tracking of reclassification</p>	
<p>Goal Applies to:</p>	<p>Schools: DMS, DHS</p> <p>Applicable Pupil Subgroups: All</p>	
<p>LCAP Year 1: 2016-17</p>		
<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • Intervention Participation: Increase or maintain the number of students participating in intervention services provided by the District • CTAP: 5% increase in teachers' ability on technology skills • CTE Certification: 5% increase for students earning certificate • A-G Course: Maintain/ increase participation; 5% increase in students completing • EAP: Maintain/ increase participation • AP Test Scores: 5% increase in number of students passing the AP Test • Reclassification tracking: Increase or maintain the number of students being tracked for reclassification 	

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Increase Intervention Support for Low Income Students	LEA-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Summer Intervention Program Title I 25421 Intervention Teachers, Substitutes, and Benefit Plans Title I 57462 Supplemental Educational Services Title I 75995 Supplemental Intervention Materials Title I 48325
Develop and continually improve an effective Career Technical Educational Plan	School-wide DMS, DHS	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)	Create Agriculture Pathways, Agriculture Teachers, Substitutes, and Benefit Plans LCFF Base 90095 Increase Career Technical Opportunities, ROP Teachers, Substitutes, Benefit Plans LCFF Base 16579 Assessments LCFF Base 1240 Create Agriculture Pathways, Agriculture Teachers, Substitutes, and Benefit Plans LCFF Supplemental 50146
Continually improve Advanced Placement program	DHS	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)	Professional Development LCFF Supplemental 5678 Licenses for Virtual Classes to offer a wider range of Advanced Placement through Cyber High LCFF Base 4070 Licenses for Virtual Classes to offer a wider range of Advanced Placement through Cyber High LCFF Supplemental 26140
Intervention and Remedial Support for Foster Youth	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)	Intervention Teacher, Benefit Plan Title I 16522

Implement and continually improve the process for two-year tracking of reclassification	LEA-wide	All OR: Low Income pupils English Learners Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)	Professional Development LCFF Supplemental 7100 Assessments and Supplies for Parent Meetings LCFF Supplemental 500
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LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Intervention Participation: Increase or maintain the number of students participating in intervention services provided by the District • CTAP: 5% increase in teachers' ability on technology skills • CTE Certification: 5% increase for students earning certificate • A-G Course: Maintain/ increase participation; 5% increase in students completing • EAP: Maintain/ increase participation • AP Test Scores: 5% increase in number of students passing the AP Test • Reclassification tracking: Increase or maintain the number of students being tracked for reclassification
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Increase Intervention Support for Low Income Students	LEA-wide	All OR: <input checked="" type="checkbox"/> Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Summer Intervention Program Title I 25000 Intervention Teachers, Substitutes, and Benefit Plans Title I 59107 Supplemental Educational Services Title I 75000 Supplemental Intervention Materials Title I 20000
Develop and continually improve an effective Career Technical Educational Plan	School-wide DMS, DHS	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Create Agriculture Pathways, Agriculture Teachers, Substitutes, and Benefit Plans LCFF Base 92674 Increase Career Technical Opportunities, ROP Teachers, Substitutes, Benefit Plans LCFF Base 17054 Assessments LCFF Base 1000 Create Agriculture Pathways, Agriculture Teachers, Substitutes, and Benefit Plans LCFF Supplemental 51582

<p>Continually improve Advanced Placement program</p>	<p>DHS</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Professional Development LCFF Supplemental 5000 Licenses for Virtual Classes to offer a wider range of Advanced Placement through Cyber High LCFF Supplemental 30000</p>
<p>Intervention and Remedial Support for Foster Youth</p>	<p>LEA-wide</p>	<p>All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Intervention Teacher, Benefit Plan Title I 16995</p>
<p>Implement and continually improve the process for two-year tracking of reclassification</p>	<p>LEA-wide</p>	<p>All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Professional Development LCFF Supplemental 7000 Assessments and Supplies for Parent Meetings LCFF Supplemental 500</p>

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Intervention Participation: Increase or maintain the number of students participating in intervention services provided by the District • CTAP: 5% increase in teachers' ability on technology skills • CTE Certification: 5% increase for students earning certificate • A-G Course: Maintain/ increase participation; 5% increase in students completing • EAP: Maintain/ increase participation • AP Test Scores: 5% increase in number of students passing the AP Test • Reclassification tracking: Increase or maintain the number of students being tracked for reclassification
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Increase Intervention Support for Low Income Students	LEA-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)	Summer Intervention Program Title I 25000 Intervention Teachers, Substitutes, and Benefit Plans Title I 60783 Supplemental Educational Services Title I 75000 Supplemental Intervention Materials Title I 5000
Develop and continually improve an effective Career Technical Educational Plan	School-wide DMS, DHS	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)	Create Agriculture Pathways, Agriculture Teachers, Substitutes, and Benefit Plans LCFF Base 95303 Increase Career Technical Opportunities, ROP Teachers, Substitutes, Benefit Plans LCFF Base 17537 Assessments LCFF Base 1000 Create Agriculture Pathways, Agriculture Teachers, Substitutes, and Benefit Plans LCFF Supplemental 53045
Continually improve Advanced Placement program	DHS	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)	Professional Development LCFF Supplemental 5000 Licenses for Virtual Classes to offer a wider range of Advanced Placement through Cyber High LCFF Supplemental 30000

<p>Intervention and Remedial Support for Foster Youth</p>	<p>LEA-wide</p>	<p>All OR: Low Income pupils English Learners <input checked="" type="checkbox"/> Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Intervention Teacher, Benefit Plan Title I 17477</p>
<p>Implement and continually improve the process for two-year tracking of reclassification</p>	<p>LEA-wide</p>	<p>All OR: Low Income pupils English Learners Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Professional Development LCFF Supplemental 7000 Assessments and Supplies for Parent Meetings LCFF Supplemental 500</p>

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

<p>GOAL 3:</p>	<p>We will provide the best educational service to all stakeholders so that Denair Unified School District will be the premier district in Stanislaus County for all families seeking a small school environment.</p>	<p>Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify</p>
<p>Identified Need :</p>	<p>Need: Continually improve student involvement Metric: Participation</p> <p>Need: Continually improve family and community involvement Metric: Participation</p> <p>Need: Continually improve services that promote self-confidence, integrity, positive decision making, community pride, and responsible citizenry Metric: Attendance, Suspensions, Expulsions, Absenteeism, Participation</p> <p>Need: Continually improve services that promote physical, emotional and mental health Metric: Participation, CHKS</p> <p>Need: Increase outreach partnerships to provide direct/indirect support to students, staff, and community Metric: Grants received, Participation</p> <p>Need: Increase or maintain ELD support and Increase computer access for English learner parents Metric: Staffing Ratio</p> <p>Need: Increase access to Social Services Metric: Participation</p> <p>Need: Continually improve smooth transitions Metric: Dropout Rates, Graduation Rates, Participation</p> <p>Need: Ongoing communication with Multi-agencies; Ensure smooth transitions for Foster Youth Metric: Participation</p>	
<p>Goal Applies to:</p>	<p>Schools: DMS, DHS</p> <p>Applicable Pupil Subgroups:</p>	<p>All</p>

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:

- 3% increase in participation in clubs; Increase in participation in annual student council training workshop Grades 4-8; 2% increase in participation in athletic programs Grades 7-12
- Increase in participation of Stakeholder Advisory Committee meeting quarterly; 5% increase in parent/family volunteers; 5% increase parent/family attendance to parent conferences, ELAC, DELAC, DAC
- 2% increase in government grants; 2% increase in private grants/donations; 2% increase in community/booster funding; Increase in participation of Community Business Partnership Program
- 5% increase in participation in Child Nutrition Program; 100% follow-up on medical/health services for targeted students
- 2% increase in attendance rates when under 95%; 1% increase in attendance rates when 95-98%; 5% decrease in pupil expulsion rates; Increase in student participation of community events; 5% decrease in chronic absenteeism; 5% decrease in suspension days district-wide
- 80% participation in Kindergarten Round-up; 95% participation in transition activities; 5% increase in participation in post-secondary education planning; 5% decrease in drop outs; Maintain/ increase Graduation Rates; 5% increase in attendance to college
- Increase or maintain the ratio of bilingual staff to ELD students
- Foster youth participation: Increase or maintain foster youth participation in transition activities

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continually improve student involvement	School-wide DMS, DHS	<u>X</u> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Athletics, Activities, Outdoor Education Stipends LCFF Base 155187 Provide Transportation to school and other activities LCFF Supplemental 234513 Student Awards/Incentives Lottery 2450 Supplemental Services to increase student involvement Title I 14000
Continually improve family and community involvement	LEA-wide	<u>X</u> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Parent Communication and Parent Meeting Supplies LCFF Base 25020 Cover half the cost of volunteer fingerprints to increase participation LCFF Base 500 Additional Parent Meeting Supplies LCFF Supplemental 1700 NEU involvement Lottery 1120 Parent Communication Title I 9672
Continually improve services that promote self-confidence, integrity, positive decision making, community pride, and responsible citizenry	LEA-wide	<u>X</u> All OR: Low Income pupils English Learners	Additional Security as needed LCFF Base 190 Positive Behavior Intervention and Support LCFF Supplemental 7811

		Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Student Awards Lottery 2080
Continually improve services that promote physical, emotional and mental health	LEA-wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Nursing Services and Medical Supplies LCFF Base 61166 Healthy food options through the Food Service Department Food Service 79145 Behavior Specialist Services LCFF Base 75000 Special Education Services through District staff, county staff, and outside services Special Education 1025058
Increase outreach partnerships to provide direct/indirect support to students, staff, and community	LEA-wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Transportation LCFF Supplemental 7170 Outside Services/Transportation Lottery 3770
Increase ELD support and Increase computer access for English learner parents	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Additional bilingual supports at each site LCFF Supplemental 1064 Additional bilingual supports at each site Title I 45
Increase access to Social Services	LEA-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners Foster Youth Redesignated fluent	Mental Health and Social/Emotional Interns with the university Lottery 2537

		English proficient Other Subgroups: (Specify)	
Continually improve smooth transitions	LEA-wide	<input checked="" type="checkbox"/> All OR: Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Graduation Supplies LCFF Base 79 Graduation Supplies, Staffing, and Security Lottery 1550
Ongoing communication with Multi-agencies; Ensure smooth transitions for Foster Youth	LEA-wide	All OR: Low Income pupils English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)	Homeless Liaison Title I 16522 Field Trips/Transportation LCFF Base 253

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • 3% increase in participation in clubs; Increase in participation in annual student council training workshop Grades 4-8; 2% increase in participation in athletic programs Grades 7-12 • Increase in participation of Stakeholder Advisory Committee meeting quarterly; 5% increase in parent/family volunteers; 5% increase parent/family attendance to parent conferences, ELAC, DELAC, DAC • 2% increase in government grants; 2% increase in private grants/donations; 2% increase in community/booster funding; Increase in participation of Community Business Partnership Program • 5% increase in participation in Child Nutrition Program; 100% follow-up on medical/health services for targeted students • 2% increase in attendance rates when under 95%; 1% increase in attendance rates when 95-98%; 5% decrease in pupil expulsion rates; Increase in student participation of community events; 5% decrease in chronic absenteeism; 5% decrease in suspension days district-wide • 80% participation in Kindergarten Round-up; 95% participation in transition activities; 5% increase in participation in post-secondary education planning; 5% decrease in drop outs; Maintain/ increase Graduation Rates; 5% increase in attendance to college
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continually improve student involvement	School-wide DMS,	<input checked="" type="checkbox"/> All OR: Low Income pupils	Athletics, Activities, Outdoor Education Stipends LCFF Base 150000

	DHS	English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Provide Transportation to school and other activities LCFF Supplemental 235000 Student Awards/Incentives Lottery 2500 Supplemental Services to increase student involvement Title I 15000
Continually improve family and community involvement	LEA-wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Parent Communication and Parent Meeting Supplies LCFF Base 25000 Cover half the cost of volunteer fingerprints to increase participation LCFF Base 500 Additional Parent Meeting Supplies LCFF Supplemental 1500 NEU involvement Lottery 1000 Parent Communication Title I 10000
Continually improve services that promote self-confidence, integrity, positive decision making, community pride, and responsible citizenry	LEA-wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Additional Security as needed LCFF Base 200 Positive Behavior Intervention and Support LCFF Supplemental 8000 Student Awards Lottery 2000
Continually improve services that promote physical, emotional and mental health	LEA-wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Nursing Services and Medical Supplies LCFF Base 60000 Healthy food options through the Food Service Department Food Service 81894 Behavior Specialist Services LCFF Base 75000 Special Education Services through District staff, county staff, and outside services Special Education 1054405
Increase outreach partnerships to provide direct/indirect support to students, staff, and community	LEA-wide	<input checked="" type="checkbox"/> All OR:	Transportation LCFF Supplemental 7000 Outside Services/Transportation Lottery 3500

		Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	
Increase ELD support and Increase computer access for English learner parents	LEA-wide	_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Additional bilingual supports at each site LCFF Supplemental 1000 <hr/> Additional bilingual supports at each site Title I 500
Increase access to Social Services	LEA-wide	_ All OR: <input checked="" type="checkbox"/> Low Income pupils _ English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Mental Health and Social/Emotional Interns with the university Lottery 2500
Continually improve smooth transitions	LEA-wide	<input checked="" type="checkbox"/> All OR: Low Income pupils _ English Learners _ Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Graduation Supplies, Staffing, and Security Lottery 2000
Ongoing communication with Multi-agencies; Ensure smooth transitions for Foster Youth	LEA-wide	All OR: Low Income pupils English Learners	Homeless Liaison Title I 16995 <hr/> Field Trips/Transportation LCFF Base 250

		<input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)	
LCAP Year 3: 2018-19			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • 3% increase in participation in clubs; Increase in participation in annual student council training workshop Grades 4-8; 2% increase in participation in athletic programs Grades 7-12 • Increase in participation of Stakeholder Advisory Committee meeting quarterly; 5% increase in parent/family volunteers; 5% increase parent/family attendance to parent conferences, ELAC, DELAC, DAC • 2% increase in government grants; 2% increase in private grants/donations; 2% increase in community/booster funding; Increase in participation of Community Business Partnership Program • 5% increase in participation in Child Nutrition Program; 100% follow-up on medical/health services for targeted students • 2% increase in attendance rates when under 95%; 1% increase in attendance rates when 95-98%; 5% decrease in pupil expulsion rates; Increase in student participation of community events; 5% decrease in chronic absenteeism; 5% decrease in suspension days district-wide • 80% participation in Kindergarten Round-up; 95% participation in transition activities; 5% increase in participation in post-secondary education planning; 5% decrease in drop outs; Maintain/ increase Graduation Rates; 5% increase in attendance to college 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continually improve student involvement	School-wide DMS, DHS	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Athletics, Activities, Outdoor Education Stipends LCFF Base 150000 Provide Transportation to school and other activities LCFF Supplemental 235000 Student Awards/Incentives Lottery 2500 Supplemental Services to increase student involvement Title I 15000
Continually improve family and community involvement	LEA-wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Parent Communication and Parent Meeting Supplies LCFF Base 25000 Cover half the cost of volunteer fingerprints to increase participation LCFF Base 500 Additional Parent Meeting Supplies LCFF Supplemental 1500 NEU involvement Lottery 1000 Parent Communication Title I 10000

Continually improve services that promote self-confidence, integrity, positive decision making, community pride, and responsible citizenry	LEA-wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Additional Security as needed LCFF Base 200 Positive Behavior Intervention and Support LCFF Supplemental 8000 Student Awards Lottery 2000
Continually improve services that promote physical, emotional and mental health	LEA-wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Nursing Services and Medical Supplies LCFF Base 60000 Healthy food options through the Food Service Department Food Service 84715 Behavior Specialist Services LCFF Base 75000 Special Education Services through District staff, county staff, and outside services Special Education 1084309
Increase outreach partnerships to provide direct/indirect support to students, staff, and community	LEA-wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Transportation LCFF Supplemental 7000 Outside Services/Transportation Lottery 3500
Increase ELD support and Increase computer access for English learner parents	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Additional bilingual supports at each site LCFF Supplemental 1000 Additional bilingual supports at each site Title I 500

<p>Increase access to Social Services</p>	<p>LEA-wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Mental Health and Social/Emotional Interns with the university Lottery 2500</p>
<p>Continually improve smooth transitions</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Graduation Supplies, Staffing, and Security Lottery 2000</p>
<p>Ongoing communication with Multi-agencies; Ensure smooth transitions for Foster Youth</p>	<p>LEA-wide</p>	<p>All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Homeless Liaison Title I 17477 Field Trips/Transportation LCFF Base 250</p>

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

Annual Update

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

Guiding Questions:

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

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

Original GOAL 1 from prior year LCAP:	Previous Goal 1(15-16): All students, including all subgroups, will make continued academic progress with the intent of meeting or exceeding a year's growth toward Common Core proficiency in Mathematics, English Language Arts, Science, and Social Science	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify		
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • CAASPP: 5% increase in Level 3+ scores; 5% decrease in Level 1 scores; • CAHSEE: 5% increase for 10th grade students passing; • A-G Course: Maintain/ increase participation; 5% increase in students completing • 5% Increase in students being redesignated based on CELDT and/or Renaissance Place Benchmarks • RFEP: 5% increase in students obtaining RFEP status through CELDT scores, SOLOM, and administrator/parent coordination • Science texts and curriculum will be 100% aligned with state standards • CST: 5% increase for those students scoring Proficient and Advanced • Social Science texts and curriculum will be 100% aligned with state standards • AP Test Scores: 5% increase in number of students passing the AP Test • Inventory: 100% texts/curriculum to be aligned with state standards • Williams Complaints: No complaints to be received regarding instructional materials 		Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> • CAASPP: Created a baseline of 39% (ELA) and 25% (Math) Level 3+ at DMS and 66% (ELA) and 23% (Math) Level 3+ at DHS. Created a baseline of 24% (ELA) and 36% (Math) Level 1 at DMS and 9% (ELA) and 36% (Math) Level 1 at DHS. • CAHSEE: Has been suspended starting in 15-16 through 17-18 • A-G Course: A-G enrollment decreased from 1,283 sections taken to 1,212. When compared to DHS enrollment, this is approximately a 3.9% decrease. A-G Course completion increased from 80.36% completion to 84.24% completion, a 3.88% increase. • RFEP: The percentage of students being redesignated as fluent English proficient increased by 46% at DHS and by 2% at DMS. • Science texts and curriculum: While the district formed adoption committees to facilitate the adoption process for textbooks, all classrooms utilized supplemental printing of materials with printers added to classrooms for efficiency • CST: Set a benchmark in 14-15 of 57% Proficient/Advanced at DMS and 43% Proficient/Advanced at DHS. • Social Science texts and curriculum: While the district formed adoption committees to facilitate the adoption process for textbooks, all classrooms utilized supplemental printing of materials with printers added to classrooms for efficiency • AP Test Scores: Set a benchmark in 14-15 of 29% students passing • Inventory: While the district formed adoption committees to facilitate the adoption process for textbooks, all classrooms utilized supplemental printing of materials with printers added

- to classrooms for efficiency
- Williams Complaints: No complaints were received regarding instructional materials

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
Fully implement K-12 reading/language arts implementation of Common Core	Technology Lottery 2000	Made progress towards fully implementing K-12 reading/language arts implementation of the state standards. Plan to finish implementing in 16-17 and continually improve going forward.	Assessments LCFF Base 590
	Textbooks Lottery Prop 20 2000		Hours to implement reading/language arts state standards LCFF Base 8100
	Professional Development LCFF Supplemental 2000		Additional Hours to implement reading/language arts state standards LCFF Supplemental 1577
	Assessments LCFF Base 500		Professional Development Title II 6500
	Practice Tests/Study Books Lottery 1000		
Scope of Service	LEA-wide	Scope of Service	LEA-wide
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Fully implement K-12 math implementation of Common Core	Technology Lottery 2000	Made progress towards fully implementing K-12 math implementation of the state standards. Plan to finish implementing in 16-17 and continually improve going forward.	Hours to implement math state standards LCFF Base 5464
	Textbooks Lottery Prop 20 2000		Additional Hours to implement Math state standards LCFF Supplemental 306
	Professional Development LCFF Supplemental 2000		
	Assessments LCFF Base 500		
	Practice Tests/Study Books Lottery 1000		
Scope of Service	LEA-wide	Scope of Service	LEA-wide
<input checked="" type="checkbox"/> All		<input checked="" type="checkbox"/> All	

<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Fully implement ELD implementation of Common Core</p>	<p>Technology Lottery 2000 Textbooks Lottery Prop 20 2000 Professional Development LCFF Supplemental 2000 Assessments LCFF Base 500 Practice Tests/Study Books LCFF Supplemental 1000</p>	<p>Made progress towards fully implementing ELD implementation of the state standards. Plan to finish implementing in 16-17 and continually improve going forward.</p>	<p>Additional bilingual hours to support the District's English Learners LCFF Supplemental 4791 Assessments LCFF Base 324 Additional bilingual hours to support the District's English Learners Title III 7046</p>
<p>Scope of Service LEA-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Science adoptions aligned with Common Core</p>	<p>Textbooks Lottery Prop 20 2000</p>	<p>Science teachers will continue to collaborate around Next Generation Science Standards and make a proposal for a pilot program once curriculum parameters have been set.</p>	<p>Replaced science materials Lottery Prop 20 14051</p>
<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p>	

<ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 		<ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 					
<p>Improve standards-based Science Program</p>	<p>Professional Development LCFF Supplemental 3000</p>	<p>Made progress towards improving the standards-based science program. Plan to continually improve going forward.</p>	<p>Additional staff hours spent on improving science program LCFF Base 3113</p>				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">LEA-wide</td> </tr> </table> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	Scope of Service	LEA-wide		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">LEA-wide</td> </tr> </table> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	Scope of Service	LEA-wide	
Scope of Service	LEA-wide						
Scope of Service	LEA-wide						
<p>Social Science adoptions aligned with Common Core</p>	<p>Textbooks Lottery Prop 20 2000</p>	<p>Social Science teachers will continue to collaborate around Standards and make a proposal for a pilot program once curriculum parameters have been set.</p>	<p>Instructional Materials Lottery Prop 20 4075</p>				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">LEA-wide</td> </tr> </table> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	Scope of Service	LEA-wide		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">LEA-wide</td> </tr> </table> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	Scope of Service	LEA-wide	
Scope of Service	LEA-wide						
Scope of Service	LEA-wide						
<p>Improve standards-based Social Science Program</p>	<p>Professional Development LCFF Supplemental 3000</p>	<p>Made progress towards improving the standards-based social science program. Plan to continually improve going forward.</p>	<p>Social Science Materials LCFF Supplemental 4815</p>				

<p>Scope of Service LEA-wide</p>		<p>Scope of Service LEA-wide</p>	
<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Improve Advanced Placement program</p>	<p>Professional Development LCFF Supplemental 3000</p>	<p>Increased access to advanced placement courses by utilizing virtual classes through Cyber High. Plan to continue to provide this array of courses going forward.</p>	<p>Licenses for virtual classes LCFF Base 2273 Licenses for virtual classes LCFF Supplemental 12274 Additional staff hours to improve the advanced placement program LCFF Supplemental 4083</p>
<p>Scope of Service DHS</p>		<p>Scope of Service DHS</p>	
<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>All students will have access to standards-aligned instructional materials</p>	<p>Textbooks Lottery Prop 20 13950</p>	<p>Plan to utilize funding as available to continue to replace instructional materials</p>	<p>Technology One-time Unrestricted 947 Technology Lottery 4491</p>
<p>Scope of Service LEA-wide</p>		<p>Scope of Service LEA-wide</p>	
<p><input checked="" type="checkbox"/> All OR:</p>		<p><input checked="" type="checkbox"/> All OR:</p>	

<ul style="list-style-type: none"> _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 		<ul style="list-style-type: none"> _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Goal 1 actions have been rolled into the new goal 1 which aligns the LCAP goals to the Board's strategic plan and is written to address conditions of learning.</p>		

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

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

Original GOAL 2 from prior year LCAP:	Previous Goal 2 (15-16): All students and all subgroups will engage their individual learning styles and unique interests to acquire 21st Century Skills and the passion for continuous learning, as they pursue higher education or Career Technical Pathways		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools:	DMS, DHS		
Expected Annual Measurable Outcomes:	Applicable Pupil Subgroups:	All	Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> CTAP: Plan to create survey and roll out at the beginning of 16-17 and again at the end of 16-17 CTE Certification: Plan to create pathways in Agriculture classes and Criminal Justice classes where certification would be the end result in 16-17 A-G Course: A-G enrollment decreased from 1,283 sections taken to 1,212. When compared to DHS enrollment, this is approximately a 3.9% decrease. A-G Course completion increased from 80.36% completion to 84.24% completion, a 3.88% increase. EAP: Set a baseline of 70 in 14-15; results expected in September 2016.
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
Develop an effective Career Technical Educational Plan	College and Career Readiness Program LCFF Supplemental 2000		Salaries reported under Goal 5, but worked with students and staff to improve the agriculture and ROP programs.	
	Guidance Counselors LCFF Base 105320			
	Guidance Counselors LCFF Supplemental 34245			
			Agriculture and ROP programs LCFF Base 72822	
			Agriculture and ROP programs LCFF Supplemental 61017	

Scope of Service	School-wide DMS, DHS		Scope of Service	School-wide DMS/DHS	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Goal 2 actions have been rolled into the new goal 2 which aligns the LCAP goals to the Board's strategic plan and is written to address pupil outcomes.				

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Original GOAL 3 from prior year LCAP:	Previous Goal 3 (15-16): All students, including all subgroups, will have equal access to a broad course of study including but not limited to Modern Language, Visual and Performing Arts, and Physical Education		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify	
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • 5% increase in participation in Grades 6-8; 5% increase when comparing the number of students enrolled in Modern Language to total enrollment • Modern Language texts and curriculum will be 100% aligned with state standards • Increase in participation in Choral instruction Grades 4-6; 5% increase in participation Band Instruction Grades 5-12; 5% increase in continuation of Band Instruction from Grade 6 to 7 • Physical Education curriculum will be 100% aligned with state standards • 5% increase in students passing the five Fitness Gram components Grades 5, 7, 9 		Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Modern Language participation: Maintained participation of 69 students enrolled at DMS and 154 students enrolled at DHS • Modern Language texts and curriculum: While the district formed adoption committees to facilitate the adoption process for textbooks, all classrooms utilized supplemental printing of materials with printers added to classrooms for efficiency • Choral participation Grades 4-6: Did not provide choir in 15-16 • Band participation Grades 5-12: Band enrollment decreased by 10 students at DMS from 37 to 27 and decreased by 5 students at DHS from 17 to 12. • Continuation of Band Instruction from Grade 6 to 7: 2 students did not continue in band from grade 6 to 7; 11 students in grade 6 band to potentially continue to 16-17. • Physical Education curriculum: While the district formed adoption committees to facilitate the adoption process for textbooks, all classrooms utilized supplemental printing of materials with printers added to classrooms for efficiency • Fitness Gram components Grades 5, 7, 9: The Fitness Exam is a few years behind, so we are comparing 12-13 to 13-14 data. At DMS, Abdominal increased by 0.5% from 96.9% to 97.4%, Aerobic increased by 1.8% from 77.1% to 78.9%, Body increased by 6.4% from 59.4% to 65.8%, Flexibility decreased by 13.5% from 88.5% to 75%, Trunk Extension increased by 22.8% from 66.7% to 89.5%, and Upper Body decreased by 5.1% from 90.6% to 85.5%. At DHS, Abdominal decreased by 2.4% from 98.6% to 96.2%, Aerobic decreased by 13.3% from 67.1% to 56.2%, Body increased

by 8.4% from 46.6% to 55%, Flexibility decreased by 14.9% from 84.9% to 70%, Trunk Extension decreased by 2.1% from 95.9% to 93.8%, and Upper Body decreased by 0.8% from 80.8% to 80%.

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
Improve standards-based Modern Language Program	Spanish Teachers LCFF Base 77870 Spanish Teachers LCFF Supplemental 30226	Teacher salaries were reported under Goal 5, but additional supports were put into place to improve the Modern Language Program, including having a full-time Spanish teacher at both the Middle School and the High School instead of a shared staff.	Professional Development LCFF Supplemental 8395
Scope of Service LEA-wide		Scope of Service LEA-wide	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Modern Language adoptions aligned with Common Core	Textbooks Lottery Prop 20 2000	Created a Spanish curriculum team and plan to pilot a program in 16-17.	Supplemental Spanish Materials Lottery Prop 20 12275
Scope of Service LEA-wide		Scope of Service LEA-wide	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Improve standards-based Visual and Performing Arts Program	Enrichment Stipends for	Stipends reported under Goal 4 (increasing student involvement) and	Performing arts supplies Lottery 4878

	Drama/Choir LCFF Base 4200 Band Teacher LCFF Base 23778	Teacher salaries reported under Goal 5, but additional performing arts supplies were purchased. Plan to continue to improve the visual and performing arts going forward.	
Scope of Service LEA-wide		Scope of Service LEA-wide	
X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Physical Education curriculum aligned with state frameworks	Physical Education curriculum and supplies Lottery 3000	Physical Education teachers will continue to collaborate around Standards.	Physical Education instructional materials Lottery Prop 20 4094
Scope of Service LEA-wide		Scope of Service LEA-wide	
X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Improve standards-based Physical Education Program	Physical Education Teachers LCFF Base 163662	Teacher salaries reported under Goal 5, but additional physical education supplies were purchased. Physical Education teachers will continue to collaborate around Standards.	Supplemental Physical Education materials LCFF Supplemental 1304
Scope of Service LEA-wide		Scope of Service LEA-wide	

<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Goal 3 actions have been rolled into the new goal 1 which aligns the LCAP goals to the Board's strategic plan and is written to address conditions of learning.		

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Original GOAL 4 from prior year LCAP:	Previous Goal 4 (15-16): All students, including all subgroups, have the right to a safe and healthy environment to achieve social, emotional, and academic success	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify		
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> Maintain reserve levels equal to at least two years of identified equipment replacement needs; maximize state/local funding to purchase new equipment Increase in participation of Stakeholder Advisory Committee meeting quarterly; 5% increase in parent/family volunteers; 5% increase parent/family attendance to parent conferences, ELAC, DELAC, DAC 3% increase in participation in clubs; Increase in participation in annual student council training workshop Grades 4-8; 2% increase in participation in athletic programs Grades 7-12 Increase in rate of safe, clean, sustainable and attractive classrooms; Master Facility Plan to be updated annually; Site facility inspection reports to be completed at every site 5% increase in participation in Child Nutrition Program; 100% follow-up on medical/health services for targeted students 2% increase in government grants; 2% increase in private grants/donations; 2% increase in community/booster funding; Increase in participation of Community Business Partnership Program 2% increase in attendance rates when under 95%; 1% increase in attendance rates when 95-98%; 5% decrease in pupil expulsion rates; Increase in student participation of community events; 5% decrease in chronic absenteeism; 5% decrease in suspension days district-wide Maximize state/local funding to provide new and modernized facilities 80% participation in Kindergarten Round-up; 95% participation in transition activities; 5% increase in participation in post-secondary education planning; 5% decrease in drop outs; Maintain/ increase Graduation Rates; 5% increase in attendance to college 		Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> Equipment Replacement Reserve: Maintained reserve levels Stakeholder Advisory Committee: Increased number of meetings throughout the school year as well as increased participation Parent/family volunteers: Increased from 0 to 2 volunteers at DHS and decreased from 22 to 21 volunteers at DMS. Parent/family attendance to parent conferences: Maintained attendance of parents/family members to parent conferences School Site Council: Remained 9 participants at DMS and increased to 11 at DHS. Club participation: DMS had a difficult time maintaining clubs due to turnover in staff. DHS Club participation increased to 244 participants. Student Council Training participation: Maintained student council participation Athletic participation Grades 7-12: Decreased from 176 to 159 sports participants at DMS and decreased from 241 to 155 sports participants at DHS. Safe, clean, sustainable and attractive classrooms: Site inspections completed by our property insurance provider (CRSIG); the new Director of Facilities, Construction, Maintenance, Operations, and Transportation (FCMOT) is working through the areas of need Master Facility Plan: Working on developing a roofing plan in addition to addressing areas of need; the goal is for the District to have an ongoing plan for all facilities Site facility inspection reports: Site inspections completed by our property insurance provider (CRSIG); the new Director of Facilities, Construction, Maintenance, Operations, and Transportation (FCMOT) is working through the areas of

need

- Child Nutrition participation: Decreased participation in breakfast by 1.49% from 39.21% to 37.72% participation; decreased participation in lunch by 10.15% from 65.43% to 55.28% participation.
- Medical/health services for targeted students follow-up: 100% follow-up on all medical/health services for targeted students.
- Government grants: Federal grants increased and as soon as declining enrollment is stabilized, the District hopes to see a further increase in all governmental grants.
- Private grants/donations: Increased grants due to the Fuel up to play 60 grant.
- Community/booster funding: Booster funding decreased at DHS from \$46,304 to \$39,632.
- Community Business Partnerships: Increased business partnerships through the Fuel up to play 60 grant.
- Attendance rates: Total attendance increased by 1.71% from 95.46% to 97.17% (97.99% at DMS and 96.45% at DHS).
- Pupil expulsion rates: Had the same number of expulsions as prior year
- Community events: Increased participation in community events at both DMS and DHS by fundraising and delivering donations for the Butte Fire.
- Chronic absenteeism: Increased from 7% to 13% at DMS and decreased from 11% to 10% at DHS.
- Suspension days: Decrease from 151 total suspension days to 103 (72 at DMS and 31 at DHS), a 31.79% decrease.
- New and modernized facilities: Modernized facilities in the District Office through a few minor updates to walls and paint
- Kindergarten Round-up: No students enrolled in Kindergarten in 15-16; all Kindergarten students chose to enroll in Denair Elementary Charter Academy.
- Transition activities: 100% participation of students in transitional bridge activities
- Post-secondary education planning: Maintained participation in post-secondary planning activities.
- Drop outs: Created a baseline of data in 14-15 of 7% at DHS.
- Graduation Rates: Created a baseline of data in 14-15 of 93% at DHS.
- Attendance to college: Created a baseline of data in 14-15 of 57% at DHS.

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
Maintain Equipment Replacement Reserve	Reserve for Equipment Replacement LCFF Base 5000 Technology in the library Lottery 2000	This goal now includes equipment maintenance as well to prolong the life of equipment and help the reserves last longer.	Equipment replacement/maintenance LCFF Base 14999 Equipment replacement/maintenance LCFF Supplemental 5439 Equipment replacement/maintenance Lottery 5275
Scope of Service	LEA-wide	Scope of Service	LEA-wide
<input checked="" type="checkbox"/> All		<input checked="" type="checkbox"/> All	
OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Improve family and community involvement	Extra classified hours for interpretation Title I 1000 Extra classified hours for child care LCFF Supplemental 500 Meeting Supplies for parent meetings/classes LCFF Supplemental 500	Changed the volunteer process to make it more efficient and plan to continue tracking volunteers and parent involvement for verifying the effectiveness of the process.	Covered 50% of required volunteer fingerprinting costs LCFF Base 3811 District-wide parent communication and outreach LCFF Base 23889 Parent meeting supplies LCFF Supplemental 1853 Site-based parent communication Lottery 750 Additional parent communication Title I 9672
Scope of Service	LEA-wide	Scope of Service	LEA-wide
<input checked="" type="checkbox"/> All		<input checked="" type="checkbox"/> All	

<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Improve student involvement</p>	<p>Athletics, Activities, Outdoor Education Stipends LCFF Base 73500 Student Incentives/Coyote Bucks Lottery 1000</p>	<p>Increased student involvement by providing additional activities for students and transportation to and from home.</p>	<p>Athletics, Activities, Outdoor Education Stipends LCFF Base 89501 Student field trips and other activities LCFF Supplemental 23315 Home to school transportation and other activities LCFF Supplemental 194517 Student field trips and other activities Lottery 362 Additional student incentives Title I 3905</p>
<p>Scope of Service School-wide DMS, DHS</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service School-wide DMS/DHS</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Continually provide functional, safe, and clean classrooms, facilities, and grounds</p>	<p>Custodians, Utilities Workers, Director of Facilities, Maintenance Supplies LCFF Base 76191</p>	<p>Increased the level of custodial support provided by hiring quality custodial substitutes to support classes when the regular custodian is unavailable.</p>	<p>Extra hours and substitutes LCFF Base 1517 Extra hours and substitutes Maintenance 958 Ongoing Utilities LCFF Base 277140 Custodial Supplies and Facility</p>

			Materials LCFF Base 68442 Maintenance Supplies and Outside contracts Maintenance 149379																																
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Improve services that promote physical, emotional and mental health	Mental Health and Social/Emotional Interns with the university LCFF Supplemental 1000	Plan to continue to improve services that promote physical, emotional and mental health.	Nursing services and medical supplies LCFF Base 54216 Behavior Specialist services LCFF Base 81250 Special Education services Special Education 856100																																
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Increase outreach partnerships to provide direct/indirect support to students, staff, and community	Bilingual Administrative Assistant LCFF Base 6458 Instructional Aides Title I 7500 Website Maintenance LCFF Base 5176	Plan to continue to increase partnerships to provide direct/indirect support to students, staff and community.	Transportation for field trips LCFF Supplemental 3853 Other services utilized to help increase partnerships Lottery 1295																																

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<p>Improve services that promote self-confidence, integrity, positive decision making, community pride, and responsible citizenry</p>	<p>Positive Behavioral Interventions and Support LCFF Supplemental 5000</p> <p>Citizen Awards/Recognition Lottery 1500</p> <p>Student incentives Lottery 1000</p>	<p>Plan to continue to improve services that promote self-confidence, integrity, positive decision making, community pride, and responsible citizenry.</p>	<p>Positive Behavioral Interventions and Support LCFF Supplemental 3721</p> <p>Citizen Awards/Recognition Lottery 2020</p>				
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<p>Provide new and modernized facilities</p>	<p>Technology Lottery 1500</p> <p>Technology LCFF Supplemental 3000</p> <p>Facility Updates LCFF Base 60000</p>	<p>Made some facility updates; plan to continue updating facilities on an as needed basis.</p>	<p>Facility updates Maintenance 50080</p>				
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Improve smooth transitions	Graduation Supplies, Staffing, and Security LCFF Base 1000 Kinder Round-up/ Transition Activities LCFF Supplemental 500 College and Career Readiness LCFF Supplemental 1000	Working towards improving smooth transitions by piloting a bridge program over the summer to be revamped in 2017 due to low participation in 2016.	Graduation Supplies LCFF Base 78 Graduation Supplies Lottery 1507
Scope of Service LEA-wide		Scope of Service LEA-wide	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Increase Intervention Support; Increased access to Social Services	Technology Lottery 2000 Textbooks Lottery Prop 20 2000 Professional Development LCFF Supplemental 2000 Assessments LCFF Base 500 Mental Health and Social/Emotional Interns with the university LCFF Supplemental 1000 SES/Tutoring Title I 35000	Continually increasing intervention support for low income, foster youth and English Learners.	Intervention Teachers and additional intervention supports Title I 43446 Outside services to increase access to social services Lottery 2537
Scope of Service LEA-wide		Scope of Service LEA-wide	
<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth		<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth	

_ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Increase ELD support and communication with English learner parents	Technology-Headsets and portable sound system for interpreting services Lottery 2000 Textbooks Lottery Prop 20 2000 Professional Development LCFF Supplemental 2000 Assessments LCFF Base 500 Extra classified hours for parent outreach Title I 1000 Meeting/Parent Class Supplies LCFF Supplemental 500	Plan to utilize bilingual clerical employees in each school office to better support English Learner parents and families.	Additional staff hours for ELD support LCFF Supplemental 313 Additional staff hours for ELD support Title I 39
Scope of Service LEA-wide _ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service LEA-wide _ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Ongoing communication with Multi-agencies; Intervention and Remedial Support; Ensure smooth transitions	Technology Lottery 1500 Textbooks Lottery Prop 20 1500 Professional Development LCFF Supplemental 1000 Assessments LCFF Base 500 Graduation Supplies, Staffing, and Security LCFF Base 500 Kinder Round-up/Transition Activities LCFF Supplemental 1000 Homeless Liaison Title I 23692	Continuing to provide services through the use of our homeless liaison.	Homeless Liaison Title I 15670 Transportation as needed LCFF Base 122
Scope of Service LEA-wide		Scope of Service LEA-wide	

<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Implement a process for two-year tracking of redesignation	Technology Lottery 1500 Textbooks Lottery Prop 20 1500 Professional Development LCFF Supplemental 1500 Assessments LCFF Base 500	Made a lot of progress towards two-year tracking of reclassification by utilizing the new ELD Coordinator.	Professional Development LCFF Supplemental 5663
Scope of Service LEA-wide		Scope of Service LEA-wide	
<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Goal 4 facilities and equipment actions have been rolled into the new goal 1 which aligns the LCAP goals to the Board's strategic plan and is written to address conditions of learning. Goal 4 redesignation/reclassification actions have been rolled into the new goal 2 which aligns the LCAP goals to the Board's strategic plan and is written to address pupil outcomes. The remainder goal 4 actions have been rolled into the new goal 3 which aligns the LCAP goals to the Board's strategic plan and is written to address engagement.		

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

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

Original GOAL 5 from prior year LCAP:	Previous Goal 5 (15-16): All staff including all teachers at Denair Unified School District will meet the federal standard for being Highly Qualified		Related State and/or Local Priorities: 1 <input checked="" 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 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify	
Goal Applies to:		Schools: All		
		Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> Develop/implement key criteria/standards/procedures for clerical levels to tailor employee training Review/update all job descriptions 100% completion rate of evaluations with appropriate recommendation 		Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> Clerical standards/training: Maintained participation in monthly secretary meetings. Job descriptions: Only a few of the job descriptions were updated, due to changes in administration and the Human Resources department. The District plans to review a number of job descriptions at each of the Board Meetings in 16-17. Evaluation completion: Due to some unforeseen circumstances and changes in administrators, not all evaluations were completed. 95% of classified evaluations were completed and only partial certificated evaluations were completed. The District plans to set up a new schedule for completing certificated evaluations over the next two years.
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
Competitive salaries and benefits		Substitutes, Teachers, Benefit Plans LCFF Base 1251872	Working towards retaining highly qualified staff and will start tracking staff turnover by utilizing an exit survey in 16-17 Teachers, Counselors, Support/Clerical Staff, Administrative Staff, Substitutes, Benefit Plans LCFF Base 2748537 Teachers, Support/Clerical Staff, Substitutes, Benefit Plans LCFF Supplemental 394045 Teachers, Support/Clerical Staff, Administrative Staff, Substitutes, Benefit Plans Title I 21624	
		Substitutes, Teachers, Benefit Plans LCFF Supplemental 393000		

			<p>Special Education Teachers, Support Staff, Administrative Staff, Substitutes, Benefit Plans Special Education 372556</p> <p>Custodians, Maintenance Staff, Maintenance Administrator, Substitutes, Benefit Plans Maintenance 157577</p>
<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Provide the highest quality staff in each position within the District</p>	<p>Professional Development Title II 43772</p> <p>Professional Development Title I 40368</p> <p>SBAC Testing Staff Development for all teachers, including non-core subject areas Title II 10000</p>	<p>Provided professional development both onsite and offsite. Plan to continue tracking professional development provided.</p>	<p>Professional Development One-time Unrestricted 1703</p> <p>Professional Development LCFF Supplemental 61035</p> <p>Professional Development Title I 69324</p> <p>Professional Development Title II 44405</p> <p>Induction Program Educator Effectiveness 2958</p> <p>Special Education Staff Development Special Education 6516</p> <p>Maintenance Trainings Maintenance 77</p>
<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p>	

<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Goal 5 actions have been rolled into the new goal 1 which aligns the LCAP goals to the Board's strategic plan and is written to address conditions of learning.</p>		

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

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	<u>\$547,532</u>
<p>The District has previously funded services for low income, foster youth, and English Learner pupils at or above the calculated target rates. Due to declining enrollment and previously funding services at or above target rates, no increase in funds is calculated for the LCAP year. Based on the LCFF calculator, the District’s LCFF target in the LCAP year is actually \$591,427 less than the District is currently funding services.</p>	
<p>With 58.7% unduplicated pupils, the District is currently funding services for low income, foster youth, and English learner pupils above the calculated target rates in a district-wide manner by maintaining low class sizes district-wide, as well as providing home-to-school transportation. By maintaining low class sizes and providing home-to-school transportation, the District can better meet the needs of low income, foster youth, and English learner pupils. Additionally, Positive Behavior Interventions and Support Committees were created at each site and at the district level to improve services that promote self-confidence, integrity, positive decision making, community pride, and responsible citizenry. Supplemental and concentration funds will also be used to pay for extra classified hours for community and parent outreach, professional development district-wide, and online licenses in order to offer a wider range of A-G courses.</p>	

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.

13.56	%
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As the District's funding was significantly reduced by the state, services for low income, foster youth, and English learner pupils were not reduced proportionally; therefore, the District will maintain its improved services at no less than the District's Supplemental and Concentration target rate relating to the designated pupils illustrated above. Additionally, the District will utilize Title I and Title III funds to improve services and communication strategies with non-English speaking parents.

Based on the Minimum Proportionality Percentage calculator, the District should be providing services for the unduplicated pupils at 13.56% calculated by the target Supplemental and Concentration funds divided by the Base grant funds. However, the District is maintaining its improved services to unduplicated pupils above the Supplemental and Concentration target rates for a higher proportionality than is required:

Supplemental and Concentration Services/Base Services = Proportionality Rate: $\$1,138,959/\$3,667,518 = 31.06\%$

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).