

LCAP YEARS: 2016 - 2019

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 school site, 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>Members of the Lowell Joint School District community were actively involved in the Local Control Accountability Plan (LCAP) process. In order to solicit input from all stakeholders, several forums were utilized:</p> <ol style="list-style-type: none"> 1. Parent Advisory Committee (PAC) 2. A Staff Survey (All Certificated and Classified) 3. A Parent Survey 4. TK-8 Administrator Meetings (Principals) 5. A Student Survey 6. District English Language Advisory Council (DELAC) 7. Website Posting of LCAP 8. Public Hearing <p>In addition to these forums and specific presentations identified in the timeline of activities below, certificated and classified staff was given opportunities for input at informal brown-bag lunches with the</p>	<p>Input from the forums with stakeholders elicited the following feedback:</p> <p><u>Conditions of Learning</u> (Basic Services, Implementation of the California Content Standards, and Course Access)</p> <ul style="list-style-type: none"> • Continue to ensure teachers are fully credentialed and appropriately assigned • Upgrade facilities • Maintain clean campuses • Students will continue to have access to standards-aligned materials • Increase staff knowledge of the California Content Standards • Purchase resources for the implementation of the California Content

Superintendent and at regularly scheduled staff meetings conducted by the Principals. Principals were able to share input by charting thoughts for each state priority that were then reviewed by the district for patterns and trends. The bargaining units had representation through this process; moreover, they were directly consulted for input as part of the Parent Advisory Committee where, again, information was gathered around each of the eight state priorities for inclusion in the LCAP.

The following is a timeline of activities for gathering input and sharing information:

- | | |
|------------------------------------|--|
| • December 11 th , 2015 | District English Language Advisory Council |
| • January 2016 | Share Timeline and Process with Stakeholder Groups |
| • Jan/Feb 2016 | Parent Advisory Council (PAC) |
| • February 2016 | K-8 Administrative Team Meeting |
| • March 2016 | Survey Associations (CSEA/LJEA-Bargaining Units) |
| • March 2016 | Survey Community |
| • March 11 th , 2016 | District English Language Advisory Council |
| • March 2016 | Prepare Draft Based on Feedback to Date |
| • May 14 th , 2016 | Solicit Student Input |
| • May 2016 | Share Draft LCAP with the Board of Trustees |
| • June 1 st , 2016 | Written Response from Superintendent to PAC/DELAC |
| • June 2016 | Post Draft on Website and seek Public Feedback |
| • June 3 rd , 2016 | Provide PAC with Written Responses to Input from Supt. |
| • June 13, 2016 | Public Hearing on the LCAP and the budget |
| • June 14-23, 2016 | Revise LCAP Based on Feedback from Public Hearing |
| • June 27, 2016 | Board Action on LCAP and Board Action on Budget |

Standards

- Ensure English learner mastery of the content standards
- Update the elementary standards-aligned report card
- Implement a 1:1 device initiative
- Expand WiFi access at the elementary schools
- Expansion of Science, Technology, Engineering, and Mathematics (STEM) programs

Pupil Outcomes

(Student Achievement and Other Student Outcomes)

- Continue high achievement levels
- Close the achievement gaps
- Use multiple means to measure student achievement
- Increase academics and language proficiency for English learners

School Climate and Engagement

(Parent Involvement, Student Engagement, and School Climate)

- Continue strong tradition of parent involvement
- Offer parent education courses
- Maintain high attendance rates
- Maintain low drop-out and suspension/expulsion rates

The following changes were made to the LCAP based on input from certificated and classified staff, the Parent Advisory Committee (PAC) including both bargaining units, DELAC, students, Principals, and parents:

- Additional funds for technology services and equipment
- Prioritize facility needs
- Upgrade walkie-talkies
- Increase counseling/psych support
- Professional development for instructional aides
- More parent education classes
- Additional translation services
- An English Language Arts/Reading intervention class at the Intermediate School
- Expansion of STEM

Annual Update:

The annual actions and progress towards goals were shared in a variety of venues. In addition, input from various stakeholder groups, including parents, students, certificated and classified staff, and community members helped to develop and then review the LCAP. The LCAP has remained a regularly referenced document during conversations at existing organizational meetings including the District English Language Advisory Council (DELAC), Parent Teacher Associations (PTAs), School Site Councils, and Board of Trustee meetings. We know when we actively reach out to our stakeholders, we hear a wider range of perspectives and priorities. Throughout the process, conversations regarding the LCAP have come alongside presentations that explain the Local Control Funding Formula. LCAP progress monitoring has also been a regular Cabinet agenda item. The primary objective has been to seek consultation from various community groups in preparing for the LCAP Annual Update. Staff asked participants to share ideas about what the district was doing effectively as well as areas for improvements. Aspects of the LCAP were shared and input sought on the following dates:

- September 22, 2015 El Portal Elementary PTA Meeting
- November 18, 2015 Republican Women's Luncheon
- January 5, 2016 Principal's Meeting
- January 15, 2016 Rancho-Starbuck Supplemental Priorities
- February 2, 2016 Principal's Meeting
- February 10, 2016 District Office Supplemental Priorities
- February 16, 2016 Parent LCAP Advisory
- February 16, 2016 Jordan PTA Meeting
- February 17, 2016 CSEA Presentation (Bargaining Unit)
- February 17, 2016 Olita LCFF Budget Presentation
- February 17, 2016 Jordan LCFF Budget Presentation
- March 2, 2016 Meadow Green Staff Meeting (Brown Bag Lunch)
- March 3, 2016 Macy's PTA Meeting
- March 9, 2016 Olita Staff Meeting (Brown Bag Lunch)
- March 17, 2016 Rancho-Starbuck's PTA Meeting
- March 17, 2016 Olita's PTA Meeting
- March 22, 2016 El Portal's PTA Meeting
- March 23, 2016 El Portal's Staff Meeting (Brown Bag Lunch)
- April 13, 2016 District Office - Supplemental Budget Presentation
- April 14, 2016 Macy LCFF Budget Presentation

Annual Update:

Involvement of various stakeholder groups has led to a variety of perspectives being shared and has helped to evaluate and build the programs and services to best meet the needs of students. During the various forums for the Parent Advisory Committee, DELAC, and both certificated and classified staff, information on how state funding has changed for public schools with the implementation of the Local Control Funding Formula (LCFF) was discussed. Specific implications and funding levels of LCFF for Lowell Joint School District were further shared. How LCFF ties to the LCAP was also a point of discussion at all of the staff meetings. Input from all of the stakeholder meetings allowed for reflection on implementation of the current LCAP and provided direction for the 2016-17 plan as outlined above. Goals and action items identified for the LCAP were woven into the SPSAs for each individual school site. As these were reviewed by School Site Councils throughout the year, metrics were evaluated to determine progress towards identified goals. This allowed for ongoing dialogue on specific action items during Principal Meetings to ensure stakeholder contributions at the site level from certificated and classified staff, students, and parents were part of the monitoring and refining of steps to meet goals within the plan.

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 school sites and specific subgroups, including pupils with disabilities, both at the LEA level and at the school site 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 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 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?

CONDITIONS FOR LEARNING

STATE PRIORITY AREAS: Basic Services, Common Core State Standards, Course Access, Other Outcomes

GOAL:	All students of the Lowell Joint School District will have appropriate conditions for successful learning outcomes.		Related State and/or Local Priorities: 1_ <u>X</u> 2_ <u>X</u> 3_ 4_ 5_ 6_ 7_ <u>X</u> 8_ <u>X</u> COE only: 9_ 10_ Local : <u>Student Achievement, and Fiscal Excellence</u>
Identified Need :	State Priority	Identified Need	Supporting Data
	Basic Services	Continue to ensure teachers are fully credentialed and appropriately assigned.	Currently all teachers are fully credentialed and appropriately assigned.
		School facilities need to be upgraded/modernized.	Schools have never been modernized. HVAC, electrical, and roofs need to be replaced.
		Students need to continue to have access to standards aligned materials.	Teachers have support materials in ELA to bridge the transition to CCSS using current adopted textbooks.
	CCSS	Increase staff pedagogy of CCSS.	Data gathered last year indicated that 39% of certificated staff members who teach core content areas rated themselves a 4 or 5 on a five point rating scale, when asked, <i>"Rate your level of comfort in working with and understanding the CCSS."</i> There is a need to continue to increase staff pedagogy and comfort.
		Need additional resources/materials to implement CCSS.	Additional support material and curriculum adoptions are needed to support the implementation of the CCSS.
		Units of study need to be expanded.	Teachers have collaboratively created several districtwide units and lessons. However, additional units are needed so that there is consistent implementation and use of materials across the district at each grade level.

		English learners need to be provided with additional supports in order to access the California Content Standards.	Currently, English learners are not making progress as rapidly as their English-Only counterparts. Additional supports need to be implemented Districtwide in order to ensure universal access to the California Content Standards.
		The infrastructure to support Wi-Fi access needs to be expanded and updated.	Currently the Intermediate school has Wi-Fi across the entire campus, but elementary schools have limited access points. There is a need to add additional access points, structured cabling, equipment, cabinets, and closets at the TK-6 sites.
		There is a need for a districtwide 1:1 program and regular technology integration.	A 1:1 device initiative has been designed, initial equipment deployed, and teacher training has commenced. Expansion of this program is needed in order to provide students with regular access to technology.
		Refine the CCSS Report Card.	An initial CCSS report card was implemented, and there is a need to conduct some minor updates.
	Course Access Other Outcomes	Continue to support and expand STEM programs.	A four-year STEM secondary grade level grant was garnered in conjunction with FJUHSD and Fullerton Community College. A few elementary schools have begun implementation of STEM activities.
Goal Applies to:	Schools:	All schools	
	Applicable Pupil Subgroups:	All students and subgroups	

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:

- 1.1) Teachers will continue to be fully credentialed and appropriately assigned as measured by credentials audits.
- 1.2) Every student will continue to have standards-aligned materials as measured by William's compliance documentation.
- 1.3) Complete a facilities study and prioritize needs as measured by documentation and presentations to the Board of Trustees.
- 1.4) Maintain 100% of students having access to standards aligned curriculum and materials as measured by the annual Williams Sufficiency of Materials Resolution.
- 1.5) Maintain 100% of facilities with good or higher rating with minimal deficiencies as measured by the annual Facilities Inspection Tool (FIT).
- 1.6) 55% of certificated staff members who teach core content areas will rate themselves a 4 or 5 on a five point rating scale, when asked, "*Rate your level of comfort in working with and understanding the CCSS*" as measured through a teacher survey.
- 1.7) A 1:1 device initiative will be implemented to support the California Content Standards in grades 3-8 as measured by the number of classrooms with 1:1 devices.
- 1.8) Intermediate students will have access to a broad course of study as measured by master schedules, courses of study and access to STEM activities.
- 1.9) Three of the five elementary schools sites will provide STEM activities to students as measured by lesson plans and access to STEM labs.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Appropriately credentialed teachers will be employed and assigned.	All schools	<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) _____	\$7,100,000 Base (Certificated Personnel Salaries \$6.1M, Employee Benefits \$1.1M)
Purchase support materials aligned to the California Content Standards.	All schools	<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) _____	\$53,000 Base (Books and Supplies)
Continue to provide each school with a per pupil allocation for the purchase of instructional supplies	All schools	<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) _____	\$245,000 Base (Books and Supplies)
Inspect all school sites to ensure that facilities are in “Good Repair.”	All schools	<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) _____	\$117,983 Base (2300s-Classified Personnel Salaries \$80,508K, 3000s-Employee Benefits \$37,475K)
Provide basic custodial, maintenance, and grounds services.	All schools	<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) _____	\$940,000 Base (Classified Personnel Salaries \$740K, Employee Benefits \$200K)
Continue to fund additional night custodians	All schools	<input checked="" type="checkbox"/> ALL	\$166,737

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
beyond base needs to provide daily cleaning of classrooms. This allows for a safe and positive school environment when increasing the demands on existing custodial staff due to before and after school interventions, parent engagement activities, extended professional development, collaboration meetings, and other events funded by supplemental monies.	Schoolwide	OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Supplemental (Classified Personnel Salaries \$131,737, Employee Benefits \$35K)
Prioritize facility needs.	All schools	<u>X</u> 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)_____	Repeated Expenditure \$117,983 Base (2300s-Classified Personnel Salaries \$80,508K, 3000s-Employee Benefits \$37,475K)
Based on available funding, identify facilities projects to be completed that are most urgent.	All schools	<u>X</u> 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)_____	Repeated Expenditure \$117,983 Base (2300s-Classified Personnel Salaries \$80,508K, 3000s-Employee Benefits \$37,475K)
Provide for basic utility services.	All schools	<u>X</u> 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)_____	\$685,000 Base (Services and Other Operating Expenditures)
Provide additional professional development	All schools	<u>X</u> ALL	\$20,000

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
regarding the implementation of the California Content Standards.		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)_____	Teacher Effectiveness Grant (Services and Other Operating Expenditures)
Provide additional professional development in California Content Standards.	All schools	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$18,000 Supplemental (Books and Supplies, Services and Other Operating Expenditures)
Teachers will collaborate to continue to plan California Content Standards units of study, formative assessments, and develop success criteria.	All schools	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$40,000 Supplemental (Certificated Personnel Salaries \$34K, Employee Benefits \$6K)
Implement and train staff on using a technology based data platform for posting and sharing units of study for the California Content Standards.	All schools Districtwide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$7,000 Supplemental (Certificated Personnel Salaries \$6K, Employee Benefits \$1K)
Refine and update the elementary school report	TK-6 schools	<input checked="" type="checkbox"/> ALL	\$3,000

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
card so that it is aligned to the California Content Standards (based on initial pilot program and feedback).	All schools	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)_____	Title II (Certificated Personnel Salaries \$2500, Employee Benefits \$500)
Provide four non-student work days for professional development opportunities beyond early-release Mondays. These days are focused on intensive professional development to close the achievement gap for UDPs	All schools Districtwide	___ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$358,000 Supplemental (Certificated Personnel Salaries \$301K, Employee Benefits \$57K)
Provide ELD training so that EL students will be provided appropriate access to the California Content Standards.	TK-6 Schools Districtwide	___ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$9,000 Supplemental (Certificated Personnel Salaries \$7,600, Employee Benefits \$1,400)
Continue to provide each school with a technology allocation to update and expand equipment inventory.	All schools	_X_ 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)_____	\$45,000 Base (Supplies)
Expand the implementation of a 1:1 device initiative.	All schools Districtwide	<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)_____	\$308,000 Base (Supplies)
Fund a Teacher on Special Assignment (TOSA) to assist staff in the integration of technology	All schools	___ALL	\$133,475 Supplemental

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
with the content standards to provide access to specialized support programs and resources for differentiating instruction for UDPs. The TOSA also provides support for Illuminate and training teachers on reports for data analysis.	Districtwide	OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	(Certificated Personnel Salaries \$112K, Employee Benefits \$21K)
Fund technical support staff to assist with the expansion of technology equipment and infrastructure to implement CCSS and the Smarter Balanced online assessments.	All schools	<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)_____	\$63,005 Base (Classified Personnel Salaries \$50K, Employee Benefits \$13K)
Add additional Wi-Fi access points, structured cabling, cabinets, and closets to elementary school sites.	All schools	<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)_____	\$125,000 Special Reserve Fund (Capital Outlay)
The District's Technology Leadership Team will meet regularly in order to provide guidance and support regarding the implementation of the District's Technology Plan with a primary focus on ensuring access for UDPs.	All schools Districtwide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$1,000 Supplemental (Books and Supplies)
Expand STEM programs at the elementary schools for additional course access above the base program.	TK-6 schools	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$10,000 Supplemental (Books and Supplies)
Continue to partner with the high school district	7-8 schools	<input type="checkbox"/> ALL	\$63,005

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
to provide enrichment and STEM programs for additional course access above the base program.		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Supplemental (Classified Personnel Salaries \$50K, Employee Benefits \$13K)
Explore curriculum to implement technology support clubs. (Generation YES!)	All schools	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Repeated Expenditure Part of TOSA salary \$133,475 Supplemental (Certificated Personnel Salaries \$112K, Employee Benefits \$21K)

LCAP Year 2: 2017-18

Expected Annual
Measurable
Outcomes:

- 1.10) Teachers will continue to be fully credentialed and appropriately assigned as measured by credentials audits.
- 1.11) Every student will continue to have standards-aligned materials as measured by William's compliance documentation.
- 1.12) Continue to prioritize facility needs and address the identified needs as budget allows.
- 1.13) Maintain 100% of students having access to standards aligned curriculum and materials as measured by the annual Williams Sufficiency of Materials Resolution.
- 1.14) Maintain 100% of facilities with good or higher rating with minimal deficiencies as measured by the annual Facilities Inspection Tool (FIT).
- 1.15) 65% of certificated staff members who teacher core content areas will rate themselves a 4 or 5 on a five point rating scale, when asked, "*Rate your level of comfort in working with and understanding the CCSS*" as measured through a teacher survey.
- 1.16) Expand the implementation of a 1:1 device initiative to support the California Content Standards in grades 3-8 as measured by the number of classrooms with 1:1 devices.
- 1.17) Intermediate students will continue to have access to a broad course of study as measured by master schedules, courses of study and access to STEM activities.
- 1.18) Four of the five elementary schools sites will provide STEM activities to students as measured by lesson plans and access to STEM labs.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Appropriately credentialed/certified teachers will be employed and assigned.	All schools	<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)_____	\$7,100,000 Base (Certificated Personnel Salaries \$6.1M, Employee Benefits \$1.1M)
Provide basic custodial, maintenance, and grounds services.	All schools	<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)_____	\$940,000 Base (\$740K-Classified Personnel Salaries, \$200K-Employee Benefits)
Continue to fund additional night custodians beyond base needs to provide daily cleaning of classrooms. This allows for a safe and positive school environment when increasing the demands on existing custodial staff due to before and after school interventions, parent engagement activities, extended professional development, collaboration meetings, and other events funded by supplemental monies.	All schools Districtwide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$175,000 Supplemental (Classified Personnel Salaries \$140,000, Employee Benefits \$35K)
Prioritize facility needs.	All schools	<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)_____	Repeated Expenditure \$117,983 Base (2300s-Classified Personnel Salaries \$80,508 3000s-Employee Benefits \$37,475)
Based on available funding, identify facilities	All schools	<input checked="" type="checkbox"/> ALL	Special

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
projects to be completed that are most urgent.		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 Fund TBD
Provide for basic utility services.	All schools	<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)_____	\$685,000 Base (Services and Other Operating Expenditures)
Continue to inspect all school sites to ensure that facilities are in “Good Repair.”	All schools	<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)_____	Repeated Expenditure \$117,983 Base (2300s-Classified Personnel Salaries \$80,508 3000s-Employee Benefits \$37,475)
Continue to fund a Teacher on Special Assignment (TOSA) to assist staff in the integration of technology with the content standards to provide access to specialized support programs and resources for differentiating instruction for UDPs. The TOSA also provides support for Illuminate and training teachers on reports for data analysis.	All schools Districtwide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$138,000 Supplemental (Certificated Personnel Salaries \$117K, Employee Benefits \$21K)
Provide additional professional development in	All schools	<input type="checkbox"/> ALL	\$20,000

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
California Content Standards.		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Supplemental (Books and Supplies, Services and Other Operating Expenditures, Certificated Personnel Salaries)
Teachers will continue to collaborate to design additional California Content Standards units of study, formative assessments, and success criteria.	All schools	<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)_____	\$15,000 Title II (13K-Certificated Personnel Salaries; 2K-Benefits)
Provide continued training on an electronic tool that will house CCSS units of study.	All schools	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$6,000 Supplemental (5K-Certificated Personnel Salaries; 1K-Benefits)
Purchase ELA CCSS textbooks.	All schools	<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)_____	\$405,000 Restricted Lottery and Base (Books and Supplies)
Continue to partner with the high school district to provide enrichment and STEM programs	All schools	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$65,000 Supplemental (55K-Certificated Personnel Salaries; 10K-Benefits)
Continue to provide each school with a	All schools	<input checked="" type="checkbox"/> ALL	\$60,000

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
technology allocation to update and expand equipment inventory	Schoolwide	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)_____	Base (Capital Outlay)
Continue to provide each school with a per pupil allocation for the purchase of instructional supplies	All schools	<u>X</u> 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)_____	\$260,000 Base (Books and Supplies)
Expand 1:1 device initiative	All schools Schoolwide	<u>X</u> 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)_____	\$400,000 Base (Capital Outlay, Books and Supplies, Services and Other Operating Expenditures)
Enhance and expand STEM programs for Elementary Schools throughout the school district	All schools Schoolwide	___ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$15,000 Supplemental (Books and Supplies, Services and Other Operating Expenditures)
Provide four non-student work days for professional development opportunities beyond early-release Mondays. These days are focused on intensive professional development to close the achievement gap for UDPs	All schools Districtwide	___ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$385,000 Supplemental (323K-Certificated Personnel Salaries, 62K-Employee Benefits)
Continue to provide ELD training so that EL		___ALL	\$22,000

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
students will be provided appropriate access to the California Content Standards		OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Supplemental (18K-Certificated Personnel Salaries, 4K-Employee Benefits)
The District's Technology Leadership Team will meet regularly in order to provide guidance and support regarding the implementation of the District's Technology Plan with a primary focus on access for UDPs.	All schools	<input type="checkbox"/> ALL	\$1,000 Supplemental (Books and Supplies, Services and Other Operating Expenditures)
	Districtwide	OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
Purchase curriculum to implement technology support clubs and hire coaches to oversee the implementation of each club. (Generation YES!)	All schools	<input type="checkbox"/> ALL	\$32,000 Supplemental (Books and Supplies, Services and Other Operating Expenditures)
		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
Purchase support materials aligned to the California Content Standards.	All schools	<input checked="" type="checkbox"/> ALL	\$58,000 Base (Books and Supplies)
		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) _____	
Fund technical support staff to assist with the expansion of technology equipment and infrastructure to implement CCSS and the Smarter Balanced online assessments.	All schools	<input checked="" type="checkbox"/> ALL	\$85,000 Base (67K-Classified Personnel Salaries, 18K-Employee Benefits)
		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) _____	

LCAP Year 3: 2018-19

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Expected Annual Measurable Outcomes:	1.19)	Teachers will continue to be fully credentialed and appropriately assigned as measured by credentials audits.	
	1.20)	Every student will continue to have standards-aligned materials as measured by Williams compliance documentation.	
	1.21)	Continue to prioritize facility needs and address the identified needs as budget allows.	
	1.22)	Maintain 100% of students having access to standards aligned curriculum and materials as measured by the annual Williams Sufficiency of Materials Resolution.	
	1.23)	Maintain 100% of facilities with good or higher rating with minimal deficiencies as measured by the annual Facilities Inspection Tool (FIT).	
	1.24)	80% of certificated staff members who teacher core content areas will rate themselves a 4 or 5 on a five point rating scale, when asked, <i>“Rate your level of comfort in working with and understanding the CCSS”</i> as measured through a teacher survey.	
	1.25)	Expand the implementation of 1:1 devices initiative to support the California Content Standards in grades 3-8 as measured by the number of classrooms with 1:1 devices.	
	1.26)	Intermediate students will continue to have access to a broad course of study as measured by master schedules, courses of study and access to STEM activities.	
1.27)	All elementary schools sites will provide STEM activities to students as measured by lesson plans and access to STEM labs.		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Fully credentialed/certified teachers will be employed and appropriately assigned.	All schools	<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)_____	\$7,300,000 Base (Certificated Personnel Salaries \$6.2M, Employee Benefits \$1.1M)
Provide basic custodial, maintenance, and grounds services.	All schools Districtwide	<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)_____	\$980,000 Base (820K-Classified Personnel Salaries, 160K-Employee Benefits)
Continue to fund additional night custodians beyond base needs to provide daily cleaning of classrooms. This allows for a safe and positive school environment when increasing the demands on existing custodial staff due to before and after school interventions, parent engagement activities, extended professional development, collaboration meetings, and other events funded by supplemental monies.	All schools Schoolwide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$185,000 Supplemental (145K-Classified Personnel Salaries, 40K-Employee Benefits)
Prioritize facilities needs.	All schools Districtwide	<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)_____	\$117,983 Base (2300s-Classified Personnel Salaries \$80,508 3000s-Employee Benefits \$37,475)
Based on available funding, identify facilities	All schools	<input checked="" type="checkbox"/> ALL	Special

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
projects to be completed that are most urgent.	Districtwide	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 Fund TBD
Provide for basic utility services.	All schools Districtwide	<u>X</u> 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)_____	\$685,000 Base (Services and Other Operating Expenditures)
Continue to fund a Teacher on Special Assignment (TOSA) to assist staff in the integration of technology with the content standards to provide access to specialized support programs and resources for differentiating instruction for UDPs. The TOSA also provides support for Illuminate and training teachers on reports for data analysis.	All schools Districtwide	<u> </u> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$142,000 Supplemental (Certificated Personnel Salaries \$119K, Employee Benefits \$23K)
Provide additional professional development to ensure teachers have the necessary skills to provide research-based strategies and implement the California Content Standards.	All schools Districtwide	<u> </u> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$40,000 Supplemental (Services and Other Operating Expenditures and Books and Supplies)
Teachers will continue to collaborate to design California Content Standards lessons and success criteria data.	All schools Schoolwide	<u>X</u> 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)_____	\$44,000 Title II (37K-Certificated Personnel Salaries; 7K-Employee Benefits)
Teachers will receive training to support the	All schools	<u>X</u> ALL	\$30,000

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
implementation of a new ELA/ELD adoption	Districtwide	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)_____	Title II (25K-Certificated Personnel Salaries; 5K-Employee Benefits)
Purchase California Content Standards aligned materials	All schools	<input checked="" type="checkbox"/> ALL	\$200,000 Base (Books and Supplies)
	Districtwide	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)_____	
Continue to partner with the high school district to provide enrichment and STEM programs	TK-6 schools	<input type="checkbox"/> ALL	\$70,000 Supplemental
	Districtwide	OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Expand STEM programs at the elementary level	All schools	<input type="checkbox"/> ALL	\$20,000 Supplemental (Services and Other Operating Expenditures and Books and Supplies)
	Districtwide	OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Provide each school with a technology allocation to update and expand equipment inventory	All schools	<input checked="" type="checkbox"/> ALL	\$65,000 Base (Capital Outlay)
		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)_____	
Provide each school with a per pupil allocation	All schools	<input checked="" type="checkbox"/> ALL	\$280,000

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
for the purchase of instructional supplies		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) _____	Base (Books and Supplies)
Fund technical support staff to assist with the expansion of technology equipment and infrastructure to implement CCSS and the Smarter Balanced online assessments	All schools	<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) _____	\$150,000 Base (118K-Classified Personnel Salaries, 32K-Employee Benefits)
Provide four non-student work days for professional development opportunities beyond early-release Mondays. These days are focused on intensive professional development to close the achievement gap for UDPs	All schools Districtwide	___ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$390,000 Supplemental (327K-Certificated Personnel Salaries, 63K-Employee Benefits)
Research the potential for an online world language course offering as an elective at Rancho-Starbuck Intermediate School	7-8 School	<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) _____	Repeated Expenditure \$142,000 Supplemental (Certificated Personnel Salaries \$119K, Employee Benefits \$23K)
The District Technology Leadership Team will continue to meet regularly to provide guidance and support and to ensure all students have appropriate access to technology with a primary focus on access for UDPs.	All schools Districtwide	___ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$1,000 Supplemental (Books and Supplies, Services and Other Operating Expenditures)
Provide continued training on an electronic tool	All schools	_ALL	\$4,000

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
that will house CCSS units of study to provide ready access for differentiated instruction resources and tools for scaffolding instruction to support ELs.		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Supplemental (Certificated Personnel Salaries \$3400, Employee Benefits \$600)
Stipends for coaches to oversee the implementation of Generation YES! to provide access to technology training for UDPs.	All schools	___ALL	\$14,000 Supplemental (Certificated Personnel Salaries \$11K, Employee Benefits \$3K)
		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Teachers will collaborate to continue to plan California Content Standards units of study, formative assessments, and develop success criteria with a focus on differentiated instruction resources and tools for scaffolding instruction to support ELs.	All schools	___ALL	\$14,000 Supplemental (Certificated Personnel Salaries \$11K, Employee Benefits \$3K)
		OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Provide ELD training and support so that EL students will have appropriate access to the California Content Standards.	TK-6 Schools	___ALL	\$20,000 Supplemental (17K-Certificated Personnel Salaries, 3K-Employee Benefits)
	Districtwide	OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Expand 1:1 device initiative	All schools	<input checked="" type="checkbox"/> ALL	\$200,000 Base (Capital Outlay, Services and Other Operating Expenditures)
	Schoolwide	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)_____	

PUPIL OUTCOMES

STATE PRIORITY AREAS: Student Achievement, College and Career Readiness

GOAL:	All students in the Lowell Joint School District will demonstrate continuous student achievement and progress toward being college and career ready.		Related State and/or Local Priorities: 1__ 2__ 3__ 4_X 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Academic Excellence, and Fiscal Excellence
Identified Need :	State Priority Student Achievement and College and Career Readiness	Identified Need	Supporting Data
		a) Continue high achievement levels and close achievement gaps.	Initial CAASPP results indicate that LJSD performed higher than State and County averages. In addition, every elementary and secondary school in the District earned a California Gold Ribbon Award and all Title I schools earned an Academic Achievement Award. However, the achievement gap for English Learners has remained static or widened.
		b) Regular data analysis using formative assessments is needed at all grade levels.	Time is scheduled for professional learning groups, however, data-driven decision making protocols need to be refined and consistently implemented.
		c) A districtwide Multi-Tiered System of Support needs to be refined.	Plans for a MTSS program were initiated at some schools. There is a need to refine a districtwide MTSS program for all elementary schools.
d) Increase academic achievement and language proficiency of English learners.	EL data shows 74% of students making annual progress (AMAO 1) with a state target of 62%. AMAO 2a was met for the 2015/16 school year with AMAO2a = 48% and a state target of 25.4%. For AMAO 2b (long term ELs), significant progress was made with 51.4% of students meeting the goal and the state target at 52.8%.		
Goal Applies to:	Schools:	All schools Applicable Pupil Subgroups: All students	

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:

- 2.1) Student achievement will continue to be above state and county averages as measured by the California Assessment of Student Performance and Progress (CAASPP) for English Language Arts and Math. In addition, the number of students meeting or exceeding the standards will increase by 2%, which would be from 56% to 58% for ELA and from 47% to 49% for mathematics.
- 2.2) Student achievement will increase 3% over the previous year for English learners as measured by the California Assessment of Student Performance and Progress (CAASPP) for English Language Arts and Math to reduce the achievement gap.
- 2.3) English learner programs will be analyzed and refined to ensure that the District makes growth in achieving or making gains in coming closer to the annual AMAO State Targets as measured by Title III accountability data. The percentage of ELs demonstrating progress toward English proficiency will increase from 74% to 76%.
- 2.4) English learner reclassification rates will be above both the state and county averages as measured by State reclassification ratings. Given the current rate of 21% as a result of changes made to support our ELs this year (with state and county averages at 11%), we are anticipating fewer reclassifications with more monitoring of students.
- 2.5) Growth data from CAASPP will be analyzed and publicized as measured by current SARCs, SPSAs, and presentation to the Board.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
SPSA goals will be shared at a regularly scheduled Board meeting	All schools	<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) _____	No cost
K-8 benchmark exams will be revised as needed based on pilot program from previous school year. Additional monies are used to support benchmarks, but this review targets data analysis of UDPs to determine if the benchmarks are giving us accurate data for program development.	All schools Districtwide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$2,000 Supplemental (\$1680-Certificated Personnel Salaries,\$320-Employee Benefits)
A Multi-Tiered System of Support (MTSS) for intervention and remediation will be refined and expanded for UDPs. Additional funds are used to target struggling and/or advanced students.	All schools For targeted students	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$49,272 Supplemental (\$9,272-Books and Supplies, 34K-Certificated Personnel Salaries; 6K-Benefits)
School libraries will continue to be open additional hours to provide homework and tutoring help	All schools Schoolwide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$73,730 Supplemental (\$57,730-Classified Personnel Salaries,16K-Employee Benefits)
Principals and teachers will receive training so		<input type="checkbox"/> ALL	\$10,000

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
that collaboration protocols around data analysis are consistently implemented across the District. More sophisticated analysis of subgroup data is required to meet the needs of our UDPs.		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Supplemental (\$8K-Certificated Personnel Salaries, \$2K-Employee Benefits)
Support and monitor the reclassification of ELs	All schools	___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)_____	\$117,751 Supplemental (\$92,751-Classified Personnel Salaries, 25K-Employee Benefits) Part of Aide/Liaison Salaries
Fully credentialed and appropriately assigned teachers will teach ELD on a daily basis	TK-6 schools	<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)_____	Repeated Expenditure \$7,100,000 Base (Certificated Personnel Salaries \$6.1M, Employee Benefits \$1.1M)
Two sections of ELD will continue to be implemented to support ELs at the secondary level. As initially approved in 2014-15 and continuing in 2015-16, these are elective sections in addition to designated ELD within the Language Arts block.	Rancho-Starbuck	___ALL 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)_____	\$24,900 Supplemental (\$20,900-Certificated Personnel Salaries, \$4K-Employee Benefits)
Monitor English learner language proficiency through the implementation of a formative language assessment	All schools Targeted students	___ALL 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)_____	\$10,000 Supplemental (\$8K-Certificated Personnel Salaries; \$2K-Employee Benefits)
Individual goal sheets will be developed so that	All schools	___ALL	\$4,000

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
all 3-8 grade English Learners will individually track their progress of language development and academic achievement.	Districtwide	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)_____	Supplemental (\$3400-Certificated Personnel Salaries; \$600-Employee Benefits)
English Learner language development and academic progress will be monitored every nine weeks and interventions implemented as appropriate.	All schools	___ALL	\$4,000 Supplemental (\$3400-Certificated Personnel Salaries; \$600-Employee Benefits)
	Districtwide	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)_____	
Continue to fund staff to provide bilingual educational support to students and serve as parent liaisons including more written translations in Spanish (three bilingual aide positions and one bilingual clerk position)	All schools	___ALL	Repeated Expenditure \$117,751 Supplemental (\$92,751-Classified Personnel Salaries, 25K-Employee Benefits) Part of Aide/Liaison Salaries
	Targeted students	OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Continue to hire staff to provide for extended day intervention classes to targeted students	All schools	___ALL	\$60,000 Supplemental (\$50K-Certificated Personnel Salaries; \$10K-Employee Benefits)
	Targeted students	OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups:(Specify)_____	
Continue to fund stipends for each school to hire an intervention coach	All schools	___ALL	\$10,422 Supplemental (\$8,422-Certificated Personnel Salaries; \$2K-Employee Benefits)
	Targeted students	OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Teachers will collaborate regularly to monitor	All schools	<input checked="" type="checkbox"/> ALL	Repeated

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
student progress, dialogue about best practices, and design intervention programs		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)_____	Expenditure \$7,100,000 Base (Certificated Personnel Salaries \$6.1M, Employee Benefits \$1.1M)
Add two additional sections of Science to lower class size and ensure UDP's have more 1:1 assistance at the secondary level.	Rancho Starbuck School Targeted Students Only	___ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$30,506 Supplemental (\$25,506-Certificated Personnel Salaries, 5K-Employee Benefits)
Maintain two math intervention sections at the intermediate school for targeted students (one seventh grade section and one eighth grade section)	Rancho-Starbuck School Targeted students	___ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups:(Specify)_	\$40,875 Supplemental (\$33,875-Certificated Personnel Salaries, \$7K-Employee Benefits)
Continue to fund a technology program/system to assist teachers in monitoring student progress and analyze data to close achievement gaps for UDPs (<i>Illuminate</i>)	All schools Districtwide	___ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify)_____	\$22,000 Supplemental (Books and Supplies)
Continue to fund data coaches at each school	All schools	___ALL	\$10,422

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
site to support the implementation of the <i>Illuminate</i> database program and assist with data analysis (teacher stipends)	Schoolwide	OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups:(Specify)_____	Supplemental (\$8422-Certificated Personnel Salaries; \$2K-Employee Benefits)
Coordination and administration of all Supplemental Grant programs	All schools Districtwide	___ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups:(Specify)_____	\$84,500 Supplemental (\$70,980-Certificated Personnel Salaries, \$13,520-Employee Benefits)
Monitor the progress of Unduplicated Pupils (UDPs)	All schools Districtwide	___ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	Repeated Expenditure \$84,500 Supplemental (\$70,980-Certificated Personnel Salaries, \$13,520-Employee Benefits)
Fund a Data Systems Analyst position to ensure a clean database for UPs in CalPads and provide aggregated and disaggregated data for the LCAP	All schools Districtwide	<input checked="" type="checkbox"/> ALL OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	\$41,885 Base (\$32,885-Classified Personnel Salaries, \$9K-Employee Benefits)
Fund a Data Systems Analyst position to assist	All schools	___ALL	\$46,736

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
in the management of curriculum databases as well as student management systems.	Districtwide	OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify)_____	Supplemental (\$36,736-Classified Personnel Salaries, \$10K-Employee Benefits)
Add two sections to the Rancho Starbuck master schedule for reading intervention (one for grade 7 and one for grade 8).	Rancho-Starbuck School Targeted Students Only	___ALL <hr/> OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify)_____	\$39,785 Supplemental (\$33,785-Certificated Personnel Salaries, \$6K-Employee Benefits)

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:

- 2.6) Student achievement will continue to be above state and county averages as measured by the California Assessment of Student Performance and Progress (CAASPP) for English Language Arts and Math. In addition, the number of students meeting or exceeding the standards will increase by 2%, which would be from 56% to 58% for ELA and from 47% to 49% for mathematics.
- 2.7) Student achievement will increase another 3% over the previous year for English learners as measured by the California Assessment of Student Performance and Progress (CAASPP) for English Language Arts and Math to reduce the achievement gap.
- 2.8) English learner programs will be analyzed and refined to ensure that the District makes growth in achieving or making gains in coming closer to the annual AMAO State Targets as measured by Title III accountability data.
- 2.9) English learner reclassification rates will be above both the state and county averages as measured by State reclassification ratings. Given the 2015-16 rate of 21% as a result of changes made to support our ELs (with state and county averages at 11%), we will re-evaluate the need for growth in 2016-17 to determine if the 2017-18 year needs to increase or maintain existing rates.
- 2.10) Growth data from CAASPP will be analyzed and publicized as measured by current SARCs, SPSAs, and presentation to the Board.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
SPSA goals will be shared at a regularly scheduled Board meeting	All schools	<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)_____	No Cost
K-8 benchmark exams will be revised as needed based on pilot program from previous school year. Additional monies are used to support benchmarks, but this review targets data analysis of UDPs to determine if the benchmarks are giving us accurate data.	All schools Districtwide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify)_____	\$2,000 Supplemental (\$1680-Certificated Personnel Salaries,\$320-Employee Benefits)
District personnel will coordinate, revise and update the LJSD districtwide Multi-Tiered System of Support (MTSS) for intervention and remediation with Intervention Coordinators. Additional funds are used to target struggling and/or advanced students.	All schools Targeted students	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups:(Specify)_____	\$172,109 Supplemental (\$12,109-Books and Supplies, \$134K-Certificated Personnel Salaries; \$26K-Employee Benefits)
School libraries will continue to be open additional hours to provide homework and tutoring help	All schools Schoolwide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify)_____	\$77,000 Supplemental (\$61K-Classified Personnel Salaries, \$16K-Employee Benefits)
Principals and teachers will receive training so that collaboration protocols around data analysis are consistently implemented across the District. More sophisticated analysis of subgroup data is required to meet the needs of our UDPs.	All schools Schoolwide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify)_____	\$10,000 Supplemental (\$8K-Certificated Personnel Salaries; \$2K-Employee Benefits)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Support and monitor the reclassification of ELs	All schools	<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) _____	\$120,000 Supplemental (\$95K-Classified Personnel Salaries, \$25K-Employee Benefits) Part of Aide/Liaison Salaries
Appropriate credentialed teachers will teach ELD on a daily basis	K-6 schools	<input type="checkbox"/> ALL 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) _____	Repeated Expenditure \$7,100,000 Base (Certificated Personnel Salaries \$6.1M, Employee Benefits \$1.1M)
Two sections of ELD will continue to be implemented to support ELs at the secondary level	Rancho-Starbuck	<input type="checkbox"/> ALL 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) _____	\$28,000 Supplemental (\$24K-Certificated Personnel Salaries, \$4K-Employee Benefits)
Continue to monitor English Learner language proficiency through the implementation of a formative language assessment	All schools	<input type="checkbox"/> ALL 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) _____	\$10,000 Supplemental (\$8K-Certificated Personnel Salaries; \$2K-Employee Benefits)
All 3-8 grade EL students will continue to individually track their own academic and language progress with goal sheets.		<input type="checkbox"/> ALL 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) _____	\$4,000 Supplemental (\$3,400-Certificated Personnel Salaries; \$600-Employee Benefits)
English Learner language Development and		<input type="checkbox"/> ALL	\$8,000

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
academic progress will be monitored every nine weeks and interventions implemented as appropriate.		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)_____	Supplemental (\$7K-Certificated Personnel Salaries; \$1K-Employee Benefits)
Continue to fund staff to provide bilingual educational support to students and serve as parent liaisons including more written translations in Spanish (three bilingual aide positions and one bilingual clerk)	All schools Targeted students	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Repeated Expenditure \$120,000 Supplemental (\$95K-Classified Personnel Salaries, \$20K-Employee Benefits)
Continue to hire staff to provide for extended day intervention classes to targeted students	All schools Targeted students	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$50,000 Supplemental (\$42K-Certificated Personnel Salaries; \$8K-Employee Benefits)
Continue to fund stipends for each school to hire an intervention coach	All schools Targeted students	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups:(Specify)_____	\$11,000 Supplemental (\$9K-Certificated Personnel Salaries; \$2K-Employee Benefits)
Teachers will collaborate regularly to monitor student progress, dialogue about best practices, and design intervention programs	All schools	<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)_____	Repeated Expenditure \$7,100,000 Base (Certificated Personnel Salaries \$6.1M, Employee Benefits \$1.1M)
Continue to fund two sections of Science to the	Rancho	<input type="checkbox"/> ALL	\$32,000

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Rancho-Starbuck master schedule to lower class sizes and ensure UDPs have more 1:1 assistance.	Starbuck School Targeted Students Only	OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Supplemental (\$27K-Certificated Personnel Salaries, \$5K-Employee Benefits)
Maintain Math intervention sections at the intermediate school for targeted students (one seventh grade section and one eighth grade section)	Rancho-Starbuck School Targeted students	___ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups:(Specify)_	\$42,000 Supplemental (\$35K-Certificated Personnel Salaries, \$7K-Employee Benefits)
Continue to fund a technology program/system to assist teachers in monitoring student progress and analyze data to close achievement gaps for UDPs (<i>Illuminate</i>)	All schools Districtwide	___ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify)_____	\$23,000 Supplemental (Books and Supplies)
Continue to fund data coaches at each school site to support the implementation of the <i>Illuminate</i> database program and assist with data analysis (teacher stipends)	All schools Schoolwide	___ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify)_____	\$11,865 Supplemental (\$9,865-Certificated Personnel Salaries; \$2K-Employee Benefits)
Maintain sections to the Rancho Starbuck	Rancho-	___ALL	\$42,000

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
master schedule for reading intervention (one for grade 7 and one for grade 8).	Starbuck School Targeted Students Only	OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify)_____	Supplemental (\$35K-Certificated Personnel Salaries, \$7K-Employee Benefits)
Coordination and administration of all programs funded through Supplemental Grant dollars.	All schools Targeted students	__ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups:(Specify)_____	\$86,000 Supplemental (\$72K-Certificated Personnel Salaries, \$14K-Employee Benefits)
Monitor the progress of Unduplicated Pupils (UDPs)	All schools Targeted students	__ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Repeated Expense \$86,000 Supplemental (\$72K-Certificated Personnel Salaries, \$14K-Employee Benefits)
Fund a Data Systems Analyst position to ensure a clean database for UDPs in CalPads and provide aggregated and disaggregated data for the LCAP	All schools Districtwide	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$45,855 Base (\$35,855-Classified Personnel Salaries, \$10K-Employee Benefits)
Fund a Data Systems Analyst position to assist in the management of curriculum databases as	All schools Districtwide	__ALL	\$48,000 Supplemental

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
well as student management systems.		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	(\$38K-Classified Personnel Salaries, \$10K-Employee Benefits)

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:

- 2.11) Student achievement will continue to be above state and county averages as measured by the California Assessment of Student Performance and Progress (CAASPP) for English Language Arts and Math. In addition, the number of students meeting or exceeding the standards will increase by 2%, which would be from 56% to 58% for ELA and from 47% to 49% for mathematics.
- 2.12) Student achievement will increase another 3% over the previous year for English learners as measured by the California Assessment of Student Performance and Progress (CAASPP) for English Language Arts and Math to reduce the achievement gap.
- 2.13) English learner programs will be analyzed and refined to ensure that the District makes growth in achieving or making gains in coming closer to the annual AMAO State Targets as measured by Title III accountability data.
- 2.14) English learner reclassification rates will be above both the state and county averages as measured by State reclassification ratings. Given the 2015-16 rate of 21% as a result of changes made to support our ELs (with state and county averages at 11%), we will re-evaluate the need for growth in 2017-18 to determine if the 2018-19 year needs to increase or maintain existing rates.
- 2.15) Growth data from CAASPP will be analyzed and publicized as measured by current SARCs, SPSAs, and presentation to the Board.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
SPSA goals will be shared at a regularly scheduled Board meeting	All schools	<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)_____	No Cost
K-8 benchmark exams will be revised as needed based on pilot program from previous school year. Additional monies are used to support benchmarks, but this review targets data analysis of UDPs to determine if the benchmarks are giving us accurate data.	All schools Districtwide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$2,000 Supplemental (\$1,680-Certificated Personnel Salaries; \$320-Employee Benefits)
District personnel will coordinate, revise and update the LJSD district-wide Multi-Tiered System of Support (MTSS) for intervention and remediation with Intervention Coordinators. Additional funds are used to target struggling and/or advanced students.	All schools Targeted students	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$148,477 Supplemental (\$8,477-Books and Supplies, 118K-Certificated Personnel Salaries; 22K-Employee Benefits)
School libraries will continue to be open additional hours to provide homework and tutoring help	All schools Schoolwide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify)_____	\$82,000 Supplemental (\$65K-Classified Personnel Salaries, \$17K-Employee Benefits)
Principals and teachers will receive training so that collaboration protocols around data analysis are consistently implemented across the District. More sophisticated analysis of subgroup data is required to meet the needs of our UDPs.	All schools Schoolwide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify)_____	\$10,000 Supplemental (\$8K-Certificated Personnel Salaries; \$2K-Employee Benefits)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Support and monitor the Reclassified English Learners.	All schools	<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) _____	\$125,000 Supplemental (\$99K-Classified Personnel Salaries, 26K-Employee Benefits) Part of Bilingual Aides/Parent Liaison salaries
Appropriate credentialed teachers will teach ELD on a daily basis	K-6 schools	<input type="checkbox"/> ALL 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) _____	Repeated Expenditure \$7,300,000 Base (Certificated Personnel Salaries \$6.3M, Employee Benefits \$1.1M)
Two sections of ELD will continue to be implemented to support ELs at the secondary level	Rancho-Starbuck	<input type="checkbox"/> ALL 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) _____	\$32,000 Supplemental (\$27K-Certificated Personnel Salaries, \$5K-Employee Benefits)
Continue to monitor English Learner language proficiency through the implementation of a formative language assessment	All schools	<input type="checkbox"/> ALL 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) _____	\$20,000 Supplemental (\$17K-Certificated Personnel Salaries; \$3K-Employee Benefits)
All 3-8 grade EL students will continue to individually track their own academic and language progress with goal sheets.		<input type="checkbox"/> ALL 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) _____	\$4,000 Supplemental (\$3,400-Certificated Personnel Salaries; \$600-Employee Benefits)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
English Learner language Development and academic progress will be monitored every nine weeks and interventions implemented as appropriate.		<input type="checkbox"/> ALL 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) _____	\$10,000 Supplemental (\$8K-Certificated Personnel Salaries; \$2K-Employee Benefits)
Continue to fund staff to provide bilingual educational support to students and serve as parent liaisons including more written translations in Spanish (three bilingual aide positions and one bilingual clerk)	All schools Targeted students	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Repeated Expense \$125,000 Supplemental (\$99K-Classified Personnel Salaries, \$26K-Employee Benefits)
Continue to hire staff to provide for extended day intervention classes to targeted students	All schools Targeted students	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups:(Specify) _____	\$40,000 Supplemental (\$32K-Classified Personnel Salaries, \$8K-Employee Benefits)
Continue to fund stipends for each school to hire an intervention coach	All schools Targeted students	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups:(Specify) _____	\$11,000 Supplemental (\$9K-Certificated Personnel Salaries; \$2K-Employee Benefits)
Teachers will collaborate regularly to monitor student progress, dialogue about best practices, and design intervention programs	All schools	<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) _____	Repeated Expenditure \$7,300,000 Base (Certificated Personnel Salaries \$6.3M, Employee Benefits \$1.1M)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to fund two sections of Science to the Rancho-Starbuck master schedule to lower class sizes ensure UPs have more 1:1 assistance.	Rancho Starbuck School Targeted Students Only	___ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	\$35,000 Supplemental (\$29K-Certificated Personnel Salaries, \$6K-Employee Benefits)
Maintain Math intervention sections at the intermediate school for targeted students (one seventh grade section and one eighth grade section)	Rancho-Starbuck School Targeted students	___ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups:(Specify)_____	\$45,000 Supplemental (\$38K-Certificated Personnel Salaries, \$7K-Employee Benefits)
Continue to fund a technology program/system to assist teachers in monitoring student progress and analyze data to close achievement gaps for UDPs (<i>Illuminate</i>)	All schools Districtwide	___ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify)_____	\$24,000 Supplemental (Books and Supplies)
Continue to fund data coaches at each school site to support the implementation of the <i>Illuminate</i> database program and assist with data analysis (teacher stipends)	All schools Schoolwide	___ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify)_____	\$11,865 Supplemental (\$9,865-Certificated Personnel Salaries; \$2K-Employee Benefits)
Maintain sections to the Rancho Starbuck master schedule for reading intervention (one for grade 7 and one for grade 8).	Rancho-Starbuck School Targeted Students Only	___ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify)_____	\$45,000 Supplemental (\$38K-Certificated Personnel Salaries, \$7K-Employee Benefits)
Coordination and administration of all programs	All schools	___ALL	\$100,000

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
funded through Supplemental Grant dollars.	Targeted students	OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify)_____	Supplemental (\$84K-Certificated Personnel Salaries, \$16K-Employee Benefits)
Monitor the progress of Unduplicated Pupils (UDPs)	All schools Targeted students	__ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Repeated Expense \$100,000 Supplemental (\$84K-Certificated Personnel Salaries, \$16K-Employee Benefits)
Fund a Data Systems Analyst position to ensure a clean database for UDPs in CalPads and provide aggregated and disaggregated data for the LCAP	All schools Districtwide	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$49,885 Base (\$38,885-Classified Personnel Salaries, \$11K-Employee Benefits)
Fund a Data Systems Analyst position to assist in the management of curriculum databases as well as student management systems.	All schools Districtwide	__ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$50,000 Supplemental (\$39K-Classified Personnel Salaries, \$11K-Employee Benefits)

SCHOOL CLIMATE AND ENGAGEMENT

STATE PRIORITY AREAS: Parent Involvement, Student Engagement, School Climate

GOAL:	Stakeholders, including parents and students, will be engaged in supporting student learning in a positive and safe school climate.	Related State and/or Local Priorities: 1_ 2__ 3_X_ 4__ 5_X_ 6_X_ 7__ 8_ COE only: 9__ 10__ Local : <u>Safe and Respectful Environment,</u> <u>Family and Community Partnerships</u>	
Identified Need :	State Priority	Identified Need	Supporting Data
	Parent Involvement	a) Continue a strong tradition of parent engagement.	Annual parent survey data shows that 92% or more of the parent respondents “Agree” or “Strongly Agree” with the statement, “ <i>I feel welcome at my student’s school</i> ” as measured by the annual parent survey. In addition, 98% or more of the parents surveyed “Agree” or “Strongly Agree” with the statement, “I receive information about my student’s academic performance through report cards, progress reports, email, parent-notification letters, and/or parent conferences/phone calls” as measured by the annual parent survey.
		b) Enhance parent education opportunities	At the LCAP Advisory Committee (PAC) members voiced a desire to enhance educational opportunities for parents.
		c) Continue to provide a multitude of activities for parent involvement at all school sites.	Currently there are activities every month for parent involvement at each school site.
	Student Engagement	a) Maintain high attendance rates.	At P2 of the 2015/16 school year, LJSD had an attendance rate of 96.74%
		b) Reduce chronic absenteeism rates	The chronic absenteeism rate for the 2015/16 school year was 3.36%.

	School Climate	c) Maintain low Middle School Dropout rates.	There was a 0% dropout rate for the last five school years.
		a) Continue to provide social services and supports to students.	The District nurse and other support staff coordinate services for Unduplicated Pupils and other students with social services as needed.
		b) Maintain low levels of suspensions and expulsions.	There has been a downward trend in the number of suspensions. In 2012/13 the suspension rate equaled 2.3%, in 2013/14 the suspension rate was lowered to 1.8%, in 2014/15 the rate was again reduced to 1.3%. Expulsion rates have been 0% for the last five years.
		c) Continue to ensure there is a high degree of campus safety.	Schoolwide discipline policies at all schools and a School Resource Officer at the Intermediate school ensure a high degree of campus security.
Goal Applies to:	Schools:	All schools	
	Applicable Pupil Subgroups:	All students	

LCAP Year 1: 2016-17

Expected Annual
Measurable
Outcomes:

- 3.1) 85% or more of the parent respondents will “Agree” or “Strongly Agree” with the statement, *“I feel welcome at my student’s school”* as measured by the annual parent survey.
- 3.2) 85% or more of the parent respondents will “Agree” or “Strongly Agree” with the statement, *“I receive information about my student’s academic performance through report cards, progress reports, email, parent-notification letters, and/or parent conferences/phone calls”* as measured by the annual parent survey.
- 3.3) Maintain the average attendance rate districtwide at 95% or higher as measured by P2 attendance data.
- 3.4) Decrease the districtwide chronic absenteeism rate by 0.2% from the previous year as measured by attendance data.
- 3.5) Suspensions and expulsion rates will remain below the State and county rates as measured by the California Department of Education’s database.
- 3.6) 85% or more of the parent respondents will “Agree” or “Strongly Agree” with the statement, *“My student is safe at school”* as measured by the annual parent survey.
- 3.7) The Middle School Dropout Rate will remain at 2% or fewer as measured by the California Department of Education database.
- 3.8) 85% or more of students will “Agree” or “Strongly Agree” with the statement *“I feel safe at school”* and *“I have opportunities to connect with my school”*.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to provide annual training for School Site Council members on their roles and responsibilities	All schools	<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) _____	Repeated Expenditure \$84,500 Supplemental (\$70,980-Certificated Personnel Salaries, \$13,520-Employee Benefits)
Each Title I school will hold a Title I meeting to inform parents of opportunities for advisory groups and volunteerism	El Portal Jordan Olita Meadow Green	<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 <input type="checkbox"/> Other Subgroups:(Specify) _____	Repeated Expenditure \$84,500 Supplemental (\$70,980-Certificated Personnel Salaries, \$13,520-Employee Benefits)
Each school will continue to form a Parent Teacher Association (PTA)	All schools	<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) _____	Repeated Expenditure \$84,500 Supplemental (\$70,980-Certificated Personnel Salaries, \$13,520-Employee Benefits)
The District will support the efforts of the La Habra PTA Council and each school will send a representative to the council meetings	All schools	<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) _____	Repeated Expenditure \$84,500 Supplemental (\$70,980-Certificated Personnel Salaries, \$13,520-Employee Benefits)
A District English Language Advisory Council	All schools	<input type="checkbox"/> ALL	Repeated

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
(DELAC) will be formed annually (Even though the District is not required to based on the number of English learners).		OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Expenditure \$84,500 Supplemental (\$70,980-Certificated Personnel Salaries, \$13,520-Employee Benefits)
Schools will continue to implement an English Language Advisory Council (ELAC) or transfer the responsibilities to the School Site Council	All schools	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Repeated Expenditure \$84,500 Supplemental (\$70,980-Certificated Personnel Salaries, \$13,520-Employee Benefits)
Special Education parents will have the opportunity to participate in the Special Education Advisory Council for our SELPA	All schools	<input 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 checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Students with Disabilities</u>	\$145,279.10 Base \$126,552 Certificated Personnel; \$18,727.10 Employee Benefits)
Each school will provide unique opportunities for parents	All schools	<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)_____	\$7,000 Supplemental (Services and Other Operating Expenditures)
The District will continue to offer parent education trainings and/or institutes for parents of Unduplicated Pupils (UDPs)	All schools Districtwide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups:(Specify)_	Repeated Expense \$7,000 Supplemental (Services and Other Operating Expenditures)
Fund tools to support parent outreach: School	All schools	<input checked="" type="checkbox"/> ALL	\$17,500

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Messenger phone outreach system and the District's website		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) _____	Base (Services and Other Operating Expenditures)
An annual parent survey will be administered to provide parents with an opportunity for feedback and ideas for enhancing educational programs	All schools	<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) _____	Repeated Expenditure \$84,500 Supplemental (\$70,980-Certificated Personnel Salaries, \$13,520-Employee Benefits)
Student absences will be monitored regularly and attendance letters sent out for students with signs of chronic absenteeism	All schools	<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) _____	Repeated Expenditure \$84,500 Supplemental (\$70,980-Certificated Personnel Salaries, \$13,520-Employee Benefits)
The district will implement an attendance incentive program	All schools	<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) _____	\$2,000 Base (Books and Supplies)
Continue to provide counseling services at the Intermediate school	Rancho-Starbuck	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups:(Specify) _____	\$96,408 Supplemental (\$80,983-Certificated Personnel Salaries, \$15,425-Employee Benefits)
Counseling services will be provided at each	K-6 schools	<input type="checkbox"/> ALL	\$0

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
elementary school		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups:(Specify)_____	Partnership Grant with the Gary Center
Provide psychological support services to students as appropriate	All schools	<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)_____	\$362,000 Base (\$302K-Certificated Personnel Salaries, \$60K-Employee Benefits)
Each school will provide activities and programs to promote student engagement	All schools	<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)_____	Repeated Expenditure \$245,000 Base (Books and Supplies)
District personnel will work in collaboration with the Lowell Joint Education Foundation	All schools	<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)_____	Repeated Expenditure \$84,500 Supplemental (\$70,980-Certificated Personnel Salaries, \$13,520-Employee Benefits)
Continue to provide for a School Resource Officer (SRO) for school safety	Rancho-Starbuck School Schoolwide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify)_____	\$36,000 Supplemental (Services and Other Operating Expenditures)
Collaborate with key staff at the county child	All schools	<input type="checkbox"/> ALL	\$8,035

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
welfare agency, mental health agency, and other entities providing care and services to foster youth (partial funding for the District Nurse)	Targeted students	OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify)_____	Supplemental (\$6,335-Classified Personnel Salaries, \$1,700-Employee Benefits)
Fund staff to provide bilingual educational support to students and serve as parent liaisons including more written translations in Spanish (three bilingual aide positions)	See Pupil Outcomes	__ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Repeated Expenditure \$117,751 Supplemental (\$92,751-Classified Personnel Salaries, \$25K-Employee Benefits)
A parent-to-parent peer mentor program will be established to support parents and guardians that are new to the Lowell Joint School District	All schools Schoolwide	__ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify)_____	\$ 5,000 Supplemental (Books and Supplies)
Implement a School Attendance and Review Team (SART) to serve all schools within the District	All schools Districtwide	__ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify)_____	\$2,000 Supplemental (Books and Supplies)
Upgrade or replace walkie-talkies to provide for communication between sites and city services	All schools Districtwide	__ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify)_____	\$14,500 One-Time Monies (Capital Outlay)
Contract with an outside agency to provide	All schools	__ALL	\$8,000

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Early Mental Health Related Services (EMHRS)		OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Special Education</u>	Supplemental (Services and Other Operating Expenditures)

LCAP Year 2: 2017-18

Expected Annual
Measurable
Outcomes:

- 3.9) 85% or more of the parent respondents will “Agree” or “Strongly Agree” with the statement, *“I feel welcome at my student’s school”* as measured by the annual parent survey.
- 3.10) 85% or more of the parent respondents will “Agree” or “Strongly Agree” with the statement, *“I receive information about my student’s academic performance through report cards, progress reports, email, parent-notification letters, and/or parent conferences/phone calls”* as measured by the annual parent survey.
- 3.11) Maintain the average attendance rate districtwide at 96% or higher as measured by P2 attendance data.
- 3.12) Decrease the districtwide chronic absenteeism rate by 0.1% from the previous year as measured by attendance data.
- 3.13) Suspensions and expulsion rates will remain below the State and county rates as measured by the California Department of Education’s database.
- 3.14) 85% or more of the parent respondents will “Agree” or “Strongly Agree” with the statement, *“My student is safe at school”* as measured by the annual parent survey.
- 3.15) The Middle School Dropout Rate will remain at 2% or fewer as measured by the California Department of Education database.
- 3.16) 85% or more of students will “Agree” or “Strongly Agree” with the statement *“I feel safe at school”* and *“I have opportunities to connect with my school”*.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to provide annual training for School Site Council members on their roles and responsibilities	All schools	<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)_____	Repeated Expense \$86,000 Supplemental (\$72,240- Certificated Personnel Salaries, 13,760K-Employee Benefits)
Each Title I school will hold a Title I meeting to inform parents of opportunities for advisory groups and volunteerism	El Portal Jordan Olita Meadow Green	<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 <input type="checkbox"/> Other Subgroups:(Specify)_____	Repeated Expense \$86,000 Supplemental (\$72,240- Certificated Personnel Salaries, 13,760K-Employee Benefits)
Each school will continue to form a Parent Teacher Association (PTA)	All schools	<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)_____	Repeated Expense \$86,000 Supplemental (\$72,240- Certificated Personnel Salaries, 13,760K-Employee Benefits)
The District will support the efforts of the La Habra PTA Council and each school will send a representative to the council meetings	All schools	<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)_____	Repeated Expense \$86,000 Supplemental (\$72,240- Certificated Personnel Salaries, 13,760K-Employee Benefits)
A District English Language Advisory Council (DELAC) will be formed annually (Even though the District is not required to based on the number of English learners).	All schools	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Repeated Expense \$86,000 Supplemental (\$72,240- Certificated Personnel Salaries, 13,760K-Employee Benefits)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Schools will continue to implement an English Language Advisory Council (ELAC) or transfer the responsibilities to the School Site Council	All schools	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Repeated Expense \$86,000 Supplemental (\$72,240- Certificated Personnel Salaries, 13,760K-Employee Benefits)
Special Education parents will have the opportunity to participate in the Special Education Advisory Council for our SELPA	All schools	<input 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 checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Students with Disabilities</u>	\$145,279.10 Base \$126,552 Certificated Personnel; \$18,727.10 Employee Benefits)
Each school will provide unique opportunities for parents	All schools	<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)_____	\$4,000 Supplemental (Services and Other Operating Expenditures)
The District will continue to offer parent education trainings and/or institutes for parents of Unduplicated Pupils (UDPs)	All schools Districtwide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify)_____	\$10,000 Supplemental (Services and Other Operating Expenditures)
Fund tools to support parent outreach: Blackboard Connect phone outreach system and the District's website	All schools	<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)_____	\$19,500 Base (Services and Other Operating Expenditures)
An annual parent survey will be administered to	All schools	<input checked="" type="checkbox"/> ALL	Repeated Expense

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
provide parents with an opportunity for feedback and ideas for enhancing educational programs		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)_____	\$86,000 Supplemental (\$72,240-Certificated Personnel Salaries, 13,760K-Employee Benefits)
Student absences will be monitored regularly and attendance letters sent out for students with signs of chronic absenteeism	All schools	<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)_____	Repeated Expense \$86,000 Supplemental (\$72,240-Certificated Personnel Salaries, 13,760K-Employee Benefits)
The district will implement an attendance incentive program	All schools	<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)_____	\$2,000 Base (Books and Supplies)
Continue to provide counseling services at the Intermediate school	Rancho-Starbuck	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups:(Specify)_____	\$98,000 Supplemental (\$82K-Certificated Personnel Salaries, \$16K-Employee Benefits)
Counseling services will be provided at each elementary school	K-6 schools	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups:(Specify)_____	\$0 Partnership Grant with the Gary Center
Provide psychological support services to	All schools	<input checked="" type="checkbox"/> ALL	\$388,000

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
students as appropriate		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)_____	Base (\$326K-Certificated Personnel Salaries, \$62K-Employee Benefits)
Each school will provide activities and programs to promote student engagement	All schools	<u>X</u> ALL	Repeated Expenditure \$260,000 Base (Books and Supplies)
		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)_____	
District personnel will work in collaboration with the Lowell Joint Education Foundation	All schools	<u>X</u> ALL	Repeated Expense \$86,000 Supplemental (\$72,240-Certificated Personnel Salaries, 13,760K-Employee Benefits)
		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)_____	
Continue to provide for a School Resource Officer (SRO) for school safety	Rancho-Starbuck School	<u> </u> ALL	\$38,000 Supplemental (Services and Other Operating Expenditures)
	Schoolwide	OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify)_____	
Collaborate with key staff at the county child welfare agency, mental health agency, and other entities providing care and services to foster youth (partial funding for the District Nurse)	All schools	<u> </u> ALL	\$8,900 Supplemental (\$6,900-Classified Personnel Salaries, \$2K-Employee Benefits)
	Targeted students	OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify)_____	
Fund staff to provide bilingual educational	See Pupil	<u> </u> ALL	Repeated

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
support to students and serve as parent liaisons including more written translations in Spanish (three bilingual aide positions)	Outcomes	OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Expenditure \$120,000 Supplemental (\$95K-Classified Personnel Salaries, \$25K-Employee Benefits)
A parent-to-parent peer mentor program will be established to support parents and guardians that are new to the Lowell Joint School District	All schools Schoolwide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify)_____	\$ 8,000 Supplemental (Books and Supplies)
Implement a School Attendance and Review Team (SART) to serve all schools within the District	All schools Districtwide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify)_____	\$2,000 Supplemental (Books and Supplies, Services and Other Operating Expenditures)
Contract with an outside agency to provide Early Mental Health Related Services (EMHRS)	All schools	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify)_____	\$8,000 Supplemental (Services and Other Operating Expenditures)

LCAP Year 3: 2018-19

Expected Annual
Measurable
Outcomes:

- 3.16) 85% or more of the parent respondents will “Agree” or “Strongly Agree” with the statement, *“I feel welcome at my student’s school”* as measured by the annual parent survey.
- 3.17) 85% or more of the parent respondents will “Agree” or “Strongly Agree” with the statement, *“I receive information about my student’s academic performance through report cards, progress reports, email, parent-notification letters, and/or parent conferences/phone calls”* as measured by the annual parent survey.
- 3.18) Maintain the average attendance rate districtwide at 96% or higher as measured by P2 attendance data.
- 3.19) Maintain or decrease the districtwide chronic absenteeism rate from the previous year as measured by attendance data.
- 3.20) Suspensions and expulsion rates will remain below the State and county rates as measured by the California Department of Education’s database.
- 3.21) 85% or more of the parent respondents will “Agree” or “Strongly Agree” with the statement, *“My student is safe at school”* as measured by the annual parent survey.
- 3.22) The Middle School Dropout Rate will remain at 2% or fewer as measured by the California Department of Education database.
- 3.23) 85% or more of students will “Agree” or “Strongly Agree” with the statement *“I feel safe at school”* and *“I have opportunities to connect with my school”*.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to provide annual training for School Site Council members on their roles and responsibilities	All schools	<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) _____	Repeated Expense \$100,000 Supplemental (84K-Certificated Personnel Salaries, 16K-Employee Benefits)
Each Title I school will hold a Title I meeting to inform parents of opportunities for advisory groups and volunteerism	EI Portal Jordan Olita Meadow Green	<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 <input type="checkbox"/> Other Subgroups:(Specify) _____	Repeated Expense \$100,000 Supplemental (84K-Certificated Personnel Salaries, 16K-Employee Benefits)
Each school will continue to form a Parent Teacher Association (PTA)	All schools	<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) _____	Repeated Expense \$100,000 Supplemental (84K-Certificated Personnel Salaries, 16K-Employee Benefits)
The District will support the efforts of the La Habra PTA Council and each school will send a representative to the council meetings	All schools	<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) _____	Repeated Expense \$100,000 Supplemental (84K-Certificated Personnel Salaries, 16K-Employee Benefits)
A District English Language Advisory Council (DELAC) will be formed annually (Even though the District is not required to based on the number of English learners).	All schools	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Repeated Expense \$100,000 Supplemental (84K-Certificated Personnel Salaries, 16K-Employee Benefits)
Schools will continue to implement an English	All schools	<input type="checkbox"/> ALL	Repeated Expense

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Language Advisory Council (ELAC) or transfer the responsibilities to the School Site Council		OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$100,000 Supplemental (84K-Certificated Personnel Salaries, 16K-Employee Benefits)
Special Education parents will have the opportunity to participate in the Special Education Advisory Council for our SELPA	All schools	<input 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 checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Students with Disabilities</u>	\$145,279.10 Base \$126,552 Certificated Personnel; \$18,727.10 Employee Benefits)
Each school will provide unique opportunities for parents	All schools	<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) _____	\$4,000 Supplemental (Services and Other Operating Expenditures)
The District will continue to offer parent education trainings and/or institutes for parents of Unduplicated Pupils (UDPs)	All schools Districtwide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups:(Specify) _____	\$10,000 Supplemental (Services and Other Operating Expenditures)
Fund tools to support parent outreach: Blackboard Connect phone outreach system and the District's website	All schools	<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) _____	\$20,500 Base (Services and Other Operating Expenditures)
An annual parent survey will be administered to	All schools	<input checked="" type="checkbox"/> ALL	Repeated Expense

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
provide parents with an opportunity for feedback and ideas for enhancing educational programs		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)_____	Repeated Expense \$100,000 Supplemental (84K-Certificated Personnel Salaries, 16K-Employee Benefits)
Student absences will be monitored regularly and attendance letters sent out for students with signs of chronic absenteeism	All schools	<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)_____	Repeated Expense \$100,000 Supplemental (84K-Certificated Personnel Salaries, 16K-Employee Benefits)
The district will implement an attendance incentive program	All schools	<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)_____	\$2,000 Base (Books and Supplies)
Continue to provide counseling services at the Intermediate school	Rancho-Starbuck	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$100,000 Supplemental (84K-Certificated Personnel Salaries, 16K-Employee Benefits)
Counseling services will be provided at each elementary school	TK-6 schools	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$0 Partnership Grant with the Gary Center
Provide psychological support services to	All schools	<input checked="" type="checkbox"/> ALL	\$407,000

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
students as appropriate		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)_____	Base (\$342K-Certificated Personnel Salaries, \$65K-Employee Benefits)
Each school will provide activities and programs to promote student engagement	All schools	<input checked="" type="checkbox"/> ALL	Repeated Expenditure \$280,000 Base (Books and Supplies)
		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)_____	
District personnel will work in collaboration with the Lowell Joint Education Foundation	All schools	<input checked="" type="checkbox"/> ALL	Repeated Expense \$100,000 Supplemental (84K-Certificated Personnel Salaries, 16K-Employee Benefits)
		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)_____	
Continue to provide for a School Resource Officer (SRO) for school safety	Rancho-Starbuck School	<input type="checkbox"/> ALL	\$39,000 Supplemental (Services and Other Operating Expenditures)
	Schoolwide	OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify)_____	
Collaborate with key staff at the county child welfare agency, mental health agency, and other entities providing care and services to foster youth (partial funding for the District Nurse)	All schools	<input type="checkbox"/> ALL	\$9,200 Supplemental (\$7,200-Classified Personnel Salaries, \$2K-Employee Benefits)
	Targeted students	OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify)_____	
Continue to fund staff to provide bilingual	See Pupil	<input type="checkbox"/> ALL	Repeated

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
educational support to students and serve as parent liaisons including more written translations in Spanish (three bilingual aide positions)	Outcomes	OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Expenditure \$125,000 Supplemental (\$99K-Classified Personnel Salaries, \$26K-Employee Benefits)
A parent-to-parent peer mentor program will be established to support parents and guardians that are new to the Lowell Joint School District	All schools Schoolwide	__ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$11,000 Supplemental (Books and Supplies)
Implement a School Attendance and Review Team (SART) to serve all schools within the District	All schools Districtwide	__ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify)_____	\$2,000 Supplemental (Books and Supplies, Services and Other Operating Expenditures)
Contract with an outside agency to provide Early Mental Health Related Services (EMHRS)	All schools	__ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify)_____ <u>Special Education</u>	\$8,000 Supplemental (Services and Other Operating Expenditures)

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:	A. Conditions for Learning: All students of the Lowell Joint School District will have appropriate conditions for successful learning outcomes.		Related State and/or Local Priorities: 1_ <input checked="" type="checkbox"/> 2_ <input checked="" type="checkbox"/> 3_ <input type="checkbox"/> 4_ <input type="checkbox"/> 5_ <input type="checkbox"/> 6_ <input type="checkbox"/> 7_ <input checked="" type="checkbox"/> 8_ <input type="checkbox"/> COE only: 9_ <input type="checkbox"/> 10_ <input type="checkbox"/> Local : <u>Student Achievement and Fiscal Excellence</u>
Goal Applies to:	Schools:	All	
	Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	1.1) Maintain 100% of teachers appropriately assigned and credentialed as measured by credentialing audits and internal reports. 1.2) Maintain 100% of students having access to standards aligned curriculum and materials as measured by the annual Williams Sufficiency of Materials Resolution. 1.3) Maintain 100% of facilities with good or higher rating with minimal deficiencies as measured by the annual Facilities Inspection Tool (FIT). 1.4) 75% of certificated staff members who teach core content areas will rate themselves a 4 or 5 on a five point rating scale, when asked, "Rate your level of comfort in working with and understanding the CCSS." 1.5) Expand and/or refresh technology equipment, infrastructure, and/or support over the previous year. 1.6) Intermediate school students will have access to a broad course of study as measured by master schedules, courses of study and access to STEM activities.	Actual Annual Measurable Outcomes:	1.1) 100% of students are taught by highly qualified, credentialed, and appropriately assigned teachers. 1.2) At the September 14, 2015 Board meeting, the Lowell Joint Board of Trustees certified that all students within the District have sufficient materials. 1.3) The Facilities Inspection Tool indicates that all schools within the district have good or higher ratings. 1.4) On the most recent survey, 39% of teachers rated themselves 4 or 5 on a five point rating scale, when asked, "Rate your level of comfort in working with and understanding the CCSS." An additional 43% are becoming comfortable. 1.5) \$90,000 was allocated directly to school sites for the purposes of expanding or refreshing technology equipment. The majority of the funds were spent on replacing teacher laptops that were 6 years or older. In addition, 750 Chromebooks for student use were purchased this year as part of the 1:1 device initiative. 1.6) The current master schedule for all seventh and eighth grade students indicates that they all have access to a broad course of study. STEM classes were expanded this year to include: Construction Math, Robotics, Green Architecture, Audio Engineering, Design and Modeling, and Energy and the Environment.

LCAP Year: 2015-2016

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Appropriately credentialed/certified teachers will be employed and assigned.		\$6,900,000 Base (Certificated Personnel Salaries, Employee Benefits)	\$6,900,000 Base (Certificated Personnel Salaries, Employee Benefits)
Scope of service:	All Schools	Scope of service:	All Schools
<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) _____	
Provide basic custodial, maintenance, and grounds services.		\$900,000 Base (Classified Personnel Salaries, Employee Benefits)	\$900,000 Base (Classified Personnel Salaries, Employee Benefits)
Scope of service:	All Schools, Districtwide	Scope of service:	All Schools, Districtwide
<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) _____	

LCAP Year: 2015-2016

Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services		Estimated Actual Annual Expenditures
Hire additional night custodians to provide daily cleaning of classrooms.		\$162,000 Supplemental (Classified Personnel Salaries, Employee Benefits)	Three additional custodians provide for more regular cleaning of sites above the base program.		\$153,880 Supplemental (Classified Personnel Salaries, Employee Benefits)
Scope of service:	All Schools, Schoolwide		Scope of service:	All Schools, Schoolwide	
<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Prioritize facilities needs.		Part of administration salaries	A facilities needs assessment has been completed and was presented to the Board of Trustees at their May 2016 Board meeting.		Part of administration salaries
Scope of service:	All Schools, Districtwide		Scope of service:	All Schools, Districtwide	
<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)_____		
Based on available funding, identify facilities projects to be completed that are most urgent.		TBD	A recommendation for the most urgent facilities projects will be provided to the Board of Trustees at their June 2016 Board meeting.		Part of administration salaries
Scope of service:	All Schools, Districtwide		Scope of service:	All Schools, Districtwide	

LCAP Year: 2015-2016

Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services		Estimated Annual Expenditures
<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)_____		
Provide for basic utility services.		\$650,000 Base (Services and Other Operating Expenditures)	Basic utility services have been provided at all school sites and the District Office facility.		\$650,000 Base (Services and Other Operating Expenditures)
Scope of service:	All Schools, Districtwide		Scope of service:	All Schools, Districtwide	
<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)_____		
Hire a Teacher on Special Assignment (TOSA) to assist staff in the transition to CCSS/Technology.		\$87,825 Supplemental (Certificated Personnel Salaries, Employee Benefits)	A Teacher on Special Assignment with a focus on supporting technology and implementation of State Standards was hired.		\$131,462 Supplemental (Certificated Personnel Salaries, Employee Benefits)
Scope of service:	All Schools, Districtwide		Scope of service:	All Schools, Districtwide	
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL		

LCAP Year: 2015-2016

Planned Actions/Services		Actual Actions/Services		
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Provide additional professional development to ensure teachers have the necessary skills to provide research-based strategies and implement the California Content Standards.		\$54,016 Supplemental (Services and Other Operating Expenditures and Books and Supplies)	\$0 Supplemental (Services and Other Operating Expenditures and Books and Supplies)	
Scope of service:	All Schools, Districtwide		Scope of service:	All Schools, Districtwide
___ ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			___ ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Teachers will collaborate to plan CCSS lessons and review CCSS assessment data.		\$20,000 Title II (Certificated Personnel Salaries)	\$20,000 Title II (Certificated Personnel Salaries)	
Scope of service:	All Schools, Schoolwide		Scope of service:	All Schools, Schoolwide
<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)_____	

LCAP Year: 2015-2016

Planned Actions/Services		Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures
Elementary school teachers will receive training to support the implementation of a new math adoption		\$8,000 Title II (Services and Other Operating Expenditures)	\$8,000 Title II (Services and Other Operating Expenditures)
Scope of service:	All Schools, Districtwide	Scope of service:	All Schools, Districtwide
<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)_____	
A uniform template will be created to use for CCSS unit planning		\$4,000 Title II (Certificated Personnel Salaries and Services and Other Operating Expenditures)	\$4,000 Title II (Certificated Personnel Salaries and Services and Other Operating Expenditures)
Scope of service:	All Schools, Districtwide	Scope of service:	All Schools, Districtwide
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	

LCAP Year: 2015-2016

Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services		Estimated Actual Annual Expenditures
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)_____		
Revise/update the CCSS elementary school report card.		\$6,000 Title II (Certificated Personnel Salaries)	Groups of teachers representing various school sites and all grade levels met to revise and refine the elementary report card to align with the State Content Standards.		\$6,000 Title II (Certificated Personnel Salaries)
Scope of service:	K-6 Schools, Districtwide		Scope of service:	K- 6 Schools, Districtwide	
<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)_____		
Explore technology based data platforms for posting and sharing uniform templates. (such as Haiku, My Big Campus etc.)		Part of administration salaries	Various technology platforms were reviewed and Haiku was chosen for the posting and sharing of units of study.		Part of administration salaries
Scope of service:	All Schools, Districtwide		Scope of service:	All Schools, Districtwide	
<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)_____		

LCAP Year: 2015-2016

Planned Actions/Services		Actual Actions/Services		
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
Purchase CCSS aligned materials		\$200,000 Base (Books and Supplies)	Instructional materials aligned to the State Content Standards were purchased in order to provide all students with access to core curriculum. \$200,000 Base (Books and Supplies)	
Scope of service:	All Schools, Districtwide		Scope of service: All Schools, Districtwide	
<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)_____	
Continue to partner with the high school district to provide enrichment and STEM programs		Part of administration salaries	A collaborative work group met every other month to provide articulation and consistency of instruction with the implementation STEM courses for our Intermediate school and our feeder high school programs. Part of administration salaries	
Scope of service:	All Schools		Scope of service: All Schools	
<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)_____	

LCAP Year: 2015-2016

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Provide each school with a technology allocation to update and expand equipment inventory	\$90,000 Base (Capital Outlay)	A technology allocation was provided to each school site for the purpose of refreshing and expanding equipment. Schools were required to purchase laptops for teacher use first (replacing devices that were 6 years or older) and then spend the balance on additional site needs.	\$90,000 Base (Capital Outlay)
Scope of service: All Schools		Scope of service: All Schools	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: __ Low Income pupils X English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		OR: __ Low Income pupils X English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
Provide each school with a per pupil allocation for the purchase of instructional supplies	\$245,000 Base (Books and Supplies)	Each school was provided an allocation for the purchase of base educational needs.	\$245,000 Base (Books and Supplies)
Scope of service: All Schools		Scope of service: All Schools	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: __ Low Income pupils X English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		OR: __ Low Income pupils X English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	

LCAP Year: 2015-2016

Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services		Estimated Actual Annual Expenditures
Fund technical support staff to assist with the expansion of technology equipment and infrastructure to implement CCSS and the Smarter Balanced online assessments		\$63,005 Base (Classified Personnel Salaries, Employee Benefits)	Technology staff were funded to support the base technology needs of the instructional program and operations of the District.		\$63,005 Base (Classified Personnel Salaries, Employee Benefits)
Scope of service:	All Schools		Scope of service:	All Schools	
<input checked="" type="checkbox"/> ALL 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)_____			<input checked="" type="checkbox"/> ALL 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)_____		
Increase the bandwidth throughout the District		\$15,000 Base (Services and Other Operating Expenditures)	The bandwidth was expanded to support the base technology needs of the instructional program and operations of the District.		\$15,000 Base (Services and Other Operating Expenditures)
Scope of service:	All Schools, Districtwide		Scope of service:	All Schools, Districtwide	
<input checked="" type="checkbox"/> ALL 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)_____			<input checked="" type="checkbox"/> ALL 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)_____		
Research security devices/systems for technology equipment.		Part of administration salaries	Security protocols were researched, determined, and purchased for student devices.		Part of administration salaries

LCAP Year: 2015-2016

Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services		Estimated Actual Annual Expenditures
Scope of service:	All Schools			Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL			
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)_____		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)_____			
Provide four non-student work days for professional development opportunities		\$327,000 Supplemental (Certificated Personnel Salaries, Employee Benefits)	Four districtwide professional development days were provided to enhance the effectiveness of the instructional program.		\$327,000 Supplemental (Certificated Personnel Salaries, Employee Benefits)
Scope of service:	All Schools, Districtwide		Scope of service:	All Schools, Districtwide	
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL		
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Research the potential for a world language course offering as an elective at Rancho-Starbuck Intermediate School		Part of administration salaries	Elective opportunities were researched and an analysis conducted. It was determined to provide additional technology opportunities for students rather than a World Language course for the following school year.		Part of administration salaries
Scope of service:	Rancho-Starbuck Intermediate School		Scope of service:	Rancho-Starbuck Intermediate School	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		

LCAP Year: 2015-2016

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
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)_____	
Establish a District Technology Leadership Team for the purposes of creating a long-range plan and districtwide vision for technology	\$1,000 Supplemental (Books and Supplies, Services and Other Operating Expenditures)	A District Technology Leadership was formed comprised of administrators, regular and special education teachers, and students. The group created a vision and serves as the decision-making body for the District's 1:1 device initiative.	\$1,000 Supplemental (Books and Supplies, Services and Other Operating Expenditures)
Scope of service: All Schools, Districtwide		Scope of service: All Schools, Districtwide	
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Provide for follow-up 7-8 grade math training regarding the new CCSS math adoption	\$2,000 Supplemental (Services and Other Operating Expenditures)	Professional development for all 7-8 math teachers was provided to support the second year of a new math textbook.	\$2,000 Supplemental (Services and Other Operating Expenditures)
Scope of service: Rancho-Starbuck Intermediate School, Schoolwide		Scope of service: Rancho-Starbuck Intermediate School, Schoolwide	
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	

LCAP Year: 2015-2016

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" 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?	<ul style="list-style-type: none"> TOSA salary-the original estimate of \$87,825 was underfunded based on the person hired. The salary has been adjusted to reflect the actual costs. Professional development costs reduced due to Educator Effectiveness Grant. There is a need to research the potential for a Bond initiative as a result of the facilities study. A new World Language course will not be afforded to students as part of the master schedule at the secondary level, instead, new offerings in the area of technology will be offered. There will be a need to offer a series of professional development trainings to support the implementation of the 1:1 device initiative.
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Original GOAL from prior year LCAP:	B. Pupil Outcomes: All students in the Lowell Joint School District will demonstrate continuous student achievement and progress toward being college and career ready.		Related State and/or Local Priorities: 1__ 2__ 3__ 4_X 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : <u>Academic Achievement and Fiscal Excellence</u>
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	2.1) Baseline data formative student achievement will be collected as measured by grade level benchmark assessments. 2.2) Student achievement will increase 3% over the 2015 baseline for all students as measured by the California Assessment of Student Performance and Progress (CAASPP) for English Language Arts and Math. 2.3) English learners will increase their academic achievement in English Language Arts 3% more than the white subgroup districtwide as measured by the District's benchmark assessment for ELA. 2.4) The percentage of English Learners attaining English proficiency who have been in the United States five years or longer will increase from 37.0% to 45% as measured by the California English Language Development Test (CELDT) 2.5) Increase English learner reclassification rates 5% as measured by the California English Language Development Test (CELDT) 2.6) The number of technology devices for student use will increase by 3% from the previous year as measured by the district's equipment inventory.	Actual Annual Measurable Outcomes:	2.1) District Benchmarks were developed for all grade levels and baseline data was collected and analyzed. 2.2) At the time of publication, CAASPP data was not available. 2.3) The company/vendor that was used to score these new online assessments did not take into consideration multiple types of answers. As such, students were scored incorrectly – even though they had correct answers. We are working with the vendor to amend these assessments for next year. 2.4) CELDT results and AMAO 2b indicate that English Learners attaining English proficiency who have been in the United States five years or longer was 51.4%. This goal was met and continued growth for 2016/17 will remain a goal. 2.5) The redesignation rate for ELs for 2014-15 was 13.4%. The State rate was 11% and the Los Angeles county rate equaled 13.9%. The District proved to be above the State and County redesignation rates with 21.4%. This goal was met and will continue to be a focus for the 2016/17 school year. 2.6) Equipment inventories indicate technology devices for student use increased 45% from the previous year.

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Single Plan for Student Achievement (SPSA) templates will be redesigned to align with the LCAP.	Part of administration salaries	The Single Plans for Student Achievement were redesigned to align with both the LCAP and the newly established Board of Trustee's Strategic Goals.	Part of administration salaries
Scope of service: All Schools		Scope of service: All Schools	
X ALL		X 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)_____	
SPSA goals will be shared at a regularly scheduled Board meeting.	Part of administration salaries	School goals outlined in each of the SPSAs were shared at the November 2016 Board of Trustees meeting.	Part of administration salaries
Scope of service: All Schools		Scope of service: All Schools	
X ALL		X 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)_____	

K-8 benchmark exams will be developed and implemented to serve as a metric for student performance.		\$16,000 Title II (Certificated Personnel Salaries, Services and Other Operating Expenditures)	Trimester benchmarks for both Math and ELA have been developed for Kindergarten through sixth grade. Quarterly benchmark assessments for all four content areas are being implemented with seventh and eighth grade students. The elementary benchmarks had glitches with scores. The company/vendor that was used to score these new online assessments did not take into consideration multiple types of answers. As such, students were scored incorrectly – even though they had correct answers. We are working with the vendor to fix these assessments for next year.	\$16,000 Title II (Certificated Personnel Salaries, Services and Other Operating Expenditures)
Scope of service:	All Schools, Districtwide		Scope of service:	All Schools, Districtwide
<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) _____	
Develop a districtwide Multi-Tiered System of Support (MTSS) for intervention and remediation.		\$4,800 Supplemental (Certificated Personnel Salaries, Services and Other Operating Expenditures)	A task force began the design of a Multi-Tiered System of Support (MTSS). The group collaborated to describe Tier I instruction and outlined what “good, first instruction” should consist of in the classroom. Additionally, Universal Screening Tools were piloted at all sites across the district. In addition, some schools began Tier II interventions. MTSS needs refinement and expansion and will continue to be a goal in the LCAP.	\$4,800 Supplemental (Certificated Personnel Salaries, Services and Other Operating Expenditures)

Scope of service: All Schools, Targeted Students Only ___ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups:(Specify)_		Scope of service: All Schools, Targeted Students Only ___ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups:(Specify)_	
School libraries will be open additional hours to provide homework and tutoring help.	\$66,160 Supplemental (Classified Personnel Salaries, Employee Benefits)	Supplemental funds provided for access to school library services above and beyond the base program.	\$66,160 Supplemental (Classified Personnel Salaries, Employee Benefits)
Scope of service: All Schools, Schoolwide ___ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient ___Other Subgroups:(Specify)_		Scope of service: All Schools, Schoolwide ___ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient ___Other Subgroups:(Specify)_	
Develop and implement new reclassification criteria for English learners (ELs).	Part of administration salaries	New criteria for EL reclassification in line with state recommendations was established, shared, and implemented during the 15/16 school year.	Part of administration salaries
Scope of service: All Schools ___ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient ___ Other Subgroups:(Specify)_		Scope of service: All Schools ___ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient ___ Other Subgroups:(Specify)_	

Support and monitor the reclassification of ELs.	Part of Bilingual Aides/Parent Liaison salaries	Bilingual Aides/Parent Liaisons were taught how to monitor and advise school staff on progress of Reclassified-Fluent English Proficient students (R-FEPs). Furthermore, new documentation and tracking forms were created to support the monitoring and communication process for this subgroup of students.	Part of Bilingual Aides/Parent Liaison salaries
Scope of service:	All Schools	Scope of service:	All Schools
<input type="checkbox"/> ALL		<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)_____		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)_____	
Reclassified students whose academics are faltering will be provided additional tutoring and/or intervention services.	\$4,000 Supplemental (Certificated Personnel Salaries)	R-FEPs that were at-risk academically were monitored closely and provided with intervention services as part of MTSS. Additional monies were not needed.	\$0 Supplemental (Certificated Personnel Salaries)
Scope of service:	All Schools	Scope of service:	All Schools
<input type="checkbox"/> ALL		<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)_____		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)_____	
Highly qualified teachers will teach ELD on a daily basis.	\$6,900,000 Base (Certificated Personnel Salaries, Employee Benefits)	All teachers within the Lowell Joint School District teaching core content are certified to teach ELD.	\$6,900,000 Base (Certificated Personnel Salaries, Employee Benefits)

Scope of service:	All Schools		Scope of service:	All Schools	
__ALL			__ALL		
OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Block scheduling will continue to be implemented to support ELs at the secondary level.		\$12,080 Supplemental (Certificated Personnel Salaries, Employee Benefits)	English Learners had an additional English Language Development class along with their two-period ELA class. Data results indicate that this structure and the instructional program was highly effective.		\$12,080 Supplemental (Certificated Personnel Salaries, Employee Benefits)
Scope of service:	Rancho-Starbuck Intermediate School, Targeted Students		Scope of service:	Rancho-Starbuck Intermediate School, Targeted Students	
__ALL			__ALL		
OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Fund staff to provide bilingual educational support to students and serve as parent liaisons including more written translations in Spanish (three bilingual aide positions).		\$107,430 Supplemental (Classified Personnel Salaries, Employee Benefits)	Three Bilingual Aide/Parent Liaisons provided direct services and support for students and parents of English learners.		\$117,575 Supplemental (Classified Personnel Salaries, Employee Benefits)
Scope of service:	All Schools, Targeted Students		Scope of service:	All Schools, Targeted Students	
__ALL			__ALL		

OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Hire staff to provide for extended day intervention classes to targeted students.		\$80,000 Supplemental (Certificated Personnel Salaries)	Instructional staff provided for intervention classes both before and after school to targeted students.		\$82,000 Supplemental (Certificated Personnel Salaries)
Scope of service:	All Schools, Targeted Students			All Schools, Targeted Students	
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL		
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups:(Specify)_____			OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups:(Specify)_____		
Provide stipends to one teacher at each school site to coordinate intervention services.		\$10,170 Supplemental (Certificated Personnel Salaries)	Each school site has an Intervention Coordinator that monitors data and assists with program implementation. Intervention Coordinators meet monthly with the Assistant Superintendent of Educational Services to collaborate and receive training.		\$10,170 Supplemental (Certificated Personnel Salaries)
Scope of service:	All Schools			All Schools	
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL		
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups:(Specify)_____			OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups:(Specify)_____		

Teachers will collaborate regularly to monitor student progress, dialogue about best practices, and design intervention programs.		See Conditions for Learning – Appropriated credentialed and Assigned Teachers	Two times per month, teachers are required to meet to collaborate with grade level or content area colleagues on student progress, best practices, and intervention programs.	See Conditions for Learning – Appropriately credentialed and Assigned Teachers
Scope of service:	All Schools		Scope of service:	All Schools
<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)_____	
Maintain two additional math intervention sections at the intermediate school for targeted students (one seventh grade section and one eighth grade section).		\$28,690 Supplemental (Certificated Personnel Salaries, Employee Benefits)	Two math sections are built into the master schedule at the Intermediate School for intervention within the instructional day. Teachers of the designated students in these courses also have the students in their regular math class.	\$28,690 Supplemental (Certificated Personnel Salaries, Employee Benefits)
Scope of service:	Rancho-Starbuck Intermediate School, Targeted Students		Scope of service:	Rancho-Starbuck Intermediate School, Targeted Students
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups:(Specify)_____			OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups:(Specify)_____	
Fund a technology program/system to assist teachers in monitoring student progress (<i>Illuminate</i>).		\$17,430 Supplemental (Books and Supplies)	<i>Illuminate</i> data program was purchased and is being used throughout the district. Data Coaches at each school site assist with the implementation.	\$17,430 Supplemental (Books and Supplies)

Scope of service:	All Schools, Districtwide		Scope of service:	All Schools, Districtwide	
___ALL			___ALL		
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Fund Data Coaches at each school site to support the implementation of the <i>Illuminate</i> database program and assist with data analysis (teacher stipends).	\$11,865 Supplemental (Certificated Personnel Salaries)		Data Coaches have been designated at each school site to support the implementation of the <i>Illuminate</i> database program and assist with data analysis.	\$11,865 Supplemental (Certificated Personnel Salaries)	
Scope of service:	All Schools, Districtwide		Scope of service:	All Schools, Districtwide	
___ALL			___ALL		
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Provide designated Long-Term ELs (LTELs) with a specific intervention program.	\$15,000 Supplemental (Certificated Personnel Salaries, Books and Supplies)		LTELs were all identified and placed in intervention programs at each school site. Because of the reduced number of LTELs and the implementation of MTSS there was no need to provide for an additional intervention for these students. Data indicates that LTELs made significant growth with programs that were afforded to them with 51.4% meeting AMAO 2b compared to 37% in the 2014-15 school year.	\$0 Supplemental (Certificated Personnel Salaries, Books and Supplies)	
Scope of service:	All Schools, Targeted Students		Scope of service:	All Schools, Targeted Students	

<input type="checkbox"/> ALL 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)_____			<input type="checkbox"/> ALL 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)_____		
Administration of Supplemental Programs.		\$78,145 Supplemental (Certificated Personnel Salaries, Employee Benefits)	The Assistant Superintendent of Curriculum and Instruction oversees and facilitates the implementation of most programs funded with Supplemental Grant Funds. As such a portion of her salary is funded through this source.		\$78,145 Supplemental (Certificated Personnel Salaries, Employee Benefits)
Scope of service:	All Schools, Districtwide		Scope of service:	All Schools, Districtwide	
<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups:(Specify)_			<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups:(Specify)_____		
Monitor the progress of Unduplicated Pupils (UDPs).		Part of administration salaries	The Assistant Superintendent of Curriculum and Instruction monitors the progress of all UDPs. She collaborates with site principals and the secondary counselor to support their academic needs.		Part of administration salaries
Scope of service:	All Schools, Targeted Students			All Schools, Targeted Students	
<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		

Fund a Data Systems Analyst position to ensure a clean database for UPs is in CalPads and provide aggregated and disaggregated data for the LCAP.		\$41,885 Base (Classified Personnel Salaries, Employee Benefits)	A Data Systems Analyst position is funded as part of the base program to ensure a clean database for UPs is in CalPads and provide aggregated and disaggregated data for the LCAP.	\$41,885 Base (Classified Personnel Salaries, Employee Benefits)
Scope of service:	All Schools, Districtwide		Scope of service:	All Schools, Districtwide
<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)_____	
Fund a Data Systems Analyst position to assist in the management of curriculum databases as well as student management systems.		\$42,000 Supplemental (Classified Personnel Salaries, Employee Benefits)	Additional data support is provided to enhance the base program and provide staff members with assistance with data-analysis.	\$42,000 Supplemental (Classified Personnel Salaries, Employee Benefits)
Scope of service:	All Schools, Districtwide		Scope of service:	All Schools, Districtwide
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify)_____	
Develop or identify an English learner formative assessment to measure language acquisition growth.		\$4,000 Title III (Certificated Personnel Salaries)	Develop or identify an English learner formative assessment to measure language acquisition growth.	\$4,000 Title III (Certificated Personnel Salaries)
Scope of service:	All Schools, Targeted Students		Scope of service:	All Schools, Targeted Students
<input type="checkbox"/> ALL			<input 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)_____

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

- Because of the implementation of MTSS programs and other intervention services, there was no need to provide for additional intervention for R-FEPs that were faltering academically. Those that needed additional instruction were able to access and be supported through programs/services already established at each site. This is also true for the planned action of an additional intervention for LTELs. LTELs made significant progress with MTSS programs and as such this LCAP action will be eliminated for next year.
- With the success of the additional ELD course at the Intermediate School, there is no longer a need to provide for support services at this school. School site needs will be evaluated and schedules adjusted to accommodate this change.
- Due to the implementation of MTSS programs at school sites during the instructional day, funds for extended day interventions can be reduced or eliminated.

Original GOAL from prior year LCAP:	C. School Climate and Engagement: Stakeholders, including parents and students, will be engaged in supporting student learning in a positive and safe school climate.	Related State and/or Local Priorities: 1__ 2__ 3_X 4__ 5_X 6_X 7__ 8__ COE only: 9__ 10__ Local : <u>Safe and Respectful Environment,</u> <u>Family and Community Partnerships</u>
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All	

<p>Expected Annual Measurable Outcomes:</p>	<p>3.1) 85% or more of the family respondents will “Agree” or “Strongly Agree” with the statement, <i>“I feel welcome at my student’s school”</i> as measured by the annual parent survey.</p> <p>3.2) 85% or more of the family respondents will “Agree” or “Strongly Agree” with the statement, <i>“I receive information about my student’s academic performance through report cards, progress reports, email, parent-notification letters, and/or parent conferences/phone calls”</i> as measured by the annual parent survey.</p> <p>3.3) Maintain the average attendance rate districtwide at 96.5% or higher as measured by P2 attendance data.</p> <p>3.4) Decrease the districtwide chronic absenteeism rate by 0.5% from the previous year as measured by attendance data.</p> <p>3.5) Suspensions and expulsion rates will remain below the State and county rates as measured by the California Department of Education’s database.</p> <p>3.6) 85% or more of the parent respondents will “Agree” or “Strongly Agree” with the statement, <i>“My student is safe at school”</i> as measured by the annual parent survey.</p> <p>3.7) The Middle School Dropout Rate will remain at 2% or fewer as measured by the California Department of Education database.</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>3.1) Annual survey data results indicated 92% of the family respondents “Agree” or “Strongly Agree” with the statement, <i>“I feel welcome at my student’s school”</i> as measured by the annual parent survey.</p> <p>3.2) Annual survey results indicated 98% of the family respondents “Agree” or “Strongly Agree” with the statement, <i>“I receive information about my student’s academic performance through report cards, progress reports, email, parent-notification letters, and/or parent conferences/phone calls”</i> as measured by the annual parent survey.</p> <p>3.3) The average districtwide attendance rate at P2 was 96.74%</p> <p>3.4) The districtwide chronic absenteeism rate was 3.36%. This is the same as the previous year, so we will continue to work on this.</p> <p>3.5) The California Department of Education’s database indicates that Lowell Joint School District continues to be below the State and county rates for both suspensions and expulsions</p> <p>3.6) Annual survey results indicated 96% of the parent respondents “Agree” or “Strongly Agree” with the statement, <i>“My student is safe at school”</i> as measured by the annual parent survey.</p> <p>3.7) Data results show the Middle School Dropout Rate to be 0% as measured by the California Department of Education.</p>
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures
Provide annual training for School Site Council (SSC) members on their roles and responsibilities.		Part of administration salaries	Part of administration salaries
Scope of service:	All School Sites		All School Sites
X ALL			X 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)_____
Each Title I school will hold a Title I meeting to inform parents of opportunities for advisory groups and volunteerism.		Part of administration salaries	Part of administration salaries
Scope of service:	EI Portal, Jordan, and Olita Schools		EI Portal, Jordan, Olita, and Meadow Green Schools
__ ALL			__ 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 <input type="checkbox"/> Other Subgroups:(Specify)_____			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 <input type="checkbox"/> Other Subgroups:(Specify)_____
Each school will continue to form a Parent Teacher Association (PTA).		Part of administration salaries	Part of administration salaries
Scope of service:	All School Sites		Scope of service: All School Sites

<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)_____		
The District will support the efforts of the La Habra PTA Council and each school will send a representative to the council meetings.		Part of administration salaries	The Superintendent of Schools has attended 90% of monthly council meetings and provided participants with an update on District programs and opportunities.		Part of administration salaries
Scope of service:	All School Sites			All School Sites	
<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)_____		
A District English Language Advisory Council (DELAC) will be formed annually.		Part of administration salaries	Although not a requirement, as Lowell Joint does not meet the threshold to have a DELAC, two DELAC meetings were held and input sought for the LCAP.		Part of administration salaries
Scope of service:	All School Sites		Scope of service:	All School Sites	
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		

Schools will continue to implement an English Language Advisory Council (ELAC) or transfer the responsibilities to the School Site Council.		Part of administration salaries	Five of the six schools in the District have transferred ELAC responsibilities to their respective School Site Councils. One school, Meadow Green Elementary holds regular ELAC meetings.	Part of administration salaries
Scope of service:	All School Sites		All School Sites	
__ALL			__ALL	
OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Special Education parents will have the opportunity to participate in the Special Education Advisory Council for our SELPA.		Part of administration salaries	Notifications went out to all parents of Special Education students regarding the Advisory Council meeting dates, locations, and times. In addition, Lowell Joint hosted one of these multi-district meetings this year.	Part of administration salaries
Scope of service:	All School Sites		All School Sites	
__ALL			__ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Students with Disabilities</u>			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Students with Disabilities</u>	
Each school will provide unique opportunities for parents.		Part of school site budgets	Each school has a plethora of activities to encourage and invite families to be a part of the educational process.	Part of school site budgets
Scope of service:	All School Sites		Scope of service:	All School Sites
<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)_____		
The District will coordinate education trainings and/or institutes for parents of Unduplicated Pupils (UPs).		\$12,000 Supplemental (Services and Other Operating Expenditures, Certificated Personnel Salaries, Books and Supplies)	Due to the inability to secure the Parent Institute for Quality Education, District staff provided parent education opportunities.		\$0 Supplemental (Services and Other Operating Expenditures, Certificated Personnel Salaries, Books and Supplies)
Scope of service:	All School Sites		Scope of service:	All School Sites	
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL		
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups:(Specify)_____			OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups:(Specify)_____		
Fund tools to support parent outreach: Blackboard Connect phone outreach system, Edline and the District's website.		\$15,500 Base (Services and Other Operating Expenditures)	Communication to parents is enhanced with the addition of technology tools such as School Messenger (an automated phone and email system) Edline, and the District's website.		\$15,500 Base (Services and Other Operating Expenditures)
Scope of service:	All School Sites, Districtwide		Scope of service:	All School Sites, Districtwide	
<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)_____		

An annual parent survey will be administered to provide parents with an opportunity for feedback and ideas for enhancing educational programs.		Part of administration salaries	A parent survey that is aligned to the LCAP and seeks feedback for the purpose of local community control and input was administered during the month of March.	Part of administration salaries
Scope of service:	All School Sites		Scope of service:	All School Sites
X ALL			X 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)_____	
Student absences will be monitored regularly and attendance letters sent out for students with signs of chronic absenteeism.		Part of administration salaries	Student attendance results were distributed to principals monthly along with a chronic absenteeism list. Staff attended trainings on reducing chronic absenteeism as well.	Part of administration salaries
Scope of service:	All School Sites		Scope of service:	All School Sites
X ALL			X 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)_____	
The district will implement an attendance incentive program.		\$2,000 Base (Books and Supplies)	An incentive program for best attendance and most improved was instituted at both P1 and P2.	\$2,000 Base (Books and Supplies)
Scope of service:	All School Sites		Scope of service:	All School Sites
X ALL			X 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)_____		
Continue to provide counseling services at the Intermediate school.		\$85,453 Supplemental (Certificated Personnel Salaries, Employee Benefits)	Counseling services were provided to enhance the base program.		\$85,453 Supplemental (Certificated Personnel Salaries, Employee Benefits)
Scope of service:	Rancho-Starbuck Intermediate School, Schoolwide			Rancho-Starbuck Intermediate School, Schoolwide	
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL		
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Provide psychological support services to students as appropriate.		\$356,715 Base (Certificated Personnel Salaries, Employee Benefits)	Psychologists are assigned to support the base program at each school site.		\$356,715 Base (Certificated Personnel Salaries, Employee Benefits)
Scope of service:	All School Sites			All School Sites	
<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)_____		
Each school will provide activities and programs to promote student engagement.		Part of school site budgets	Each school has designed and implemented multiple student engagement activities.		Part of school site budgets

Scope of service:	All School Sites		All School Sites	
<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)_____	
District personnel will work in collaboration with the Lowell Joint Education Foundation.		Part of administration salaries	The Superintendent of Schools serves as an advisory member to the Lowell Joint Education Foundation. Four District employees and two Board members serve on the Foundation's Board and attend monthly meetings.	Part of administration salaries
Scope of service:	All School Sites		All School Sites	
<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)_____	
Provide for a School Resource Officer (SRO) for school safety.		\$36,000 Supplemental (Services and Other Operating Expenditures)	An SRO provides for consultation, support and safety to students and school personnel.	\$36,000 Supplemental (Services and Other Operating Expenditures)
Scope of service:	Rancho-Starbuck Intermediate School, Schoolwide		Rancho-Starbuck Intermediate School, Schoolwide	
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL	

OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify)_____		
Collaborate with key staff at the county child welfare agency, mental health agency, and other entities providing care and services to foster youth (partial funding for the District nurse).		\$7,332 Supplemental (Certificated Personnel Salaries, Employee Benefits)	The District nurse serves as a liaison to county and state entities in order to support UDPs.		\$7,332 Supplemental (Certificated Personnel Salaries, Employee Benefits)
Scope of service:	All School Sites, Targeted Students			All School Sites, Targeted Students	
___ALL			___ALL		
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify)_____		
Fund staff to provide bilingual educational support to students and serve as parent liaisons including more written translations in Spanish (three bilingual aide positions).		See Pupil Outcomes Section	Three Bilingual Aides/Parent Liaisons support and enhance the educational program for students and parents of English learners.		See Pupil Outcomes Section
Scope of service:	See Pupil Outcomes Section			See Pupil Outcomes Section	
___ALL			___ALL		
OR: ___ Low Income pupils <input checked="" type="checkbox"/> English Learners ___ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____			OR: ___ Low Income pupils <input checked="" type="checkbox"/> English Learners ___ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____		

Create a plan for a districtwide School Attendance Review Team (SART).		\$2,000 Supplemental (Certificated Personnel Salaries, Services and Other Operating Expenditures, Books and Supplies)	District staff was trained in SART and developed referral and follow-up forms. In addition a districtwide SART process was developed this year.	\$2,000 Supplemental (Certificated Personnel Salaries, Services and Other Operating Expenditures, Books and Supplies)
Scope of service:	All School Sites, Districtwide			All School Sites, Districtwide
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify)_____	
Explore communication options for disaster preparedness (Walkie-Talkies).		Part of administration salaries	Communication options for disaster preparedness were explored with the purchase of new Walkie-Talkies identified in the 2016-17 LCAP expenditures.	Part of administration salaries
Scope of service:	All School Sites			All School Sites
<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)_____	
Contract with an outside agency to provide Early Mental Health Related Services (EMHRS).		\$20,000 Supplemental (Services and Other Operating Expenditures)	A vendor was contracted to provide EMHRS as needed to support students.	\$9,000 Supplemental (Services and Other Operating Expenditures)

Scope of service:	All School Sites, Targeted Students		All School Sites, Targeted Students	
___ ALL			___ ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) _____			OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> 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>	<ul style="list-style-type: none"> • Lowell Joint School District volunteered as a host site for one of the Special Education Advisory Council meetings to facilitate and support parents' abilities to serve in an advisory capacity. This was a first, and the parent feedback was overwhelmingly positive. As a result, this action has been added to the 2016-17 LCAP. • Because of the demands and inflexibility of the Parent Institute for Quality Education (PIQE), Lowell Joint was not able to implement this program for parents. Instead staff designed and delivered several parent nights based on feedback from our annual parent survey. Due to the positive feedback from parents, staff will continue to provide this forum of parent education while exploring other options for a more formal program. • Walkie-Talkies will be purchased in the 2016-17 schoolyear.
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Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

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

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

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site 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:	Supplemental: \$1.6 Million	Base: \$21,704,924
<p>Supplemental LCFF funds (proportionality) are allocated both districtwide and schoolwide to support low income, foster youth, and English learner populations. Research shows that the following practices are the most effective means for improving student achievement and closing the achievement gap. John Hattie’s ground breaking study, <i>Visible Learning</i> outlines the influences that are related to learning outcomes. Hattie’s 15 years of research and synthesis of over 800 meta-analyses serves a model for teaching and learning. The high-yield practices (those with the large effect sizes) are the strategies Lowell Joint School District is proposing in the LCAP. These strategies are supported by the National Education Association (NEA). This association has identified similar actions as researched-based best practices as <i>Strategies for Closing the Achievement Gap</i>. Furthermore, in 2010, <i>Proven Interventions to Increase Student Achievement of Poor and Minority Students</i> was published by the Center for School Improvement and Policy Studies. This synthesis of research from Boise State University of what works in high-performing high poverty schools identified research-based strategies. The following table outlines how Lowell Joint School District is aligning the actions of the LCAP to these research-based strategies. While these actions are principally directed towards improved achievement</p>		

with the Unduplicated Pupil population, these strategies and processes are effective for all students:

Visible Learning John Hattie 2009	Proven Interventions to Increase Student Achievement of Poor and Minority Students Center for School Improvement 2010	Strategies for Closing the Achievement Gap National Education Association 2015	Lowell Joint School District LCAP Actions
Professional Development Effect Size = 0.62	Develop a knowledgeable staff	Classrooms that support learning	<ul style="list-style-type: none"> • CCSS Professional Development • Professional development for new textbook adoptions
Problem Based Learning Effect Size = 0.65 Goals Effect Size = 0.56 Expectations Effect Size = 0.43	Provide a rigorous curriculum Create high Expectations	High expectations	<ul style="list-style-type: none"> • CCSS Units of Study
Formative Evaluation Effect Size = 0.90 Feedback Effect Size = 0.73	Employ processes for improvement	Continuous data-driven professional development	<ul style="list-style-type: none"> • Develop a Multi-Tiered System of Support • Professional Learning Communities • Create formative benchmark assessments

			<ul style="list-style-type: none"> • Data-driven decision making • Data Coaches • Data management systems
Comprehensive Interventions Effect Size =0.77	Provide targeted interventions	Comprehensive support for students	<ul style="list-style-type: none"> • Develop a Multi-Tiered System of Support • Math intervention sections at the Intermediate school • Interventions for Long-Term ELs • Intervention Programs
Parent Involvement in Learning Effect Size = 0.51	Engage families, parents, and the community	Outreach to student’s families	<ul style="list-style-type: none"> • Parent education classes • Parent mentoring program • Bilingual aides
Teacher Leaders Effect Size = 0.36	Support the staff members and foster leadership	Teacher leaders Adequate resources	<ul style="list-style-type: none"> • Teacher on Special Assignment • Intervention Coordinators • Technology Support Staff • District Technology Team
Direct Instruction Effect Size = 0.59 Quality of Teaching Effect Size = 0.44	Ensure effective first instruction	Target literacy and math instruction	<ul style="list-style-type: none"> • CCSS Training • Wi-Fi expansion • Additional technology equipment and software programs
Study Skills Effect Size = 0.59	Extend learning	Extended Learning	<ul style="list-style-type: none"> • Study skill and homework help in school libraries

Second/Third Chance Programs Effect Size = 0.50		Opportunities	<ul style="list-style-type: none"> • After-school and before school interventions
Decreasing Disruptive Behaviors Effect Size = 0.53 Climate of classroom Effect Size = 0.52 Staff and Student Relationships Effect Size = 0.72	Ensure a personal connection Support teachers	Classrooms that support learning	<ul style="list-style-type: none"> • Night custodians for cleanliness • School Resource Officer • School Counselor
Reducing Anxiety Effect Size = 0.48	Support teachers	Comprehensive support for students	<ul style="list-style-type: none"> • Coordination of medical, social service and community agencies • Early Mental Health Related Services

- 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.

7.3	%
<p>The following chart is a quantitative description of the increased and/or improved services for unduplicated pupils. All of the positions listed with 100% are complimentary to the Base program. Any action/service less than 100% is an expansion or improvement of existing services. See LCAP Action Items for additional descriptions of services.</p>	
<p>Additional Custodians-allows for a safe and positive school environment when increasing the demands on existing custodial staff due to before and after school interventions, parent engagement activities, extended professional development, collaboration meetings, and other events funded by supplemental monies.</p>	50%
<p>TOSA- assists staff with the integration of technology with the content standards to provide access to specialized support programs and resources for differentiating</p>	100%

instruction for UDPs. The TOSA also provides support for Illuminate and training teachers on reports for data analysis.		
CCSS Professional Development including specific strategies for working with ELs in both Integrated and Designated ELD.	100%	
District Technology Team- The District Technology Leadership Team will continue to meet regularly to provide guidance and support and to ensure all students have appropriate access to technology with a primary focus on access for UDPs.	100%	
7/8 Follow-up Math Training	100%	
Multi-Tiered Syst. of Support-adding specific interventions within the school day for language development and skills based on data analysis for UDPs	100%	
Study Skills	60%	
Reclassified Student Tutoring-ELs	100%	
Bilingual Aides	26%	
Interventions	100%	
Intervention Coordinators	100%	
Two Math Intervention Sections	9%	
Illuminate Data System - Continue to fund a technology program/system to assist teachers in monitoring student progress and analyze data to close achievement gaps for UDPs	100%	

Data Coaches- Continue to fund data coaches at each school site to support the implementation of the <i>Illuminate</i> database program and assist with data analysis for UDPs (teacher stipends)	100%
LTEs Intervention	100%
Data Analyst	50%
Parent Education	100%
Counselor	10%
School Resource Officer	100%
SART	100%
EMHRS	100%
2 ELD Sections at Rancho	100%

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).