

§ 15497.5. Local Control and Accountability Plan and Annual Update Template.**Introduction:**

LEA: Dehesa School District

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LCAP Year:2016-17

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>The District used the following process for stakeholder input 2015-16:</p> <ol style="list-style-type: none"> 1) Parents, community members, local bargaining units, and other stakeholders have been involved in the LCAP process. Information was posted on our website, including an informational slide show on LCAP, LCFF, and Common Core. Stakeholders also have access to our working LCAP document. The Dehesa School Board, Dehesa Parent Advisory Committee, Dehesa School Site Council, Dehesa Teachers' Association, California School Employees' Association, and bilingual parents were presented LCAP information and gave their input. We received student input regarding on-line learning programs and middle school reading materials for the library. The district also conducted a parent survey that was accessible as a hard copy and electronically on our website. It was available in both English and Spanish. In addition, an English Learner Parent Advisory Committee meeting was held and no input was received. The Foster youth population at our school is 2) The stakeholders were included in a timely manner to ensure engagement and efficient development of the LCAP process in the following ways: <ol style="list-style-type: none"> a. June 2015 the School Board and staff were given an overview of LCAP b. February 2016 District Parent Advisory Committee given an overview of LCAP c. April 2016 the School Site Council and other parent groups were given an overview of LCAP d. April 2015 the Dehesa Leadership Team began meeting to review and edit the draft created by the staff. The Team continued to meet regularly to complete the LCAP. 3) Quantitative and qualitative data/metrics were made available to stakeholders related to the state priorities in the following ways: <ol style="list-style-type: none"> a. Parent/guardian survey b. All stakeholders were given the opportunity to give input on the priorities c. All stakeholders reviewed data including state and district assessments, attendance, and Comprehensive English Language Development Test (CELDT). 4) The following actions were taken to meet statutory requirements for 	<p>2015-16</p> <p>Stakeholder input was invaluable and guided the formation of goals. Reciprocal accountability was built within our process to insure that all of the priorities were addressed to meet the needs of our learning community.</p> <p>Some of the changes that were made in the LCAP prior to the adoption as a result of comments and other feedback were:</p> <ol style="list-style-type: none"> a. Goals were made more specific b. Healthy Kids Survey was administered c. Teacher PD Survey was created <p>The involvement of stakeholders supported and improved outcomes for pupils related to the state priorities by addressing and implementing input based on professional experiences and/or data. Each stakeholder had an important role in identifying areas that could have been overlooked by other groups. Their input was invaluable in insuring that that all priorities were addressed from all angles.</p>

<p>stakeholder engagement pursuant to Education Code section 52062</p> <ul style="list-style-type: none"> a. Advertised and conducted public hearings to seek input on the LCAP. b. There have been no comments received; however, as comments are shared, a written response will be given. 	
<p>Annual Update: The District used the following process for stakeholder input 2016-17:</p> <p>1) Parents, community members, local bargaining units, and other stakeholders have been involved in LCAP process. Information was posted on our website, including an informational slide show on LCAP, LCFF, and Common Core. Stakeholders also have access to our working LCAP document. The Dehesa School Board, Dehesa Parent Advisory Committee, Dehesa School Site Council, Dehesa Teachers' Association, California School Employees' Association, and bilingual parents were presented LCAP information and gave their input. We received student input regarding on-line learning programs and middle school reading materials for the library. The district also conducted an informal parent survey to determine interests, needs, wants. In addition, an English Learner Parent Advisory Committee meeting was held and no input was received. We did not receive input from Foster youth stakeholders (approx. 0.02% of the school population).</p> <p>2) The stakeholders were included in a timely manner to ensure engagement and efficient development of the LCAP process in the following ways:</p> <ul style="list-style-type: none"> a. LCAP training/support with Nancy Sedgwick on May 9, 2016. In September 2015 and June 2016 the staff reviewed the LCAP. b. April 8, 2016 School Site Council was given an overview of LCAP and 	<p>Annual Update: 2016-17</p> <p>Stakeholder input was invaluable and guided the formation of goals. Reciprocal accountability was built within our process to insure that all of the priorities were addressed to meet the needs of our learning community.</p> <p>Some of the changes that were made in the LCAP prior to the adoption as a result of comments and other feedback were:</p> <ul style="list-style-type: none"> a. Evaluated and edited our Expected Annual Incomes b. Postponed/rescheduled playground upgrade/painting because of construction project c. Reorganized Actions & Services to align with Budgeted Expenditures <p>The involvement of stakeholders supported improved outcomes for pupils related to the state priorities by addressing and implementing input based on professional experiences and/or data. Each stakeholder had an important role in identifying areas that could have been overlooked by other groups. Their input was invaluable in ensuring that that all priorities were addressed from all angles.</p>

opportunities to give input. An overview was also given to Dehesa's Parent Advisory Committee on May 19, 2016.

- c. February 11 and June 10 the Dehesa school staff reviewed the goals and gave valuable input.
- d. April 2015 the Dehesa Leadership Team began meeting to review and edit the draft created by the staff. The Team continued to meet regularly to complete the LCAP.
- e. A public hearing was held on June 27, 2016 for public input on the LCAP.
- f. The board adopted the LCAP at June 28, 2016 board meeting.

3) Quantitative and qualitative data/metrics were made available to stakeholders related to the state priorities in the following ways:

- a. LCAP working document was converted to a Google Doc and made available to staff and School Site Council
- b. All stakeholders were given the opportunity to give input on the priorities
- c. All stakeholders reviewed data including state and district assessments, attendance, and Comprehensive English Language Development Test (CELDT).

4) The following actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code section 52062

- a. Advertised and conducted public hearings to seek input on the LCAP.
- b. There have been no comments received; however, as comments are shared, a written response will be given.

Measurable Outcomes 2015-16

1. Alternative academic assessments were investigated and are scheduled to pilot Benchmark K-5 in 2016-17.
2. Provided PLT and small group instruction a minimum of 2 hours a week.
3. Various student/family/community support services provided;
4. Classified staff designated to monitor/supervise specific support services- ELL support
5. A Technology reserve maintained.

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, school site-level advisory groups, as applicable (e.g., school site 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 school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. The LEA may identify which school sites 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 school site. **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 school sites to which the goal applies. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

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

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

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

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

Scope of Service: Describe the scope of each action/service by identifying the school sites 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 district wide, school wide, countywide, or charter wide.

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 school sites been evaluated to inform the development of meaningful district and/or individual school site 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 school sites?
- 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 school sites, 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:	Goal 1: Provide professional development to staff and parents to support/improve student achievement.	Related State and/or Local Priorities: 1X 2X 3X 4X 5X 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____	
Identified Need:	Students need to be provided with a high quality of teaching.		
Goal Applies to:	Schools: All	Applicable Pupil Subgroups:	All (including Lower Income, English Learners, students with disabilities and all other significant sub groups)
LCAP Year 1: 2016-2017			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Required number of staff members will attend the annual and/or National NEU Conference • Required number of staff members to attend NEU Leadership Conference • Analyze parent survey data to determine needs for Parent Ed. Opportunities • Analyze teacher survey data to determine professional development needs • 100% of teaching staff are fully credentialed and highly qualified • API scores are not available; AP exam pass rate, EAP, HS drop out and HS graduation rates are not applicable for our K-8 district, College & career readiness A-G or CTE. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> • Increase PD opportunities for all teachers/paraprofessionals/staff • Provide training to support physical education 	ALL	<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)_____	\$3,425 Title II \$615 FD 13 \$459 LCFF OB 5200
<ul style="list-style-type: none"> • Continue bus driver PD as required by law • Provide training opportunities for maintenance and operations 		\$2,905 RE 0982 OB 2200	

<ul style="list-style-type: none"> Provide parent education opportunities as needed and interest arises 			\$300 RE 3010 OB 4300
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LCAP Year 2: 2017-2018			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> Required number of staff members will attend the annual and/or National NEU Conference Required number of staff members to attend NEU Leadership Conference Analyze parent survey data to determine needs for Parent Ed. Opportunities Analyze teacher survey data to determine professional development needs 100% of teaching staff are fully credentialed and highly qualified API scores are not available; AP exam pass rate, EAP, HS drop out and HS graduation rates are not applicable for our K-8 district, College & career readiness A-G or CTE 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> Increase PD opportunities for all teachers/paraprofessionals/staff Provide training to support physical education 	ALL	X ALL ----- -- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	\$3,425 Title II \$615 FD 13 \$459 LCFF OB 5200
<ul style="list-style-type: none"> Continue bus driver PD as required by law Provide training opportunities for maintenance and operations 			\$194 RE 0982 OB 2200
<ul style="list-style-type: none"> Provide parent education opportunities as needed and interest arises 			\$300 RE 3010 OB 4300

LCAP Year 3: 2018-2019			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Required number of staff members will attend the annual and/or National NEU Conference • Required number of staff members to attend NEU Leadership Conference • Analyze parent survey data to determine needs for Parent Ed. Opportunities • Analyze teacher survey data to determine professional development needs • 100% of teaching staff are fully credentialed and highly qualified • API scores are not available; AP exam pass rate, EAP, HS drop out and HS graduation rates are not applicable for our K-8 district, College & career readiness A-G or CTE 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> • Increase PD opportunities for all teachers/paraprofessionals/staff • Provide training to support physical education 	ALL	<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)_____	\$3,425 Title II
<ul style="list-style-type: none"> • Continue bus driver PD as required by law • Provide training opportunities for maintenance and operations 			\$615 FD 13
<ul style="list-style-type: none"> • Provide parent education opportunities as needed and interest arises 			\$459 LCFF OB 5200
			\$2,905 RE 0982 OB 2200
			\$300 RE 3010 OB 4300

GOAL:	Goal 2: Provide curriculum to support CCSS and National Standards.		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 checked="" 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 _____
Identified Need:	Access to standard aligned instructional materials and implementation of standards for all students.		
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All (including Lower Income, English Learners, students with disabilities and all other significant sub groups)	
LCAP Year 1: 2016-2017			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Provide a minimum of 20 hours of teacher team collaboration time per year • Teachers will continue to collaborate weekly to discuss the to CCSS and NGSS • Instructional Aides/paraprofessionals will meet/collaborate a minimum of 10 hours per year • API scores are not available; AP exam pass rate, EAP, HS drop out and HS graduation rates are not applicable for our K-8 district, College & career readiness A-G or CTE 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> • Pilot chosen CCSS ELA curriculum and materials 	ALL	<input checked="" type="checkbox"/> ALL ----- -- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	\$1,100 LCFF OB 1100
<ul style="list-style-type: none"> • Purchase interim/supplemental curriculum/materials • Provide interim/supplemental materials for CCSS curriculum in History/Social Studies, Science (NGSS CA), and Physical Education 			\$600 RE 6300 OB 4300

<ul style="list-style-type: none"> Continue to fund Physical Education Program at Sycuan, inc. transportation (including PE aide time) 			\$6,230 LCFF Base OB 5800 \$2,935 RE 0982 OB 2200
<ul style="list-style-type: none"> Continue to provide Reading Aide 			\$4,778 LCFF OB 2100

LCAP Year 2: 2017-2018			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> Provide a minimum of 20 hours of teacher team collaboration time per year Students will continue to collaborate weekly to discuss the to CCSS and NGSS Instructional Aides/paraprofessionals will meet/collaborate a minimum of 10 hours per year API scores are not available; AP exam pass rate, EAP, HS drop out and HS graduation rates are not applicable for our K-8 district, College & career readiness A-G or CTE 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> Adopt chosen CCSS ELA curriculum and materials 	ALL	X ALL ----- -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$40,000 FD 17
<ul style="list-style-type: none"> Purchase interim/supplemental curriculum/materials as needed Provide interim/supplemental materials for CCSS curriculum in History/Social Studies, Science (NGSS CA), and Physical Education 			\$600 RE 6300 OB 4300
<ul style="list-style-type: none"> Continue to fund Physical Education Program at Sycuan, including transportation 			\$6,230 LCFF Base OB 5800 \$2,935 RE 0982 OB 2200

<ul style="list-style-type: none"> Continue to provide PE/Reading Aide 			\$4,778 LCFF OB 2100
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LCAP Year 3: 2018-2019			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> Provide a minimum of 20 hours of teacher team collaboration time per year Students will continue to collaborate weekly to discuss the to CCSS and NGSS Instructional Aides/paraprofessionals will meet/collaborate a minimum of 10 hours per year API scores are not available; AP exam pass rate, EAP, HS drop out and HS graduation rates are not applicable for our K-8 district, College & career readiness A-G or CTE 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> Purchase interim/supplemental curriculum/materials including NGSS Provide interim/supplemental materials for History/Social Studies and Physical Education 	ALL	X ALL ----- -- OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	\$2,000 RE 6300 OB 4300
<ul style="list-style-type: none"> Continue to fund Physical Education Program at Sycuan, including transportation 		\$6,230 LCFF Base OB 5800 \$2,935 RE 0982 OB 2200	
<ul style="list-style-type: none"> Continue to provide PE/Reading Aide 		\$4,778 LCFF OB 2100	

GOAL:	Goal 3: Utilize support staff and differentiated instruction strategies/materials to support/improve student achievement.	Related State and/or Local Priorities: 1_ 2X 3__ 4X_ 5X_ 6X 7X 8X_ COE only: 9__ 10__ Local: Specify _____
Identified Need:	All students have access to instruction and curriculum/ materials that support their specific needs.	
Goal Applies to:	Schools: All	
	Applicable Pupil Subgroups: All	

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Provided students with Personalized Learning Time (PLT)/small group differentiated instruction minimum 2 hours a week • The percent of English learners reaching or maintaining English language proficiency on the CELDT will increase • Increase those students eligible for reclassification as English Proficient (RFEP) • Continue to provide 0.2 FTE licensed therapist • API scores are not available; AP exam pass rate, EAP, HS drop out and HS graduation rates are not applicable for our K-8 district, College & career readiness A-G or CTE
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> • Provide RTI Pull-out, push-in, and small groups with paraprofessionals • Provide after school academic/enrichment programs • PLT (Personalized Learning Time) a minimum of 2x a week 	ALL	XALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$1,440 LCFF OB 1100 \$1,440 LCFF OB 1100-091
<ul style="list-style-type: none"> • Study Skills 1 day a week (6-8) • Provide ELL support and materials • Continue to provide a paraprofessional to provide ELL support including monitoring student language proficiency to align support • Recognition of redesignation and achievement (ELL) 			\$600 LCFF OB 1100-091 \$1.440 LCFF OB 1100

<ul style="list-style-type: none"> • Students will have access and support for CCSS aligned instructional materials, adopted curriculum, and technology • Provide learning supports including interventions, differentiated instruction, and other effective teaching strategies 			<p>\$1,450 LCFF OB 5800</p>
<ul style="list-style-type: none"> • Continue outreach efforts to low income families • Provide morning tutoring • Hire a school counselor if/when funding permits. 			<p>\$10,046 FN 2420 OB 2200</p>

LCAP Year 2: 2017-2018			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Provided students with Personalized Learning Time (PLT)/small group differentiated instruction minimum 2 hours a week • The percent of English learners reaching or maintaining English language proficiency on the CELDT will increase • Increase those students eligible for reclassification as English Proficient (RFEP) • Continue to provide 0.2 FTE licensed therapist • API scores are not available; AP exam pass rate, EAP, HS drop out and HS graduation rates are not applicable for our K-8 district, College & career readiness A-G or CTE 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> • Provide RTI Pull-out, push-in, and small groups with paraprofessionals • Provide after school academic/enrichment programs • PLT (Personalized Learning Time) a minimum of 2x a week 	ALL	<u>X</u> ALL OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	\$1,440 LCFF OB 1100
<ul style="list-style-type: none"> • Study Skills 1 day a week (6-8) • Provide ELL support and materials • Continue to provide a paraprofessional to provide ELL support including monitoring student language proficiency to align support • Recognition of redesignation and achievement (ELL) 			\$1,440 LCFF OB 1100-091
<ul style="list-style-type: none"> • Students will have access and support for CCSS aligned instructional materials, adopted curriculum, and technology • Provide learning supports including interventions, differentiated instruction, and other effective teaching strategies 			\$600 LCFF OB 1100-091
			\$1,450 LCFF OB 5800

<ul style="list-style-type: none">• Continue outreach efforts to low income families• Provide morning tutoring• Hire a school counselor if/when funding permits.			\$10,046 FN 2420 OB 2200
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LCAP Year 3: 2018-2019

Expected Annual Measurable Outcomes:

- Provided students with Personalized Learning Time (PLT)/small group differentiated instruction minimum 2 hours a week
- The percent of English learners reaching or maintaining English language proficiency on the CELDT will increase
- Increase those students eligible for reclassification as English Proficient (RFEP)
- Continue to provide 0.2 FTE licensed therapist
- API scores are not available; AP exam pass rate, EAP, HS drop out and HS graduation rates are not applicable for our K-8 district, College & career readiness A-G or CTE

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> <input type="checkbox"/> Provide RTI Pull-out, push-in, and small groups with paraprofessionals <input type="checkbox"/> Provide after school academic/enrichment programs <input type="checkbox"/> PLT (Personalized Learning Time) a minimum of 2x a week <input type="checkbox"/> Continue providing a PE/ Reading Aide 	ALL	XALL OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups: (Specify)_____	\$1,440 LCFF OB 1100 \$1,440 LCFF OB 1100-091
<ul style="list-style-type: none"> • Study Skills 1 day a week (6-8) • Provide ELL support and materials • Continue to provide a paraprofessional to provide ELL support including monitoring student language proficiency to align support • Recognition of redesignation and achievement (ELL) 			\$600 LCFF OB 1100-091 \$1.440 LCFF OB 1100
<ul style="list-style-type: none"> • Students will have access and support for CCSS aligned instructional materials, adopted curriculum, and technology • Provide learning supports including interventions, differentiated instruction, and other effective teaching strategies 			\$1,450 LCFF OB 5800
<ul style="list-style-type: none"> • Continue outreach efforts to low income families • Provide morning tutoring 			\$10,046 FN 2420 OB 2200

<ul style="list-style-type: none">• Hire a school counselor if/when funding permits.			
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GOAL:	Goal 4: Administer assessments to collect and analyze data to support/improve student achievement.	Related State and/or Local Priorities: 1__ 2__ 3__ 4 <input checked="" type="checkbox"/> 5 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____
Identified Need:	All students will be assessed, and data collected, in order to enhance student achievement and instructional effectiveness.	
Goal Applies to:	Schools: All	
	Applicable Pupil Subgroups: All	

LCAP Year 1: 2016-2017			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> All students, including subgroups, will show growth on state designated target on CAASPP By end of year, all students will meet or exceed designated target scores in MAP testing, using results to drive instruction and intervention API scores are not available; AP exam pass rate, EAP, HS drop out and HS graduation rates are not applicable for our K-8 district, College & career readiness A-G or CTE 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> Continue MAP testing, using results to drive instruction and intervention (3x year) 	ALL	<input checked="" type="checkbox"/> ALL	\$2,388 FN 3160 OB 5800
<ul style="list-style-type: none"> Ensure teachers are trained for CAASPP as test administrators Ensure that staff/paraprofessionals as proctors and/or student support CELDT assessment support 		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	\$119 LCFF OB 2100-011
<ul style="list-style-type: none"> Continue Renaissance Learning/STAR (or equivalent) reading/math program and testing 			\$908 PY4 OB 5800

LCAP Year 2: 2017-2018			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> All students, including subgroups, will show growth on state designated target on CAASPP By end of year, all students will meet or exceed designated target scores in MAP testing, using results to drive instruction and intervention API scores are not available; AP exam pass rate, EAP, HS drop out and HS graduation rates are not applicable for our K-8 district, College & career readiness A-G or CTE 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> Continue MAP testing, using results to drive instruction and intervention (3x year) 	ALL	<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) _____	\$2,388 FN 3160 OB 5800
<ul style="list-style-type: none"> Ensure teachers are trained for CAASPP as test administrators Ensure that staff/paraprofessionals as proctors and/or student support CELDT assessment support 			\$119 LCFF OB 2100-011
<ul style="list-style-type: none"> Continue Renaissance Learning/STAR (or equivalent) reading/math program and testing 			\$908 PY4 OB 5800
			\$3,277 LCFF PY4

LCAP Year 3: 2018-2019			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> All students, including subgroups, will show growth on state designated target on CAASPP By end of year, all students will meet or exceed designated target scores in MAP testing, using results to drive instruction and intervention API scores are not available; AP exam pass rate, EAP, HS drop out and HS graduation rates are not applicable for our K-8 district, College & career readiness A-G or CTE 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> Continue MAP testing, using results to drive instruction and intervention (3x year) 	ALL	<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) _____	\$2,388 FN 3160 OB 5800
<ul style="list-style-type: none"> Ensure teachers are trained for CAASPP as test administrators Ensure that staff/paraprofessionals as proctors and/or student support CELDT assessment support 			\$119 LCFF OB 2100-011
<ul style="list-style-type: none"> Continue Renaissance Learning/STAR (or equivalent) reading/math program and testing 			\$908 PY4 OB 5800
			\$3,277 LCFF PY4
GOAL:	Goal 5: Provide technology and related services to support/improve student achievement.		Related State and/or Local Priorities: 1X 2X 3X 4X 5X 6__ 7X 8X COE only: 9__ 10__ Local: Specify _____
Identified Need:	All students will have access to technology tools to support CCSS and 21 st Century learning.		
Goal Applies to:	Schools: All		
	Applicable Pupil Subgroups: All		
LCAP Year 1: 2016-2017			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> Continue monitoring effectiveness of technology-based support for alignment with CCSS Analyze and monitor network infrastructure to determine need Continue to provide 1:1 laptops in grades 3rd-8th and a minimum of 2:1 devices in K-2 API scores are not available; AP exam pass rate, EAP, HS drop out and HS graduation rates are not applicable for our K-8 district, College & career readiness A-G or CTE 		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> Continue to fund a technology reserve to provide sufficient funding for replacement of teacher devices, student devices, and infrastructure equipment as they become obsolete Improve network infrastructure as needed to include increased bandwidth, sufficient wireless access points, scalable and reliable equipment, and device and software management systems 	ALL	<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) _____	\$30,136 FN 2420 OB 2200 \$1,000 PY5 OB 5800 \$2,500 PY5 Ob 4300
<ul style="list-style-type: none"> Maintain/increase support for media/technology services including maintenance Continue to provide staffing and equipment to support computer lab access before and after school for students/family/community 			\$2,000 PY5 Ob 4300
<ul style="list-style-type: none"> Upgrade student devices for daily use in the classroom Purchase technology apps, tools, and programs to support CCSS and student achievement as needed 			\$1,000 PY5 Ob 4300
<ul style="list-style-type: none"> Continue to provide ongoing membership with online learning programs 			\$1,000 PY5 Ob 4300

LCAP Year 2: 2017-2018			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> Continue monitoring effectiveness of technology-based support for alignment with CCSS Analyze and monitor network infrastructure to determine need Continue to provide 1:1 laptops in grades 3rd-8th and a minimum of 2:1 devices in K-2 API scores are not available; AP exam pass rate, EAP, HS drop out and HS graduation rates are not applicable for our K-8 district, College & career readiness A-G or CTE 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> Continue to fund a technology reserve to provide sufficient funding for replacement of teacher devices, student devices, and infrastructure equipment as they become obsolete Improve network infrastructure as needed to include increased bandwidth, sufficient wireless access points, scalable and reliable equipment, and device and software management systems 	ALL	<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) _____	\$30,136 FN 2420 OB 2200
<ul style="list-style-type: none"> Maintain/increase support for media/technology services including maintenance Continue to provide staffing and equipment to support computer lab access before and after school for students/family/community 			\$1,000 PY5 OB 5800
<ul style="list-style-type: none"> Upgrade student devices for daily use in the classroom 			\$2,500 PY5 Ob 4300
			\$2,000 PY5 Ob 4300
			\$1,000 PY5 Ob 4300

<ul style="list-style-type: none">• Continue to provide ongoing membership with online learning programs• Purchase technology apps, tools, and programs to support CCSS and student achievement as needed			\$1,000 PY5 Ob 4300
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LCAP Year 3: 2018-2019			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> Continue monitoring effectiveness of technology-based support for alignment with CCSS Analyze and monitor network infrastructure to determine need Continue to provide 1:1 laptops in grades 3rd-8th and 1:1 devices in K-2 API scores are not available; AP exam pass rate, EAP, HS drop out and HS graduation rates are not applicable for our K-8 district, College & career readiness A-G or CTE 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> Continue to fund a technology reserve to provide sufficient funding for replacement of teacher devices, student devices, and infrastructure equipment as they become obsolete Improve network infrastructure as needed to include increased bandwidth, sufficient wireless access points, scalable and reliable equipment, and device and software management systems 	ALL	<u>X</u> ALL OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups: (Specify)_____	\$30,136 FN 2420 OB 2200
<ul style="list-style-type: none"> Maintain/increase support for media/technology services including maintenance Continue to provide staffing and equipment to support computer lab access before and after school for students/family/community 			\$1,000 PY5 OB 5800
<ul style="list-style-type: none"> Upgrade student devices for daily use in the classroom 			\$2,500 PY5 Ob 4300
			\$2,000 PY5 Ob 4300
			\$1,000 PY5 Ob 4300

<ul style="list-style-type: none">• Continue to provide ongoing membership with online learning programs• Purchase technology apps, tools, and programs to support CCSS and student achievement as needed			\$1,000 PY5 Ob 4300
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GOAL:	Goal 6: Maintain and improve school climate to support student engagement and attendance.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 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 _____
Identified Need:	All students have access to a safe and inviting campus, in order to promote student attendance and engagement.	
Goal Applies to:	Schools: All	
	Applicable Pupil Subgroups: All	

LCAP Year 1: 2016-2017			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> ● Begin Phase 1 of new playground program, Peaceful Playgrounds (or equivalent) ● Increase district-wide attendance rate by 1.0 over the baseline ● Decrease chronic absenteeism ● Maintain 0 expulsion ● Suspension rate will decrease for all student groups ● Maintain zero grade 8 dropout rate ● Analyze/review Healthy Kids Survey data ● Prioritize and complete maintenance projects as funding permits ● API scores are not available; AP exam pass rate, EAP, HS drop out and HS graduation rates are not applicable for our K-8 district, College & career readiness A-G or CTE 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> ● Implement the next Phase of the NEU school murals with parent involvement ● Implement Peaceful Playgrounds (or equivalent) to increase safety and enjoyment of the playground facilities 	ALL	<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) _____	\$200 FN 8100 \$5,000 FD 17
<ul style="list-style-type: none"> ● Perform bus service inspections and maintenance as need and/or required by law ● Provide regular bus service to and from 			\$8,124 RE 0982 OB 5600

school			\$30,439 RE 0982 OB 2200
<ul style="list-style-type: none"> Continue to provide incentives for attendance, academics, and character success 			\$400 OB 2200 \$300 LCFF PY6
<ul style="list-style-type: none"> Establish, purchase, and utilize communication tools/signage/spirit items to engage parents and the community in order to increase enrollment and attendance 			\$1,000 Student Council
<ul style="list-style-type: none"> Purchase Gaggle: a student monitoring device for 6th-8th graders 			\$920 FN 2420 OB 5800
<ul style="list-style-type: none"> Follow through on preventative maintenance schedule 			\$30,000 FD 14
<ul style="list-style-type: none"> Administer Healthy Kids Survey to students 3rd-8th Analyze Healthy Kids Survey to determine needed supports 			

LCAP Year 2: 2017-2018			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> ● Begin Phase 1 of new playground program, Peaceful Playgrounds (or equivalent) ● Increase district-wide attendance rate by 1.0 over the baseline ● Decrease chronic absenteeism ● Maintain 0 expulsion ● Suspension rate will decrease for all student groups ● Maintain zero grade 8 dropout rate ● Analyze/review Healthy Kids Survey data ● Prioritize and complete maintenance projects as funding permits ● API scores are not available; AP exam pass rate, EAP, HS drop out and HS graduation rates are not applicable for our K-8 district, College & career readiness A-G or CTE 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> ● Implement the next Phase of the NEU school murals with parent involvement ● Implement Peaceful Playgrounds (or equivalent) to increase safety and enjoyment of the playground facilities 	ALL	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	\$200 FN 8100
<ul style="list-style-type: none"> ● Perform bus service inspections and maintenance as need and/or required by law ● Provide regular bus service to and from school 			\$5,000 FD 17
<ul style="list-style-type: none"> ● Continue to provide incentives for attendance, academics, and character success 			\$8,124 RE 0982 OB 5600
			\$30,439 RE 0982 OB 2200
			\$400 OB 2200
			\$300 LCFF PY6

<ul style="list-style-type: none"> Establish, purchase, and utilize communication tools/signage/spirit items to engage parents and the community in order to increase enrollment and attendance 			\$1,000 Student Council
<ul style="list-style-type: none"> Purchase Gaggle: a student monitoring device for 6th-8th graders 			\$920 FN 2420 OB 5800
<ul style="list-style-type: none"> Follow through on preventative maintenance schedule 			\$30,000 FD 14
<ul style="list-style-type: none"> Administer Healthy Kids Survey to students 3rd-8th Analyze Healthy Kids Survey to determine needed supports 			

LCAP Year 3: 2018-2019			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> ● Begin Phase 1 of new playground program, Peaceful Playgrounds (or equivalent) ● Increase district-wide attendance rate by 1.0 over the baseline ● Decrease chronic absenteeism ● Maintain 0 expulsion ● Suspension rate will decrease for all student groups ● Maintain zero grade 8 dropout rate ● Analyze/review Healthy Kids Survey data ● Prioritize and complete maintenance projects as funding permits ● API scores are not available; AP exam pass rate, EAP, HS drop out and HS graduation rates are not applicable for our K-8 district, College & career readiness A-G or CTE 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> ● Implement the next Phase of the NEU school murals with parent involvement ● Implement Peaceful Playgrounds (or equivalent) to increase safety and enjoyment of the playground facilities 	ALL	<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) _____	\$200 FN 8100 \$5,000 FD 17
<ul style="list-style-type: none"> ● Perform bus service inspections and maintenance as need and/or required by law ● Provide regular bus service to and from school 		\$8,124 RE 0982 OB 5600	
<ul style="list-style-type: none"> ● Continue to provide incentives for attendance, academics, and character success 		\$30,439 RE 0982 OB 2200	
			\$400 OB 2200 \$300 LCFF PY6

<ul style="list-style-type: none"> Establish, purchase, and utilize communication tools/signage/spirit items to engage parents and the community in order to increase enrollment and attendance 			\$1,000 Student Council
<ul style="list-style-type: none"> Purchase Gaggle: a student monitoring device for 6th-8th graders 			\$920 FN 2420 OB 5800
<ul style="list-style-type: none"> Follow through on preventative maintenance schedule 			\$30,000 FD 14
<ul style="list-style-type: none"> Administer Healthy Kids Survey to students 3rd-8th Analyze Healthy Kids Survey to determine needed supports 			

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 school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Original GOAL from prior year LCAP:	Goal 1: Provide professional development to staff and parents to support/improve student achievement.		Related State and/or Local Priorities: 1_X 2X 3_X 4_X 5X 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:		Schools: All	Applicable Pupil Subgroups: All (including) Lower income, English learners, students with disabilities, and all other significant subgroups.	
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Required number of staff members will attend the annual NEU Conference • Attend any applicable CCSS trainings/workshops • Analyze parent survey data to determine needs for Parent Ed. Opportunities and continue to survey parents throughout the year to seek parent input • Continue to provide PD/training for social/emotional strategies for students • 100% of teaching staff are fully credentialed and highly qualified • API scores are not available; AP exam pass rate, EAP, HS drop out and HS graduation rates are not applicable for our K-8 district, College & career readiness A-G or CTE not applicable 		Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Staff is scheduled to attend the NEU Conference in July and October, 2016 • ELA CCSS Framework training took place on campus • Staff attended writing CCSS training • Informal parent survey indicated no interest in Parent Ed. at this time. • Students were taught by highly qualified teachers; • Credentials and qualifications were monitored and updated ELA CCSS_Training
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
		Budgeted	Estimated	

	Expenditures		Actual Annual Expenditures
<ul style="list-style-type: none"> ● Increase PD opportunities for all teachers/paraprofessionals/staff ● Continue bus driver PD as required by law ● Provide training opportunities for maintenance and operations ● Provide training to support physical education ● Provide parent education opportunities as need and interest arises 	<p>\$2,500 (CERT PD) Title II, OB 5200</p> <p>\$3,000 (sub pay) LCFF Base Grant OB 1100</p> <p>\$1,000 (CLASS PD) RE 1100 OB 5200</p>	<ul style="list-style-type: none"> ● Staff attended PD trainings ● Continued bus driver PD as required by law ● Provided training opportunities for maintenance and operations personnel ● PE support provided; staff member scheduled to attend PD in July, 2016 ● Informal parent survey indicated no interest in Parent Ed. at this time. 	<p>\$4,286.64 (Certificated PD)</p> <p>\$866.48 (sub pay)</p> <p>\$699.62 (classified PD)</p>
<p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups (Specify) _____</p>		<p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p>	
<p>What changes in actions, services, and expenditures will be made as result of reviewing past progress and/or changes to goals?</p>	<p>Additional PD in ELA CCSS will be added after the adoption of materials.</p>		

Original GOAL from prior year LCAP:	Goal 2: Provide curriculum to support CCSS and National Standards.		Related State and/or Local Priorities: 1_x 2_x 3__ 4_x 5_x 6__ 7X 8X COE only: 9__ 10__ Local : Specify	
Goal Applies to:	Schools : All			
	Applicable Pupil Subgroups:	All (including) Lower income, English learners, students with disabilities, and all other significant subgroups.		
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> All Teachers will collaborate to discuss the implementation of CCSS, including ELD standards, in every classroom as measured by NWEA Map scores. Maintain stock of standards aligned instructional materials to ensure every pupil has sufficient access Students will receive instruction that is increasingly aligned to the CCSS Students will continue to collaborate weekly to discuss the transition to CCSS API scores are not available; AP exam pass rate, EAP, HS drop out and HS graduation rates are not applicable for our K-8 district, College & career readiness A-G or CTE not applicable 		Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> Researched LA Framework and ELA Materials – SDCOE Teacher Training New materials for adoption for of ELA and ELL CCSS program will take place in the 2016-2017 school year; k-5 to pilot Benchmark curriculum Teachers collaborated weekly to discuss transition to CCSS Maintained stock of instructional materials; students received instruction increasingly aligned to CCSS
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures		
			Estimated Actual Annual Expenditures	

<ul style="list-style-type: none"> • Continue to fund Physical Education Program at Sycuan, including transportation • Research adoptions of CCSS curriculum and materials for ELA; Adopt when available • Purchase interim/supplemental curriculum/materials for ELA • Provide materials for CCSS curriculum in History/Social Studies, Science (NGSS CA), and Physical Education 	<p>\$4,665 (Sycuan PE Program)</p> <p>RE 1000 OB 4300</p> <p>\$35,00 fund 17</p> <p>\$6,000 RE 6300 OB 4100-4300</p>	<ul style="list-style-type: none"> • Continued to fund Physical Education Program at Sycuan, including transportation • Researched adoptions of CCSS curriculum and materials for ELA • Purchased interim/supplemental curriculum/materials for ELA • Provided materials for CCSS curriculum in History/Social Studies, Science (NGSS CA), and Physical Education 	<p>\$6,230 (Sycuan PE Program)</p> <p>\$2,203 (Subscription DCP)</p> <p>\$350 (CCSS Training)</p> <p>\$3,097 (CCSS supplies)</p>
<p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other SubgroupsⓈSpecify)_____</p>		<p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><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>ELA CCSS adoption was rescheduled for 2017-2018, or sooner, depending upon success of pilot. We may pilot a program in K-5 and middle school.</p>		

<p>Original GOAL from prior year LCAP:</p>	<p>Goal 3: Use differentiated instruction strategies to support/improve student achievement.</p>		<p>Related State and/or Local Priorities: 1__ 2X 3__ 4X 5x__ 6_x 7X 8X COE only: 9__ 10__ Local : Specify _____</p>	
<p>Goal Applies to:</p>	<p>Schools : All Applicable Pupil Subgroups:</p>	<p>All (including) Lower income, English learners, students with disabilities, and all other significant subgroups.</p>		
<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • Provide Personalized Learning Time (PLT) a minimum of 2x a week • Continue to provide RTI Pull-out, push-in, and small groups with paraprofessionals • Provide for cohesive and coherent learning opportunities including: ELA, Math, HSS, Science, VAPA, PE • Implement an after school program to enhance learning. Study skills Monday (6-8) • Maintain and replenish materials for science competitions, Elementary and Middle School • Implement an ELL program in addition to the computer based support including monitoring students' language proficiency and Provide ELL materials • The percent of English learners reaching or maintaining English language proficiency on the CELDT will increase by 10% • Increase by 10% those students eligible 		<p>Actual Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • Provided Personalized Learning Time (PLT) a minimum of 2x a week • Continued to provide RTI Pull-out, push-in, and small groups with paraprofessionals • Provided for cohesive and coherent learning opportunities including: ELA, Math, HSS, Science, VAPA, PE • Implemented an after school program to enhance learning: Enrichment Program for all grades • Maintained and replenished materials for science competitions, Elementary and Middle School • Implemented an ELL pull-out program for grades K-5 • 90% of students maintained or increased their CELDT scores • 10%+ students were eligible for reclassification (RFEP) • Small groups received social/emotional programs • Continued to provide 0.2 FTE licensed

	<p>for reclassification as English Proficient (RFEP)</p> <ul style="list-style-type: none"> • Continue to implement social/emotional programs for small groups as needed • Continue to provide 0.2 FTE licensed therapist • Hire a school counselor, as funding allows • API scores are not available; AP exam pass rate, EAP, HS drop out and HS graduation rates are not applicable for our K-8 district, College & career readiness A-G or CTE not applicable 		<p>therapist</p> <ul style="list-style-type: none"> • A school counselor was not hired, due to lack of funding
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<ul style="list-style-type: none"> • Students will have access and support for CCSS aligned instructional materials, adopted curriculum, and technology • Engage students in personalized learning experiences using strategies to enhance student achievement that will promote a passion for learning and improve attendance • Provide learning supports including interventions, differentiated instruction, and other effective teaching strategies • Assign a paraprofessional to provide ELL support including monitoring student language 	<p>\$103,739 LCFF Supplemental Grant OB 2100/3000's</p> <p>\$66,522 GL 5770</p> <p>\$500 RE 1100 OB 4300</p> <p>\$4,500 LCFF SuppGrant OB 1100</p>	<ul style="list-style-type: none"> • Students had access and support for CCSS aligned instructional materials, adopted curriculum, and technology • Students were engaged in personalized learning experiences using strategies to enhance student achievement that will promote a passion for learning and improve attendance • Provided learning supports including interventions, differentiated instruction, and other effective teaching strategies • A teacher was assigned provide ELL support, rather than a paraprofessional 	<p>\$699 (MobyMax)</p> <p>\$750 (Learning Upgrade)</p> <p>\$1,186 (SPED curriculum)</p> <p>\$737 (Materials)</p> <p>\$1,440 (Support personnel)</p> <p>\$10,046 (LI Support personal)</p>

<p>proficiency to align support</p> <ul style="list-style-type: none"> • Recognition of re-designation and achievement (ELL) • Increase outreach efforts to low income (LI) families 	<p>\$1,500 LCFF Supp Grant OB 4300</p>	<ul style="list-style-type: none"> • Redesignation and achievement (ELL) was recognized • Conferenced and supported low income/homeless families 	
<p>Scope of service:</p>		<p>Scope of service:</p>	
<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups®Specify) _____</p>		<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><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>A teacher was assigned to monitor ELL in place of a paraprofessional.</p>		

Original GOAL from prior year LCAP:	Goal 4: Use assessments to collect and analyze data to support/improve student achievement.		Related State and/or Local Priorities: 1__ 2__ 3__ 4X 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools :	All		
	Applicable Pupil Subgroups:	All (including) Lower income, English learners, students with disabilities, and all other significant subgroups.		
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> All students, including subgroups, will show growth on state designated target on CAASPP By end of year, all students will meet or exceed designated target scores in MAP testing, using results to drive instruction and intervention API scores are not available; AP exam pass rate, EAP, HS drop out and HS graduation rates are not applicable for our K-8 district, College & career readiness A-G or CTE not applicable 		Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> Students showed growth on the CAASPP Students met or exceeded their designated target score on MAP testing
• LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
<ul style="list-style-type: none"> Continue MAP testing, using results to drive instruction and intervention (3x year) 	\$2,800 LCFF Base OB 5800 \$3,175	<ul style="list-style-type: none"> MAP testing continued and the results were monitored Staff and paraprofessionals trained for CAASPP testing 	\$2,387 (NWEA MAP) \$3,277 (Renaissance)	

<ul style="list-style-type: none"> • Ensure staff and paraprofessionals are trained for CAASPP as test administrators and/or proctors and coordinators • Continue Renaissance Learning/STAR (or equivalent) reading/math program and testing 	RE 1100 OB 5800	<ul style="list-style-type: none"> • Continued to provide Renaissance Learning/STAR program • CELDT support hired for testing 	\$391 (SPED Assessment) \$908 (CELDT Support) \$101 (assessment supplies)
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<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)_____		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?	A teacher was hired from Lemon Grove School District to help administer CELDT.		

Original GOAL from prior year LCAP:	Goal 5: Provide technology and related services to support/improve student achievement.		Related State and/or Local Priorities: 1X 2X 3X 4X 5_x 6_ 7X 8X COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools : All Applicable Pupil Subgroups:	All (including) Lower income, English learners, students with disabilities, and all other significant subgroups.	
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> Analyze parent survey data and prioritize needs and wants; Continue to hold parent university nights based on parent interests; Implement strategies learned from parent support expert; Continue to calendar conferences for March and November API scores are not available; AP exam pass rate, EAP, HS drop out and HS graduation rates are not applicable for our K-8 district, College & career readiness A-G or CTE not applicable 		<p>Actual Annual Measurable Outcomes:</p> <ul style="list-style-type: none"> Informal parent survey utilized to assess needs and wants; determined none at this time No parent university nights conducted due to lack of interest Participated in differentiated parenting webinar Conferences held during November; March conferences eliminated due to calendar changes

LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<ul style="list-style-type: none"> ● Establish and fund a technology reserve to provide sufficient funding for replacement of teacher devices, student devices, and infrastructure equipment as they become obsolete ● Improve network infrastructure to include increased bandwidth, sufficient wireless access points, scalable and reliable equipment, and device and software management systems ● Maintain/increase support for media/technology services ● Provide staffing and equipment to support computer lab access before and after school for students/family/community ● Continue to provide ongoing membership with online learning programs 	<p>\$42,753 LCFF Base OB 2200</p> <p>\$12,000 LCFF Base OB 4300</p> <p>\$15,000 Fund 17</p> <p>\$7,525 RE 1100 OB 5800</p>	<ul style="list-style-type: none"> ● Established and funded a technology reserve to provide sufficient funding for replacement of teacher devices, student devices, and infrastructure equipment as they become obsolete ● Improved network infrastructure to include increased bandwidth, sufficient wireless access points, scalable and reliable equipment, and device and software management systems ● Maintained/increased support for media/technology services ● Provided staffing and equipment to support computer lab access before and after school for students/family/community ● Continued to provide ongoing membership with online learning programs 	<p>\$30,136 (tech support classified)</p> <p>\$4,342 (tech supplies/tools)</p> <p>\$13,175 (Laptops)</p> <p>\$1,560 (monitoring software)</p> <p>\$1,500 (NVLS Prof. Services)</p> <p>\$860 (tech supplies)</p>

Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<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) _____		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?	No changes.		

Original GOAL from prior year LCAP:	Goal 6: Maintain and improve school climate to support student engagement and attendance.		Related State and/or Local Priorities: 1 <u>X</u> 2__ 3 <u>X</u> 4__ 5 <u>X</u> 6 <u>X</u> 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools : Dehesa Applicable Pupil Subgroups:	All (including) Lower income, English learners, students with disabilities, and all other significant subgroups.	
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Increase PD opportunities for teachers and paraprofessionals and classified staff to support implementation of CCSS, including English Language development by initiating personalized learning through release time, after school workshops, conference and convention attendance, webinars, etc. • Establish and fund a technology reserve to provide sufficient funding for replacement of teacher devices, student devices, and infrastructure equipment as they become obsolete; • Maintain or increase support for media/technology services. • API scores are not available; AP exam pass rate, EAP, HS drop out and HS graduation rates are not applicable for our K-8 district, College & career readiness A-G or CTE not applicable 		Actual Annual Measurable Outcomes: <ul style="list-style-type: none"> • Staff attended/participated in professional development opportunities • Technology reserve established and funded • Media/technology specialist position maintained

LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<ul style="list-style-type: none"> Implement Phase 2 and 3 of the NEU school murals with parent involvement Implement Peaceful Playgrounds (or equivalent) to increase safety and enjoyment of the playground facilities Continue to provide incentives for attendance, academics, and character success Establish, purchase, and utilize communication tools/signage/spirit items to engage parents and the community in order to increase enrolment and attendance Perform bus service inspections and maintenance as need and/or required by law Provide regular bus service to and from 	<p>\$57,125 RE 0982 OB 2200</p> <p>\$107,214 Fund 14</p> <p>\$500 LCFF Base OB 4300</p> <p>\$3,000 RE 1100 OB 4300</p> <p>\$22,000 RE 0982 OB 4300</p>	<ul style="list-style-type: none"> Due to construction, NEU mural project is one year behind schedule; Phase 2 scheduled for 2016-2017 Peaceful Playgrounds (or other equivalent) will begin 2016-2017 due to construction Implemented school-wide attendance incentive program Some items purchased to engage parents and community 	<p>\$13,698 (preventative Maintenance-MPR beam)</p> <p>\$60,878 (student transportation)</p> <p>\$835 (student agendas)</p> <p>\$1,463 (student engagement materials)</p> <p>\$400 (employee attendance)</p>

school			incentive) \$427 (Anonymous Alerts)
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<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) _____		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?	Some projects were postponed and/or rescheduled due to the school flooding and the new building construction. Projects have been rescheduled for the 2016-17.		

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

- 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 district wide, school wide, countywide, or charter wide 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 school site in the LCAP year, when using supplemental and concentration funds in a district wide or school wide 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:	\$
<ul style="list-style-type: none"> • Dehesa School District is a single-site district with an unduplicated pupil count of 57.60% with the Supplemental/Concentration funding calculated at \$114,196. The District’s supplemental funds will be used district wide to support student achievement for all pupil subgroups, including English learners, students with disabilities, and all other significant subgroups. These funds will be used district-wide to purchase on-line learning support programs and to help fund para-professionals to support students in the classroom and to monitor student growth using these on-line learning programs. In addition, the district will be purchasing supplemental/interim materials for EL students and will continue to provide RTI pull-out and push in and small reading group instruction with paraprofessionals. 	

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 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.

8.76	%
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CCSS are more rigorous standards for students and Dehesa has found that more students are behind the expectations of the CCSS standards than previous CA state standards. Many students have demonstrated success and growth with the on-line learning support programs and the RTI reading support programs with paraprofessionals. In the 2016-17 LCAP year, we will use district wide Supplemental/Concentration funds to continue to fund the on-line learning support programs, RTI reading support programs and to purchase supplemental/interim instructional materials for our EL students.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

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).