

Introduction:

LEA: Pierce Joint Unified School District **Contact (Name, Title, Email, Phone Number):** Carol Geyer, Superintendent, cgeyer@pierce.k12.ca.us, (530) 476-2892 **LCAP Year:** 2016-17

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
11/10/15 Arbuckle Elementary School English Language Advisory Committee meeting	Parents suggested more money put towards summer school so more students could attend. They also wanted afterschool intervention for fifth grade math.
1/20/16 District English Language Advisory Committee meeting	Parents would like to see: bilingual teachers hired when qualified; extra supervision on bus routes; longer lunch period at the high school; intervention time after school to continue; communication access with teachers on a regular basis
1/28/16 District Advisory Committee (DAC) meeting	Input ideas: Offering Spanish I at the 8th grade level, finding additional ways to

2/3/16 California School Employees Association (CSEA) meeting

increase parent use of the abi parent portal including outreach to 6th grade parents at Open House, implement planned curriculum in the high school advisement period including goal setting with students, outreach to students on helping with the process of college applications, being sure students have access to abi with their own accounts, and working on consistency of grade entry into the Aeries system.

Input: continue intervention bussing afterschool for students in Grimes and Dunnigan, continue offering Sacramento State Academies, find programs or academies for middle school students to attend for college and career readiness.

2/9/16 Arbuckle Elementary School Site Council

Input: Transitioning Grand Island Elementary into a Spanish Immersion school, adding additional STEM instruction in school, collaboration time for teacher to plan STEM lessons, add Monday Clubs for younger grades, implement some type of GATE program.

2/10/16 Pierce High School leadership class

Input: Continue Sacramento State Academies, figure out a way for students to have buy-in for NWEA testing so they take it seriously, offer levelized classes, increase student-teacher interaction specifically when students need additional help, be sure students have understanding before moving through the curriculum - understanding what is taught is more important than just covering the material, leave time for student questions at the end of lessons, use Khan Academy as a resource, not relying on it for the actual teaching, standardize math vocabulary use versus slang math terminology, establish senior projects, and require students to be on a committee during their high school career. Students are excited about the addition of a music teacher at the high school level.

2/10/16 Arbuckle Elementary teachers meeting

Input: Continue to find ways to do collaboration time during the school day, partner with high school to allow students to do presentations regarding the colleges they are planning on attending, consider naming classrooms after universities, continue with staff development offerings after school with the possibility of the start time being 3:45 vs. 3:30.

2/10/16 Arbuckle Elementary staff

Input: Hire a computer teacher for elementary school to teach computer standards, funding for teachers to attend STEM training, money for incentives to motivate students on computer based instructional platforms such as Lexia. Hire a STEM teacher to rotate through the grade levels like a PE teacher does.

2/19/2016 What's Good article published regarding input being sought for new plan

Stakeholders invited to give input on LCAP for 16/17 school year

<p>2/23/16 Arbuckle Elementary English Language Advisory Committee</p> <p>2/26/16 Title I Meeting</p> <p>2/29/16 District Health/Safety Committee Meeting</p> <p>3/7/16 Governance/Leadership Team Meeting</p> <p>2/10/16 Pierce High School Site Council</p> <p>4/28/16 Met with CTA president and reviewed LCAP draft for 16-17</p> <p>5/25/16 DELAC Meeting</p> <p>5/25/16 DAC Meeting</p> <p>5/31/16 School District Staff</p> <p>6/23/16 Public Hearing of LCAP at Regular Board Meeting</p> <p>6/27/16 Approval of LCAP at Regular Board Meeting</p>	<p>Parents suggested transportation for the After School Program, staff development for After School Program staff on math, training for parents on math concepts, incorporating music into the after school clubs.</p> <p>Parent input: Continue after school math interventions taught by teachers, ensure homework completion in ASES, continue Welcome Wagon at elementary school and be sure new students at the beginning of the school year are partnered with continuing student, use email addresses in Aeries to communicate with families.</p> <p>Invited members to give input on the LCAP in regards to goal 2. None was given at the time but members were told they could email the superintendent if any ideas came to mind. One member of the committee emailed asking about the consideration of caller identification on school phone calls that come into the office.</p> <p>Reviewing stakeholder engagement input. Reviewed goals and discussed whether or not to revise them. Went through current actions and services to determine whether or not to continue with current actions and services. Prioritized input and added new actions and services into the draft.</p> <p>Distributed progress report on actions and services in the current LCAP.</p> <p>Distributed draft of actions/services in LCAP and discussed each and answers any questions that were asked.</p> <p>Presented the draft LCAP to the group. With the group, went through the three goals and the actions and services of each. The committee could see suggestions that they had made in the document and were appreciative.</p> <p>Presented the LCAP draft document to the committee. Reviewed the available data sets, each of the three goals and the actions and services under each. Parents did not have questions or concerns.</p> <p>Emailed a copy of the district goals along with the list of actions/services for each goal including the budget amount dedicated and the resource(s) of those funds.</p>
<p>Annual Update: August 2015 Summary article in district's "What's Good" newsletter. It was sent to staff, parents and community.</p>	<p>Annual Update: Open communication with stakeholders.</p>

11/10/15 Worked with administrative staff to summarize progress on each of the activities in the LCAP to date.

11/19/15 Presented LCAP progress status report on each of the actions and services to the school board along with newly added data points

11/20/15 LCAP progress status report was emailed to the entire district staff.

1/21/16 Report given to school board with new data points that were recently received. This report also contained previous years' data for comparison.

1/12/16 JJH School Site Council received status report on actions and services within current year's LCAP

1/13/16 JJH Staff received status report on actions and services for current year's LCAP

1/29/16 District Advisory Committee meeting

2/3/16 California School Employee Association meeting

2/10/16 Meet with student leadership class at Pierce High School

2/18/16 Report given to board with latest update on progress of actions/services

2/23/16 Arbuckle Elementary English Language Advisory Committee (ELAC)

2/25/16 Title I meeting

3/7/16 Governance & Leadership Team Meeting

5/25/16 DELAC Meeting

5/26/16 DAC Meeting

6/23/16 Public Hearing of Annual Update at Regular Board Meeting

Principals reported progress to superintendent. Superintendent recorded that progress on a document to be given to the school board.

School board appreciated the easy and understandable format of the progress status and the data table.

Transparency with staff regarding plan.

School board found this report easy to read and understand.

Principal handed out and discussed report with group.

They had no questions or comments.

Reported progress on actions/services for each of the three LCAP goals. Distributed most current data for the metrics for the LCAP goals. Committee asked questions as each was discussed.

Superintendent reviewed the goals of the current LCAP and talked about some of the actions and services that are currently happening in the plan, examples included those that directly effect classified employees.

Reviewed the actions/services that are currently taking place at the high school level.

Copy of progress distributed.

Reviewed the current actions and services being implemented in the LCAP.

Reviewed current implementation status of actions and services in LCAP. Discussed the metrics that the district had set including the newly added data for this school year.

Reviewed current actions and services and made determinations on what to continue and what to change.

Reviewed current actions and services and progress toward completion.

Reviewed Annual Update portion of the LCAP going through each of the available data points and progress toward completion of the actions and services. Discussed the summary that included additions and/or deletions within the listed actions and services or other elements that changed in the template such as student group or site changes.

6/27/16 Approval of Annual Update at Regular Board Meeting

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

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

<p>GOAL 1:</p>	<p>Pierce Joint Unified School District students will graduate high school college and career ready.</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify</p>
<p>Identified Need :</p>	<p>ELA CST 12/13: Arbuckle Elementary School (AES): Proficient or above: 51.2% of all students, 44% Hispanic , 68.3% white, 42.9% low income, 39.9% English Learners (EL), 50% Students With Disabilities (SWD) Grand Island Elementary School (GI): Proficient or above: 32% all, 27.5% Hispanic, 27.7% low income, 25.6% EL Johnson Junior High School (JJH): Proficient or above: 45.9% all, 39.9% Hispanic, 70.8% white, 38.5% low income, 30.6% EL, 27.3% SWD Pierce High School (PHS): Proficient or above: 46.9% all, 43.6% Hispanic, 58.3% white, 39.7% low income, 22.2% EL, 25% SWD Math CST 12/13: AES: Proficient or above: 65.8% all, 60% Hispanic, 81.7% white, 58.6% low income, 58.2% EL, 47.1% SWD GI: Proficient or above: 32% all, 30% Hispanic, 29.8% low income, 30.8% EL JJH: Proficient or above: 44.2% all, 38% Hispanic, 65.8% white, 38.8% low income, 33.1% EL, 34.4% SWD PHS: Proficient or above: 60.5% all, 54.5% Hispanic, 75% white, 55.2% low income, 44.4% EL, 58.3% SWD Early Advanced Placement (EAP) 13/14: No students taking EAP passed English Language Arts (ELA) portion of test, 2 students met conditional status on math portion Advanced Placement (AP) exam: 2 students passed calculus exam in 12/13, 0 students passed in 13/14 2 students passed English exam in 12/13, 3 students passed in 13/14 15 students passed Spanish exam in 12/13, 14 students passed in 13/14 Annual Measurable Achievement Objectives (AMAO) #2 < 5 years 14/15: Did not meet target Twenty-three freshmen students were not ready for High School Math I in the 2014/15 school year Ten freshmen did not pass High School Math IA (2014/15) Thirty-three out of 80 freshmen did not pass High School Math I (2014/15) Need to determine why Calculus students are not passing AP exam</p>	
<p>Goal Applies to:</p>	<p>Schools: LEA-wide Applicable Pupil Subgroups:</p>	<p>All which includes English learners, students with exceptional needs, Migrant students, Unduplicated Pupils</p>

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> (a) 92 students enrolled in 3 AP classes, increase to 160 students with 8 AP classes (b) 98-100% AP exam participation rate (15-16), maintain (c) 48.6% AP exam passage rate, increase by 10% (14-15 data) (d) 28.7% UC/CSU a-g enrollment rate of seniors, increase to 33% (14-15 data) (e) 38% CAASPP ELA proficiency, increase to 44%; 33% CAASPP math proficiency (14-15 data), increase to 38% (f) AMAO #1 maintain meeting target of 60.5% - no new data release expected (g) AMAO #2 <5 years, maintain meeting target of 24.2% - no new data release expected (h) AMAO #2 >5 years, maintain meeting target of 50.9% - no new data release expected (i) 15% EAP college ready criteria met in ELA (14-15 data), increase to 20% (j) 10% EAP college ready criteria met in math (14-15 data), increase to 15% (k) 98.8% High school graduation rate (14-15 data), maintain at 95% (l) 1.2% high school drop-out rate (14-15 data), maintain (m) 34.2% AES/13.7% GI (grades K-5) students at or above norm grade level mean RIT on NWEA reading (15-16), increase 5% (n) 44.9% JJH students at or above norm grade level mean RIT on NWEA reading (15-16), increase 5% (o) 47.6% PHS students(grades 9-11) at or above grade level mean RIT on NWEA reading (15-16), increase 5% (p) 0% middle school dropout rate (14-15 data), maintain (q) 100% of teachers are properly credentialed and assigned, maintain (r) 100% of students have standards-aligned instructional materials, maintain (s) 100% of K-12 teachers will have at least 3 days of professional development in ELA, math or subject area specific content of CCSS, ELD training, and Next Generation Science Standards and/or STEM (t) 10.2% Reclassification Rate (14-15 data), increase to 20% (u) 47.7% of 5th graders met 6/6 fitness standards on the PFT, increase to 50% (v) 21.8% of 7th graders met 6/6 fitness standards on the PFT, increase to 25% (w) 32.5% of 9th graders met 6/6 fitness standards on the PFT, increase to 35% (x) 33% of 5th graders Pro/Adv. on CST science test (14-15 data), increase by 5% (y) 43% of 8th graders Pro/Adv. on CST science test (14-15 data), increase by 5% (z) 30% of 10th graders Pro/Adv. on CST science test (14-15 data), increase by 5% (aa) 85% CTE pathway completer (14-15), increase by 3% (bb) 100% of students have access to and are enrolled in all required areas of study, maintain (cc) 25% CTE course enrollment rate (14-15) (dd) API data no longer available
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1A. Continual administrative & staff training and feedback on effective instructional strategies for quality first instruction in the classroom and EL engagement strategies	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:	Supplemental and Concentration \$15,000 Title II \$15,000

		(Specify)	
1B. Purchase Common Core aligned ELA adoption ELD materials, STEM materials, computer technology curriculum and supplementary materials	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Supplemental and Concentration \$35,000 Discretionary Funds \$327,306
1C. Grade level & team collaboration time for instructional conversations around the Common Core State Standards, which could include aligning units and assessments.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Supplemental and Concentration \$165,590 Title I \$10,000 Title II \$15,000
1D. Common Core, STEM, NGSS, ELD, technology and formative assessment professional development trainings on and offsite	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Supplemental and Concentration \$89,000 Title I \$5,000 Title II \$5,000
1E. Continue vertical articulation time between and amongst schools including release time for peer observations	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Supplemental and Concentration \$6,500

<p>1F. Provide training to staff on using the digital library as a resource including the utilization of Interim Block Assessments (IBA) for instructional feedback</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Supplemental and Concentration \$43,217</p>
<p>1G. Continue utilizing Illuminate as student assessment data information system, grading system and report cards for grades TK-5. Create assessments in Illuminate linked to standards for grades TK-12. Utilize training provided by Illuminate or teachers on site.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Supplemental and Concentration \$18,000</p>
<p>1H. Continue with additional para-educator time</p>	<p>GI</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Supplemental and Concentration \$13,530</p>
<p>1I. Maintain .5 ELD teacher at GI & maintain additional .5 ELD teacher at AES. Provide ELD teacher specific to JJH for designated ELD time.</p>	<p>GI AES JJH</p>	<p><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)</p>	<p>Supplemental and Concentration \$197,622</p>
<p>1J. Maintain agriculture/fabrication wood program as a CTE course</p>	<p>PHS</p>	<p><input type="checkbox"/> All OR:</p>	<p>Supplemental and Concentration \$96,487</p>

		<input checked="" 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)	
1K. Maintain K-3 CSR & 5th grade instructors	AES	<input type="checkbox"/> All OR: <input checked="" 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 and Concentration \$212,235
1L. Maintain and remain current with 1:1 technology devices for student access to technology. Also, maintain teacher's classroom technology tools such as iPads, document cameras, Apple TVs	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Supplemental and Concentration \$250,000
1M. Continue having technology employee provide staff training on incorporating technology into the curriculum and to repair and maintain equipment so that it is always ready for classroom use	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Base \$31,822 <hr/> Supplemental and Concentration \$31,822
1N. Continue transportation for late bus route to extend school day for Rtl. Continue to provide late bus route to Grimes to accommodate students at JJH and PHS. Continue transporting GI ASES students home after the program.	LEA-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Supplemental and Concentration \$30,389 <hr/> After School Education and Safety (ASES) \$10,936

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
1O. Maintain three additional staff development days for teacher training	LEA-wide	<input type="checkbox"/> All OR: <input checked="" 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 and Concentration \$88,183
1P. Teacher salary and health benefits increased in 14/15 to retain experienced and qualified staff. Pay for beginning teacher training for those teachers clearing their credential through the Tri-County Induction Program.	LEA-wide	<input type="checkbox"/> All OR: <input checked="" 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 and Concentration \$394,322
1Q. Sacramento State Summer Academies for high school students, including registration fees, transportation for students	PHS	<input type="checkbox"/> All OR: <input checked="" 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 and Concentration \$25,000
1R. Hire a TK-12 Instructional Coach	LEA-wide	<input type="checkbox"/> All OR: <input checked="" 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 and Concentration \$89,663

		(Specify)	
1S. Continue having tutors after school at the high school to assist with math.	PHS	<input type="checkbox"/> All OR: <input checked="" 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 and Concentration \$3,213
1T. Continue increasing library book collections at the elementary and middle schools. Add access to online research resources at the high school such as EBSCOhost and California Streaming.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Instructional Material-Lottery \$6,500
1U. Partner with Woodland Community College for dual enrollment for students at our high school to receive both high school and college credit for qualifying courses. Purchase textbooks for the qualifying courses.	PHS	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Instructional Materials-Lottery \$3,000
1V. Continue to use Edviate as an online resource tool for staff development and instructional feedback.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Supplemental and Concentration \$13,596

<p>1W. Continue to hire regular day teachers to provide tutoring and instruction after school.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Supplemental and Concentration \$35,863 Title I \$15,500 After School Education and Safety (ASES) \$17,461</p>
<p>1X. Advanced Placement exam dues paid for students taking AP courses</p>	<p>PHS</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Supplemental and Concentration \$7,000</p>
<p>1Y. Provide summer school instruction four hours per day for 15 days grades K-12</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Supplemental and Concentration \$31,681 Migrant Ed \$38,382</p>
<p>1Z. Continue ST Math subscriptions for grades TK, K-6, and intervention licenses for grades 7 & 8. Continue using Edmentum at the high school level for intervention and credit recovery. Purchase Compass Learning online resource for student use in grades TK-5.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Supplemental and Concentration \$10,781 Title I \$1,634 Title III \$3,182 Discretionary funds \$35,687 After School Education and Safety (ASES) \$7,000</p>
<p>1AA. Continue NWEA and MAP assessment licensing</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils</p>	<p>Supplemental and Concentration \$22,065</p>

		<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
1BB. Continue using NWEA assessment system, trainings for teachers and administrators, and reporting to stakeholders	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Supplemental and Concentration \$15,000
1CC. Continue to offer 5 periods of support during the regular day utilizing the Edmentum Curriculum	PHS	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Supplemental and Concentration \$70,381
1DD. Provide career/college exploration field trip opportunities for middle school students offered through nearby colleges.	JJH	<input type="checkbox"/> All OR: <input checked="" 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 and Concentration \$4,000
1EE. Purchase curriculum for Special Education students	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Instructional Materials-Lottery \$5,100

		<input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Special Education	
1FF. Hire computer/technology teacher for middle school and purchase curriculum for the class.	JJH	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Supplemental and Concentration \$68,384

LCAP Year 2: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> (a) 92 students enrolled in 3 AP classes, increase to 160 students with 8 AP classes (b) 98-100% AP exam participation rate (15-16), maintain (c) 48.6% AP exam passage rate, increase by 10% (14-15 data) (d) 28.7% UC/CSU a-g enrollment rate of seniors, increase to 33% (14-15 data) (e) 38% CAASPP ELA proficiency, increase to 44%; 33% CAASPP math proficiency (14-15 data), increase to 38% (f) AMAO #1 maintain meeting target of 60.5% - no new data release expected (g) AMAO #2 <5 years, maintain meeting target of 24.2% - no new data release expected (h) AMAO #2 >5 years, maintain meeting target of 50.9% - no new data release expected (i) 15% EAP college ready criteria met in ELA (14-15 data), increase to 20% (j) 10% EAP college ready criteria met in math (14-15 data), increase to 15% (k) 98.8% High school graduation rate (14-15 data), maintain at 95% (l) 1.2% high school drop-out rate (14-15 data), maintain (m) 34.2% AES/13.7% GI (grades K-5) students at or above norm grade level mean RIT on NWEA reading (15-16), increase 5% (n) 44.9% JJH students at or above norm grade level mean RIT on NWEA reading (15-16), increase 5% (o) 47.6% PHS students(grades 9-11) at or above grade level mean RIT on NWEA reading (15-16), increase 5% (p) 0% middle school dropout rate (14-15 data), maintain (q) 100% of teachers are properly credentialed and assigned, maintain (r) 100% of students have standards-aligned instructional materials, maintain (s) 100% of K-12 teachers will have at least 3 days of professional development in ELA, math or subject area specific content of CCSS, ELD training, and Next Generation Science Standards and/or STEM (t) 10.2% Reclassification Rate (14-15 data), increase to 20% (u) 47.7% of 5th graders met 6/6 fitness standards on the PFT, increase to 50% (v) 21.8% of 7th graders met 6/6 fitness standards on the PFT, increase to 25% (w) 32.5% of 9th graders met 6/6 fitness standards on the PFT, increase to 35% (x) 33% of 5th graders Pro/Adv. on CST science test (14-15 data), increase by 5% (y) 43% of 8th graders Pro/Adv. on CST science test (14-15 data), increase by 5% (z) 30% of 10th graders Pro/Adv. on CST science test (14-15 data), increase by 5% (aa) 85% CTE pathway completer (14-15), increase by 3% (bb) 100% of students have access to and are enrolled in all required areas of study, maintain (cc) 25% CTE course enrollment rate (14-15) (dd) API data no longer available
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1A. Continual administrative & staff training and feedback on effective instructional strategies for quality first instruction in the classroom and EL engagement strategies	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:	Supplemental and Concentration \$17,000 Title II \$17,000

		(Specify)	
1B. Purchase Common Core aligned adoption and supplementary materials for science grades TK-12	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Supplemental and Concentration \$40,000 IM-Lottery \$55,000
1C. Grade level & team collaboration time for instructional conversations around the Common Core State Standards, which could include aligning units and assessments.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Supplemental and Concentration \$169,730 Title I \$11,000 Title II \$17,000
1D. Common Core, STEM, NGSS, ELD, technology and formative assessment professional development trainings on and offsite.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Supplemental and Concentration \$92,000 Title I \$9,900 Title II \$7,000
1E. Continue vertical articulation time between and amongst schools including release time for peer observations	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Supplemental and Concentration \$7,200

<p>1F. Continue providing training to staff on using the State's digital library as a resource including the utilization of Interim Block Assessments (IBA) for instructional feedback.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Supplemental and Concentration \$44,082</p>
<p>1G. Continue utilizing Illuminate as student assessment data information system, grading system and report cards for grades TK-5. Utilize assessments in Illuminate linked to standards for grades TK-12. Utilize training provided by Illuminate or teachers on site.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Supplemental and Concentration \$20,000</p>
<p>1H. Maintain additional para-educator time</p>	<p>GI</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Supplemental and Concentration \$13,801</p>
<p>1I. Continue with .5 ELD teacher at GI, .5 ELD teacher at AES, and ELD teacher specific to JJH for designated ELD time.</p>	<p>GI AES JJH</p>	<p><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)</p>	<p>Supplemental and Concentration \$201,574</p>
<p>1J. Maintain agriculture/fabrication wood program as a CTE course</p>	<p>PHS</p>	<p><input type="checkbox"/> All OR:</p>	<p>Supplemental and Concentration \$98,899</p>

		<input checked="" 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)	
1K. Maintain K-3 CSR & 5th grade instructors	AES	<input type="checkbox"/> All OR: <input checked="" 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 and Concentration \$216,479
1L. Replace 25% of student technology devices to keep equipment up-to-date on an annual rotation. Replace classroom teacher technology equipment as necessary.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Supplemental and Concentration \$300,000
1M. Continue to have technology employee provide staff training on incorporating technology into the curriculum and to repair and maintain equipment so that it is always ready for classroom use	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Base \$32,618 <hr/> Supplemental and Concentration \$32,618
1N. Continue transportation for late bus route to extend school day for Rtl. Continue to provide late bus route to Grimes to accommodate students at JJH and PHS. Continue GI ASES transportation.	LEA-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners	Supplemental and Concentration \$30,389 <hr/> Supplemental and Concentration \$10,936

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
1O. Maintain three additional staff development days for teacher training	LEA-wide	<input type="checkbox"/> All OR: <input checked="" 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 and Concentration \$90,388
1P. Teacher salary and health benefits increased in 14/15 to retain experienced and qualified staff. Pay for beginning teacher training for those teachers clearing their credential through the Tri-County Induction Program.	LEA-wide	<input type="checkbox"/> All OR: <input checked="" 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 and Concentration \$404,180
1Q. Sacramento State Summer Academies for high school students, including registration fees, transportation for students and meals.	PHS	<input type="checkbox"/> All OR: <input checked="" 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 and Concentration \$25,000
1R. Maintain instructional coach	LEA-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	Supplemental and Concentration \$91,905

		_ Other Subgroups: (Specify)	
1S. Maintain tutors to assist with math after school	PHS	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Supplemental and Concentration \$3,374
1T. Continue increasing library book collections at the elementary and middle schools. Continue online access to research resources at the high school.	LEA-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	IM Lottery \$7,500
1U. Continue dual enrollment partnership with Woodland Community College and our high school with courses taught by high school staff. Purchase textbooks as needed.	PHS	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	IM Lottery \$3,000
1V. Continue use of Edviate as an online resource tool for staff development and instructional feedback.	LEA-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Supplemental and Concentration \$15,000

<p>1W. Continue to hire regular day teachers to provide tutoring and instruction after school.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Supplemental and Concentration \$36,780 Title I \$15,887 After School Education and Safety (ASES) \$17,897</p>
<p>1X. Advanced Placement exam dues paid for students taking AP courses</p>	<p>PHS</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Supplemental and Concentration \$7,200</p>
<p>1Y. Provide summer school instruction four hours per day for 15 days grades K-12</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Supplemental and Concentration \$35,184 Migrant Ed \$38,382</p>
<p>1Z. Continue ST Math subscriptions for grades TK, K-6, and intervention licenses for grades 7 & 8. Continue using Edmentum at the high school level for intervention and credit recovery. Continue using Compass Learning online resource for student use in grades TK-5.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Supplemental and Concentration \$10,781 Title I \$1,634 Title III \$3,182 Discretionary funds \$35,687 Supplemental and Concentration \$7,000</p>
<p>1AA. Continue NWEA and MAP assessment licensing</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils</p>	<p>Supplemental and Concentration \$22,065</p>

		<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
1BB. Continue using NWEA assessment system, trainings for teachers & administrators, and reporting to stakeholders	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Supplemental and Concentration \$10,000
1CC. Continue to offer 5 periods of support within the regular day master schedule utilizing the Edmentum curriculum.	PHS	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Supplemental and Concentration \$70,380
1DD. Continue providing career/college exploration field trip opportunities for middle school students offered through nearby colleges.	JJH	<input type="checkbox"/> All OR: <input checked="" 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 and Concentration \$4,000
1EE. Continue to purchase Special Education Curriculum licenses.	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	IM Lottery \$5,300

		<input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special Education</u> <u>Students</u>	
1FF. Continue to employee computer/technology teacher at the middle school and continue curriculum licensing.	JJH	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Supplemental and Concentration \$70,094

LCAP Year 3: 2018-19

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> (a) 92 students enrolled in 3 AP classes, increase to 160 students with 8 AP classes (b) 98-100% AP exam participation rate (15-16), maintain (c) 48.6% AP exam passage rate, increase by 10% (14-15 data) (d) 28.7% UC/CSU a-g enrollment rate of seniors, increase to 33% (14-15 data) (e) 38% CAASPP ELA proficiency, increase to 44%; 33% CAASPP math proficiency (14-15 data), increase to 38% (f) AMAO #1 maintain meeting target of 60.5% - no new data release expected (g) AMAO #2 <5 years, maintain meeting target of 24.2% - no new data release expected (h) AMAO #2 >5 years, maintain meeting target of 50.9% - no new data release expected (i) 15% EAP college ready criteria met in ELA (14-15 data), increase to 20% (j) 10% EAP college ready criteria met in math (14-15 data), increase to 15% (k) 98.8% High school graduation rate (14-15 data), maintain at 95% (l) 1.2% high school drop-out rate (14-15 data), maintain (m) 34.2% AES/13.7% GI (grades K-5) students at or above norm grade level mean RIT on NWEA reading (15-16), increase 5% (n) 44.9% JJH students at or above norm grade level mean RIT on NWEA reading (15-16), increase 5% (o) 47.6% PHS students(grades 9-11) at or above grade level mean RIT on NWEA reading (15-16), increase 5% (p) 0% middle school dropout rate (14-15 data), maintain (q) 100% of teachers are properly credentialed and assigned, maintain (r) 100% of students have standards-aligned instructional materials, maintain (s) 100% of K-12 teachers will have at least 3 days of professional development in ELA, math or subject area specific content of CCSS, ELD training, and Next Generation Science Standards and/or STEM (t) 10.2% Reclassification Rate (14-15 data), increase to 20% (u) 47.7% of 5th graders met 6/6 fitness standards on the PFT, increase to 50% (v) 21.8% of 7th graders met 6/6 fitness standards on the PFT, increase to 25% (w) 32.5% of 9th graders met 6/6 fitness standards on the PFT, increase to 35% (x) 33% of 5th graders Pro/Adv. on CST science test (14-15 data), increase by 5% (y) 43% of 8th graders Pro/Adv. on CST science test (14-15 data), increase by 5% (z) 30% of 10th graders Pro/Adv. on CST science test (14-15 data), increase by 5% (aa) 85% CTE pathway completer (14-15), increase by 3% (bb) 100% of students have access to and are enrolled in all required areas of study, maintain (cc) 25% CTE course enrollment rate (14-15) (dd) API data no longer available
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1A. Continual administrative & staff training and feedback on effective instructional strategies for quality first instruction in the classroom and EL engagement strategies	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:	Supplemental and Concentration \$18,000 Title II \$18,000

		(Specify)	
1B. Purchase Common Core aligned adoption and supplementary materials for social science grades TK-12.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Supplemental and Concentration \$42,000 IM Lottery \$55,000
1C. Grade level & team collaboration time for instructional conversations around the Common Core State Standards, which could include aligning units and assessments.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Supplemental and Concentration \$173,973 Title I \$11,275 Title II \$17,425
1D. Common Core, STEM, NGSS, ELD, technology and formative assessment professional development trainings on and offsite.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Supplemental and Concentration \$92,000 Title I \$9,900 Title II \$7,000
1E. Continue vertical articulation time between and amongst schools including release time for peer observations	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Supplemental and Concentration \$7,200

<p>1F. Provide training to staff on using the State's digital library as a resource including the utilization of Interim Block Assessments (IBA) for instructional feedback.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Supplemental and Concentration \$44,082</p>
<p>1G. Continue utilizing Illuminate as student assessment data information system, grading system and report cards for grades TK-5. Utilize assessments in Illuminate linked to standards for grades TK-12. Utilize training provided by Illuminate or teachers on site.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Supplemental and Concentration \$20,000</p>
<p>1H. Continue with additional para-educator time</p>	<p>GI</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Supplemental and Concentration \$14,146</p>
<p>1I. Continue with .5 ELD teacher at GI, .5 ELD teacher at AES, and ELD teacher at JJH</p>	<p>GI AES JJH</p>	<p><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)</p>	<p>Supplemental and Concentration \$206,613</p>
<p>1J. Maintain agriculture/fabrication wood program as a CTE course</p>	<p>PHS</p>	<p><input type="checkbox"/> All OR:</p>	<p>Supplemental and Concentration \$101,371</p>

		<input checked="" 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)	
1K. Maintain K-3 CSR & 5th grade instructors	AES	<input type="checkbox"/> All OR: <input checked="" 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 and Concentration \$221,890
1L. Replace 25% of student technology devices to keep equipment up-to-date on an annual rotation. Replace classroom teacher technology equipment as necessary.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Supplemental and Concentration \$350,000
1M. Continue to have technology employee provide staff training on incorporating technology into the curriculum and to repair and maintain equipment so that it is always ready for classroom use	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Base \$33,433 <hr/> Supplemental and Concentration \$33,433
1N. Continue transportation for late bus route to extend school day for Rtl. Continue to provide late bus route to Grimes to accommodate students at JJH and PHS. Continue transportation for GI ASES program.	LEA-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners	Supplemental and Concentration \$30,389 <hr/> Supplemental and Concentration \$10,936

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
1O. Maintain three additional staff development days for teacher training	LEA-wide	<input type="checkbox"/> All OR: <input checked="" 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 and Concentration \$92,648
1P. Teacher salary and health benefits increased in 14/15 to retain experienced and qualified staff. Pay for beginning teacher training for those teachers clearing their credential through the Tri-County Induction Program.	LEA-wide	<input type="checkbox"/> All OR: <input checked="" 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 and Concentration \$414,284
1Q. Sacramento State Summer Academies for high school students, including registration fees, transportation for students and meals.	PHS	<input type="checkbox"/> All OR: <input checked="" 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 and Concentration \$25,000
1R. Maintain instructional coach	AES GI JJH	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	Supplemental and Concentration \$94,203

		_ Other Subgroups: (Specify)	
1S. Maintain tutors to assist with math after school	PHS	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Supplemental and Concentration \$4,500
1T. Continue increasing library book collections at the elementary and middle schools. Continue online access to research resources at the high school.	LEA-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	IM Lottery \$7,500
1U. Continue dual enrollment partnership with Woodland Community College and our high school with courses taught by high school staff. Purchase textbooks as needed.	PHS	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	IM Lottery \$3,500
1V. Continue use of Edvivate as an online resource tool for staff development and instructional feedback.	LEA-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Supplemental and Concentration \$15,000

<p>1W. Continue to hire regular day teachers to provide tutoring and instruction after school.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Supplemental and Concentration \$37,700 Title I \$16,284 After School Education and Safety (ASES) \$18,341</p>
<p>1X. Advanced Placement exam dues paid for students taking AP courses</p>	<p>PHS</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Supplemental and Concentration \$7,400</p>
<p>1Y. Provide summer school instruction four hours per day for 15 days grades K-12</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Supplemental and Concentration \$36,862 Migrant Ed \$38,382</p>
<p>1Z. Continue ST Math subscriptions for grades TK, K-6, and intervention licenses for grades 7 & 8. Continue using Edmentum at the high school level for intervention and credit recovery. Continue using Compass Learning online resource for student use in grades TK-5.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Supplemental and Concentration \$10,781 Title I \$1,634 Title III \$3,182 Discretionary funds \$35,687 After School Education and Safety (ASES) \$7,000</p>
<p>1AA. Continue NWEA and MAP assessment licensing</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils</p>	<p>Supplemental and Concentration \$22,065</p>

		<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
1BB. Continue using NWEA assessment system, trainings for teachers and administrators, and reporting to stakeholders	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Supplemental and Concentration \$10,000
1CC. Continue to offer 5 periods of support during the regular school day as part of the master schedule utilizing Edmentum curriculum.	PHS	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Supplemental and Concentration \$72,139
1DD. Continue providing career/college exploration field trip opportunities for middle school students offered through nearby colleges.	JJH	<input type="checkbox"/> All OR: <input checked="" 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 and Concentration \$4,500
1EE. Continue to purchase Special Education Curriculum licenses.	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	IM Lottery \$5,500

		<input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special Education</u> <u>Students</u>	
1FF. Continue to employ computer/technology teacher at the middle school and continue curriculum licensing.	JJH	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Supplemental and Concentration \$71,846

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

<p>GOAL 2:</p>	<p>Pierce Joint Unified School District students will feel a sense of connectedness academically, socially, emotionally, and physically in their schools.</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify</p>
<p>Identified Need :</p>	<p>Chronic absenteeism rate is 12%, High numbers of high school students are receiving D's and F's, Bus drivers are asking to not be the driver on a particular route due to student behaviors, students in need of social/emotional counseling based on the number of parent and teacher referrals, lack of enrichment opportunities at school sites after school</p>	
<p>Goal Applies to:</p>	<p>Schools: LEA-wide Applicable Pupil Subgroups:</p>	<p>All which includes English Learners, students with exceptional needs, Migrant and Unduplicated Pupils</p>

LCAP Year 1: 2016-17

- Expected Annual Measurable Outcomes:
- (a) 97.1% attendance rate (15-16), maintain
 - (b) 13% chronic absenteeism rate (15-16), decrease by 2%
 - (c) 6% suspension rate (15-16), decrease to 5%
 - (d) 0% expulsion rate (15-16), maintain at <1%
 - (e) 4.3% F's at high school per semester (spring 15-16), maintain at 5% or less
 - (f) 9% D's at high school per semester (spring 15-16), decrease 8% or less
 - (g) 43 Discipline referrals at AES (15-16 data), maintain at 50 or less
 - (h) 1 Discipline referrals at GI (15-16 data), maintain at 10 or less
 - (i) 400 Discipline referrals at PHS (15-16 data), decrease to 350
 - (j) 50 Discipline referrals at JJH (15-16), maintain
 - (k) 17 Discipline referrals at AAHS (15-16), maintain at 20 or less
 - (l) 15 Bus referrals district-wide (15-16), maintain at 20 or less
 - (m) 100% of school sites have a facility rating of exemplary based on FIT data 915-16 data), maintain
 - (n) 21% of 5th graders on the HKS agree or strongly agree that they feel they are part of the school, increase to 30% for 17/18 school year
 - (o) 81% of 7th graders on the HKS agree or strongly agree that they feel they are part of the school, increase to 85% for 17/18 school year
 - (p) 62% of 9th graders on the HKS agree or strongly agree that they feel they are part of the school, increase to 67% for 17/18 school year
 - (q) 48% of 11th graders on the HKS agree or strongly agree that they feel they are part of the school, increase to 53% for 17/18 school year
 - (r) 81% of 5th graders on the HKS agree or strongly agree that they feel safe at school, increase to 84% for 17/18 school year
 - (s) 82% of 7th graders on the HKS agree or strongly agree that they feel safe at school, increase to 85% for 17/18 school year
 - (t) 77% of 9th graders on the HKS agree or strongly agree that they feel safe at school, increase to 79% for 17/18 school year
 - (u) 74% of 11th graders on the HKS agree or strongly agree that they feel safe at school, increase to 79%
 - (v) 11 F's in high school P.E. per semester (spring 2016 data), maintain at 10 or less students

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2A. Maintain prevention/intervention counselor	LEA-wide	<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 type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Homeless	Supplemental and Concentration \$105,710
2B. Maintain facility services at school sites which included an additional 1.5 hours to overall classified custodial staff time that was increased in the 15/16 school year.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent	Base \$6,348

		English proficient _ Other Subgroups: (Specify)	
2C. Maintain extra-curricular funding	PHS	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Base \$12,000
2D. Maintain school clubs and activities for academic enrichment	AES JJH	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Supplemental and Concentration \$8,750 After School Education and Safety (ASES) \$8,750
2E. Maintain campus supervisor position for students waiting for bus for late route	AES	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Supplemental and Concentration \$5,450
2F. Maintain para-professional for TK classroom to provide academic support and supervision due to no classroom restroom	AES	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Title I \$20,541

2G. Maintain college/career counseling technician to work with high school counselor to support students on their college and career readiness plans beginning in middle school and continuing in high school. Continue with career navigation software.	JJH PHS	<input type="checkbox"/> All OR: <input checked="" 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 and Concentration \$49,221
2H. Maintain full time elementary vice principal for student support	AES GI	<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)	Base \$69,295
2I. Maintain additional Physical Education teacher at elementary level to ensure required PE minutes are met.	AES PHS	<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)	Base \$74,088
2J. Continue to offer ROP/CTE courses for students	PHS	<input type="checkbox"/> All OR: <input checked="" 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)	Base \$95,552
2K. Continue College and Career Club program by	JJH	<input type="checkbox"/> All	Supplemental and Concentration \$55,081

<p>creating a semester-long course for both 7th and 8th grades. Continue with curriculum and teacher salary for 4 periods of the course offering.</p>		<p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>2L. Add additional music teacher to increase the offerings at PHS & JJH. Purchase musical instruments for the necessary courses</p>	<p>PHS JJH</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Base \$87,781</p>
<p>2M. Purchase video camera system for buses</p>	<p>LEA-wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Base \$30,237</p>
<p>2N. Hire part-time nurse and health aide</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Base \$37,227</p>
		<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p>	

Foster Youth
 Redesignated fluent English proficient
 Other Subgroups: (Specify)

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:

- (a) 97.1% attendance rate (15-16), maintain
- (b) 13% chronic absenteeism rate (15-16), decrease by 2%
- (c) 6% suspension rate (15-16), decrease to 5%
- (d) 0% expulsion rate (15-16), maintain at <1%
- (e) 4.3% F's at high school per semester (spring 15-16), maintain at 5% or less
- (f) 9% D's at high school per semester (spring 15-16), decrease 8% or less
- (g) 43 Discipline referrals at AES (15-16 data), maintain at 50 or less
- (h) 1 Discipline referrals at GI (15-16 data), maintain at 10 or less
- (i) 400 Discipline referrals at PHS (15-16 data), decrease to 350
- (j) 50 Discipline referrals at JJH (15-16), maintain
- (k) 17 Discipline referrals at AAHS (15-16), maintain at 20 or less
- (l) 15 Bus referrals district-wide (15-16), maintain at 20 or less
- (m) 100% of school sites have a facility rating of exemplary based on FIT data 915-16 data), maintain
- (n) 21% of 5th graders on the HKS agree or strongly agree that they feel they are part of the school, increase to 30% for 17/18 school year
- (o) 81% of 7th graders on the HKS agree or strongly agree that they feel they are part of the school, increase to 85% for 17/18 school year
- (p) 62% of 9th graders on the HKS agree or strongly agree that they feel they are part of the school, increase to 67% for 17/18 school year
- (q) 48% of 11th graders on the HKS agree or strongly agree that they feel they are part of the school, increase to 53% for 17/18 school year
- (r) 81% of 5th graders on the HKS agree or strongly agree that they feel safe at school, increase to 84% for 17/18 school year
- (s) 82% of 7th graders on the HKS agree or strongly agree that they feel safe at school, increase to 85% for 17/18 school year
- (t) 77% of 9th graders on the HKS agree or strongly agree that they feel safe at school, increase to 79% for 17/18 school year
- (u) 74% of 11th graders on the HKS agree or strongly agree that they feel safe at school, increase to 79%
- (v) 11 F's in high school P.E. per semester (spring 2016 data), maintain at 10 or less students

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2A. Maintain prevention/intervention counselor	LEA-wide	<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 type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Homeless	Supplemental and Concentration \$108,353

<p>2B. Maintain facility services at school sites which included an additional 1.5 hours to overall classified custodial staff time in the 15-16 school year.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Base \$6,507</p>
<p>2C. Maintain extra-curricular funding</p>	<p>PHS</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Base \$12,000</p>
<p>2D. Maintain school clubs and activities for academic enrichment</p>	<p>AES JH</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Supplemental and Concentration \$10,000 After School Education and Safety (ASES) \$10,000</p>
<p>2E. Maintain campus supervisor position for students waiting for bus for late route</p>	<p>AES</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Supplemental and Concentration 6,105</p>
<p>2F. Maintain para-professional for TK classroom to provide academic support and supervision due to no classroom restroom</p>	<p>AES</p>	<p><input type="checkbox"/> All OR:</p>	<p>Title I \$20,410</p>

		<input checked="" 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)	
2G. Maintain college/career counseling technician to work with high school counselor to support students on their college and career readiness plans beginning in middle school and continuing in high school. Continue with career navigation software.	JJH PHS	<input type="checkbox"/> All OR: <input checked="" 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 and Concentration \$50,452
2H. Maintain full time elementary vice principal for student support	AES GI	<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)	Base \$79,970
2I. Maintain additional Physical Education teacher at elementary level to ensure required PE minutes are met.	AES PHS	<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)	Base \$75,569
2J. Continue to offer ROP/CTE courses for students	PHS	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Base \$122,853

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
2K. Continue College and Career Club program by offering a semester-long course for both 7th and 8th graders. Continue with curriculum and 4 periods of teacher salary.	JJH	<input type="checkbox"/> All OR: <input checked="" 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 and Concentration \$56,183
2L. Maintain additional music teacher at PHS & JJH. Continue purchasing instruments as needed.	PHS JJH	<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)	Base \$74,136
2M. Maintain bus video system equipment	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	One time cost in 2016-17
2N. Continue employing part-time nurse and health aide.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Base \$38,158

		(Specify)	
		<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 type="checkbox"/> Other Subgroups: (Specify)	

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	(a) 97.1% attendance rate (15-16), maintain (b) 13% chronic absenteeism rate (15-16), decrease by 2% (c) 6% suspension rate (15-16), decrease to 5% (d) 0% expulsion rate (15-16), maintain at <1% (e) 4.3% F's at high school per semester (spring 15-16), maintain at 5% or less (f) 9% D's at high school per semester (spring 15-16), decrease 8% or less (g) 43 Discipline referrals at AES (15-16 data), maintain at 50 or less (h) 1 Discipline referrals at GI (15-16 data), maintain at 10 or less (i) 400 Discipline referrals at PHS (15-16 data), decrease to 350 (j) 50 Discipline referrals at JJH (15-16), maintain (k) 17 Discipline referrals at AAHS (15-16), maintain at 20 or less (l) 15 Bus referrals district-wide (15-16), maintain at 20 or less (m) 100% of school sites have a facility rating of exemplary based on FIT data 915-16 data), maintain (n) 21% of 5th graders on the HKS agree or strongly agree that they feel they are part of the school, increase to 30% for 17/18 school year (o) 81% of 7th graders on the HKS agree or strongly agree that they feel they are part of the school, increase to 85% for 17/18 school year (p) 62% of 9th graders on the HKS agree or strongly agree that they feel they are part of the school, increase to 67% for 17/18 school year (q) 48% of 11th graders on the HKS agree or strongly agree that they feel they are part of the school, increase to 53% for 17/18 school year (r) 81% of 5th graders on the HKS agree or strongly agree that they feel safe at school, increase to 84% for 17/18 school year (s) 82% of 7th graders on the HKS agree or strongly agree that they feel safe at school, increase to 85% for 17/18 school year (t) 77% of 9th graders on the HKS agree or strongly agree that they feel safe at school, increase to 79% for 17/18 school year (u) 74% of 11th graders on the HKS agree or strongly agree that they feel safe at school, increase to 79% (v) 11 F's in high school P.E. per semester (spring 2016 data), maintain at 10 or less students
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2A. Maintain prevention/intervention counselor	LEA-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners	Supplemental and Concentration \$109,951

		<input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Homeless	
2B. Maintain facility services at school sites which included an additional 1.5 hours to overall classified custodial staff time added 15-16 school year.	LEA-wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Base \$6,411
2C. Maintain extra-curricular funding	PHS	<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)	Base \$12,000
2D. Maintain school clubs and activities for academic enrichment	AES JJH	<input type="checkbox"/> All ----- OR: <input checked="" 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 and Concentration \$10,000
			After School Education and Safety (ASES) \$10,000
2E. Maintain campus supervisor position for students waiting for bus for late route	AES	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	Supplemental and Concentration \$6,250

		<input type="checkbox"/> Other Subgroups: (Specify)	
2F. Maintain para-professional for TK classroom to provide academic support and supervision due to no classroom restroom	AES	<input type="checkbox"/> All OR: <input checked="" 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)	Title I \$20,410
2G. Maintain college/career counseling technician to work with high school counselor to support students on their college and career readiness plans beginning in middle school and continuing in high school. Continue with career navigation software.	JJH PHS	<input type="checkbox"/> All OR: <input checked="" 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 and Concentration \$53,119
2H. Maintain full time elementary vice principal for student support	AES GI	<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)	Base \$72,852
2I. Maintain additional Physical Education teacher at elementary level to ensure required PE minutes are met.	AES PHS	<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)	Base \$75,569

<p>2J. Continue to offer ROP/CTE courses for students</p>	<p>PHS</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Base \$122,853</p>
<p>2K. Continue College and Career Club program by creating a semester-long course for both 7th and 8th grades. Continue with curriculum and teacher salary for 4 periods of the course offering.</p>	<p>JJH</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Supplemental and Concentration \$57,306</p>
<p>2L. Maintain additional music teacher at PHS & JJH. Continue purchasing instruments as needed.</p>	<p>PHS JJH</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Base \$72,518</p>
<p>2M. Maintain bus video system equipment</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>One time cost in 2016-17</p>
<p>2N. Continue employing part-time nurse and health aide.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils</p>	<p>Base \$42,356</p>

		<ul style="list-style-type: none"> _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 	
		<ul style="list-style-type: none"> _ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 	

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

GOAL 3:	Pierce Joint Unified School District will engage families and members of the greater school community as educational partners.	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
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Identified Need : Low percentage of parents access the grade portal to view their child’s grade status, parents accessing grade portal express wanting grades to be kept current in the system, low levels of EL and LI parent participation as students move through the grades

Goal Applies to: Schools: LEA-wide
 Applicable Pupil Subgroups: All which includes English Learners, children with exceptional needs, Migrant students, Unduplicated Students

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes: (a) 35.4% of JJH parents have access to grading portal, increase to 40%
 (b) 56.6% of high school parents have access to grading portal, increase to 60%
 (c) 26 DART referrals, decrease to 25 or less
 (d) Offer PIQE parent engagement workshop for elementary level parents
 (e) 100% of school sites will request parent feedback through end-of-year surveys, maintain

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3A. Maintain parent training on how to access abi.net parent portal for student attendance and grades. Include access for signing-up during Back-to-School Nights.	JJH PHS	<input type="checkbox"/> All OR: <input checked="" 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 and Concentration \$1,055
3B. Continue staff training and time for using Aeries system to communicate with parents regarding grades and upcoming assignments	JJH PHS	<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:	Base \$8,050

		(Specify)	
3C. Continue Edu-link contract to allow phone and email message communication with parents.	LEA-wide	<input type="checkbox"/> All OR: <input checked="" 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)	Year 3 of a 3 year contract
3D. Continue holding CTE/Agriculture advisory committee meetings four times per year	PHS	<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 associated with this action
3E. Continue to update and provide high school parents by grade level with a timeline of important dates for ensuring their student is prepared for college or career entry. This includes dates of assessments such as PSAT, AP, SAT, ACT, and dates of college deadlines and scholarship deadlines. This is a type of Parent "Survival" guide.	PHS AAHS	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Supplemental and Concentration \$282
3F. Continue to communicate with parents on a regular basis regarding student opportunities to fulfill college and career goals. Meet with incoming 8th graders and their parents to work on student's high school plan.	JJH PHS	<input type="checkbox"/> All OR: <input checked="" 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 and Concentration \$2,691

<p>3G. Continue to provide transportation for parents to Sacramento State Academy Orientation</p>	<p>PHS</p>	<p><input type="checkbox"/> All OR: <input checked="" 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)</p>	<p>Supplemental and Concentration \$1,500</p>
<p>3H. Maintain App for district and site information/communication with parents and community</p>	<p>LEA-wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Supplemental and Concentration \$3,500</p>
<p>3I. Continue Parent Institute for Quality Education (PIQE). Training will be for elementary school parents</p>	<p>LEA-wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Migrant</p>	<p>Migrant Education \$3,000 Supplemental and Concentration \$7,000</p>
<p>3J. Provide classroom space for CCOE to offer adult ESL classes in the evenings</p>	<p>LEA-wide</p>	<p><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)</p>	<p>In-kind \$850</p>

LCAP Year 2: 2017-18

- Expected Annual Measurable Outcomes:
- (a) 35.4% of JJH parents have access to grading portal, increase to 40%
 - (b) 56.6% of high school parents have access to grading portal, increase to 60%
 - (c) DART referrals, maintain at 25 or less
 - (d) Offer PIQE parent engagement workshops
 - (e) 100% of school sites will request parent feedback through end-of-year surveys, maintain

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3A. Continue parent trainings on how to access abi.net parent portal for student attendance and grades. Include access for signing-up during Back-to-School Nights.	JJH PHS	<input type="checkbox"/> All OR: <input checked="" 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 and Concentration \$1,076
3B. Continue staff training and time for using Aeries system to communicate with parents regarding grades and upcoming assignments.	JJH PHS	<input checked="" type="checkbox"/> All OR: <input checked="" 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)	Base \$8,211
3C. Continue Edu-link contract to allow phone and email message communication with parents	LEA-wide	<input type="checkbox"/> All OR: <input checked="" 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 and Concentration \$4,800
3D. Continue holding CTE/Agriculture advisory committee meetings at least four times per year	PHS	<input checked="" type="checkbox"/> All OR:	No cost associated with this action \$0

		<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)	
3E. Continue to update and provide high school parents by grade level with a timeline of important dates for ensuring their student is prepared for college or career entry. This should include dates of assessments such as PSAT, AP, SAT, ACT, and dates of college deadlines and scholarship deadlines. This is a type of Parent "Survival" guide.	PHS AAHS	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Supplemental and Concentration
3F. Continue to communicate with parents on a regular basis regarding student opportunities to fulfill college and career goals. Meet with incoming 8th graders and their parents to work on student's high school course plan.	JJH PHS	<input type="checkbox"/> All OR: <input checked="" 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 and Concentration \$2,691
3G. Continue to provide transportation for parents to Sacramento State Academy Orientation.	PHS	<input type="checkbox"/> All OR: <input checked="" 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 and Concentration \$2,000
3H. Maintain App for district and site information/communication with parents and community	LEA-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Supplemental and Concentration \$3,500

		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
3I. Continue to offer Parent Institute for Quality Education (PIQE) workshops at varying schools.	LEA-wide	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Migrant	Migrant Education \$3,000 Supplemental and Concentration \$7,000
3J. Continue providing classroom space for CCOE to offer adult ESL classes in the evenings.	LEA-wide	_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	In-kind \$850

LCAP Year 3: 2018-19

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|--------------------------------------|---|
| Expected Annual Measurable Outcomes: | (a) 35.4% of JJH parents have access to grading portal, increase to 40%
(b) 56.6% of high school parents have access to grading portal, increase to 60%
(c) DART referrals, maintain at 25 or less
(d) Offer PIQE parent engagement workshops
(e) 100% of school sites will request parent feedback through end-of-year surveys, maintain |
|--------------------------------------|---|

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3A. Continue parent trainings on how to access abi.net parent portal for student attendance and grades. Include access for signing-up during Back-to-School Nights.	JJH PHS	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups:	Supplemental and Concentration \$1,097

		(Specify)	
3B. Continue staff training and time for using Aeries system to communicate with parents regarding grades and upcoming assignments.	JJH PHS	<input checked="" type="checkbox"/> All OR: <input checked="" 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)	Base \$8,375
3C. Continue Edu-link contract to allow phone and email message communication with parents	LEA-wide	<input type="checkbox"/> All OR: <input checked="" 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)	Renewed 3 yr contract in 17/18 (Yr 2 of 3)
3D. Continue holding CTE/Agriculture advisory committee meetings at least four times per year	PHS	<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 associated with this action \$0
3E. Continue to update and provide high school parents by grade level with a timeline of important dates for ensuring their student is prepared for college or career entry. This should include dates of assessments such as PSAT, AP, SAT, ACT, and dates of college deadlines and scholarship deadlines. This is a type of Parent "Survival" guide.	PHS AAHS	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Supplemental and Concentration \$293

<p>3F. Continue to communicate with parents on a regular basis regarding student opportunities to fulfill college and career goals. Meet with incoming 8th graders and their parents to work on student's high school course plan.</p>	<p>JJH PHS</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Supplemental and Concentration \$2,745</p>
<p>3G. Continue to provide transportation for parents to Sacramento State Academy Orientation.</p>	<p>PHS</p>	<p><input type="checkbox"/> All OR: <input checked="" 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)</p>	<p>Supplemental and Concentration \$2,000</p>
<p>3H. Maintain App for district and site information/communication with parents and community</p>	<p>LEA-wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Supplemental and Concentration \$3,500</p>
<p>3I. Continue to offer Parent Institute for Quality Education (PIQE) workshops at varying schools.</p>	<p>LEA-wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Migrant</p>	<p>Migrant Education \$3,000 Supplemental and Concentration \$7,000</p>
<p>3J. Continue providing classroom space for CCOE to offer adult ESL classes in the evenings.</p>	<p>LEA-wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils</p>	<p>In-kind \$850</p>

	<input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

Annual Update

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

Guiding Questions:

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

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

Original GOAL 1 from prior year LCAP:	Pierce Joint Unified School District students will graduate high school college and career ready.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 _ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: LEA-wide	-----		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> (a) 4 students enrolled in AP calculus, increase to 12 students (2014/15) (b) 25 students enrolled in AP English Literature or Composition, maintain (2014/15) (c) 25 students enrolled in AP Spanish, maintain (2014/15) (d) 100% AP calculus exam participation rate, maintain (2014/15) (e) 100% AP English Literature or Composition exam participation rate, maintain (2014/15) (f) 100% AP Spanish exam participation rate, maintain (2014/15) (g) 0% AP calculus exam passage rate, increase to 50% passage rate (July 2014) (h) 7% AP English Literature or Composition exam passage rate, increase to 25% (July 2014) (i) 64% AP Spanish exam passage rate, increase 10% to 74%(July 2014) (j) 28.7% UC/CSU a-g enrollment rate of seniors increase by 5% to 33% (2014/15) (k) Establish California Assessment of Student Progress and Performance (CAASPP) baseline (l) 61.4% of EL students met AMAO #1 maintain meeting target of 60.5% (March 2015) (m) 22.3% of EL students met AMAO #2 ?5 years, increase 1.9% to 24.2% target (March 2015) (n) 52% of EL students met AMAO #2 ?5 years, maintain meeting target of 50.9% (March 2015) (o) 0% students in 2014 met the EAP college ready criteria in ELA, increase 10% to 10% (2013/14) (p) 2% students in 2014 met the EAP college ready criteria in math, increase 10% to 12% (2013/14) 		Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> (a) 16 students enrolled in AP calculus (b) 32 students enrolled in AP English Literature or Composition (c) 44 students enrolled in AP Spanish (d) 100% participation rate on AP calculus exam (e) over 90% participation rate on AP composition exam (f) 100% participation rate (g) data not available until August 2016 (h) data not available until August 2016 (i) data not available until August 2016 (j) data not available until August 2016 (k) 38% district ELA proficiency; 33% district math proficiency on CAASPP (14/15) (l) no new data release expected from the state (m) no new data release expected from the state (n) no new data release expected from the state (o) 15% met EAP college ready criteria in ELA (14/15 data) (p) 10% met EAP college ready criteria in math (14/15 data) (q) API no longer applicable

(q) Establish new Academic Performance Index (API) baseline
 (r) 58% California High School Exit Exam (CAHSEE) ELA Proficiency rate increase by 5% (March 2015)
 (s) 60% CAHSEE math Proficiency rate increase by 5% (March 2015)
 (t) 88% CAHSEE ELA first time pass rate increase by 2% to 90% (March 2015)
 (u) 88% CAHSEE math first time pass rate increase by 2% to 90% (March 2015)
 (v) 94.9% high school graduation rate, increase by 1% to 95.9% (2013/14 – Reported April 2015)
 (w) 1.5% high school drop-out rate, maintain (2013/14 – Reported April 2015)
 (x) 48% AES students proficient on SRI increase 5% to 53% (March 2015) 53% at end of 2014/15 school year
 (y) 53% JJH students proficient on SRI increase 5% to 58% (March 2015) 68% at end of 2014/15 school year
 (z) 54% PHS students proficient on SRI, increase by 5% to 59% (March 2015) 59% at end of 2014/15 school year
 (aa) 0% middle school dropout rate, maintain (2013/14)
 (bb) 100% of teachers are properly credentialed and assigned, maintain (2014/15)
 (cc) 100% of students have standards-aligned instructional materials, maintain (2014/15)
 (dd) 100% of K-12 teachers will have at least 3 days of professional development in ELA, math or subject area specific content of Common Core State Standards (CCSS), English Language Development (ELD) training, and Next Generation Science Standards and/or Science Technology Engineering and Math (STEM) (2014/15)
 (ee) 16.6% Reclassification Rate, increase by 5% to 21.5% (April 2015)
 (ff) 42.7% of 5th graders met 6/6 fitness standards on the Physical Fitness Test (PFT), increase by 5% to 47.7% (2013/14)
 (gg) 40.7% of 7th graders met 6/6 fitness standards on the PFT, increase by 5% to 45.7% (2013/14)
 (hh) 39.8% of 9th graders met 6/6 fitness standards on the PFT, increase by 5% to 44.8% (2013/14)
 (ii) 47% of 5th graders scored Pro/Adv. on California Standards Test (CST) science test, increase by 5% to 52% (2013/14)
 (jj) 58% of 8th graders scored Pro/Adv. on CST science test, increase 5% to 63% (2013/14)
 (kk) 45% of 10th graders scored Pro/Adv. on CST science test, increase 5% to 50% (2013/14)

(r) California High School Exit Exam is no longer applicable
 (s) California High School Exit Exam is no longer applicable
 (t) California High School Exit Exam is no longer applicable
 (u) California High School Exit Exam is no longer applicable
 (v) 98.8% high school graduation rate (14/15 data)
 (w) 1.2% high school drop-out rate (14/15 data)
 (x) 54% AES & 33% GI students proficient on SRI - June 2016
 (y) 33.5% JJH proficiency projection on CAASPP based on NWEA reading for March 2016
 (z) 36.2% PHS 11th graders proficiency projection on CAASPP based on San Juan RIT projections on NWEA reading for March 2016
 (aa) 0% middle school dropout rate
 (bb) data not yet available, 90-100% expected
 (cc) 100% of students have standards-aligned instructional materials
 (dd) 3 professional development days took place
 (ee) 10.2% Reclassification Rate (15/16 data)
 (ff) 47.7% of 5th graders met 6/6 fitness standards on the Physical Fitness Test (PFT)
 (gg) 21.8% of 7th graders met 6/6 fitness standards on the Physical Fitness Test (PFT)
 (hh) 32.5% of 9th graders met 6/6 fitness standards on the Physical Fitness Test (PFT)
 (ii) 33% of 5th graders scored Pro/Adv on CST science test (14-15 data)
 (jj) 43% of 8th graders scored Pro/Adv on CST science test (14-15 data)
 (kk) 30% of 10th graders scored Pro/Adv on CST science test (14-15 data)
 (ll) 85% 4-year cohort CTE pathway completion (14-15 data)

(ll) 24.8% Career Technical Education (CTE) course sequence completion, increase by 5% to 29.8% (2013/14) (mm) 100% of students have access to and are enrolled in all required areas of study (2014/15) (nn) 33% CTE course enrollment rate, increase by 7% to 40% (2014/15)	(mm) 100% of students have access to and are enrolled in all required areas of study (nn) data not yet available
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services																																	
		Budgeted Expenditures	Estimated Actual Annual Expenditures																																
1A. Continual administrative & staff training and feedback on effective instructional strategies for quality first instruction in the classroom and EL engagement strategies	Supplemental and Concentration Title I \$20,000	Training and feedback regarding instruction and EL engagement strategies took place on a weekly basis through instructional messages, walk-throughs and during Wednesday early release time.	Supplemental and Concentration \$19,865																																
<table border="1"> <tr> <td data-bbox="86 691 233 768">Scope of Service</td> <td data-bbox="233 691 562 768">LEA-wide</td> </tr> <tr> <td colspan="2" data-bbox="86 768 562 833"><input checked="" type="checkbox"/> All</td> </tr> <tr> <td colspan="2" data-bbox="86 833 562 865">OR:</td> </tr> <tr> <td colspan="2" data-bbox="86 865 562 898"><input type="checkbox"/> Low Income pupils</td> </tr> <tr> <td colspan="2" data-bbox="86 898 562 930"><input type="checkbox"/> English Learners</td> </tr> <tr> <td colspan="2" data-bbox="86 930 562 963"><input type="checkbox"/> Foster Youth</td> </tr> <tr> <td colspan="2" data-bbox="86 963 562 1011"><input type="checkbox"/> Redesignated fluent English proficient</td> </tr> <tr> <td colspan="2" data-bbox="86 1011 562 1081"><input type="checkbox"/> Other Subgroups: (Specify)</td> </tr> </table>	Scope of Service	LEA-wide	<input checked="" type="checkbox"/> All		OR:		<input type="checkbox"/> Low Income pupils		<input type="checkbox"/> English Learners		<input type="checkbox"/> Foster Youth		<input type="checkbox"/> Redesignated fluent English proficient		<input type="checkbox"/> Other Subgroups: (Specify)			<table border="1"> <tr> <td data-bbox="1031 691 1178 768">Scope of Service</td> <td data-bbox="1178 691 1520 768">LEA-wide</td> </tr> <tr> <td colspan="2" data-bbox="1031 768 1520 833"><input checked="" type="checkbox"/> All</td> </tr> <tr> <td colspan="2" data-bbox="1031 833 1520 865">OR:</td> </tr> <tr> <td colspan="2" data-bbox="1031 865 1520 898"><input type="checkbox"/> Low Income pupils</td> </tr> <tr> <td colspan="2" data-bbox="1031 898 1520 930"><input type="checkbox"/> English Learners</td> </tr> <tr> <td colspan="2" data-bbox="1031 930 1520 963"><input type="checkbox"/> Foster Youth</td> </tr> <tr> <td colspan="2" data-bbox="1031 963 1520 1011"><input type="checkbox"/> Redesignated fluent English proficient</td> </tr> <tr> <td colspan="2" data-bbox="1031 1011 1520 1081"><input type="checkbox"/> Other Subgroups: (Specify)</td> </tr> </table>	Scope of Service	LEA-wide	<input checked="" type="checkbox"/> All		OR:		<input type="checkbox"/> Low Income pupils		<input type="checkbox"/> English Learners		<input type="checkbox"/> Foster Youth		<input type="checkbox"/> Redesignated fluent English proficient		<input type="checkbox"/> Other Subgroups: (Specify)		
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1B. Purchase Common Core aligned adoption and supplementary materials, including STEM materials as they are developed and approved by the state	Supplemental and Concentration Lottery \$25,000	Spanish text books were purchased. Integrated science text purchased for grades 6-8.	Base \$37,985 Lottery-Instructional Materials \$7,879																																
<table border="1"> <tr> <td data-bbox="86 1211 233 1287">Scope of Service</td> <td data-bbox="233 1211 562 1287">LEA-wide</td> </tr> <tr> <td colspan="2" data-bbox="86 1287 562 1352"><input checked="" type="checkbox"/> All</td> </tr> <tr> <td colspan="2" data-bbox="86 1352 562 1385">OR:</td> </tr> <tr> <td colspan="2" data-bbox="86 1385 562 1417"><input type="checkbox"/> Low Income pupils</td> </tr> <tr> <td colspan="2" data-bbox="86 1417 562 1450"><input type="checkbox"/> English Learners</td> </tr> <tr> <td colspan="2" data-bbox="86 1450 562 1471"><input type="checkbox"/> Foster Youth</td> </tr> </table>	Scope of Service	LEA-wide	<input checked="" type="checkbox"/> All		OR:		<input type="checkbox"/> Low Income pupils		<input type="checkbox"/> English Learners		<input type="checkbox"/> Foster Youth			<table border="1"> <tr> <td data-bbox="1031 1211 1178 1287">Scope of Service</td> <td data-bbox="1178 1211 1520 1287">LEA-wide</td> </tr> <tr> <td colspan="2" data-bbox="1031 1287 1520 1352"><input checked="" type="checkbox"/> All</td> </tr> <tr> <td colspan="2" data-bbox="1031 1352 1520 1385">OR:</td> </tr> <tr> <td colspan="2" data-bbox="1031 1385 1520 1417"><input type="checkbox"/> Low Income pupils</td> </tr> <tr> <td colspan="2" data-bbox="1031 1417 1520 1450"><input type="checkbox"/> English Learners</td> </tr> <tr> <td colspan="2" data-bbox="1031 1450 1520 1471"><input type="checkbox"/> Foster Youth</td> </tr> </table>	Scope of Service	LEA-wide	<input checked="" type="checkbox"/> All		OR:		<input type="checkbox"/> Low Income pupils		<input type="checkbox"/> English Learners		<input type="checkbox"/> Foster Youth										
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1C. Grade level & team collaboration time for instructional conversations around the Common Core State Standards, which could include aligning units and assessments.	Supplemental and Concentration Title I Title II \$177,955	Math teachers developed pacing guides. High school English teachers collaborated around the standards on a regular basis. Elementary grade level teams met on a weekly basis. They planned lessons together and assessments.	Supplemental and Concentration \$140,395
Scope of Service LEA-wide <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service LEA-wide <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
1D. Common Core, STEM, Next Generation Science Standards (NGSS), ELD & technology professional development trainings on and offsite	Title III Title II Title I Supplemental and Concentration \$90,000	Literacy coach attended ELD workshop. ELD teacher has been doing webinars. Science teacher attended science conference. Two teachers did week-long STEM class at UCD. Google Classroom training. Illuminate training. Aeries training, ST Math, Edmentum, NWEA. ELD teachers attended training at CCOE. Feb. 29 ELD training at SCOE - AES ELD teacher and Principal attended, after school technology trainings are being held that teachers can choose to attend. Middle school science teacher facilitated NGSS discussion with 6-12 science teacher team.	Educator Effectiveness \$18,173 Title II \$869 Supplemental and Concentration \$60,476
Scope of Service LEA-wide		Scope of Service LEA-wide	

<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>1E. Vertical articulation time between and amongst schools including release time for peer observations</p>	<p>Supplemental and Concentration Title II \$6,030</p>	<p>Vertical articulation has taken place on two early-release Wednesdays this year. Elementary school teachers participated in one of those days. Peer observations have taken place for beginning teachers.</p>	<p>Supplemental and Concentration \$4,789</p>
<p>Scope of Service LEA-wide</p>		<p>Scope of Service LEA-wide</p>	
<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>1F. Build at least one Common Core performance task and assessment by grade level for math and ELA K-6. Each department 7-12 build at least one Common Core performance task and assessment for their subject area and input into Illuminate.</p>	<p>Supplemental and Concentration \$42,370</p>	<p>Elementary teachers aligned assessments to report card that match CCSS. 7th grade ELA assessments were put into Illuminate.</p>	<p>Supplemental and Concentration \$26,124</p>
<p>Scope of Service LEA-wide</p>		<p>Scope of Service LEA-wide</p>	
<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth</p>		<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth</p>	

_ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
1G. Continue utilizing Illuminate as student assessment data information system, grading system and report cards. Illuminate training provided by the company.	Supplemental and Concentration \$14,000	Training took place in August. K-5 teachers using system for report cards. Fourth grade teachers utilizing student portal for online testing for report card assessment. An additional training for grades 6-12 took place on March 25, 2016.	Supplemental and Concentration \$9,437 Educator Effectiveness \$1,500
Scope of Service LEA-wide <hr/> <input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service LEA-wide <hr/> <input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
1H. Continue with additional para-educator time	Supplemental and Concentration \$5,029	Para-educators continued to provide service to students at Grand Island	Supplemental and Concentration \$12,486.00
Scope of Service GI <hr/> _ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service GI <hr/> _ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
1I. Continue with .5 ELD teacher at GI & add an additional .5 ELD teacher at AES	Supplemental and Concentration \$72,635	.5 ELD teacher continued servicing Grand Island. A .5 ELD teacher was added to AES	Supplemental and Concentration \$103,338

<p>Scope of Service GI & AES</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service GI AES</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>1J. Maintain agriculture/fabrication wood program as a CTE course</p>	<p>Supplemental and Concentration \$93,617</p>	<p>Teacher was maintained</p>	<p>Supplemental and Concentration \$97,163</p>
<p>Scope of Service PHS</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service PHS</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>1K. Maintain K-3 Class Size Reduction (CSR) & 5th grade instructors</p>	<p>Supplemental and Concentration \$208,073</p>	<p>K-3 Class Size Reduction (CSR) & 5th grade instructors were maintained</p>	<p>Supplemental and Concentration \$216,396</p>
<p>Scope of Service AES</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service AES</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>1L. Continue increasing technology</p>	<p>Supplemental and Concentration</p>	<p>Purchased Chromebooks, charging</p>	<p>Supplemental and Concentration</p>

devices for student access to technology to goal of 1:1	Title I \$150,000	stations, Apple TVs, iPads, document cameras, & interactive whiteboards	\$276,369
Scope of Service LEA-wide <hr/> <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)		Scope of Service LEA-wide <hr/> <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)	
1M. Continue having technology employee provide staff training on incorporating technology into the curriculum and to repair and maintain equipment so that it is always ready for classroom use	Supplemental and Concentration \$61,506	Technology employee hired after start of the school year. She provides training to staff in group and individual settings. She does work orders on equipment.	Supplemental and Concentration \$18,014 Base \$18,014
Scope of Service LEA-wide <hr/> <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)		Scope of Service LEA-wide <hr/> <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)	
1N. Continue transportation for late bus route to extend school day for Rtl. Determine if there is a need for late route to Grimes to accommodate students at JJH and PHS	Supplemental and Concentration \$15,479	Two late buses run Monday, Tuesday & Thursday each week for students staying late for interventions. The areas of Dunnigan and Grimes are both covered. Bus transports GI ASES students home from program.	Supplemental and Concentration \$30,389 After School Education and Safety (ASES) \$10,936
Scope of Service LEA-wide <hr/> <input type="checkbox"/> All		Scope of Service LEA-wide <hr/> <input type="checkbox"/> All	

<p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>1O. Add one additional staff development day and maintain two additional staff development days from previous year for teacher training</p>	<p>Supplemental and Concentration \$84,741</p>	<p>Three staff development days were on teacher calendar</p>	<p>Supplemental and Concentration \$88,130</p>
<p>Scope of Service LEA-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>1P. Teacher salary and health benefits increased in 14/15 to retain experienced and qualified staff. Pay for beginning teacher training for those teachers clearing their credential through the Tri-County Induction Program.</p>	<p>Supplemental and Concentration \$382,837</p>	<p>Teacher salaries were increased by 4%. District covered cost of the beginning teacher induction program.</p>	<p>Supplemental and Concentration \$398,150</p>
<p>Scope of Service LEA-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	

<p>1Q. Sacramento State Summer Academies for high school students, including registration fees, transportation for students</p>	<p>Supplemental and Concentration \$16,200</p>	<p>Academy costs were covered as well as transportation, food, and supervision costs.</p>	<p>Supplemental and Concentration \$20,284</p>
<p>Scope of Service PHS</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service PHS</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>1R. Hire a K-8 math coach</p>	<p>Supplemental and Concentration \$72,635</p>	<p>Consultant hired to coach high school math teachers.</p>	<p>Supplemental and Concentration \$9,500</p>
<p>Scope of Service AES GI JJH</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service PHS</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>1S. Hire tutors to have an after school help lab</p>	<p>Supplemental and Concentration \$3,060</p>	<p>Tutor hired to work in classroom of math teacher after school to support students staying after school.</p>	<p>Supplemental and Concentration \$879</p>
<p>Scope of Service PHS</p> <hr/> <p><input type="checkbox"/> All</p>		<p>Scope of Service PHS</p> <hr/> <p><input type="checkbox"/> All</p>	

<p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>1T. Increase library book collections</p>	<p>Locally Defined Title I Supplemental and Concentration \$5,500</p>	<p>Library books were purchased for the middle and elementary schools.</p>	<p>Donations \$ - 0-</p>
<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service AES GI JJH</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>1U. Partner with Woodland Community College to begin planning for dual enrollment for students at our high school to get both high school and college credit for courses taken at the high school taught by high school staff in agricultural science</p>		<p>Dual enrollment classes are scheduled to begin in the 2016-17 school year.</p>	<p>No additional costs</p>
<p>Scope of Service PHS</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English</p>		<p>Scope of Service PHS</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p>	

proficient _ Other Subgroups: (Specify)		_ Other Subgroups: (Specify)	
1V. Strategic planning through Edvivate and use of their online resource tools for staff development	Supplemental and Concentration Title II \$27,000	Administrators and teacher leads participated in Strategic planning. Administrators use the tools for giving teachers feedback and as a resource for teacher training.	Supplemental and Concentration \$26,981
Scope of Service LEA-wide		Scope of Service LEA-wide	
<input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
1W. Continue to hire regular day teachers to provide tutoring and instruction after school.	Supplemental and Concentration Title I After School Education and Safety (ASES) \$63,063	Teachers hired to tutor after school in their specific content areas.	After School Education and Safety (ASES) \$8,482 Title I \$14,274 Supplemental and Concentration \$42,829
Scope of Service LEA-wide		Scope of Service LEA-wide	
<input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ 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 _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
1X. Advanced Placement exam dues paid for students taking AP courses	Supplemental and Concentration \$2,500	District covered cost of AP exams.	Supplemental and Concentration \$6,511

Scope of Service PHS		Scope of Service PHS	
X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
1Y. Provide summer school instruction four hours per day for 15 days grades K-12	Supplemental and Concentration \$53,517 Migrant Ed Title I \$34,496	Summer school is planned for June	Supplemental and Concentration \$28,850 Migrant Ed \$34,496
Scope of Service LEA-wide		Scope of Service LEA-wide	
X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ All OR: X Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) Migrant	
1Z. Purchase Spatial Temporal (ST) Math subscriptions for grades TK, K-6, and intervention licenses for grades 7 & 8.	Supplemental and Concentration Title I \$71,000	Spatial Temporal (ST) Math subscriptions were purchased. Edmentum curriculum purchased at the high school level for intervention and credit recovery. Added support periods in regular day schedule at high school.	Supplemental and Concentration \$71,000
Scope of Service AES GI JJH		Scope of Service LEA-wide	
X All OR:		_ All OR: X Low Income pupils X English Learners _ Foster Youth	

<ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 		<ul style="list-style-type: none"> <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	
<p>1AA. Purchase Northwest Evaluation Association (NWEA) and Measures of Academic Progress (MAP) assessments and provide staff development for implementation</p>	<p>Title II Supplemental and Concentration \$32,565</p>	<p>NWEA & MAP assessments were purchased. Staff training took place in October.</p>	<p>Supplemental and Concentration \$30,065</p>
<p>Scope of Service: LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </p>		<p>Scope of Service: LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </p>	
<p>1BB. Hire data consultant to assist with setting up the new assessment system and designing appropriate reports for reporting data to stakeholders</p>	<p>Supplemental and Concentration \$50,000</p>	<p>Consultant was not hired. Administrators attended NWEA training in Portland to become proficient at using reports for reporting to stakeholders.</p>	<p>Supplemental and Concentration \$5,242</p>
<p>Scope of Service: LEA</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </p>		<p>Scope of Service: LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </p>	
<p>What changes in actions, services, and expenditures will be</p>	<p>As a result of reviewing past progress the following changes in current actions, services, and expenditures were made: (1F) Teachers did not need to build their own performance tasks and assessments because the state is providing Interim Block</p>		

made as a result of reviewing past progress and/or changes to goals?

Assessments by grade level for teacher use. (1L) Purchased more devices than anticipated to move more quickly to 1:1. (1I) More experienced teacher was hired resulting in a higher salary. (1N) Added a route to Grimes after school. (1X) More students were enrolled in AP classes which resulted in more AP exam fees. (1R) Unable to fill the math coach position with a full-time person. Hired a math consultant to work about once a week with high school math teachers. Consultant only worked with high school so changed scope of service from LEA-wide to high school only. For the 2016-17 school year, look to hire an instructional coach versus specifically a math coach in order to support teachers across curriculum areas and across the district.

(1T) High school is moving from having a library with physical books to more of an online resource media center; therefore scope of service was changed to exclude the high school. (1W, 1Y, 1Z) Adjusted applicable subgroups to be more specific for these actions.

(1Z) Edmentum was added as a credit recovery/intervention program at the high school level as a supplement. By adding this service, the action became LEA-wide. (Action 1Z in 16-17). Five periods of support utilizing the Edmentum Curriculum were added to regular day master schedule (Action 1CC in 16-17).

(1BB) In lieu of hiring a data consultant to assist with new assessment system and designing appropriate reports for the stakeholders, superintendent and principals attended NWEA training in Portland in order to do the reporting work themselves. Found it necessary to add, change or adjust some data points in the metrics for the 2016-17 plan: added GI SRI scores (x), added NWEA metric data (y,z)

New actions, services, and expenditures will be added:

1. Add ELD teacher to JJH for designated support services (Action 1I in 16-17)
2. Purchase Compass Learning as an online resource for TK-5 grades (Action 1Z in 16-17)
3. Provide opportunities for college/career exploration field trips for middle school students (Action 1DD in 16-17).
4. Purchase curriculum to support moderate to severe special education students (Action 1EE in 16-17).
5. Hire a computer/technology teacher at the middle school so that students learn basic skills at an earlier age which will eventually free up an additional period at the high school level for students because that course will no longer be a requirement because those skills are learned in the middle school (Action1FF in 16-17).

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

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

Original GOAL 2 from prior year LCAP:	Pierce Joint Unified School District students will feel a sense of connectedness academically, socially, emotionally, and physically in their schools.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 _ 3 _ 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools: LEA-wide Applicable Pupil Subgroups:	All
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> (a) 96.81% attendance rate, maintain (June 2015) (b) 12% chronic absenteeism rate, decrease by 2% to 10% (2014/15) (c) 5.6% suspension rate, maintain (June 2015) (d) .001% expulsion rate, maintain (June 2015) (e) F's at high school not to exceed 7% per semester – 4.8% in Spring 2015 (f) D's at high school not to exceed 7% per semester – 11.4% in Spring 2015 (g) Discipline referrals at AES not to exceed 50 – 67 in 2014/15 (h) Discipline referrals at GI not to exceed 15 – 15 in 2014/15 (i) Discipline referrals at PHS not to exceed 400 – 610 in 2014/15 (4 bus referrals included) – 66 in 2014/15 (j) Discipline referrals at JJH not to exceed 200 – 66 in 2014/15 (k) Discipline referrals at AAHS not to exceed 20 – 43 in 2014/15 (l) Bus referrals not to exceed 25 – 45 in 2014/15 (m) 100% of school sites have a facility rating of exemplary based on FIT data, maintain (n) 63% of 9th graders on the HKS agree or strongly agree that they feel they are part of the school, increase by 5% to 68% (2013/14) (o) 44% of 9th graders on the HKS agree or strongly agree that they feel they are part of the school, increase by 10% to 54% (2013/14) (p) 67% of 9th graders on the HKS agree or strongly agree that they feel safe at school, increase by 5% to 72% (2013/14) (q) 54% of 11th graders on the HKS agree or strongly agree that they feel safe at school, increase by 5% to 59% (2013/14) (r) F's in high school P.E. not to exceed 10 students – 8 in Spring 2014/15 	<ul style="list-style-type: none"> Actual Annual Measurable Outcomes: (a) 97.16% attendance rate (15-16) (b) 13% chronic absenteeism (15-16) (c) 6% district suspension rate (15-16) (d) 0% district expulsion rate (15-16) (e) data not yet available (f) data not yet available (g) 43 discipline referrals at AES (15-16) (h) 1 discipline referral at GI (15-16) (i) 400 discipline referrals at PHS (15-16) (j) 50 discipline referrals at JJH (15-16) (k) 17 discipline referrals at AAHS (15-16) (l) 15 bus referrals (15-16) (m) 100% of school sites were rated exemplary based on FIT data as of June 2016 (n-1) 21% of 5th graders on the HKS agree or strongly agree that they feel they are part of the school (15-16) (n-2) 81% of 7th graders on the HKS agree or strongly agree that they feel they are part of the school (15-16) (n) 62% of 9th graders on the HKS agree or strongly agree that they feel they are part of the school (15-16) (o) 48% of 11th graders on the HKS agree or strongly agree that they feel they are part of the school (15-16) (p-1) 81% of 5th graders on the HKS agree or strongly agree that they feel safe at school (15-16) (p-2) 82% of 7th graders on the HKS agree or strongly agree that they feel safe at school (15-16) (p) 77% of 9th graders on the HKS agree or strongly agree that they feel safe at school (15-16) (q) 74% of 11th graders on the HKS agree or strongly agree that

they feel safe at school (15-16)
(r) data not available until June 2016

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
2A. Maintain prevention/intervention counselor		Maintained prevention/intervention counselor	
Supplemental and Concentration \$98,924		Supplemental and Concentration \$104,796	
Scope of Service	LEA-wide	Scope of Service	LEA-wide
<input type="checkbox"/> All OR: <input checked="" 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 checked="" 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)	
2B. Increase facility services at school sites by adding a total of an additional 1.5 hours to overall classified custodial staff time		Services increased by 1.5 hours/day	
Base \$6,163		Base \$6,410	
Scope of Service	LEA-wide	Scope of Service	LEA-wide
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
2C. Maintain extra-curricular funding		Funding maintained	
Base \$12,000		Base \$12,000	
Scope of Service	PHS	Scope of Service	PHS

<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)					
2D. Maintain school clubs and activities for academic enrichment	Supplemental and Concentration After School Education and Safety (ASES) \$15,357	Clubs for enrichment maintained. Each year the clubs change. Examples of club types include: robotics, gardening, knitting, golf	After School Education and Safety (ASES) \$8,768 Supplemental and Concentration \$8,768				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">AES JJH</td> </tr> </table> <input type="checkbox"/> All ----- OR: <input checked="" 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)	Scope of Service	AES JJH		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">AES JJH</td> </tr> </table> <input type="checkbox"/> All ----- OR: <input checked="" 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)	Scope of Service	AES JJH	
Scope of Service	AES JJH						
Scope of Service	AES JJH						
2E. Maintain campus supervisor position for students waiting for bus for late route	Supplemental and Concentration After School Education and Safety (ASES) \$1,374	Campus supervisor maintained for after school bus supervision	After School Education and Safety (ASES) \$1,423				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">AES</td> </tr> </table> <input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	Scope of Service	AES		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">AES</td> </tr> </table> <input type="checkbox"/> All ----- OR: <input checked="" 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)	Scope of Service	AES	
Scope of Service	AES						
Scope of Service	AES						

_ Other Subgroups: (Specify)			
2F. Maintain para-professional for TK classroom to provide academic support and supervision due to no classroom restroom	Supplemental and Concentration Title I \$19,617	Para-educator maintained	Supplemental and Concentration \$20,542
Scope of Service AES _ All ----- OR: <input checked="" 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)		Scope of Service AES _ All ----- OR: <input checked="" 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)	
2G. Hire college/career counseling technician to work with high school counselor to support students on their college and career readiness plans beginning in middle school and continuing in high school	Supplemental and Concentration \$40,601	Hired college/career counseling technician. Purchased Kudar, career navigation software, that students use in the counseling center.	Carl D. Perkins Career and Technical Education \$920 Supplemental and Concentration \$49,222
Scope of Service JJH PHS _ All ----- OR: <input checked="" 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)		Scope of Service JJH PHS _ All ----- OR: <input checked="" 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)	
2H. Hire full time elementary vice principal for student support	Base \$44,886	Full time vice principal hired	Base \$51,825

<p>Scope of Service AES GI</p>		<p>Scope of Service AES GI</p>	
<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>2I. Hire additional Physical Education teacher for smaller class sizes which will allow for more interactions between the teacher and students</p>	<p>Supplemental and Concentration Base \$72,635</p>	<p>Additional PE teacher hired</p>	<p>Base \$58,325</p>
<p>Scope of Service AES PHS</p>		<p>Scope of Service AES PHS</p>	
<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>2J. Continue to offer ROP/CTE courses for students</p>	<p>Supplemental and Concentration Base \$56,601</p>	<p>ROP/CTE courses offered at the same level as 13/14 school year under MOU with Sutter County Office of Education.</p>	<p>Base \$54,601</p>
<p>Scope of Service PHS</p>		<p>Scope of Service PHS</p>	
<p><input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p>		<p><input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p>	

<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
2K. Implement College and Career Club program	Supplemental and Concentration \$3,000	College and Career Club curriculum purchased. Teacher salary for teaching two class periods of the course.	Supplemental and Concentration \$24,992
Scope of Service JJH <hr/> <input type="checkbox"/> All OR: <input checked="" 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)		Scope of Service JJH <hr/> <input type="checkbox"/> All OR: <input checked="" 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)	
2L. Add 7th period band to high school schedule by incorporating 9th graders into existing 7th/8th grade period		One period of high school band offered	No additional costs
Scope of Service PHS <hr/> <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)		Scope of Service PHS <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	As a result of reviewing past progress, the following changes in current actions, services, and expenditures were made: (2G) Purchased Kudar, career navigation software, for college/career center. (Action 2G in 16-17) (2K) original cost projection included only curriculum not teacher salary too. (Action 2K in 16-17) New actions/services to be added include: 1. Add an additional music teacher to the district and allocated funds for instruments (Action 2L in 16-17) 2. Add video cameras to buses (Action 2M in 16-17) 3. Hire a part-time nurse and part-time health clerk (Action 2N in 16-17)		

	Added additional data points that became available including 5th and 7th grade Healthy Kids Survey data that is pertinent to goal 2 (n-1, n-2, p-1, p-2).
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Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

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

Original GOAL 3 from prior year LCAP:	Pierce Joint Unified School District will engage families and members of the greater school community as educational partners.	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: LEA-wide Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	(a) 33% of JJH parents have access to grading portal, increase by 10% (March 2015) (b) 52% of high school parents have access to grading portal, increase by 10% (March 2015) (c) 33 DART referrals, decrease to 25 (June 2015) (d) Offer two parent workshops for parent engagement (e) 100% of school sites will request parent feedback through end-of-year surveys, maintain	Actual Annual Measurable Outcomes:	(a) 35.4% of JJH parents have parent portal accounts (b) 56.6% of PHS parents have parent portal accounts (c) 26 DART referrals for 15-16 (d) 12 PIQE workshops held, 1 drug/gang awareness workshop held, 3 PAW talks held at the high school (e) All sites sent parent surveys home
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
3A. Parent training on how to access brand-new abi.net parent portal for student attendance and grades	Budgeted Expenditures	Directions posted on website and instructions mailed home. Parents could sign on at Back to School Night. Instructions given at PIQE training. Emails pushed out weekly from abi for grades and attendance.	Estimated Actual Annual Expenditures
	Supplemental and Concentration Title I \$500		Supplemental and Concentration \$1,035
Scope of Service	JJH PHS	Scope of Service	JJH PHS
_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth		_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient	

<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> Other Subgroups: (Specify)	
3B. Staff training and time for using technology to communicate with parents regarding grades	Supplemental and Concentration Title II \$28,247	Training held on March 25 for JJH and PHS teachers.	Supplemental and Concentration \$7,321
Scope of Service LEA-wide <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service JJH PHS <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)	
3C. Continue Edu-link contract to allow phone message communication with parents	Supplemental and Concentration \$0	Edu-link continues to be implemented	Year 2 of a 3 year contract \$ -0-
Scope of Service LEA-wide <input type="checkbox"/> All OR: <input checked="" 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)		Scope of Service LEA-wide <input type="checkbox"/> All OR: <input checked="" 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)	
3D. Continue holding CTE/Agriculture advisory committee meetings at least two times per year		Meetings held	
Scope of Service PHS <input checked="" type="checkbox"/> All		Scope of Service PHS <input checked="" type="checkbox"/> All	

<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>3E. Provide high school parents by grade level with a timeline of important dates for ensuring their student is prepared for college or career entry. This should include dates of assessments such as Preliminary Scholastic Achievement Test (PSAT), AP, Scholastic Achievement Test (SAT), American College Testing (ACT), and dates of college deadlines and scholarship deadlines. This would be a type of Parent "Survival" guide.</p>	<p>Supplemental and Concentration Base \$568</p>	<p>Documents created and posted on website</p>	<p>Supplemental and Concentration \$276</p>
<p>Scope of Service PHS AAHS</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service PHS AAHS</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>3F. Communicate with parents on a regular basis regarding student opportunities to fulfill college and career goals</p>	<p>Supplemental and Concentration \$1,500</p>	<p>Facebook and web page have the opportunities listed. Counselor and college/career technician met with incoming 8th graders and their parents to work on student's high school course plan.</p>	<p>Supplemental and Concentration \$2,638</p>

<p>Scope of Service JJH PHS</p>		<p>Scope of Service JJH PHS</p>	
<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>3G. Facilitate parents making college site visits with their child and provide transportation</p>	<p>Supplemental and Concentration \$1,000</p>	<p>No parents attended Sac. State Academies this year.</p>	<p>No cost. \$0</p>
<p>Scope of Service PHS</p> <p><input type="checkbox"/> All OR: <input checked="" 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)</p>		<p>Scope of Service PHS</p> <p><input type="checkbox"/> All OR: <input checked="" 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)</p>	
<p>3H. Purchase an App for district and site information/communication with parents and community</p>	<p>Supplemental and Concentration \$3,500</p>	<p>App is available</p>	<p>Supplemental and Concentration \$1,750</p>
<p>Scope of Service LEA-wide</p> <p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p>		<p>Scope of Service LEA-wide</p> <p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	

_ Other Subgroups: (Specify)				
3I. Implement Parent Institute for Quality Education (PIQE) including 2 STEM trainings		Migrant Education Supplemental and Concentration \$10,000	Twelve week PIQE course was offered in the fall including STEM	Supplemental and Concentration \$5,000 Migrant Ed \$3,000
Scope of Service	LEA-wide		Scope of Service	LEA-wide
_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Migrant			_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Migrant	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		As a result of reviewing past progress, the following changes were made to Goal 3: Action/Service in 3A was changed from a training to distributing information on how to access the system. Assistance was available at the school sites during Back-to-School Nights. Scope of Service in Action 3B was changed from LEA-wide to specific sites because the elementary schools do not have the parent portal open for grade access. New actions/services and expenditures to be added to Goal #3 include: 1. Provide classroom facility space for Colusa County Office of Education to offer adult ESL classes in the evenings for our parents (Action 3J in 16-17)		

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

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	<u>\$2,068,317</u>
<p>Pierce Joint Unified School District has planned expenditures on a district-wide and school-wide basis due to the fact that our unduplicated student count is <u>70.5</u>%. Because our English Learners and Low Income Students generate these dollars, those students will be targeted specifically for the planned services, but any student, regardless of whether or not they are an English Learner or Low Income Student, will be eligible for the service if the service is needed to improve academic and/or social and emotional needs that lead to the district meeting its goals. Services in the plan include: teacher training, academic intervention, technology-driven intervention resources, socio-emotional and behavioral support, English Learner support, college and career readiness, parent involvement, class size reduction, extended learning time, assessment systems, and after school enrichment activities including transportation.</p>	

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

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

18.3	%
<p>Pierce Joint Unified is expending the majority of its Supplemental and Concentrated funds district and school-wide as stated above with targeted students as a priority.</p> <p>The following added services are planned for 2016/17:</p> <ul style="list-style-type: none"> • Hire district-wide instructional coach • Create high school media center with online research resources • Add computer teacher to the middle school • Purchase curriculum to support Special Education classes 	

- Add ELD teacher specifically for middle school for designated support
- Offer college/career field trip opportunities to middle school students
- Equip buses with video camera systems
- Hire an additional music teacher
- Hire a part-time nurse and health clerk
- Offer district facility space for county provided adult ESL classes

The following services that were added in previous years and are ongoing:

- One additional staff development day added for teachers to improve their content knowledge and instructional delivery (15-16)
- School sites reviewed and determined ELA curriculum adoption materials (15-16)
- Hired tutor to support students after school at the high school (15-16)
- Purchase additional library books at the elementary and middle schools to give students more variety and serve the reading level of all students (15-16)
- Strategic planning held for administrators to set the professional development path for teachers, including EL strategies (15-16)
- Hired .5 FTE to teach ELD at Arbuckle Elementary to have a total of 1.5 ELD teachers (15-16)
- Edvivate online teacher resource tool was implemented to assist teachers with continual improvement (15-16)
- AP exam costs began being paid by the district so that all students in an AP class will take the AP exam (15-16)
- 3 week summer school program for students not meeting proficiency (15-16)
- Purchased ST math subscriptions for grades TK-6 and 7 & 8 grade intervention licenses to build math concept knowledge (15-16)
- Purchased NWEA and MAP assessments to be able to gauge student progress throughout the school year (15-16)
- Hired college/career technician to support counselor; work with students and parents on goal setting and steps for college/career preparation beginning in middle school (15-16)
- Hired full-time elementary vice principal for student support (15-16)
- Hired additional PE teacher for smaller class sizes, and this increase created grade level collaboration time for planning because entire grade levels will have PE at the same time (15-16)
- Began College and Career Club program in grades 7 and 8. (15-16)
- Added band to 9th graders schedule as a course offering during 7th period (15-16)
- Trained parents on how to access new abi.net portal to allow them to see students' attendance and grades (15-16)
- Communicated with parents regarding high school requirements for students and college and career options for students (15-16)
- Created district App for Smart Phones as a means for parent communication (15-16)
- Offered Parent Institute for Quality Education (PIQE) workshops for parents on information regarding the schooling system (15-16)
- Teacher and administrative training on EL strategies, instructional strategies, assessment strategies, Common Core, STEM, NGSS and technology both on and off-site (14-15)
- Math Common Core materials being utilized (14-15)
- Utilization of Illuminate as assessment data information system (14-15)
- Para-educator time at Grand Island to support combination classrooms and high EL student population (14-15)
- .5 FTE for ELD teacher at Grand Island (14-15)
- Agriculture, wood fabrication class as a CTE course (14-15)
- Teachers hired for K-3 CSR and 5th grade teacher to keep class sizes lower (14-15)
- Purchase Chromebooks so that we are at 1:1 with devices in grades 2-12 (14-15)
- Technology employee maintains devices and provides teachers with training in the area of technology (14-15)
- Transportation for late bus route to extend school day for intervention participation (14-15)
- Two staff development days added to teacher calendar through negotiations (14-15)

- Salary and health benefits increase to retain trained, quality staff (14-15)
- Teacher induction paid by the district for beginning teachers (14-15)
- Full-time prevention/intervention counselor (14-15)
- Sacramento State Summer Academy tuition paid and transportation provided for 9-11 graders (14-15)
- Teachers provide intervention and instruction after school (14-15)
- School clubs and activities for academic enrichment (14-15)
- Campus supervisor position for students waiting to take the late bus (14-15)
- Para-professional for TK classroom (14-15)
- ROP/CTE courses (14-15)
- Parent college visit to Sacramento State (14-15)
- Edu-link messaging contract for parent communication (14-15)
- EL academic support periods at high school level (14-15)
- Reading Intervention Teacher at elementary school (14-15)
- EL support class provided by para-educator at kindergarten (14-15)

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).