Introduction:

LEA: San Carlos School District   **Contact (Name, Title, Email, Phone Number):** Dr. Craig Baker, Superintendent, cbaker@scsdk8.org, 650-508-7333   **LCAP Year:** 2015-2016

Local Control and Accountability Plan and Annual Update Template

INTRODUCTION:

San Carlos School District is a high-achieving school district in San Mateo County on the San Francisco peninsula. We serve approximately 3,130 students grades TK-8. It is important to highlight that SCSD is unique in that six of its eight schools are charter schools, five of those being dependent charters (Arundel, Brittan Acres, Heather, Tierra Linda and White Oaks), two public schools (Central and Arroyo-opening August, 2016) and one an independent charter (San Carlos Charter Learning Center). Charter Learning Center, as an independent charter, crafted an LCAP that aligned to their vision and goals as its own LEA and thus, will continue to submit its own LCAP to the county annually. As such, our LEA's LCAP is aligned to our District's Strategic Plan, as well as each school's site plans in combination with the district-wide and site-based stakeholders' feedback.

San Carlos School District (SCSD) Board of Trustees adopted a five-year Strategic Plan in June, 2013. This was an extensive process that engaged District staff and community members. A revised plan was Board approved on October 22, 2015. Our Strategic Plan is highlighted below, albeit briefly, to provide context for the reader. Please go to www.scsdk8.org for more details. While this revised plan is intended to serve as a guide for the District through 2020, it is also intended to be an evolving, living document. As such, it will be reviewed and updated annually, as warranted. Further, it is critical to note that this Strategic Plan along with ongoing engagement/collaboration with all of our stakeholders is the foundation for our LCAP development.

A Vision for Our Children

The San Carlos School District shall provide an innovative and engaging learning experience that fosters the development of the Whole Child to ensure all students are well prepared for success in the 21st Century, as evidenced by:

- *Reaching their highest academic, social, emotional, intellectual, and physical potential; and*
- *Becoming problem solvers, critical thinkers, risk-takers, designers, collaborators, and innovators; and*
- *Developing into contributing, empathic citizens and leaders who are responsible stewards of their world and care about equity and justice, both locally and worldwide.*

In order to expand and fulfill the Vision above, the District will continue to focus on the following high leverage goals:

I Align Curriculum and Instruction to a 21st Century Model of Learning
II. Align Human Capital to Support Staff as 21st Century Educators
III. Build Learning Environments for all SCSD Schools that will Reflect, Support, and Sustain 21st Century Learners

A major component of our Strategic Plan Goal I, "Align Curriculum and Instruction to a 21st Century Model of Learning," is our work on district wide development of deeper quality learning including assessment and integration of the 5 C's of 21st Century Learning (Critical Thinking, Collaboration, Communication, Creativity and Civility) & Ownership of Learning, the whole child and development of rubrics that measure content knowledge, authenticity and levels of engagement. This has included an emphasis on professional development around the CCSS as well as tech-infused project-based learning, social emotional learning, the arts, health, wellness and sustainability. We began a three-year professional development series of Cohorts on Tech-Infused Project Based Learning beginning in 2013-2014. A total of 116 teachers have been trained to date but we will now need to add a Cohort 4 to train the remaining teachers in the 2016-2017 school year. We have worked collaboratively and in partnership with the San Mateo County Office of Education on professional development beginning last August, 2015 and throughout the 2015-2016 school year and it is our hope to continue with this partnership. We will continue to train our administrative team in ways to support staff and students including building in collaboration time and opportunities for teachers/learners to exhibit their deeper learning.

In our Strategic Plan Goal 2, "Align Human Capital to Support Staff as 21st Century Educators," we have continued our collaborative and co-teaching models, as well as positive behavior systems and intend to continue to refine this further in the 2016-2017 school year given our ongoing success in reduction of disciplinary incidents. In addition, our administrative and educator teams are working together to expand the professional growth opportunities for all of our educators. We piloted a new, multiple measure professional growth/evaluation system during the 2015-2016 school year with expanded personalized professional growth planning and increased collaboration time. In the 2016-2017 school year, we will launch this new Professional Growth and Evaluation model district-wide. We will reflect and revise this system in the Spring, 2017 based upon implementation successes, challenges and feedback. We will continue to use our district website as one source of communication for our parent community as well as to continue to offer Parent Information and Engagement (PIE) events to support learning/education of our parents around 21st century learning, project-based learning, 5C's/Habits of Mind, math, special education, etc. In addition, an audit was conducted by an independent consultant regarding district communications during this school year. Overall, the public perception of SCSD is a positive one. However, the audit noted a number of key areas that district leadership will want to consider when shaping a new communications plan for SCSD to enhance communication with all stakeholder groups.

In our Strategic Plan Goal 3, "Build Learning Environments for all SCSD Schools that will Reflect, Support, and Sustain 21st Century Learners", the District Facility Master Plan (FMP) and updated 2015 Technology Plan remain pillars for future planning and pilots. This is inclusive of infrastructure and technology equipment but also the newly adopted technology scope and sequence. Further, this goal includes re-conceptualization of learning environments needed to be an exemplary setting conducive for learning in our future Pre-3, 4-5 and 6-8 school sites as well as blurring the lines of where and when learning occurs (at school, after school and through blended learning opportunities). As such, personalized learning will be a critical focus of our work in the upcoming years.

Lastly, current state base funding covers 70% of our annual budget. This total amount only covers 88% of our staffing costs with no financial resources available for other instructional and operating costs based upon on 2nd Interim Budget Report 2015-2016 The remainder of our operating budget is funded by a combination of monies from San Carlos Education Foundation (roughly $2 million annually, Parcel Tax ($2.2 million annually) and other grants (such as Sequoia Health Care $425,800 in 2015-2016, etc.). In 2015-2016, according to the Minimum Proportionality Percentage (MPP), estimated supplementation and concentration grant funding was $463,298 which is 2.11% to base funding. However, as a district, in order to maintain our programs supporting our students including English Learners, low socio-economically disadvantaged and foster youth/homeless students the district spent well over $800,000.

Later in sections 2 and 3 of this LCAP document, you will find each of the 8 State Priorities addressed specifically. Below is a summary of each metric and identified areas of need (or lack thereof):

Priority 1: Basic

A. Review of 2015-2016 credentialing data revealed that 100% of our teachers are properly assigned. Also, 100% of our teachers are fully credentialed in the subject areas they are teaching students. Further, 97.42% of our teachers are considered highly qualified per the CDE standards. For the few teachers (district-wide) who have not met this established standard, we are working with these staff individually on a plan to reach this standard and we anticipate our percentage to increase further prior to the next SARC report. Also, we have had no complaints filed in regards to teacher qualifications this past three school years. Thus, this is not identified as a high area of need for this LCAP. However, we will continue to implement and monitor so as to maintain our current levels in LCAP Goal #2.

B. In regards to sufficiency of access to standards-aligned instructional materials, based upon staff feedback and review of Williams complaints (we have had one complaint this school year), this is also not an identified area of need for the LCAP. That said, we are continuing to work as a district to provide updated CCSS aligned resources to our staff. During the 2015-2016 school year, K-5 math committee adopted new math curriculum.

C. Our school facilities are maintained in good repair and per review of School Facility Condition reports in the most recent SARCs, all facilities are in good to exemplary repair status. Having said that, given our substantial growth in enrollment, this LCAP will address instructional support, pedagogy, infrastructure and facilities as an identified need to support student learning.

Priority 2: Implementation of State Standards

A. LCAP goal #2 will address implementation of the academic content and performance standards (including CCSS and NGSS) through assessment/progress monitoring, traditional and blended curricular resources as well through technology-infused project based learning. Goal #3 will also address the focus on supporting our Pre-3, 4-5 and 6-8 structures including personalized learning.

B. LCAP goals #1, 2, and 3 will target how the programs and services will enable English learners to access the CCSS and ELD standards for purposes of gaining academic content knowledge and English proficiency.

Priority 3: Parental Involvement

Overall, all parents preschool-8th grade are provided with an opportunity to participate in district-wide surveys. Paper forms are available for those who cannot participate via internet and this includes duplicated and unduplicated students/families. LCAP Goals #1, 2, and 3 include engagement of our parental community.

A. As documented in section 2, staff seeks input from all of its stakeholders at both a district (e.g. DELAC, Foster Youth Liaison, SCTA/CSEA, SEDAC, etc.) as well as at the site level (PTA, Site Council, staff meetings, leadership teams, ELAC, etc.). Included in our ELAC, DELAC, Site Councils, SEDAC are parent partners. While this is not considered an area of targeted need, it is embedded in the very culture of our LCAP process and so this collaboration will continue.

B. As mentioned above, our parent input in regards to English Learners is gathered through site ELAC meetings and district DELAC meetings. In addition, we have a small English Learner committee that is working on targeted English Language Learner needs. As such, connecting with families of EL students is a sub-component of this work. Currently, we have a total of 6 foster youth in our district. While this is a relatively small and non-significant number statistically, we acknowledge that special care is still needed in working with these families. Given the low number, we are able to work closely with these families in coordination with our Foster Youth Liaison to identify district and community supports for these families. Additionally, for sites who have a foster student on their site, specific input is requested from these families as part of their site work. This is not identified as a key targeted need for our LCAP however, this support work will continue regardless and as such actions have been identified to continue our work for these students and their families. Lastly, we have a total of 197 socio-economically disadvantaged students including 9 homeless students. Again, we solicit input from these families through meetings and surveys.

C. During this school year, district staff continued to work with and solicit feedback from the Special Education District Advisory Committee (SEDAC) to better support students with exceptional needs. This committee's work launched the first Ability Awareness Week during the 2015-2016 school year and their continued feedback, including parent survey data, assisted the District to consider these specialized needs for students (and their families) within the greater community.

The reader will note that unlike last year's LCAP (which had a separate goal around parent engagement), in this LCAP, parent engagement will be addressed in the actions/services for each goal--not only to seek parental/guardian/community feedback but also as partners in educating all students under our philosophy of "educators broadly defined" (as outlined in our Strategic Plan).

Priority 4: Pupil Achievement

A. Statewide assessments results will be included in our new Goal #2 as we assess student progress on CCSS.

B. API will not be addressed in this LCAP because it is no longer a measure in California.

C. The percentage of students who have successfully completed courses that satisfy UC and CSU requirements does not pertain to us as an elementary school district and thus will not be addressed.

D. The percentage of EL students who have made progress on CELDT will be addressed in Goal #2.

E. The District's English Learner re-classification rate will be included in Goal #2.

F. The percentage of students who have passed the advanced placement examination score is not applicable to us as an elementary district and thus is not an identified need in this LCAP.

G. The percentage of students who participate in and demonstrate college preparedness is also not applicable to us as an elementary district and thus is not an identified need in this LCAP.

Priority 5: Pupil Engagement

A. Our district attendance rates as of the date of writing this LCAP is 96.7%. While this number is generally considered a strength, we as a district value strong school attendance and support efforts (including Big Lift) to improve attendance and establish strong school attendance patterns at an early age. While not a formal action, we have included this as a measure to monitor in Goal #1.

B. We conducted a deeper analysis of our absenteeism which revealed a chronic absentee rate of 4.75%. We have identified the need to continue to address this for a small, select group of students/families through our SARB/SART process and thus, this will be included in Goal #1.

C. Our middle school drop out rate is 0%. Thus, this is not an area of need and we will not target this specifically in this LCAP.

D. High School Drop out rates do not pertain to our district as we are an elementary school district.

E. High School graduation rates also do not pertain to our district as we are an elementary school district.

F. EAP requirements also do not pertain to our district as we are an elementary school district.

G. A-G Requirements also do not pertain to our district as we are an elementary school district.

Priority 6: School Climate

A. Our district wide student suspension rate continues to be below 1%. This is not identified as an area of specific need in our district and will not be area of focus. However, we will continue to monitor and work to maintain (or better) this level.

B. Our student expulsion rate is 0% this year and thus is not considered an area of need and will not be a specific focus of this LCAP. However, we will continue to monitor and work to maintain this level.

C. Student's, parent's and staff's sense of safety and school connectedness is an area of importance to the district including sense of belonging and equity access. This will be addressed as part of Goal #1, district-wide.

Priority 7: Course Access in Grades 1-6

A. All students are offered physical education in compliance with governing law. In addition, nutrition and health education curriculum is embedded for all grades. Our wellness program is considered a strength district-wide and thus the district does not see any identified areas of need here. However, the district will address in Goal #3 exploration of personalized learning --especially in the area of math and electives (e.g. world language programming) as well as "homework" as these were identified by parents through survey results.

B. Supports and services for unduplicated students will be addressed in Goals #1, 2, and 3.

C. Programs and services for individuals with exceptional needs will be addressed in Goals #1, 2 and 3.

Priority 8: Other Pupil Outcomes

As outlined above in the Strategic Plan, the district has embraced development of the whole child including the 5C's (Critical Thinking, Creativity, Collaboration, Communication and Citizenship/Stewardship). Progress monitoring of student growth in the 5C's will be included in Goals #2 and 3.

Overall, this LCAP reflects the engagement of all stakeholders, addresses the key priorities, outlines our plans and fiscal allocations in accordance with required elements established by the State. However, more importantly, this LCAP accurately reflects our growing district overall but also reflects district-wide goals that are in alignment with our strategic plan and vision for all of our students.

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?

2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?

3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?

4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?

5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?

6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?

7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
Overall Site/District Input Dates/Process:	Overall Site/District Input Summary:
Arundel Site Input: Staff Meetings: 2/9, 3/8, 3/22, 4/25 , 5/10 SSC: 2/14 PTA: 1/13, 2/10, 3/9 ELAC: 12/14/15 Meeting with Preschool Director: 2/12	We reflected on our process from the first two years of engaging our stakeholders through both site and district levels and given its past effectiveness, we agreed to continue that process this year with some changes based upon prior year feedback. Dates specified (to the left), are listed by not only district level but by each site as well and are summarized wholistically below.

Brittan Acres Site Input:
SSC: 1/21, 2/25, 5/12
PTA: 1/13, 3/9, 4/13
Staff Meetings: 1/12, 1/26, 2/23, 324, 4/12, 5/10

Central Site Input:
SSC: 1/21, 5/19
PTA: 2/10, 5/11
Staff Meetings: 1/26, 2/9, 5/10

Heather Site Input:
SSC: 2/4, 3/21, 5/19
PTA: 3/8, 4/11, 5/10
Staff Meetings: 1/12, 3/22, 5/10

Tierra Linda Site Input:
SSC: 2/4, 3/3, 5/5
PTA: 2/8, 5/31
Staff Meetings: 4/22
Master Schedule Committee meetings 1/13, 1/20, 1/27, 2/24
Math Pathways Parent Night 1/19
Student: 3/16

White Oaks Site Input:
SSC 1/19 , 2/25, 3/31
Leadership Team: 1/5
Staff Meetings: 1/6, 1/26, 2/8, 2/23, 3/8

District Leadership Meeting Input:
Administrative Council Meeting: 2/8
Principal Meetings: 1/11, 3/21, 4/22

Board Input: 3/24, 5/26
Public Viewing: 6/6-6/9
Public Hearing: 6/9

Since the Administrative Council and Board retreats in August of 2015, we have been updating our stakeholder groups on the progress of our 2015-2016 LCAP. We spent a great deal of time analyzing data (including SBAC results, CELDT data, communication audit, results from students, teachers, staff and parent surveys --Panorama and one-question surveys, etc.) as it was obtained as well as feedback from stakeholder engagement process (site councils, PTA, DELAC, etc.)

During the data analysis, we learned that there continues to be an achievement gap between our overall students and those classified as "unduplicated." As such, we agreed that we need to continue our efforts in supporting these students in a significant (and in some cases more targeted) ways.

Even though a highly concerted effort was made to achieve all goals, actions and services, we acknowledge that some targets were not attained.

As outlined in the Annual Update section, we also realized we needed to consolidate goals to make our LCAP plan more targeted and streamlined as well as to more clearly define our "base" vs. "supplemental" services. We have made a deliberate effort to ensure that the actions/services for our LCAP targeted populations (English Learners, socio-economically disadvantaged, foster youth/homeless, and special education) are more clearly outlined. As you may remember, last year was our first implementation year with a single district LCAP and 5 goal areas. This year, we will update prior goals/actions and services as well as propose three modified goals that we will target over the next three years including 2016-17, 2017-18, and 2018-19. Additionally, based upon the stakeholder work and the inter-connectivity of our goals, we have reorganized our actions/services into four categories: teacher/staff support, communication, parent engagement and student engagement/other rather than having separate goals.

We have followed LCAP regulations including requirements for engagement and responsiveness. Superintendent Baker responded to all questions/comments and our public viewing is from June 6-9, with the LCAP hearing scheduled for June 9th at a Public Board session. We anticipate adoption of the LCAP at the Board meeting on June 23, 2016.

Board Adoption: 6/23	
District English Learner Advisory Committee (DELAC): 9/28, 11/9, 2/1, 3/7, 4/18	DELAC conversations yielded the following suggestions for future: • Communicate to parents at an earlier stage what CELDT level their child is (via teachers at conferences) and include more translation in Spanish • Align practices district wide and use an EL intervention plan that is communicated with parents early • Find a new tool for teachers to use to monitor progress EL students • Work on EL's needs within context of new reading curriculum and continue to work through needs in writing curriculum Based upon feedback, readers will see actions/services addressing English Learners in all three goal areas.
Special Education District Advisory Committee (SEDAC): 4/1/16	SEDAC conversation yielded the following suggestions for future actions/services by this parent group: • Increase parent education/communication around second step at middle school level • Expand parent education around how to support your child in Math • Increase parent education/communication around "homework" • Increase parent education/communication around the 5C"s As such, parent education in the above domains are included in the targeted action/services in all three goals.
CSEA survey: April 12, 2016	San Carlos CSEA Chapter 263 met on April 12, 2016. The members present discussed the San Carlos School District LCAP. This group represented all job groups within CSEA with the exception of no bus drivers were present. The group felt that the LCAP funding method was working well and have seen improvements both on their site and district wide. The group provided feedback and recommendations in the following areas: • School Facilities were not in as good as repair, as they could be, that some buildings were getting old and need more upkeep. The maintenance department is too small.

- Para Professionals felt the additional trainings have been very helpful. Middle School Para professionals would like to see more training to help students with common core.

- CSEA would like to see the library technician position restored to the pre lay off hours or more. Librarians would like to see students have the opportunity to use library computers in a supervised setting after school to compete research or homework.

As such, some of the actions and services outlined in Goals 2 & 3 address the above.

Summary of Family/Community Survey Input:
Overall, there were more respondents in all categories. Most topics and questions had greater than 85% positive average responses.

Specific areas to consider for future include:

- How to communicate how students are achieving other than with report cards
- Engage parents in "What it means for their child to be successful"
- Finding ways to feel empowered to make a difference in their child's school
- Increase opportunities to partner with schools in decisions about their child's education
- Communicate and ensure academic rigor (even with noted increase from prior year) this remains and area of interest/concern for parents

Summary of Teacher Input:
Topics near or below 80% threshold to consider in goal planning for future included:

- Technology (specifically PD for integration of technology)
- Learning Environments
- Support (specifically need for resources to support implementation of Strategic Plan/District initiatives)
- Leadership

Strategic Plan Survey (Panorama) February 2016

Summary of Student Input:

Upward trends were noted year to year and across topics. Topics below 80% threshold to be considered in goal planning included:

- Sense of belonging
- Learning environment
- Engagement
- Learning strategies
- Interest in subject

Based upon survey data, the reader will see some of the key areas addressed in across all three goals.

"One Question" (satisfaction) Family survey was completed by 1,191 parents/guardians and 219 staff members.

Family One Minute/One Question Survey revealed:

- A large majority of Parents (>80%) are very satisfied with the educational experience provided for their students by the San Carlos School District
- Would like to see more electives, especially World Languages and Coding
- Are split over the amount homework assigned to students (A Goldilocks distribution - too little, too much, just right)
- Call for greater opportunities for personalized learning
- Call for greater academic rigor and attention to gifted and talented students
- Need for lower class sizes

Staff One Minute/One Question Survey revealed:

- A majority of Staff (>75%) are very likely to recommend to a friend or colleague working for the San Carlos School District
- A significant number of teachers are feeling overwhelmed
- A continuing need for Professional Development
- A need for greater communication between teachers and administration

Given the above, actions/services in Goals, 1, 2, and 3 note address of some of these key areas.

District Technology Team and Librarians:
This group met quarterly and identified the following possible goals:

One-Question One Minute Survey-November, 2015

District Technology Team and Librarians: 10/21, 1/13, 3/9

- Develop a detailed curriculum that builds upon the tech scope and sequence of district
- Create and manage tinker/maker/tech lab
- Provide consistent tech professional development for teachers and tech staff
- Review new apps/software/devices for individualized learning and PBL

Create a program to decrease overdue notices.

The following "Needs" were also shared:

- New computers to replace aging iMacs and new computers for check-out and look-up systems at elementary sites
- Mobile racks and furniture, robotic kits, maker materials and tools for emerging maker-spaces
- Upgrade with internet network
- Mobile carts for chromebooks
- iPad charging and syncing cart/stations
- Logistical support from District to create maker-space
- Central Librarian to coordinate with BA and WO librarians to transfer non-fiction curriculum related books for 4th graders from their space to Arroyo/Central (Missions, for example) and purchase new materials at CMS that will support 4/5 student interests/curriculum (same the year after for the new 4/5 as well)

These were also considered and key areas are embedded in the LCAP (e.g. Maker Space, technology infrastructure, and PD).

Communications Audit:

Overall, the public perception of SCSD is a positive one. However, the audit noted a number of key takeaways representing areas that district leadership may want to consider when shaping a new communications plan for SCSD including there is a fundamental difference in how various stakeholders perceive SCSD's strengths including the District's strategic plan and that work needs to be done to make it more accessible to non-practitioners. Secondly, SCSD lacks a consistent, recognizable visual brand and voice across its communications and this may be another area to consider. Third, despite the district's efforts to engage community members, there is a perception that SCSD moves forward on issues without enough consultation with all stakeholder groups. SCSD's identity and success are directly connected to the

Communications Audit conducted by independent consultant January-April, 2016

active engagement of the community. However, there is a strong desire by many wishing to share the district's accomplishments with other others outside of the district.

This LCAP's format has been revised from past years. As such, communication is now highlighted as a subset of each goal in this LCAP.

PD Advisory Committee:
This committee was comprised of teachers and administrators. Throughout the spring, the committee engaged in an accordion process bringing information to and gathering feedback from the site staff. In May, the committee synthesized the data/information into the following top 5 areas of focus and made recommendations for future Professional Learning planning and budgeting. In any given year, there may be a bigger focus in some areas and less in others. However, they are identified as "must-haves" as part of our PD planning and will be present, in some degree, every year to support professional learning for our exceptional staff! The committee acknowledged that we will take small steps this coming year, but recommended to highlight these elements in order for us to keep improving in the years to come:
1) Expertise/Coaching to Support Learning (the number one area of identified need)
2) Personalized Learning with flexible pathways, voice and choice
3) Focus and Relevance related to grade level/content (e.g. elementary vs. middle, special education, etc.)
4) Collaboration Time within School Day
5) Clear communications

Annual Update:
Overall District Update:
Our community involvement process involved multiple stakeholder groups at varying levels, over time. Each site engaged their classified and certificated staff, parents and students (grades 3-8) through meetings, surveys and conversations. During our input sessions we reviewed the purpose of LCAP, provided an updated on the progress of the 2015-2016 actions and services, and solicited input after reviewing current data.

PD Advisory Committee met during the Spring 1/25 and on 5/10 (and subsequently shared with site staff on several dates)

Annual Update:
DISTRICT UPDATES:
- DELAC Meetings: 9/28, 11/9, 2/1, 3/7, 4/18
- CSEA: Reached out to CSEA president but didn't hear back until late Spring
- Panorama Survey: 12/17
- Foster Youth Liaison Input: 12/11
- Special Education District Advisory Committee (SEDAC) Meeting: 12/14
- Board Meetings: 9/24, 11/19, 12/3, 12/17

- Administrative Council/Principal Meetings: 8/11, 9/21, 10/19, 11/2, 11/16, 12/7

In addition, district staff formally solicited input from SCTA and CSEA unions, District English Language Advisory Committee (DELAC), Special Education District Advisory Committee (SEDAC), Health & Wellness Coordinator and Foster Youth-Homeless Liaisons as well as our Governing Board. Further, data from district surveys, communications audit, etc. were considered.

Our involvement process again this year has been impactful on the development and revision of our LCAP. So much so, our goals were again modified based upon feedback from our stakeholders while still addressing the 8 State priorities overall.

On 9/24/15, revisions to the 2015 LCAP were approved (based on feedback from SMCOE). In addition, trimester progress/updates were provided to the Board 12/17/15 and 3/24/16.

On 11/30/15 and 2/22/16 and 4/25/16, San Mateo County Office of Education (SMCOE) LCAP Technical Team provided Regional LCAP Meetings and support. In addition, on 3/30/16, SMCOE LCAP team members met individually with District leadership to provide additional consultation/guidance. Throughout the year, the SMCOE has organized technical support teams to come to our district and other districts to share ideas. The technical support team has provided critical support on how our LCAP is written and how to assure that the funds are allocated appropriately. At the regional meeting, the SMCOE facilitated and provided opportunities for districts to come together to share best practices as well as numerous practical guides that as a district we were able to adapt to the unique nature of our district and then use to support and fine-tune our process overall.

Based upon our stakeholder input, we have consolidated the five goals from the 2015-16 LCAP to three goals that would directly address the 8 Priorities for the 2016-19 LCAP. Below is additional information regarding the listed sources:

DELAC: reviewed LCAP goals and targets for this year; reviewed survey data and needs; identified improvements in the following areas:

- Communicate to parents at an earlier stage what CELDT level their child is (via teachers at conferences) and include more translation in Spanish

- Align practices district wide and use an EL intervention plan that is communicated with parents early
- Find a new tool for teachers to use to monitor progress EL students
- Work on EL's needs within context of new reading curriculum and continue to work through needs in writing curriculum

SCTA co-presidents shared that they consulted with site representatives and staff felt the accordion process involving certificated staff at the site levels was addressing their needs and no further specific activities were needed/desired by this stakeholder group specifically.

CSEA employees were engaged throughout the year by the site CSEA lead and through the on-site processes.

Panorama survey was re-administered in February and those results are shared above.

Foster Youth-Homeless discussions yielded the desire for written resources pertaining to local support services available and also transportation was highly valued.

SEDAC (Special Education) met on 12/14/15 and 4/1/16. This group facilitated the first Annual Ability Awareness week. Input was provided through group meeting. Positive feedback was also received verbally.

At AC meetings, we reviewed progress on district/site goals. We also reviewed input from site council/LCAP committees, ELAC/DELAC, PTA/Community feedback, SCTA/CSEA feedback; board input, foster youth-homeless information, SEDAC feedback, student results and survey data.

On 4/22/16 an all day work session by all principals and assistant principals and cabinet leaders was held to finalize data consolidation and goal setting for next year based upon all sites and stakeholder input.

ARUNDEL:
Staff: The Principal summarized for meeting attendees the background for, and requirements of, the LCAP, and sought input. The Principal made it clear that he was open to hear additional input going forward. Questions were

ARUNDEL:
Staff Meetings: 9/8/15, 11/3/15, 12/1/15, 12/15/15,
SSC: 10/26/15, 11/9/15, 12/14/15
PTA: 10/14/15, 11/12/15,

ELAC: 12/14/15

asked and discussion took place. At the 9/8/15 meeting the staff reviewed each of the eight major state goals as well as SBAC data and gave feedback which was recorded. At the 11/13/15 meeting the staff discussed progress on PBL implementation and next steps as well as an update on goals. At the 12/1/15 meeting the principal discussed and shared the plan to transition from a K-4 to a P-3 school as well as timeline for construction in the Tierra Linda campus. At the 12/15/15 meeting the principal discussed the new data management system (Illuminate) had a presentation and filled out a survey on next steps. At the 2/9/16 meeting the principal and staff reviewed, discussed expectations and answered questions about the 5c's rubrics. At the 3/8/16 meeting the principal led the staff through a process to brainstorm the essential elements of the upcoming P-3 school. At the 3/22/16 meeting the principal led the staff through a process to review 5 c's as well as gather feedback on the movement towards redefining the homework policy and expectations at Arundel. At the 4/25/16 staff meeting the principal gathered feedback on progress and next steps on homework. At the 5/10/16 meeting the Principal discussed with staff each of the major goals and gathered feedback.

Site Council (functioning as the Steering Committee) met with the Principal 10/12/15, 11/9/15 and 12/14/15 to outline a plan for assisting in the development of the LCAP. At such time the Principal summarized for the meeting attendees the background for, and requirements of, the LCAP, and sought input. Questions were asked and discussion took place. Site Council includes representatives of administration, teaching staff and parents. The Site Council established facilities concerns as a major area of focus and engaged the school and community in a process that led to a Board Presentation to renew the upper play area and create adequate play spaces for the students.

Parents/PTA members at monthly meetings 10/14/15, 11/12/15, 1/13/16, 2/10/16 and 3/9/16. At each such time the Principal summarized for the meeting attendees the background for, and requirements of, the LCAP discussed specific topics including but not limited to transition to P-3 configuration, homework changes, progress towards strategic plan and facilities issues around the upper field and landscaping, and sought input. Questions were asked, feedback was recorded and discussion took place with staff as well as the Superintendent on some occasions.

Principal met on February 25 with the site's ELAC Committee. At such time the Principal summarized for meeting attendees the background for, and requirements of, the LCAP, and sought input. The Principal made it clear that he was open to hear additional input going forward. Questions were asked and discussion took place. Next steps included providing additional support for ELL's with in class support, additional online resources and curriculum enhancements at the school site.

Principal met with Preschool Director for planning to determine the location of the future preschool space.

BRITTAN ACRES:
Goal 1: Staff and SSC: Piloted new math, will select this year for soft adoption next fall. However, there is a desire for more differentiation with Words Their Way next year. We will begin reading Units of Study next fall. Also, Habits of Mind becoming more widespread-- piloted and brought feedback, raised awareness. Second Step program as implemented, and we will add TK next year. Next steps include utilizing Illuminate to build assessments. PTA shared approval of the progress.

Goal 2: Staff/School Site Council: Maker/Tinker/Tech Lab development. Great coaching from technology associate. PBL almost all in place. PTA approval of this movement forward. Next steps include continued implementation.

Goal 3: Staff: Progress identifying needs, priorities. PE instructors took on Motor Room to better support K and free teachers to collaborate. Began BA in Motion, Wild Zone, Maker Space, and Green Team. Incorporated Artist in Residence program, P-3 Library conversations, Maker activities and Tech/Library partnerships with teachers/students. Continue to grow 3rd grade leadership opportunities. Transitions for 3rd, 4th to Arroyo School. Transition Pre to TK and K developed.

PTA: Supported Wild Zone with Ranger volunteers, funded Artist in Residence program-- looking to continue funding next year. PTA at Arroyo School transitions.
School Site Council: Look to build more enrichment into the school day, also after school for all students. Improve SMART-E enrichment activities offered through surveys, more diverse offerings (math in particular).

BRITTAN ACRES:
SSC: 9/24, 12/10,
PTA: 9/16, 10/14,
Staff Meetings: 8/25, 9/8, 11/3

Goal 4: Staff: Learning through PLCs, staff meetings, PDs. Many teachers implementing changed homework practices including less overall, more purposeful and connected assigned work, menus of choices including online. Teachers at all grade levels utilizing online programs or apps that individuate in both ELA and Math.

SSC/PTA: Approval of all personalized learning improvements. Concerns were noted regarding new Homework Policy leaving too much to individual parents to support, or not allowing parents enough access to understand their children's individual classroom learning-- how will this otherwise be communicated? This is an area to continue to focus on.

Goal 5: Staff: Learning in Staff Meetings, PD regarding regular, school to home communication, also alternatives to "Conference Week" at report card time-- to shift to earlier goal setting conferences instead. Some trying online portfolios, rethinking how to report progress. Improve communication overall. PTA/SSC: Agreement to a need to improve communication overall.

CENTRAL:
CMS made great progress on all goals, actions and services including great progress in all areas, with the piloting of personalized learning tools a highlight for 5th grade. The full implementation of Second Step across all grade levels was very successful this year.

Site Council expressed interest in continuing to look at the Middle School report card. Currently parents feel that there is only limited information that can be found on the Report Card at the middle School level.

Staff highlighted the Second Step program and how this meets a number of the goals in the LCAP. The need to continue to add RTI classes to support students in the area of math as well as the current classes that support students in ELA. Staff also highlighted the need to fully integrate NGSS with current practice.

CENTRAL:
SSC: 11/19,1/21,
PTA: 11/18, 2/10,
Staff Meetings: 11/26, 2/9

HEATHER:
SSC: 9/24, 10/29, 12/10
PTA: 9/8, 10/8, 11/10
Staff Meetings: 8/25, 9/8, 10/6, 11/3

Students shared that they felt all students should be supported at the academic level they are at. This was mostly for students who needed support in academic classes.

HEATHER:
Goal 1: We are piloting new CCSS math programs, Words Their Way and Reader's Workshop. Teachers have used 5Cs rubrics in every classroom, trying out and giving input, incorporating ideas into lessons. Second Step is being consistently taught K-4, communications on website, newsletters, and Facebook. Teachers have begun inputting data into Illuminate and to utilize reports.

Goal 2: All but 3 teachers trained in PBL and time and funds were allocated for PBL. Increased Tech support on site allowed for deeper and more consistent collaboration with teachers integrating technology. We increased math RTI support, counselor and tech support, as well as revamping literacy associates with one certificated reading specialist and a literacy associate. Resource teacher and RTI math teacher piloted Ready math intervention curriculum. 3rd and 4th grade students using Typing Club.

Goal 3: Increased communications about transitioning to P-3 through PTA, SSC and Facebook posts. Increased collaboration with PS and site principal to develop transition activities. Next steps are to involve PS staff with TK & K staff. We reviewed and analyzed Panoramic survey addressing school climate. Implemented increased wellness lessons and activities. Purchased and implemented Motor Room for K and 1st grade, with next steps to include PS.

Goal 4: Increased implementation of online personalized learning programs. Teachers designed and implemented alternatives to traditional homework assignments, addressing personal learning needs, interests and passions. Next steps are in personal goal setting based on individual learning needs and finding efficient ways to communicate progress to parents throughout the school year.

Goal 5: We have made great gains in classroom communications, with several teachers writing and sending home newsletters about what is being taught in class and how it ties to the Strategic Plan. Next steps are to have all teachers

TIERRA LINDA:
SSC: 9/3, 10/5, 11/5
PTA: 10/5
Staff Meetings: 10/5
SBAC Parent Night: 10/6, 11/3, 1/12, 1/26
Master Schedule Committee meetings: 9/28
12/16

WHITE OAKS:
SSC 1/21, 2/25, 3/31, 4/21, 5/26
Leadership Team: 1/5
PTA: 1/11

addressing communication needs, to include student progress and how parents can connect in school learning at home. We supported the attendance campaign instituting the new practice of teachers reaching out to parents first, documenting the effort and response and then the principal taking the next step when required.

TIERRA LINDA:
Tierra Linda Middle School made steady progress on all goals, actions and services. All grade levels implemented the Second Step Program with support of the school counselor.

Site Council made progress in understanding the district LCAP (11/5/15, 5/5/16) and components of the District Strategic Plan. (5/5/16- "Learning Beyond School Hours")They affirmed parent support of the need of an additional flex period, by reviewing the various surveys deployed by the TL administration. TL will implement the 5C assessments next year. (5/5/16) Site council gave input on the need for more parent education offerings, specifically with 5Cs. As a group SSC read and discussed, How to Raise an Adult, Lythcott-Haines.

Staff suggested classes to support students in ELD, math and reading and will implement with the new modified block schedule next year. Staff examined test results and identified target students.(4/22/16) Staff revised the conferencing schedule to allow for more families to be included, adding a night date.

Parent groups were presented and were supportive of Second Step Program information and survey results (2/8/16), as well as District strategic plan (5/31)

Students felt the need for more electives, and more opportunities for relating with teachers (Pilot and Panorama surveys 3/2016). TL will move to modified block schedule to provide electives and longer class periods to better teacher-student relationships.

WHITE OAKS:
We are making strong progress on all current goals, and we want to continue our work towards implementation.

Staff Meetings: 1/6, 1/26, 2/9, 2/23, 3/22, 5/10

Key areas identified for 16-17 based upon all stakeholder feedback include professional learning in the following areas: Reading Workshop, Homework/Home Learning, PBL, and Maker Space/Design Lab.

Also, continued Growth/Learning Mindset work was identified as an area to focus on and we would also like to be part of the pilot group to try out new conference/report card plan.

School-wide communication and parent education about homework, the importance of play, Second Step, how we're using tech are key areas of needed focus as well.

Next year, we need to take next steps with MARS/POM (math) and with whole school work with embedding 5Cs into PBL. Teacher support is needed to provide collaboration time during school day (without sub plans).

Finally, with a new preschool coming, we will focus on building a partnership with preschool - educationally and logistically and continuing to build our vision of WO as a P-3 school.

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?

2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?

3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?

4) What are the LEA's goal(s) to address any locally-identified priorities?

5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?

6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?

7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?

8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?

9) What information was considered/reviewed for individual schoolsites?

10) What information was considered/reviewed for subgroups identified in Education Code section 52052?

11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?

12) How do these actions/services link to identified goals and expected measurable outcomes?

13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL 1: Ensure equitable access to learning for all students and increase student engagement and sense of belonging within each school community.

Related State and/or Local Priorities:
1_ 2X 3X 4_ 5X 6X 7X 8

COE only: 9_ 10_

Local : Specify

Identified Need : Parent surveys identified a need for more enrichment and support opportunities
Need for additional electives (6-8) as identified in District Strategic Plan
Block Schedule survey from parents, teachers and students indicated the need for additional access to electives, support classes, and enrichment classes for students at the middle school level
Teacher surveys identified a need for increased support in implementing district initiatives embedded in the Strategic Plan
Teacher surveys and PD advisory committee identified need for relevant Professional Development opportunities related to student learning and meeting district initiatives including coaching, flexible approaches and focus, relevance, built-in collaboration and clear communication
AC determined that performance task/critical thinking is a needed next step for 5Cs/Habits of Mind. Also, need came up in staff conversations as we think about how to support rigor and support all subgroups/learners.
Further teacher training in Illuminate came out of site conversations
Need for ELD focus came from DELAC Feedback and SBAC data and AMAO data

Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	1.9, 1.10, and 1.11 are for specified subgroups including Low Income, Special Education, Foster Youth, Homeless Students and English Learners

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes: Please refer to the attachment for data measures which reference baseline and 2018-2019 (three year) growth targets.
1. Attendance Rates
2. Suspension Rate
3. Expulsion Rate
4. Strategic Plan/Climate Survey

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
BASE SERVICES	All	X All OR: _ Low Income pupils	$12,269,108 1000-1999: Certificated Personnel Salaries Base $2,327,793 2000-2999: Classified Personnel Salaries Base

1.0 SCSD values the "whole child" and desires to have strong educators instructing and nurturing our students to become well rounded individuals, college and career ready students. As such, below is a brief summary of key foundations to our overall Base Program for all students: • All students will be instructed in facilities that are not only in good repair but conducive to meeting the developmental needs of our preschool-third, fourth-fifth and sixth-eighth grade students • All students will receive core instruction from teachers using appropriate instructional materials and who are appropriately assigned and fully credentialed • All new teachers will participate and be supported by mentors through the BTSA program at San Mateo County Office of Education • District staff will be provided professional learning opportunities on core content and provided support for planning, delivering, and reflecting on Common Core lessons and the 5C's/Habits of Mind to ensure rigor and personalized learning opportunities for students • All staff will be supported with professional learning opportunities that facilitate engaging in collaborative analysis of student work and assessment results to determine effectiveness of lessons, student growth, learning and formative discussions to plan next instructional steps including use of Illuminate • Staff will be supported with professional learning opportunities to implement new curriculum as well as support of teachers understandings around Response to Intervention/Instruction (RTI) Support for struggling students • Teachers will receive support from Technology Associates on integration of technology into their curriculum (including their PBL lessons) and infrastructure support • Professional development will be provided for all classified staff in their areas of discipline. • All students will have course access to core classes including physical education. Further, all students will have access to expanded health and wellness opportunities including both physical and social	— English Learners — Foster Youth — Redesignated fluent English proficient — Other Subgroups: (Specify)	$4,045,292 3000-3999: Employee Benefits Base $10,000 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration $421,907 4000-4999: Books And Supplies Base

emotional/mental health wellness (including a variety of tiers of support–prevention and intervention)

- Counselors are available on each campus to support all learners
- All students will have course access to both art and music programs

Educators will implement strategies to increase access, engagement and sense of belonging:

1.1 Develop a community understanding of the 5C's, exploring tools to deepen critical thinking TK-8 within PBL and across content areas

1.2 Vet and align safety/social emotional curriculum offerings (TK-8) including Second Step curriculum and implement through a streamlined process by counselors

1.3 Increase opportunities to strengthen and build creativity skills during the school day (e.g. lunchtime activities, art programs, recess activities, etc.)

1.4 Offer before and after school academic support through site resources and enrichment classes/opportunities for all students (including low-income)

1.5 Provide social-emotional learning support/mental health and/or counseling support through counselors and intern/trainee personnel (including low-income students)

1.6 Increase attendance and a decrease in chronic absenteeism rates

1.7 Increase frequency and efficacy of communication in reaching all stakeholders including coordinating key messaging through a variety of communication systems (newsletters, social media, etc.) district-wide and at sites

1.8 Expand parent education through a variety of formats including PIE nights, newsletters, parent coffees, PTA events, website updates, etc. in the following areas: social-emotional/mental health, wellness, electives, and enrichment.

INCREASED OR IMPROVED SERVICES FOR SUBGROUP	All	$20,502 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration
	___ All OR: X Low Income pupils ___ English Learners	

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.9 Educators will increase access to technology during out of school hours (internet access, device check out system) for identified students in need	All	_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
INCREASED OR IMPROVED SERVICES FOR SUBGROUP	All	_ All OR: _ Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) <u>Homeless</u>	$2,000 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration
1.10 Revisit and streamline the enrollment/transfer processes between district and sites for Foster Youth/Homeless students and create easier data gathering/dissemination process specifically for Homeless and Foster Youth as well as to use counselors/mental health staff to provide social-emotional support for these students			$28,250 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration
INCREASED OR IMPROVED SERVICES FOR SUBGROUP	All	_ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) <u>Homeless</u>	$1,000 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration
1.11 Increase translation of written communiques (e.g. letters, emails, etc.) in Spanish (and other languages as possible) especially documents for parents of English Learners			

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	Please refer to the attachment for data measures which reference baseline and 2018-2019 (three year) growth targets.
	1. Attendance Rates
	2. Suspension Rate
	3. Expulsion Rate
	4. Strategic Plan/Climate Survey

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
BASE SERVICES 1.0 SCSD values the "whole child" and desires to have strong educators instructing and nurturing our students to become well rounded individuals, college and career ready students. As such, below is a brief summary of key foundations to our overall Base Program for all students: • All students will be instructed in facilities that are not only in good repair but conducive to meeting the developmental needs of our preschool-third, fourth-fifth and sixth-eighth grade students • All students will receive core instruction from teachers who are appropriately assigned and fully credentialed. • All new teachers will participate and be supported by mentors through the BTSA program at San Mateo County Office of Education • District staff will be provided professional learning opportunities on core content and provided support for planning, delivering, and reflecting on Common -Core lessons and the 5C's/Habits of Mind to ensure rigor and personalized learning opportunities for students • All staff will be supported with professional learning opportunities that facilitate engaging in collaborative analysis of student work and assessment results to determine effectiveness of lessons, student growth,	All	X All OR: — Low Income pupils — English Learners — Foster Youth — Redesignated fluent English proficient — Other Subgroups: (Specify)	$12,269,108 1000-1999: Certificated Personnel Salaries Base $2,327,793 2000-2999: Classified Personnel Salaries Base $4,045,292 3000-3999: Employee Benefits Base $10,000 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration

- learning and formative discussions to plan next instructional steps including use of Illuminate
- Staff will be supported with professional learning opportunities to implement new curriculum as well as support of teachers understandings around Response to Intervention/Instruction (RTI) Support for struggling students
- Teachers will receive support from Technology Associates on integration of technology into their curriculum (including their PBL lessons) and infrastructure support
- Professional development will be provided for all classified staff in their areas of discipline.
- All students will have course access to core classes including physical education. Further, all students will have access to expanded health and wellness opportunities including both physical and social emotional/mental health wellness (including a variety of tiers of support--prevention and intervention)
- Counselors are available on each campus to support all learners
- All students will have course access to both art and music programs

Educators will implement strategies to increase access, engagement and sense of belonging:

1.1 Develop a community understanding of the 5C's, exploring tools to deepen critical thinking TK-8 within PBL and across content areas
1.2 Vet and align safety/social emotional curriculum offerings (TK-8) including Second Step curriculum and implement through a streamlined process by counselors
1.3 Increase opportunities to strengthen and build creativity skills during the school day (e.g. lunchtime activities, art programs, recess activities, etc.)
1.4 Offer before and after school academic support through site resources and enrichment classes/opportunities for all students (including low-income)
1.5 Provide social-emotional learning support/mental health and/or counseling support through counselors

and intern/trainee personnel (including low-income students) 1.6 Increase attendance and a decrease in chronic absenteeism rates 1.7 Increase frequency and efficacy of communication in reaching all stakeholders including coordinating key messaging through a variety of communication systems (newsletters, social media, etc.) district-wide and at sites 1.8. Expand parent education through a variety of formats including PIE nights, newsletters, parent coffees, PTA events, website updates, etc. in the following areas: social-emotional/mental health, wellness, electives, and enrichment.		
INCREASED OR IMPROVED SERVICES FOR SUBGROUP 1.9 Educators will increase access to technology during out of school hours (internet access, device check out system) for identified students in need	All _ All OR: X Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent _ English proficient _ Other Subgroups: (Specify)	$20,502 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration
INCREASED OR IMPROVED SERVICES FOR SUBGROUP 1.10 Revisit and streamline the enrollment/transfer processes between district and sites for Foster Youth/Homeless students and create easier data gathering/dissemination process specifically for Homeless and Foster Youth and provide social-emotional support for these students	All _ All OR: _ Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent _ English proficient X Other Subgroups: (Specify) <u>Homeless</u>	$2,000 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $28,250 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration
INCREASED OR IMPROVED SERVICES FOR SUBGROUP 1.11 Increase translation of written communiques (e.g. letters, emails, etc.) in Spanish (and other languages as possible) especially documents for parents of English Learners	All _ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent _ English proficient	$1,000 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration

	Other Subgroups:	
	_ (Specify) _ Homeless	

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes: Please refer to the attachment for data measures which reference baseline and 2018-2019 (three year) growth targets.

1. Attendance Rates
2. Suspension Rate
3. Expulsion Rate
4. Strategic Plan/Climate Survey

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
BASE SERVICES 1.0 SCSD values the "whole child" and desires to have strong educators instructing and nurturing our students to become well rounded individuals, college and career ready students. As such, below is a brief summary of key foundations to our overall Base Program for all students: • All students will be instructed in facilities that are not only in good repair but conducive to meeting the developmental needs of our preschool-third, fourth-fifth and sixth-eighth grade students • All students will receive core instruction from teachers who are appropriately assigned and fully credentialed. • All new teachers will participate and be supported by mentors through the BTSA program at San Mateo County Office of Education • District staff will be provided professional learning opportunities on core content and provided support for planning, delivering, and reflecting on Common - Core lessons and the 5C's/Habits of Mind to ensure rigor and personalized learning opportunities for students • All staff will be supported with professional learning opportunities that facilitate engaging in collaborative	All X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		$12,269,108 1000-1999: Certificated Personnel Salaries Base $2,327,793 2000-2999: Classified Personnel Salaries Base $4,045,292 3000-3999: Employee Benefits Base $10,000 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration

analysis of student work and assessment results to determine effectiveness of lessons, student growth, learning and formative discussions to plan next instructional steps including use of Illuminate

- Staff will be supported with professional learning opportunities to implement new curriculum as well as support of teachers understandings around Response to Intervention/Instruction (RTI) Support for struggling students

- Teachers will receive support from Technology Associates on integration of technology into their curriculum (including their PBL lessons) and infrastructure support

- Professional development will be provided for all classified staff in their areas of discipline.

- All students will have course access to core classes including physical education. Further, all students will have access to expanded health and wellness opportunities including both physical and social emotional/mental health wellness (including a variety of tiers of support--prevention and intervention)

- Counselors are available on each campus to support all learners

- All students will have course access to both art and music programs

Educators will implement strategies to increase access, engagement and sense of belonging:

1.1 Develop a community understanding of the 5C's, exploring tools to deepen critical thinking TK-8 within PBL and across content areas

1.2 Vet and align safety/social emotional curriculum offerings (TK-8) including Second Step curriculum and implement through a streamlined process by counselors

1.3 Increase opportunities to strengthen and build creativity skills during the school day (e.g. lunchtime activities, art programs, recess activities, etc.)

1.4 Offer before and after school academic support through site resources and enrichment classes/opportunities for all students (including low-income)

Actions/Services	Subgroup	Budgeted Expenditures
1.5 Provide social-emotional learning support/mental health and/or counseling support through counselors and intern/trainee personnel (including low-income students) 1.6 Increase attendance and a decrease in chronic absenteeism rates 1.7 Increase frequency and efficacy of communication in reaching all stakeholders including coordinating key messaging through a variety of communication systems (newsletters, social media, etc.) district-wide and at sites 1.8. Expand parent education through a variety of formats including PIE nights, newsletters, parent coffees, PTA events, website updates, etc. in the following areas: social-emotional/mental health, wellness, electives, and enrichment.		
INCREASED OR IMPROVED SERVICES FOR SUBGROUP 1.9 Educators will increase access to technology during out of school hours (internet access, device check out system) for identified students in need	All _ All OR: X Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	$20,502 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration
INCREASED OR IMPROVED SERVICES FOR SUBGROUP 1.10 Revisit and streamline the enrollment/transfer processes between district and sites for Foster Youth/Homeless students and create easier data gathering/dissemination process specifically for Homeless and Foster Youth and provide social-emotional support for these students	All _ All OR: _ Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) <u>Homeless</u>	$2,000 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $28,250 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration
INCREASED OR IMPROVED SERVICES FOR SUBGROUP 1.11 Increase translation of written communiques (e.g. letters, emails, etc.) in Spanish (and other languages as	All _ All OR: _ Low Income pupils X English Learners _ Foster Youth	$1,000 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration

possible) especially documents for parents of English Learners	☐ Redesignated fluent English proficient ☐ Other Subgroups: (Specify) ☐ Homeless

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

GOAL 2:	Increase student achievement across all sites, grade levels and subgroups to ensure each student makes adequate progress on CCSS, NGSS and 5C's/Habits of Mind.	Related State and/or Local Priorities: 1 X 2 X 3 X 4 X 5 _ 6 _ 7 X 8 X COE only: 9 _ 10 _ Local : Specify <u>5C's/Habits of Mind & Wellness</u>
Identified Need :	Parent surveys (One-question & Strategic Plan surveys) identified need for more rigor "Block Schedule" survey from middle school parents, teachers and students identified need for more options for elective classes build into the schedule. Teacher surveys identified need for resources to support CCSS and NGSS Need for additional electives (6-8) as identified in District Strategic Plan & Board conversations PD advisory committee/teaching staff identified need for increased coaching and collaboration time as did teacher results from the Panorama survey "Maker-space" need came out of site conversations as a next step in Strategic Plan/Personalized as did some community interest in coding Performance task/critical thinking was an identified next step for 5Cs by administrative leaders. Also, need came up in staff conversations as we think about how to support rigor and consider other options for assessing math (other than MARS) More teacher training in Illuminate came out of site staff conversations Teacher Professional Development survey identified need for a cohesive priority with reading as the next area of CCSS curriculum to be addressed (Readers Workshop) for grades K-5 Support services identified need for more summative and formative assessments Physical Fitness Test data showed areas for continued improvement in student health with more students in the "healthy zone"	

Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	Actions 2.13, 2.14, 2.15 and 2.16 are at targeted subgroups including special education, low income students and English Learners

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:

Please refer to the attachment for data measures which reference baseline and 2018-2019 (three year) growth targets.

1. Highly Qualified Teacher Rates
2. English Learner Rates
3. SBAC ELA/Math Percentage at/above Standard Rates (Grades 3 -8 and subgroups)
4. Reading Assessments (Grades K, 1, & 2)
5. Writing Assessment (Grades 2, 4 & 8)
6. CST Science (Grades 5 & 8)
7. Physical Fitness State Assessment
8. Strategic Plan/Climate Survey in area of rigor will show a positive increase by students and parents Strategic Plan/Climate Survey (2015-16) Baseline for "Rigor"
9. Baseline data will be collected on a new 5C's performance task on critical thinking and communication

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
INCREASED/IMPROVED SERVICES FOR ALL STUDENTS 2. Educators will implement strategies to increase student achievement for all students: 2.1 Create a structure of built-in collaboration time for teachers to review student data and plan instructional next steps in support of increased student learning 2.2 Support Teachers professional learning in learning new curriculum including: K-5 teachers in Reader's Workshop model for district wide implementation, Writer's Workshop in alignment with the California Department of Education's ELA/ELD Frameworks and Common Core Standards for ELA K-5 adopted math curriculum; Grade 6-8 Continued support of Problem Based Math and adopted math curriculum in alignment with the CCSS for Math; PBL	All	X All OR: — Low Income pupils — English Learners — Foster Youth — Redesignated fluent English proficient — Other Subgroups: (Specify)	$75,000 1000-1999: Certificated Personnel Salaries Base $100,000 5000-5999: Services And Other Operating Expenditures Other Educ. Effectiveness $22,000 5000-5999: Services And Other Operating Expenditures Title II $103,000 1000-1999: Certificated Personnel Salaries Other Sequoia Healthcare $186,000 4000-4999: Books And Supplies LCFF Supplemental and Concentration

and 5C's/Habits of Mind (district-wide), assessments, NGSS (at middle school level) as well as other content areas such as History, VAPA, Wellness/PE, etc.

2.3 Support/Train "new" teachers through BTSA (Beginning Teacher Support and Assessment) Induction but also in District Strategic Plan and Initiatives, PBL and District Adopted Curriculum

2.4 Pilot/Administer CCSS-aligned benchmark assessments and performance tasks in reading and mathematics (K-8) and create 5C's Performance Tasks/Measures (Grades 3, 5, & 8) to support progress monitoring and collaborative conversations about high impact instructional practices

2.5 Create, pilot and maintain accessible (K-8) academic support before, during and after school to meet "at risk" student needs including academic support classes at Middle Schools such as: Response To Intervention (RTI) support, English Learner, Study Skills, etc.

2.6 Explore and pilot alternative strategies for sharing student assessment/achievement data (parent/teacher conferences/goal setting, digital portfolio, Back to School Night formats, Illuminate, etc.)

2.7 Partner with neighboring districts and SMCOE to support collaboration, staff development and best practices in CCSS, NGSS, PBL and 5C's

2.8 Begin to implement Maker Spaces in P-3 and 4-5 and electives including coding and the Engineering Design Process, to enhance tech-infused PBL, 5Cs and NGSS

2.9 Explore new funding options for health education including support for staff training on illness prevention and intervention, sexual health, diversity expansion and alcohol, tobacco and other drug prevention

2.10 Identify alignment of the Health Content Standards with NGSS to be integrated into science units for future implementation in coordination with Wellness Coordinator and the District Nurse

2.11 Provide support for PD, integration of the 5C's/Habits of Mind, PBL and strategies directly into the classroom through a part-time Coach/Mentor

2.11 Increase frequency and efficacy of communication in reaching all stakeholders including coordinating a variety of communication systems (newsletters, social

media, etc.) district-wide and at sites including topics such as: • Math Night or Supporting your Student in Math at Home • Maker Spaces/Engineering Design Process • NGSS • 5C's/Habits of Mind • PBL 2.12 Expand parent education through a variety of formats including Parent Information and Engagement (PIE) nights, newsletters, parent coffees, PTA events, website updates, etc. in the following areas: • CCSS (and explicitly Math) • 5C's/Habits of Mind • PBL • Illuminate • Social-Emotional • Wellness • Sustainability		
INCREASED OR IMPROVED SERVICES FOR SUBGROUP 2.13 Technology Staff to support students and teachers in classrooms and with specific apps and programs to support student learning	All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) Special Education	$63,402 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration
INCREASED OR IMPROVED SERVICES FOR SUBGROUP 2.14 Reading specialists/Literacy Associates will provide supplemental support to English Learners in ELD	All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	$119,000 2000-2999: Classified Personnel Salaries Title I $28,000 2000-2999: Classified Personnel Salaries Other SCEF $99,861 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration
INCREASED OR IMPROVED SERVICES FOR SUBGROUP academic enrichment beyond their core integrated/designated instruction to improve and make academic growth	All OR: X Low Income pupils	$1,000 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration

2.15 Provide specified training of CSEA staff as identified as need including: • Maintenance in the area of safety • Technology staff in the area of Technology Scope and Sequence • Bus drivers in the area of driving the bus and student safety • Joint Librarians-Technology Team in the area of "Maker-Spaces" • Literacy Associates in the area of Leveled Literacy Intervention and Strategies for EL • Para-professionals in the area of common core	– English Learners – Foster Youth – Redesignated fluent English proficient X Other Subgroups: (Specify) <u>Special Education</u>	$1,318 1000-1999: Certificated Personnel Salaries Special Education
INCREASED OR IMPROVED SERVICES FOR SUBGROUP 2.16 Provide Professional Learning opportunities regarding specific, practical strategies to support and progress monitor English Learners and Reclassified-English Learners including: • PD with embedded CCSS ELD standards and specific strategies into reading/writing curriculum and PBL units • Create and implement a new monitoring mechanism for EL and R-FEP students to track progress and support instruction of these learners • Integrate online learning programs to support English Acquisition	All	All OR: – Low Income pupils X English Learners – Foster Youth – Redesignated fluent English proficient – Other Subgroups: (Specify)	$63,000 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration

Expected Annual Please refer to the attachment for data measures which reference baseline and 2018-2019 (three year) growth targets.
Measurable
Outcomes:

1. Highly Qualified Teacher Rates

2. English Learner Rates

3. SBAC ELA/Math Percentage at/above Standard Rates (Grades 3 -8 and subgroups)

4. Reading Assessments (Grades K, 1, & 2)

5. Writing Assessment (Grades 2, 4 & 8)

6. CST Science (Grades 5 & 8)

7. Physical Fitness State Assessment

8. Strategic Plan/Climate Survey in area of rigor will show a positive increase by students and parents Strategic Plan/Climate Survey (2015-16) Baseline for "Rigor"

9. Baseline data will be collected on a new 5C's performance task on critical thinking and communication

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
INCREASED/IMPROVED SERVICES FOR ALL STUDENTS	All	X All OR: – Low Income pupils – English Learners – Foster Youth – Redesignated fluent English proficient Other Subgroups: (Specify)	$75,000 1000-1999: Certificated Personnel Salaries Base $100,000 5000-5999: Services And Other Operating Expenditures Other Educ. Effectiveness $22,000 5000-5999: Services And Other Operating Expenditures Title II $103,000 1000-1999: Certificated Personnel Salaries Other Sequoia Healthcare $186,000 4000-4999: Books And Supplies LCFF Supplemental and Concentration
2. Educators will implement strategies to increase student achievement for all students:			
2.1 Create a structure of built-in collaboration time for teachers to review student data and plan instructional next steps in support of increased student learning			
2.2 Support Teachers professional learning in learning new curriculum including: K-5 teachers in Reader's Workshop model for district wide implementation, Writer's Workshop in alignment with the California Department of Education's ELA/ELD Frameworks and Common Core Standards for ELA K-5 adopted math curriculum; Grade 6-8 Continued support of Problem Based Math and adopted math curriculum in alignment with the CCSS for Math; PBL and 5C's/Habits of Mind (district-wide), assessments,			

NGSS (at middle school level) as well as other content areas such as History, VAPA, Wellness/PE, etc.

2.3 Support/Train "new" teachers through BTSA (Beginning Teacher Support and Assessment) Induction but also in District Strategic Plan and Initiatives, PBL and District Adopted Curriculum

2.4 Pilot/Administer CCSS-aligned benchmark assessments and performance tasks in reading and mathematics (K-8) and create 5C's Performance Tasks/Measures (Grades 3, 5, & 8) to support progress monitoring and collaborative conversations about high impact instructional practices

2.5 Create, pilot and maintain accessible (K-8) academic support before, during and after school to meet "at risk" student needs including academic support classes at Middle Schools such as: Response To Intervention (RTI) support, English Learner, Study Skills, etc.

2.6 Explore and pilot alternative strategies for sharing student assessment/achievement data (parent/teacher conferences/goal setting, digital portfolio, Back to School Night formats, Illuminate, etc.)

2.7 Partner with neighboring districts and SMCOE to support collaboration, staff development and best practices in CCSS, NGSS, PBL and 5C's

2.8 Begin to implement Maker Spaces in P-3 and 4-5 and electives including coding and the Engineering Design Process, to enhance tech-infused PBL, 5Cs and NGSS

2.9 Explore new funding options for health education including support for staff training on illness prevention and intervention, sexual health, diversity expansion and alcohol, tobacco and other drug prevention

2.10 Identify alignment of the Health Content Standards with NGSS to be integrated into science units for future implementation in coordination with Wellness Coordinator and the District Nurse

2.11 Provide support for PD, integration of the 5C's/Habits of Mind, PBL and strategies directly into the classroom through a part-time Coach/Mentor

2.11 Increase frequency and efficacy of communication in reaching all stakeholders including coordinating a variety of communication systems (newsletters, social

media, etc.) district-wide and at sites including topics such as: • Math Night or Supporting your Student in Math at Home • Maker Spaces/Engineering Design Process • NGSS • 5C's/Habits of Mind • PBL 2.12 Expand parent education through a variety of formats including Parent Information and Engagement (PIE) nights, newsletters, parent coffees, PTA events, website updates, etc. in the following areas: • CCSS (and explicitly Math) • 5C's/Habits of Mind • PBL • Illuminate • Social-Emotional • Wellness • Sustainability			
INCREASED OR IMPROVED SERVICES FOR SUBGROUP 2.13 Technology Staff to support students and teachers in classrooms and with specific apps and programs to support student learning	All	___ All OR: ___ Low Income pupils X English Learners ___ Foster Youth ___ Redesignated fluent English proficient X Other Subgroups: (Specify) <u>Special Education</u>	$63,402 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration
INCREASED OR IMPROVED SERVICES FOR SUBGROUP 2.14 Reading specialists/Literacy Associates will provide supplemental support to English Learners in ELD academic enrichment beyond their core integrated/designated instruction to improve and make academic growth	All	___ All OR: ___ Low Income pupils X English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: (Specify)	$28,000 2000-2999: Classified Personnel Salaries Title I $91,000 2000-2999: Classified Personnel Salaries Other SCEF $135,3000 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration
INCREASED OR IMPROVED SERVICES FOR SUBGROUP	All	___ All OR: X Low Income pupils	$1,000 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration

2.15 Provide specified training of CSEA staff as identified as need including: • Maintenance in the area of safety • Technology staff in the area of Technology Scope and Sequence • Bus drivers in the area of driving the bus and student safety • Joint Librarians-Technology Team in the area of "Maker-Spaces" • Literacy Associates in the area of Leveled Literacy Intervention and Strategies for EL • Para-professionals in the area of common core	_ English Learners _ Foster Youth _ Redesignated fluent _ English proficient X Other Subgroups: (Specify) Special Education	$1,318 1000-1999: Certificated Personnel Salaries Special Education
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LCAP Year 3: 2018-19

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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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2.10 Identify alignment of the Health Content Standards with NGSS to be integrated into science units for future implementation in coordination with Wellness Coordinator and the District Nurse

2.11 Provide support for PD, integration of the 5C's/Habits of Mind, PBL and strategies directly into the classroom through a part-time Coach/Mentor

2.11 Increase frequency and efficacy of communication in reaching all stakeholders including coordinating a variety of communication systems (newsletters, social

Action	Subgroup	Funding
media, etc.) district-wide and at sites including topics such as: • Math Night or Supporting your Student in Math at Home • Maker Spaces/Engineering Design Process • NGSS • 5C's/Habits of Mind • PBL 2.12 Expand parent education through a variety of formats including Parent Information and Engagement (PIE) nights, newsletters, parent coffees, PTA events, website updates, etc. in the following areas: • CCSS (and explicitly Math) • 5C's/Habits of Mind • PBL • Illuminate • Social-Emotional • Wellness • Sustainability		
INCREASED OR IMPROVED SERVICES FOR SUBGROUP 2.13 Technology Staff to support students and teachers in classrooms and with specific apps and programs to support student learning	All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) <u>Special Education</u>	$63,402 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration
INCREASED OR IMPROVED SERVICES FOR SUBGROUP 2.14 Reading specialists/Literacy Associates will provide supplemental support to English Learners in ELD academic enrichment beyond their core integrated/designated instruction to improve and make academic growth	All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	$28,000 2000-2999: Classified Personnel Salaries Title I $91,000 2000-2999: Classified Personnel Salaries Other SCEF $135,3000 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration
INCREASED OR IMPROVED SERVICES FOR SUBGROUP	All OR: X Low Income pupils	$1,000 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration

2.15 Provide specified training of CSEA staff as identified as need including: • Maintenance in the area of safety • Technology staff in the area of Technology Scope and Sequence • Bus drivers in the area of driving the bus and student safety • Joint Librarians–Technology Team in the area of "Maker-Spaces" • Literacy Associates in the area of Leveled Literacy Intervention and Strategies for EL • Para-professionals in the area of common core	_ English Learners _ Foster Youth _ Redesignated fluent _ English proficient X Other Subgroups: (Specify) <u>Special Education</u>	$1,318 1000-1999: Certificated Personnel Salaries Special Education
INCREASED OR IMPROVED SERVICES FOR SUBGROUP 2.16 Provide Professional Learning opportunities regarding specific, practical strategies to support and progress monitor English Learners and Reclassified- English Learners including: • PD with embedded CCSS ELD standards and specific strategies into reading/writing curriculum and PBL units • Create and implement a new monitoring mechanism for EL and R-FEP students to track progress and support instruction of these learners • Integrate online learning programs to support English Acquisition	All	_ All .... OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent _ English proficient _ Other Subgroups: (Specify)	$63,000 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration

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

GOAL 3:	Create structures to support personalized learning opportunities for students, considering developmental stages and other factors relevant to P-3, 4-5 and 6-8 grade level configurations

Related State and/or Local Priorities:
1 X 2 X 3 X 4 _ 5 _ 6 _ 7 X 8 X

COE only: 9 _ 10 _

Local : Specify 5C's/Habits of Mind

Identified Need : Strategic Plan survey by parents, staff feedback and site conversation with parents (e.g. coffees) identified a need for education around "homework" (learning beyond the school day) and District's policy around "homework"

Staff indicated a need to work on developing concrete actionable activities that allow for meaningful opportunities for out of school learning.

Student feedback indicated that they would like to see out of school learning take on a variety of forms that fit more with what they are learning in school.

PTA and Site Council reported that members want out of school learning to continue, however in a way that does not adversely affect family time and after school activities.

SEDAC feedback indicated that parents wanted more education around how to support their child in learning Math skills and a desire to continue and/or expand ability awareness opportunities.

Goal Applies to:	Schools:	All sites
	Applicable Pupil Subgroups:	3.8 is specially targeted at English Learners

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	A pre-post measure will be administered to teachers to survey progress on personalized learning in the classroom setting. Every year for three years, core subject teachers will report an ever-increasing repertoire of personalized learning strategies that they are implementing in their classroom that they consider to be a quality personalized learning practice. A pre-measure in 2016-2017 will serve as a baseline.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
INCREASED/IMPROVED SERVICES FOR ALL STUDENTS	All	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	$19,400 1000-1999: Certificated Personnel Salaries Base $20,000 5000-5999: Services And Other Operating Expenditures Base $23,426 2000-2999: Classified Personnel Salaries Other Parcel Tax
3. Educators will implement strategies for personalized learning as part of our work to transition district-wide to P-3, 4-5, 6-8 structures:			
3.1 Continue to build common and deeper understanding of Personalized Learning among staff, students, and community			

Actions/Services	Scope	Budget
3.2 Develop alternate approaches to homework which will include grade level agreement across the district and a menu of personalized learning options 3.3 Incorporate strategies recommended by PD Advisory committee to develop a personalized approach to professional learning, including implementing the new professional growth evaluation model 3.4 Develop shared PBL "legacy projects' at each grade level throughout district, including a collection of exemplary PBL examples such as projects/videos 3.5 Create school schedules that expand personalized learning, further develop the vision of P-3, 4-5, 6-8 and maximize community partnerships (i.e. SMARTE, Legarza, Sequoia Healthcare District, etc.) and use of new and enhanced facilities 3.6 Increase frequency and efficacy of communication to partner with all stakeholders including coordinating a variety of communication systems (newsletters, social media, etc.) district-wide and at sites including: • Vision of what P-3 schools, 4-5, 6-8 programs will look like • Homework • 5C's/Habits of Mind/PBL 3.7 Expand and align parent education through a variety of formats including PIE nights, newsletters, parent coffees, PTA events, website updates, etc. to provide understanding to all of the major initiatives including homework, math support, 5C's and P-3, 4-5, 6-8 vision.	All	
INCREASED OR IMPROVED SERVICES FOR SUBGROUPS: 3.8 Pilot a new parent conference plan to include goal setting in October including an emphasis on supporting special populations	All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) Special Education	$2,250 1000-1999: Certificated Personnel Salaries Base
INCREASED OR IMPROVED SERVICES FOR SUBGROUPS:	All OR: X Low Income pupils English Learners	$37,500 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration

3.9 Provide support for struggling learners during and after school leveraging our partnership with Healthy Cities.	— Foster Youth — Redesignated fluent — English proficient — Other Subgroups: (Specify)		

Expected Annual Measurable Outcomes:	A pre-post measure will be administered to teachers to survey progress on personalized learning in the classroom setting. Every year for three years, core subject teachers will report an ever-increasing repertoire of personalized learning strategies that they are implementing in their classroom that they consider to be a quality personalized learning practice. A pre-measure in 2016-2017 will serve as a baseline.

LCAP Year 2: 2017-2018

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
INCREASED/IMPROVED SERVICES FOR ALL STUDENTS	All	X All OR: — Low Income pupils — English Learners — Foster Youth — Redesignated fluent — English proficient — Other Subgroups: (Specify)	
3. Educators will implement strategies for personalized learning as part of our work to transition district-wide to P-3, 4–5, 6-8 structures:			
3.1 Continue to build common and deeper understanding of Personalized Learning among staff, students, and community			
3.2 Develop alternate approaches to homework which will include grade level agreement across the district and a menu of personalized learning options			
3.3 Incorporate strategies recommended by PD Advisory committee to develop a personalized approach to professional learning, including implementing the new professional growth evaluation model			
3.4 Develop shared PBL "legacy projects' at each grade level throughout district, including a collection of exemplary PBL examples such as projects/videos			
3.5 Create school schedules that expand personalized learning, further develop the vision of P-3, 4–5, 6–8 and maximize community partnerships (i.e. SMARTE, Legarza, Sequoia Healthcare District, etc.) and use of new and enhanced facilities			
3.6 Increase frequency and efficacy of communication to partner with all stakeholders including coordinating a			

variety of communication systems (newsletters, social media, etc.) district-wide and at sites including: • Vision of what P-3 schools, 4-5, 6-8 programs will look like • Homework • 5C's/Habits of Mind/PBL 3.7 Expand and align parent education through a variety of formats including PIE nights, newsletters, parent coffees, PTA events, website updates, etc. to provide understanding to all of the major initiatives including homework, math support, 5C's and P-3, 4-5, 6-8 vision.			
INCREASED OR IMPROVED SERVICES FOR SUBGROUPS: 3.8 Pilot a new parent conference plan to include goal setting in October including an emphasis on supporting special populations	All	__ All OR: __ Low Income pupils X English Learners __ Foster Youth __ Redesignated fluent English proficient X Other Subgroups: (Specify) <u>Special Education</u>	$0 built-in to salaries of staff
INCREASED OR IMPROVED SERVICES FOR SUBGROUPS: 3.9 Provide support for struggling learners during and after school leveraging our partnership with Healthy Cities.	All	__ All OR: X Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify)	$37,500 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	A pre-post measure will be administered to teachers to survey progress on personalized learning in the classroom setting. Every year for three years, core subject teachers will report an ever-increasing repertoire of personalized learning strategies that they are implementing in their classroom that they consider to be a quality personalized learning practice. A pre-measure in 2016-2017 will serve as a baseline.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
INCREASED/IIMPROVED SERVICES FOR ALL STUDENTS 3. Educators will implement strategies for personalized learning as part of our work to transition district-wide to P-3, 4-5, 6-8 structures: 3.1 Continue to build common and deeper understanding of Personalized Learning among staff, students, and community 3.2 Develop alternate approaches to homework which will include grade level agreement across the district and a menu of personalized learning options 3.3 Incorporate strategies recommended by PD Advisory committee to develop a personalized approach to professional learning, including implementing the new professional growth evaluation model 3.4 Develop shared PBL "legacy projects' at each grade level throughout district, including a collection of exemplary PBL examples such as projects/videos 3.5 Create school schedules that expand personalized learning, further develop the vision of P-3, 4-5, 6-8 and maximize community partnerships (i.e. SMARTE, Legarza, Sequoia Healthcare District, etc.) and use of new and enhanced facilities 3.6 Increase frequency and efficacy of communication to partner with all stakeholders including coordinating a variety of communication systems (newsletters, social media, etc.) district-wide and at sites including: • Vision of what P-3 schools, 4-5, 6-8 programs will look like • Homework • 5C's/Habits of Mind/PBL	All	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

3.7 Expand and align parent education through a variety of formats including PIE nights, newsletters, parent coffees, PTA events, website updates, etc. to provide understanding to all of the major initiatives including homework, math support, 5C's and P-3, 4-5, 6-8 vision.		
INCREASED OR IMPROVED SERVICES FOR SUBGROUPS: 3.8 Pilot a new parent conference plan to include goal setting in October including an emphasis on supporting special populations	All __ All OR: __ Low Income pupils X English Learners __ Foster Youth __ Redesignated fluent English proficient X Other Subgroups: (Specify) Special Education	$0 built-in to salaries of staff
INCREASED OR IMPROVED SERVICES FOR SUBGROUPS: 3.9 Provide support for struggling learners during and after school leveraging our partnership with Healthy Cities.	All __ All OR: X Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify)	$37,500 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration

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:	Align assessment and curriculum resources district-wide to ensure progress monitoring and accountability toward all students make measurable annual progress on CCSS and the 5C's		Related State and/or Local Priorities: 1 X 2 X 3 _ 4 X 5 X 6 X 7 X 8 X COE only: 9 _ 10 _ Local : Specify 5C's

Goal Applies to:	Schools: All for all actions/services; however, action 6 relates to elementary schools only (and site preschools):
	Applicable Pupil Subgroups: All

Expected Annual Measurable Outcomes:	EAMO: 100% of "core" teachers (ELA, Math, Science, History middle school teachers and all elementary teachers) will: 1) report having a solid understanding of the assessment map for their subject and/or grade level; 2) administer key assessments, 3) input student data into new data management system (Illuminate); and 4) provide feedback to administration regarding target measures in preparation for full implementation in 2016-2017 to support all students in achieving mastery of the CCSS and NGSS (including unduplicated students). Exit Outcomes are designed to require Pre-3, 4-5 and 6-8 targets to be met and these Grade 3, Grade 5 and Grade 8 outcomes reflect the work at all grade levels.	Actual Annual Measurable Outcomes:	EAMO: 1) not completed–didn't complete survey; 2) all teachers administered assessment as outlined by the district measures appropriate to their grade; 3) all teachers put assessment data into the system and the district supported entering in new data as well; 4) partially met: received input from science teachers for assessment and curriculum & teachers reported feedback to administrators on Illuminate, MARS, writing assessment in the data system

LCAP Year: 2015-2016

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Assessment Map by grade level and core subject areas in grades TK-3, 4-5, 6-8 including 5C's Outcomes, reading measures (e.g. DRA-2, Lexia, DIBELS, Star Renaissance, etc.), writing (opinion papers) science (CST-Science, etc.) and math (Star Renaissance, MARS, grade level benchmarks, etc.), social studies/history, technology/research skills, overall wellness including physical and social emotional well-	$3,216 1000-1999: Certificated Personnel Salaries Locally Defined

$1,584 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration

$7,500 (subs) 1000-1999: Certificated Personnel Salaries Locally Defined | Partially Met: A basic matrix of assessments was outlined including the measures indicated in this action; however, an expansive map was not completed inclusive of anchor projects, benchmarking by grade level, etc. All students in the Spring, 2016. Staff completed DRDP-k measures on all students in the Spring, 2016. Staff considered English Learners and worked to revise assessment process including reclassification process/guidelines. | $4,298 1000-1999: Certificated Personnel Salaries Base

$2,100 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration

1000-1999: Certificated Personnel Salaries Locally Defined |

being (PFT, Second Step, CHKS) and for subgroups such as English Language measures (e.g. CELDT, OLAI-2), overall early learning development (DRDP-K for select students), etc.

Two release days will be provided for scoring including: one for grade 5-8 math teachers for MARS scoring, and one for ELA teachers for writing scoring

Scope of Service	All

X All
OR:
– Low Income pupils
– English Learners
– Foster Youth
– Redesignated fluent English proficient
– Other Subgroups: (Specify)

Scope of Service	All

X All
OR:
– Low Income pupils
– English Learners
– Foster Youth
– Redesignated fluent English proficient
– Other Subgroups: (Specify)

2. Begin process to create curriculum map including capturing anchor projects and key standards TK-3, 4-5 and 6-8 by forming a committee and initiating dialogue

2,000 1000-1999: Certificated Personnel Salaries Locally Defined

Scope of Service	All

X All
OR:
– Low Income pupils
– English Learners
– Foster Youth
– Redesignated fluent English proficient
– Other Subgroups: (Specify)

Not Met: We began process to creating curricular map including dialogue but this was a large undertaking and was not accomplished

Scope of Service	All

X All
OR:
– Low Income pupils
– English Learners
– Foster Youth
– Redesignated fluent English proficient
– Other Subgroups: (Specify)

$1,940 1000-1999: Certificated Personnel Salaries Locally Defined

Goal/Action	Planned Expenditures	Annual Update / Actual	Actual Expenditures
3. Pilot the 5C's (Habits of Mind) indicators/rubrics by 100% of teachers creating baselines for all students K-8 and 80% will provide feedback to administrators so that we can modify as needed and refine for full implementation in 2016-2017 Scope of Service: All X All OR: – Low Income pupils – English Learners – Foster Youth – Redesignated fluent English proficient – Other Subgroups: (Specify)	$150 1000-1999: Certificated Personnel Salaries Locally Defined	Not Met: The 5C's (Habits of Mind) were piloted by TK-8 teachers. However, feedback was not finalized at the time of this draft and no baselines were gathered. Scope of Service: All X All OR: – Low Income pupils – English Learners – Foster Youth – Redesignated fluent English proficient – Other Subgroups: (Specify)	$3,900 5800: Professional/Consulting Services And Operating Expenditures Locally Defined $1,543
4. Launch usage of new data management system (Illuminate) that will allow us to gather student achievement data, monitor student progress and inform instruction regularly a. Train all teachers (including special education, RTI teachers and teacher of English Learners) in Illuminate in August/September, 2015 b. Train staff on how to create student assessment measures in Illuminate and all teachers will enter all target data for all students grades TK-8 and use a mid-year review c. In January, all staff will review their student data (including CAASPP), and outline an intervention plan based on student need d. All teachers will collaborate with grade	$3,350 5800: Professional/Consulting Services And Operating Expenditures Locally Defined $1,000 1000-1999: Certificated Personnel Salaries Locally Defined $0 (built-in PD session) $1,650 (training) 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration $0 (built-in to collaboration time)	Met. a. met: trained all teachers during the year b. met: trained all non-PBL teachers during August PD days and then offered alternative options for others c. met: all sites met and reviewed student data (including CAASPP) d. met (at an introductory level) continued work in this area is warranted	

level partners on data and engage in deep conversations upon reviewing student data to outline next steps/supports for student learning especially students who are SED, SPED, EL or FY

Scope of Service	All

X All
OR:
– Low Income pupils
– English Learners
– Foster Youth
– Redesignated fluent English proficient
– Other Subgroups: (Specify)

Scope of Service	All

X All
OR:
– Low Income pupils
– English Learners
– Foster Youth
– Redesignated fluent English proficient
– Other Subgroups: (Specify)

5. By April, 2016, all grade 3-8 teachers (including SPED and EL teachers), will be trained in the new CAASPP features, accommodations, and interim instructional assessment tools to support improved student learning

$500 1000-1999: Certificated Personnel Salaries Locally Defined

Scope of Service	All

X All
OR:
– Low Income pupils
– English Learners
– Foster Youth
– Redesignated fluent English proficient
– Other Subgroups: (Specify)

Scope of Service	All

X All
OR:
– Low Income pupils
– English Learners
– Foster Youth
– Redesignated fluent English proficient
– Other Subgroups: (Specify)

5. Met: All grade 3-8 teachers were trained during April by Dr. Keating and Tech team.

$272 1000-1999: Certificated Personnel Salaries Locally Defined

6. Preschool staff will meet with TK/K teachers to begin discussions around alignment of assessment at least 3 times during the year.		$1,200 1000-1999: Certificated Personnel Salaries Locally Defined	6. Met: TK and K teachers met and observed each other during the year
Scope of Service Elementary and Preschools			**Scope of Service**
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)
7. All counselors will launch the Second Step Curriculum in TK-8 and create assessment measures providing baseline data for all students/classes/grades		$0 (curriculum purchased in 2014-15) and assessment design work embedded into counselor work day	7. Partially Met. Second Step was launched at all sites (TK-8). Pre-post measures were completed at all elementary schools and at Tierra Linda Middle School. In addition, the preschool version of Second Step was purchased for (General Preschool and SPED preschool) and implemented mid-year.
Scope of Service All			**Scope of Service**
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)
8. Solicit staff input around assessment measures and refine assessment tools		$0 (built into existing time)	8. Partially Met: new 5th grade standards based report card was

created. Also, we explored digital portfolio and alternative assessments.		
Scope of Service All	Scope of Service All	
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)	
9. Coordinate with partners including Sequoia Healthcare District and Department of Public Health to create an evaluation for wellness in schools	County Wide CHKS module was created by Wellness Alliance with Department of Public Health for implementation in 2016-2017. Sequoia Healthcare District hired staff to begin coordinate pilot of complimentary assessment tools. Mostly likely to be the School Health Index.	
	$0 (built in to personnel costs and supplemental grant funding)	
Scope of Service All	Scope of Service All	
X All OR: − Low Income pupils − English Learners − Foster Youth − Redesignated fluent English proficient − Other Subgroups: (Specify)	All OR: − Low Income pupils − English Learners − Foster Youth − Redesignated fluent English proficient − Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Overall, this was a lofty goal and was partially met. Some aspects were not completed due to the need to adjust our pacing based on staff feedback. Continued work on assessment/benchmarks and use of Illuminate is needed and will continue next year. Review of data revealed a need to increase supports and progress monitoring of our English Learners (including those reclassified). The launch and use of Illuminate was pivotal and continued support and work on this database will be important next year and the out years as well. It will be important that we carefully consider ease of use of assessment measures as well as overall balance. Components of this Goal are visible in Goals 1, 2 and 3 next year but most notably in Goal 2.	

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:	Continue to roll out of Technology-Infused Project Based Learning as a way to implement the depth and rigor of the Common Core State Standards and Next Generation Science Standards and whole child focus and to meet the needs of subgroups of students who are performing below expectations	Related State and/or Local Priorities: 1 _ 2 X 3 _ 4 X 5 _ 6 _ 7 X 8 _ COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools: All	
	Applicable Pupil Subgroups:	Socio-economically disadvantaged, English Learners, Foster Youth and Special Education
Expected Annual Measurable Outcomes:	75% of all teachers will be trained in Technology-Infused PBL and 90% will report they are prepared to teach PBL units tied to CCSS/NGSS. In addition, key interventions and supports will be added to support struggling learners so they may better access the core curriculum.	Actual Annual Measurable Outcomes: 70 teachers were trained this year bringing the number of PBL trained teachers to 116 (74.8% were trained); no survey completed. Interventions were provided to struggling learners in reading, writing, and math.

LCAP Year: 2015-2016

Planned Actions/Services		Actual Actions/Services
	Budgeted Expenditures	Estimated Actual Annual Expenditures
1. Provide professional development in the following key areas:	$0 (MOU with SMCOE)	1 Met/Partially Met: A wide variety of PD was provided to teachers/staff:
a. Partner with SMCOE for PBL training that integrates CCSS	$7,000 5800: Professional/Consulting Services And Operating Expenditures Locally Defined	a. Met: Cohort 3 had over 70 teachers trained in PBL in partnership with SMCOE including also sustained support sessions during the year
b. Blended learning and Technology Integration into Lessons/Classrooms	$0 (built in to current salaried employees work)	b. Met: Worked with Mastery Design Collaborative; partnership with iHub (5th grade CMS teachers) grant on blended learning including Math and ELA; 70+ (non PBL teachers) were trained in Blended Learning using Redbird in August;
c. 5C's/Habits of Mind	$36,000 + $12,000 4000-4999: Books And Supplies Lottery	c. Met. Habits of Mind was integrated into PBL support sessions and at staff meetings (with emphasis on communication and collaboration)
d. Para training including: CCSS, reading instruction programs/strategies, behavior strategies & data collection, understanding IEP's and different disabilities	$2,000 4000-4999: Books And Supplies Lottery	d.Partially Met: reading and understanding IEP's/different disabilities
e. Reading Units of Study (gr. K- 5) and Words Their Way curriculum (grades K-3)	$10,000 4000-4999: Books And Supplies Lottery	
f. Writing Units of Study (gr. K-8)	$12,000 5000-5999: Services And Other Operating Expenditures Locally Defined	
g. NGSS	$2,000 5800: Professional/Consulting Services	
h. Illuminate/Building formative assessments		

i. SPED training including: SEIS, reading and math curriculum j. Administration training in PBLCore, data driven dialogue, and supporting professional growth/evaluation model	were covered; however, behavior strategies were not e. Met: Words Their Way was done for all elementary teachers K-3 and training on Reading Units of Study were done for "early adopters" g. Met: 4 PD days in the district with all middle school science teachers; two science teachers went to the NSTA convention, others attended SMCOE training h. Met: August training and follow-up lessons were provided on Illuminate to all teachers i. Met: SPED training occurred on a monthly basis including SEIS training on 8/20/15; Math on 8/20/15; Reading PLC on 2/3/16, Math Connecting Math Concepts. j. Met: Admin was trained in data driven dialogue, Personalized Learning (J. Tsang) and professional growth/evaluation model
And Operating Expenditures Special Education $500 4000-4999: Books And Supplies Locally Defined	
Scope of Service — All X All OR: – Low Income pupils – English Learners – Foster Youth – Redesignated fluent English proficient – Other Subgroups: (Specify)	**Scope of Service** — All X All OR: – Low Income pupils – English Learners – Foster Youth – Redesignated fluent English proficient – Other Subgroups: (Specify)
2. Staff will continue to be provided time to collaborate on PBL including the following formats: release time, staff meetings, grade level collaboration, etc.	$51,000 (follow-up support sessions) 1000-1999: Certificated Personnel Salaries Locally Defined $5,000 (release time) 1000-1999: Certificated Personnel Salaries Locally Defined
	2. Met; however, this is an area of continued focus for next year.

Scope of Service	All		Scope of Service	All
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)	
3. Pilot CCSS aligned materials and methods in math (EDM/ Math in Focus in K-5) and implement new CCSS aligned math resources (CPM and Big Ideas Grades 6-8)	$67,000 (K-5 Math program) 4000-4999: Books And Supplies Lottery $33,000 4000-4999: Books And Supplies LCFF Supplemental and Concentration		3. Met: both pilot for K-5 (EDM4/Math in Focus) and implementation of CPM and Big Ideas in 6-8	
Scope of Service	All (as specified in action)		Scope of Service	All (as specified in action)
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)	
4. Implement language arts curriculum including Words Their Way, Reading and Writing Units of Study	$81,510 4000-4999: Books And Supplies LCFF Supplemental and Concentration $1,000 (training supports for ELA curriculum) 1000-1999: Certificated Personnel Salaries Locally Defined		4. Met: Reading Units of study were by early adopters only. Words Their Way was implemented by all K-3	
Scope of Service	All		Scope of Service	All
X All OR: _ Low Income pupils			X All OR: _ Low Income pupils	

– English Learners – Foster Youth – Redesignated fluent English proficient – Other Subgroups: (Specify)	– English Learners – Foster Youth – Redesignated fluent English proficient – Other Subgroups: (Specify)
Scope of Service All X All OR: – Low Income pupils – English Learners – Foster Youth – Redesignated fluent English proficient – Other Subgroups: (Specify)	**Scope of Service** All X All OR: – Low Income pupils – English Learners – Foster Youth – Redesignated fluent English proficient – Other Subgroups: (Specify)
5. Re-launch (or continue) MARS tasks and Problem of the Month (or Problem of the trimester) to deepen mathematical learning	$12,540 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 5. Met: Explored 4 different blended learning platforms for middle school math with a focus on deeper learning opportunities (including FuelEd, Redbird, Aleks, and Emergent Math).
6. Identify curriculum in science that meets the rigor of NGSS (including review of FOSS and Engineering is Elementary) for future purchase	$500 1000-1999: Certificated Personnel Salaries Locally Defined 6. Partially Met: Science teachers piloted TCI's Science Alive and training in Engineering is Elementary was conducted in all elementary schools. Science teachers met with Board and answered questions regarding traditional vs. integrated models and shared TCI Science Alive curriculum during open forum with community and board on 5/26/16
Scope of Service All X All OR: – Low Income pupils – English Learners – Foster Youth	**Scope of Service** All X All OR: – Low Income pupils – English Learners – Foster Youth – Redesignated fluent English proficient

Planned Actions/Services	Actual Actions/Services
– Redesignated fluent English proficient – Other Subgroups: (Specify)	– Other Subgroups: (Specify)
7. Identify intervention Math curriculum for SPED, pilot and vet for future purchase	7. Staff selected Ready and SRA: Connecting Math Concepts
$500 1000-1999: Certificated Personnel Salaries Special Education	
Scope of Service All	Scope of Service
All OR: – Low Income pupils – English Learners – Foster Youth – Redesignated fluent English proficient X Other Subgroups: (Specify) <u>Special Education</u>	All OR: – Low Income pupils – English Learners – Foster Youth – Redesignated fluent English proficient X Other Subgroups: (Specify) <u>Special Education</u>
8. Support PBL teachers by adding PBL Facilitator/Mentor to provide on-site, accessible collaboration and "thinking partners" to further the roll-out of PBL and to support our partnership with SMCOE at each site so PBL teachers can: a. complete a minimum of two units and share at least one PBL unit with their colleagues b. add one unit to the District PBL repository c. attend support sessions to deepen learning and implementation of PBL units d. Highlight specific components of 5C's/Habits of Mind within targeted PBL units during the course of the school year e. support staff with creation of "project cards" for distribution at Celebration of Innovation and Open House events	8. Met: 2 PBL Facilitators at Arundel, Brittan Acres, Central, Heather, White Oaks but only one PBL facilitator at TL a. met (for the majority of PBL Cohort 3 staff) b. discontinued as a repository and modified to a "card" system c. met: offered several sessions-- differentiated for math (Problem-based learning vs. Project Based learning) d. met: embedded within PBL support sessions e. met: 40 teachers requested "PBL trading cards" which were traded at Celebration of Innovation, etc. which was an increase from last year In addition, a separate Problem Based Learning session was provided to 6-8 Math teachers.
$28,380 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $6,000 (printing costs) 5000-5999: Services And Other Operating Expenditures Locally Defined	

Scope of Service	All		Scope of Service	All
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)	
9. Increase Elementary Counselor and MFT Intern/Trainees at the district wide	$96,360 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $8,250 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 18,058 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration		9. Met. Expanded elementary counselors and maintained MFT-Intern program serving more students than in past years.	
Scope of Service: Elementary Sites only for added counselors; MFT interns/trainees are district wide	$13,640 1000-1999: Certificated Personnel Salaries Base		Scope of Service: Elementary Sites only for added counselors; MFT interns/trainees are district wide	
X All OR: – Low Income pupils – English Learners – Foster Youth – Redesignated fluent English proficient – Other Subgroups: (Specify)			X All OR: – Low Income pupils – English Learners – Foster Youth – Redesignated fluent English proficient – Other Subgroups: (Specify)	
10. Increase Technology Staff to support teachers by providing trainings in integration of technology into the classroom, specific	$42,900 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration		10. Met: added 3 Tech staff (2 at elementary and one at district-wide); supported teachers in PBL and other integration of technology into the	

Planned Action	Planned Budget	Actual Action/Outcome	Actual Budget
apps/technology programs, increased tech associates to assist in PBL planning for curriculum connections at elementary sites (1.5 FTE)	$10,000 4000-4999: Books And Supplies Locally Defined $87,100 1000-1999: Certificated Personnel Salaries Base	classroom (movies, online books, etc.); expanded Learnstorm (part of Khan Academy); expanded Robotics and programming district-wide; explored readiness for MakerSpaces (in preparation for next year roll-out); supported blended learning program roll-outs (iReady, etc); supported keyboarding for grades 2-5	
Scope of Service — All; 1.5 FTE tech assoc at elementary only X All OR: – Low Income pupils – English Learners – Foster Youth – Redesignated fluent English proficient – Other Subgroups: (Specify)		Scope of Service — All; 1.5 FTE tech assoc at elementary only X All OR: – Low Income pupils – English Learners – Foster Youth – Redesignated fluent English proficient – Other Subgroups: (Specify)	
11. Update digital citizenship lessons at all elementary grade levels to provide explicit instruction in this key life skill area		11. Partially Met: Lesson updates were done; however, they varied from site to site	
Scope of Service — All X All OR: – Low Income pupils – English Learners – Foster Youth – Redesignated fluent English proficient – Other Subgroups: (Specify)		Scope of Service — All X All OR: – Low Income pupils – English Learners – Foster Youth – Redesignated fluent English proficient – Other Subgroups: (Specify)	
12. Increase literacy support by adding credentialed reading specialist/teacher at .5FTE	$123,000 1000-1999: Certificated Personnel Salaries Base $60,745 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration	12. Met: All elementary sites now have .5 FTE credentialed reading teacher + .5 FTE Literacy Associate	$168,000 1000-1999: Certificated Personnel Salaries Base $104,000 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration

Scope of Service	Elementary Sites only

All
OR:
X Low Income pupils
X English Learners
X Foster Youth
X Redesignated fluent English proficient
X Other Subgroups: (Specify)
At Risk

13. Purchase necessary technology resources to support PBL and tech-infused instruction in the classroom setting
a. Purchase replacement laptops for all staff (in the four-year replenishment cycle)
b. Purchase Macbooks (4-year cycle) and chromebooks (3- year cycle) for students to meet goal of 2:1 access
c. Purchase licenses for programs such as Illuminate, PowerSchool, Lexia, ALEKS, Typing Club, and personalized learning platforms TBD, etc.
d. Identify "core apps" for early elementary classroom use on iPads and android tablets (K-2)

$20,502 4000-4999: Books And Supplies LCFF Supplemental and Concentration
$30,000 4000-4999: Books And Supplies Locally Defined
$99,000 5000-5999: Services And Other Operating Expenditures Locally Defined
$7,000 (Lexia) 5000-5999: Services And Other Operating Expenditures Title III
$9,500 4000-4999: Books And Supplies Lottery

Scope of Service	All

X All
OR:
– Low Income pupils
– English Learners
– Foster Youth
– Redesignated fluent English proficient
– Other Subgroups: (Specify)

Scope of Service	Elementary Sites only

All
OR:
X Low Income pupils
X English Learners
X Foster Youth
X Redesignated fluent English proficient
X Other Subgroups: (Specify)
At Risk

13. Generally Met Overall
a. Met: 25 macbooks were purchased
b.Met: 840 chromebooks were purchased as well as 9 iMacs, and 40 iPad/iPad Minis.
c. Met: All programs listed were purchased.
d. We made progress. However, we will need to finalize core apps--this will be continued for next year.

$63,000 4000-4999: Books And Supplies LCFF Supplemental and Concentration
$20,502 4000-4999: Books And Supplies Locally Defined
$107,235 5000-5999: Services And Other Operating Expenditures Locally Defined
$16,200 5000-5999: Services And Other Operating Expenditures Title III

Scope of Service	All

X All
OR:
– Low Income pupils
– English Learners
– Foster Youth
– Redesignated fluent English proficient
– Other Subgroups: (Specify)

14. Formalize process for consistent access to Typing Club (for 3rd and 4th grade) a minimum 10-15 minutes/week	$1,500 5000-5999: Services And Other Operating Expenditures Locally Defined	14.
Scope of Service All elementary sites		Scope of Service All elementary sites
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)
15. Purchase CCSS aligned materials and supplemental resources including print and electronic materials to support ELA—especially focused on non-fiction and PBL unit materials	$117,215 4000-4999: Books And Supplies Lottery $17,785 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration	15. Met: Purchased extensive library of leveled books to support learning, PBL including many non-fiction titles (which were identified as a need by teachers) to support CCSS (about $20K/elementary site)
Scope of Service All		Scope of Service All
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)
16. None	N/A–no cost as not focus in Year 1	Not addressed
Scope of Service N/A		Scope of Service
X All OR: – Low Income pupils		All OR: – Low Income pupils

Planned Action		Expenditure	Actual		Expenditure
– English Learners – Foster Youth – Redesignated fluent English proficient – Other Subgroups: (Specify)			– English Learners – Foster Youth – Redesignated fluent English proficient – Other Subgroups: (Specify)		
17. Pilot new model in partnership with local university to support Nursing Students to target hygiene unit instruction, immunization record keeping, and some hearing screenings		$0 (built-in cost with partnership with University)	17. Not met: Attempted but unable to finalize due to requirements regarding contractual regulations for workman's compensation		
Scope of Service	All		Scope of Service	All	
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)		
18. Design curriculum to support energy conservation utilizing new and existing technologies at Arundel		$25,000 5000-5999: Services And Other Operating Expenditures Other Prop 39	Met and exceeded goal. Comprehensive curriculum was implemented at all 6 schools and 4 schools took part in nationwide energy competition. 3 new green teams were established. New waste management systems were implemented and energy tracking software were established. Sustainability Champions were added at all schools.		$4950 5000-5999: Services And Other Operating Expenditures Other Prop 29
Scope of Service	Arundel School only		Scope of Service	Arundel School Only	
X All OR: – Low Income pupils – English Learners – Foster Youth			X All OR: – Low Income pupils – English Learners – Foster Youth		

– Redesignated fluent English proficient – Other Subgroups: (Specify)	– Redesignated fluent English proficient – Other Subgroups: (Specify)
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Overall, this goal was met. We trained over 70 teachers in PBL Cohort 3 including sustained support sessions during the school year and on-site PBL facilitators. This will remain an important area to continue next year (and is continued in Goal 2 of the new LCAP for 16-17); however, we will be discontinuing the onsite PBL Facilitators but rather adding Coaching/Mentoring support district wide. Teachers requested continued support for PBL and incorporating the 5C's/Habits of Mind (through a different support model). A PD advisory committee convened and through an accordion process information from staff was solicited and recommendations were made for next year's PD. Suggestions included shifting August PD days (this will be work to consider next year but not implemented until potentially 2017-2018); shifting the Celebration of Innovation out of May (and earlier); continuing to support (and expand) opportunities for teachers to collaborate during their work day; having a single focus for elementary curriculum PD (and Reading was selected). Having consistent opportunities for all to be trained simultaneously (e.g. not have PBL training overlap on August PD days. As such, PBL training will occur in September so as to not conflict). Have "choice and voice" in PD options. Further, continuing to support math teachers will continue next year including Problem Based Learning (PrBL) and Math in Focus (for early adopters K-5). Continue with "strands" for PD on Wednesdays throughout the year. Offering more specific technology trainings throughout the year. Overall, the additional Counseling support was extremely successful in its launch but a consistent implementation model and pre- and post-assessment models will be addressed next year through Goal 1. Also, additional Tech support was hugely valued and this will continue next year as will continuing with literacy/reading support at the elementary sites. PBL is addressed in goal 2 and 3 next year. Academic supports are evident in Goal 1 as well.

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:	Design new structures (schedules, collaboration time, etc.) to support the District's transition to the new P-3, 4-5, and 6-8 schools configurations		Related State and/or Local Priorities: 1 X 2 _ 3 X 4 _ 5 _ 6 _ 7 X 8 _ COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools: All sites (however, this goal is divided by P-3; 4-5 and 6-8 foci)		
	Applicable Pupil Subgroups:	Socio-economically disadvantaged, English Learners, Foster Youth and Special Education	
Expected Annual Measurable Outcomes:	School staff (P-3, 4-5 and 6-8) will collaborate regularly in their P-3, 4-5 and 6-8 configurations to design the assessments, curriculum, pedagogy and philosophy of student learning within these new configurations and will craft summary documents to serve as guides for future collaborations.	Actual Annual Measurable Outcomes:	Staff met and outlined key assessments, curriculum, pedagogy and curriculum for new configurations. Summary "white paper" was created which encompasses these "beliefs."

LCAP Year: 2015-2016

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Pre/TK-4 Sites 1. Preschool will meet a minimum of 3x/year to collaborate on the 5C's/Habits of Mind and how this integrates into early learning models 2. In collaboration with Legarza, elementary school sites will launch "motor room" PE lessons to support TK and Kindergarten classrooms to support physical development of the young learner 3. Co-teachers will be provided with one release day/trimester for co-planning 4. School sites will explore alternative opportunities during "recess" (e.g. art, clubs, yoga, Scrap Yard, etc.) 5. District will upgrade sites including Heather (LEAP/preschool and MU) and BA (preschool, tinkering lab) to	$1,950 (TK/K educators) 1000-1999: Certificated Personnel Salaries Locally Defined $1,000 (preschool staff) 2000-2999: Classified Personnel Salaries Locally Defined $153,000 (Legarza) 5800: Professional/Consulting Services And Operating Expenditures Locally Defined $5,400 (12 co-teachers x 3 release day sub costs) 1000-1999: Certificated Personnel Salaries Locally Defined $200,000 (White Oaks) $500,000 (Heather LEAP) $1,650,000 (Heather MU) $27,500,000 ("new" Central Middle School)	1.Met: created a preschool-TK/K articulation/communication form 2. Met & Exceeded: Motor room is now provided district wide to all TK and K classes. In addition, motor room was added for LEAP preschool and for the Special Day Class at Heather. 3. Met 4. Met 5. Met: LEAP site completed including outdoor space, MU completed at Heather; BA tinkering lab opened and new furnishing purchased for CMS. 6. Met and exceeded (all stakeholders met or exceeded the % increase)	

provide 21st century learning environments including facilities, infrastructure and furnishings (e.g. at CMS), 6. Staff, students and parents will report 5 % increase in school climate per survey 7. Re-launch Wellness champions at all sites	Other Bond $200,000 (Arundel Preschool) $75,000 (Brittan Acres Preschool) Other Enterprise FUnd $0 (beyond cost of the survey itself) $0 (Wellness champions)	7. Met: However, staff ended up morphing the wellness champions into Sustainability Champions, district-wide.
Scope of "Elementary" sites" + Service preschool staff X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)
4-5 Preparation 1. Construction of the new grade 4-5 school at Arroyo site will be completed in August of 2016, by which time the hiring of staff and the design of the school's climate, curriculum, assessments, schedules, and professional collaboration will be fully developed. This will be measured by completion of the 4-5 school with the key areas explained on its new website. 2. The selected 4/5 teachers will meet with Principal on Special Assignment to outline the design of the school's schedule, curriculum, assessments and professional collaboration/student class size modeling for implementation in the 2016-2017 school year	$11,500,000 for new "Arroyo 4/5 School" (formal name yet TBD) 6000-6999: Capital Outlay Other Bond $5,600 1000-1999: Certificated Personnel Salaries Locally Defined $0 (built in costs) $2,500 (certificated staff extra hours) 1000-1999: Certificated Personnel Salaries Locally Defined	1. Met: Facilities are on target and on budget. The website is launched and inclusive of the school design and pedagogy. 2. Met: Staff has met on a monthly basis and had two days of focused collaboration time in late May to focus on preparations for next year. 3. Met: Will be part of the new school's schedule/opening (e.g. WildZone) 4. Met & Exceeded: New 5th grade card completed.

3. School sites will explore alternative opportunities during "recess" (e.g. art, clubs, yoga, etc.) 4. Begin work on design of new "report card"		
Scope of Service 4-5 (official site opening at Arroyo in 2016-2017) but prep work also occurring in 2015-2016		
X All OR: — Low Income pupils — English Learners — Foster Youth — Redesignated fluent English proficient — Other Subgroups: (Specify)		— All OR: — Low Income pupils — English Learners — Foster Youth — Redesignated fluent English proficient — Other Subgroups: (Specify)
		Scope of Service
5-8 Sites 1. Middle School teachers (5-8) will meet with Administration to outline the design of the school's schedule, curriculum, assessments and professional collaboration/student class size modeling for implementation in the 2016-2017 school year. Both middle schools will develop a master schedule that allows for more students to access necessary supports (e.g. RTI and ELD classes) and flexibility for full implementation in 2016-2017 2. Staff, students and parents will report 5 % increase in school climate per survey 3. Re-launch Wellness champions at all sites	$13,905 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $36,000 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $0 (built in costs to Panorama survey) $0 (built in costs) 8,500,000 Tierra Linda construction 6000-6999: Capital Outlay Other bond $620,000 (CMS Furnishings) 6000-6999: Capital Outlay Other bond	1. Met: TL held middle school meetings throughout the year to design Pilot schedule. Pilot held in March for 4 weeks. After stakeholder groups were surveyed, middle school team met to debrief findings. Lead teachers solicited input for 16-17 design of electives and RTI support classes. Pilot was successful in helping to design future scheduling. Central staff also engaged in collaborative conversations and will implement a modified block schedule next year that provides more options for students. Feedback was used to develop master schedules.

2. Met and exceeded (all stakeholders met or exceeded the % increase)

3. Met: However, staff ended up morphing the wellness champions into Sustainability Champions, district-wide.

| Scope of Service | 5-8 sites and 6-8 sites (depending on year of 4-5 schools opening) |

X All
OR:
_ Low Income pupils
_ English Learners
_ Foster Youth
_ Redesignated fluent English proficient
_ Other Subgroups: (Specify)

| Scope of Service | |

All
OR:
_ Low Income pupils
_ English Learners
_ Foster Youth
_ Redesignated fluent English proficient
_ Other Subgroups: (Specify)

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

The actions/services in this goal were met but continued work will be ongoing as we further develop Pre-3, 4-5, 6-8 visions. We will also be adding a preschool at White Oaks next year and at Arundel the following year. Continued integration and connections is critical to our transition to these new configurations and pedagogy. Much work was done to support the new Arroyo teachers this year and additional supports will be offered to them next year. We will leverage our "lessons learned" from preparations for opening our first 4/5 school as we prepare to opening the second 4/5 in 17-18. Overall, this is critical work and is heavily a part of the new Goal 3 (but also there is some work noted in Goal 2 as well).

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.

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Original GOAL from prior year LCAP:	Develop plans for having all students engaged in a Personalized Learning Plan process, leveraging a few key areas such as: Math, Homework, and Middle School Electives (including world languages)	Related State and/or Local Priorities: 1_ 2X 3_ 4X 5_ 6_ 7_ 8X COE only: 9_ 10_ Local : Specify 5C's

Goal Applies to:	Schools: All	Applicable Pupil Subgroups:

Expected Annual Measurable Outcomes:	All 5th – 8th grade students whose teachers are participating in the iZone project (approximately 20% of total population) will develop and pilot an annual Personalized Learning Plan with identified learning targets and will collect evidence of and reflect on their progress on their targets, at the end of the school year. Their reflections will be scored on a rubric indicating baseline measures and academic growth. 80% of these students will show significant growth as measured by the rubric.	Actual Annual Measurable Outcomes:	This was revised and targeted only for 5th grade teachers at the iZone project (approximately 20% of total population) will CMS who developed personalization for their students and tracked student achievement. They partnered with iHub project to begin developing criteria for judging efficacy of personalized learning platforms. This data is being used but was summarized in a project report. This will continue next year. Having said that, the rubric was not finalized but students did make progress.

LCAP Year: 2015-2016

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
1. Staff will create rubric for student reflection on reaching personalized learning targets and students will pilot use during the 2015-2016 school year	$1,000 1000-1999: Certificated Personnel Salaries Locally Defined	1. Not accomplished. This was tabled due to teacher's needs to focus on other areas.	

Scope of Service	All	Scope of Service	
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)	

2. Self-selected staff will explore and pilot online math programs (e.g. geometry/math and reading) to determine if they are worthy of future adoption into the curriculum repertoire

$10,000 5000-5999: Services And Other Operating Expenditures Locally Defined

6. Met: Staff piloted iReady for Math and Reading at K-5; middle school personalized learning platforms were piloted at TL and CMS for online learning in connection with in-class learning (including Redbird, ALEKS, FuelEd and Emergent Math).

Scope of Service	Self-selected staff at select sites TBD

X All
OR:
- Low Income pupils
- English Learners
- Foster Youth
- Redesignated fluent English proficient
- Other Subgroups: (Specify)

Scope of Service	

X All
OR:
- Low Income pupils
- English Learners
- Foster Youth
- Redesignated fluent English proficient
- Other Subgroups: (Specify)

3. In first trimester, all principals will engage in conversation with staff and parents about role of homework/extended learning as part of our strategic plan. Feedback will be provided to Superintendent and Board to facilitate re-vamping of Board policy

$0 (no additional costs)

Met: All principals engaged in conversation in conversations with staff and parents about Homework/learning outside of school hours. Superintendent Baker visited sites as well and engaged in conversations with staff and parents. Board committee also worked on revising policy. Further conversations will occur next year.

Scope of Service	All

X All
OR:
- Low Income pupils
- English Learners
- Foster Youth
- Redesignated fluent English proficient
- Other Subgroups: (Specify)

Scope of Service	

X All
OR:
- Low Income pupils
- English Learners
- Foster Youth
- Redesignated fluent English proficient
- Other Subgroups: (Specify)

Action	Expenditure	Result
4. Staff will explore online opportunities for World Languages for pilot in 2016-2017 X All OR: – Low Income pupils – English Learners – Foster Youth – Redesignated fluent English proficient – Other Subgroups: (Specify) Scope of Service: All	$700 1000-1999: Certificated Personnel Salaries Locally Defined	Met and Middlebury was implemented. This will continue next year. X All OR: – Low Income pupils – English Learners – Foster Youth – Redesignated fluent English proficient – Other Subgroups: (Specify) Scope of Service: All
5. Staff will explore new online learning programs for English Learners – All OR: – Low Income pupils X English Learners – Foster Youth – Redesignated fluent English proficient – Other Subgroups: (Specify) Scope of Service: All	$2,000 5000-5999: Services And Other Operating Expenditures Locally Defined	Partially met-staff explored programs. – All OR: – Low Income pupils X English Learners – Foster Youth – Redesignated fluent English proficient – Other Subgroups: (Specify) Scope of Service: All
6. Special Education staff will research and identify intervention curriculum to pilot in 2016-2017 (e.g. Beeline, iReady, etc.) Scope of Service: All	$500 1000-1999: Certificated Personnel Salaries Special Education	Met and exceeded as SPED staff researched, identified and began a pilot for iReady (for Math and Reading), SRA-Connecting Math Concepts, and Ready for reading and math (K-8). Staff will purchase additional materials for implementation in 2016-2017. Scope of Service: All

OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) <u>Special Education</u> 7. Staff will engage in deep collaborative conversations about student progress (using formative and summative assessments) on a trimester basis and adjust instructional practices to meet individualized SPED, EL needs	$0 (no additional costs--built into work day or PD session)	7. Partially Met: Staff did mid-year review; however, continued work in this area is warranted. OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) <u>Special Education</u>
Scope of Service All		Scope of Service
All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify) <u>Special Education</u> 8. Staff will explore platforms for "digital portfolios" in preparation for pilot in 2016-2017 (e.g. Novare)	$5,000 5000-5999: Services And Other Operating Expenditures Locally Defined	All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) <u>Special Education</u>
Scope of Service All		Met: A small sample of staff explored digital portfolios; district administration met with company leads including Novare Scope of Service
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)

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		With the exception of creating rubrics, all of the remaining actions/services were either met or partially met. We made headway on this goal as a district, but it remains a critical "lever" in moving our strategic plan forward. As such, a modified version of this goal is evident (Goal 3) in next year's LCAP with continued work on homework/learning outside of the school day, world languages, special education supports, use of data to support instruction and assessment measures targeted. Also, some aspects are embedded in Goal 2 as well.

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

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

Original GOAL 5 from prior year LCAP:	Engage parents in informing and being informed about all of the above goals, and leverage/engage them as resources to fulfill our vision of "A Team of Educators Broadly Defined", as outlined in the Strategic Plan.		Related State and/or Local Priorities: 1 _ 2 _ 3 X 4 _ 5 X 6 X 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools: All		
	Applicable Pupil Subgroups:	EL and SPED	

Expected Annual Measurable Outcomes:	A baseline, tracking system will be established identifying the number of parents that are engaged in our students' learning, as well as establishing baseline measures of the depth of their participation, with the aim of building an ever-increasing number of parents and community members engaged in our students' learning. A database of parent and community members who can serve as experts or support classroom project based learning will be created. These goals will be measured by completion of these two platforms and Foster-Youth identified a needed resource for struggling families	Actual Annual Measurable Outcomes:	Attempted to create database but discontinued due challenges and the realization that this is not as useful as anticipated (other means to accomplish this measure were identified); however, Foster Youth resource was completed.

LCAP Year: 2015-2016

Planned Actions/Services		Actual Actions/Services

	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Create a dynamic database for establishing parent/guardian participation in school learning	$0 (built-in to current existing salaries)	Not accomplished. However, staff did attempt to create this database including speaking at PTACC meeting. There are some challenges associated with this concept to bring this to fruition. This has been tabled at this time.	

Scope of Service	District-level work	Scope of Service	
X All OR: _ Low Income pupils _ English Learners _ Foster Youth		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient	

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Expenditures
– Redesignated fluent English proficient – Other Subgroups: (Specify)		– Other Subgroups: (Specify)	
2. Create a teacher friendly and accessible database list of parent/community members with expertise to support project based learning and all student learning endeavors	$0 (built-in to current existing salaries)	Not accomplished; however, we identified an alternative to community expertise and increased our usage of programs such as Nepris to bring in outside experts via digital means	
Scope of Service District-level and all sites X All OR: – Low Income pupils – English Learners – Foster Youth – Redesignated fluent English proficient – Other Subgroups: (Specify)		Scope of Service X All OR: – Low Income pupils – English Learners – Foster Youth – Redesignated fluent English proficient – Other Subgroups: (Specify)	
3. Pilot a new Healthy Cities Tutoring model including before/after school extended learning program in math and/or reading	$25,125 5000-5999: Services And Other Operating Expenditures Locally Defined $12,375 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration	Met: "Homework Central" and after school program at White Oaks were both piloted with success. This program has continued to grow and increased from 292 students served in 2014-2015 to 325 students served this year.	$25,125 5000-5999: Services And Other Operating Expenditures Locally Defined $12,375 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration
Scope of Service Central and White Oaks All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient – Other Subgroups: (Specify)		Scope of Service All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient – Other Subgroups: (Specify)	

4. Participation in the annual Panorama survey will increase by 10% overall Scope of Service: All X All OR: – Low Income pupils – English Learners – Foster Youth – Redesignated fluent English proficient – Other Subgroups: (Specify)	$0 (no additional costs anticipated besides cost of survey)	Met: Participation increased by 34% by parents Scope of Service X All OR: – Low Income pupils – English Learners – Foster Youth – Redesignated fluent English proficient – Other Subgroups: (Specify)	
5. Sites and District will provide parent education through a variety of forums including parent coffees, PTA events, newsletter posts, PIE nights, website enhancements, etc. on a number of topics including CCSS, CAASPP scores/reports, Special Education topics, transitioning to P-3, 4-5, 6-8, parent/teacher conferencing strategies for parents of English Learners, physical and social-emotional wellness Scope of Service: District-level and all sites X All OR: – Low Income pupils – English Learners – Foster Youth – Redesignated fluent English proficient – Other Subgroups: (Specify)	$2,000 5800: Professional/Consulting Services And Operating Expenditures Locally Defined $500 5800: Professional/Consulting Services And Operating Expenditures Title III $500 5800: Professional/Consulting Services And Operating Expenditures Special Education	Met: A variety of forums were used to for parent education including (parent coffees, PTA events, newsletter posts, PIE nights, website enhancements) as well as social media (Twitter and Facebook). A wide variety of topics were covered including site and district-wide topics including Special Education Assessment Process, student mental health, and parenting for independence, Math Pathways middle school-high school, etc. Scope of Service	$0- as PTA covered costs of books from their budget
6. Create a community resource guide for parents of foster youth X All OR: – Low Income pupils – English Learners – Foster Youth – Redesignated fluent English proficient – Other Subgroups: (Specify)	$100 2000-2999: Classified Personnel Salaries Title I	Met: Resource guide was completed early in the year and has been used to support our 10 foster youth	$120 2000-2999: Classified Personnel Salaries Title I

Scope of Service	District-level and all sites		Scope of Service	
All OR: _ Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			All OR: _ Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
7. Decrease chronic absenteeism/tardiness through concerted attendance campaign and targeted support of students with 10+ absences and/or tardies	$500 1000-1999: Certificated Personnel Salaries Locally Defined		Met: We raised our overall attendance rate from prior year. In addition, site SART teams worked closely with truant students and their families increasing child attendance overall. There were no referrals necessary to the County SARB Board.	
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)	
Scope of Service	District-level and all		Scope of Service	
8. Pilot "EL family buddies" system	$100 4000-4999: Books And Supplies Title III		Not Met: Attempted but did not work out as strong strategy--no interest by parents in spite of Principal's effort	
Scope of Service	Heather		Scope of Service	
All OR: _ Low Income pupils X English Learners _ Foster Youth			All OR: _ Low Income pupils X English Learners _ Foster Youth	

	Planned	Actual
	_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	_ Redesignated fluent English proficient _ Other Subgroups: (Specify)
9. Establish a plan and implement to ensure all families have access to technology devices and internet access in the home environment	$5,000 5000-5999: Services And Other Operating Expenditures Title I	Partially Met; An initial process was established; however, challenges with connectivity arose. Tech team is continuing to resolve this (eg. a provider for internet) and should be in place by start of next school. We were able to provide refurbished chromebooks to needy students
Scope of Service	District-Level and Sites	Scope of Service
All	All	All
OR: X Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		OR: X Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)
10. Provide translation services for SPED, EL and select parent nights	$1,000 5800: Professional/Consulting Services And Operating Expenditures Special Education	Met for all parent conferences, SST's, 504's and SPED meetings; however, not for parent night specifically. $2,380 5800: Professional/Consulting Services And Operating Expenditures Special Education
Scope of Service	All	Scope of Service
All		All
OR: X Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) Special Education		OR: X Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) Special Education

11. Results of the Panorama survey will yield increased scores overall; however, particularly in the student survey regarding engagement and sense of belonging, on parent/community survey regarding challenge/rigor and staff survey regarding technology by 5%

Scope of Service	All

X All
OR:
- Low Income pupils
- English Learners
- Foster Youth
- Redesignated fluent English proficient
- Other Subgroups: (Specify)

$0 (beyond the cost of the survey itself)

Partially Met :
Percent Change as follows:
Engagement (Student Reported) (+3%)
Sense of Belonging (Student Reported) (+7%)
Rigor (Family Reported) (+3%)
Technology (Teacher and Staff Reported) (+14%)

Scope of Service	

X All
OR:
- Low Income pupils
- English Learners
- Foster Youth
- Redesignated fluent English proficient
- Other Subgroups: (Specify)

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12. Provide transportation for families in East Palo Alto for district Good2Go Wellness Fair

Scope of Service	All

X All
OR:
- Low Income pupils
- English Learners
- Foster Youth
- Redesignated fluent English proficient
- Other Subgroups: (Specify)

$500 2000-2999: Classified Personnel Salaries Locally Defined

Not Met: Our Good2Go Wellness Fair was changed from a District Only event (housed on a school site) to be linked to a community as part of the wellness wing at the San Carlos Hometown Days.

Scope of Service	

All
OR:
- Low Income pupils
- English Learners
- Foster Youth
- Redesignated fluent English proficient
- Other Subgroups: (Specify)

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13. Increase wellness education via website enhancements, wellness

$500 2000-2999: Classified Personnel Salaries Locally Defined

Met:

newsletter, and targeted parent education events

		Added a SCSD Counselors' Facebook page Updated sports webpages regularly Added sustainability webpages and published monthly health and sustainability reports Added a Safe Routes to School blog Published three wellness newsletters on the topics of Nutrition, Mental Health, and Sustainability Held 3 parent education events on the topics of sex ed, student mental health, and parenting for independence Hosted booths at Earth Day and Hometown Days
Scope of Service	District-level and all sites	
X All OR: – Low Income pupils – English Learners – Foster Youth – Redesignated fluent English proficient – Other Subgroups: (Specify)		Scope of Service All OR: – Low Income pupils – English Learners – Foster Youth – Redesignated fluent English proficient – Other Subgroups: (Specify)
14. Increase communication with preschool families to share important information regarding our changes in the district (e.g. Pre-3 transition), information around early learning and to increase participation in the Panorama survey	$200 2000-2999: Classified Personnel Salaries Locally Defined	Partially Met: Communications with preschool parents increased; however, they did not participate in the panorama survey. This is an area for future work/planning.
Scope of Service	Elementary Sites and preschool families	Scope of Service
X All OR: – Low Income pupils – English Learners – Foster Youth		All OR: – Low Income pupils – English Learners – Foster Youth

– Redesignated fluent English proficient – Other Subgroups: (Specify)	– Redesignated fluent English proficient – Other Subgroups: (Specify)
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	With the exception of creating a database, this goal was successfully met as all other actions/services were either partially or fully met. We will continue with Healthy Cities Tutoring next year given its ongoing success; however, it will not be a formal action/target. While our numbers are small, we will continue to support our foster youth-homeless students with a new targeted action (as we successfully completed this year's project). Also, while we made progress with improving our attendance, chronic absenteeism remains an action to continue next year as part of Goal 1 (sense of belonging/engagement) as is access to technology (also under Goal 1 in terms of equitable access). Our wellness work continues to be integrated into our overall support of the "whole child" (as outlined in our Strategic Plan) and this will continue as well and is evident in Goals 1, 2 and 3. Our partnerships with community are important as is our communication with our parent community. The communication audit provided us with great info and this will lead to changes in our communications for next year. In fact, because of our work this year (including the communication audit) and the value of district/home collaboration, next year's LCAP has a communication/engagement action embedded into each of the goals as a separate action/service to ensure a more coordinated effort with all stakeholders.

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:	$512,515

As outlined in the Stakeholder Engagement section of this document, our district engaged in a comprehensive process at each site and then at the district level. In addition, we completed data analysis of ongoing measures and new data points (e.g. communication audit) to identify key areas of needs and targets. As noted in our attached chart, there is a substantial gap in academic achievement throughout the grades of our unduplicated students (specifically low socio-economic students and our English Learners) as well as our Foster Youth/Homeless populations (which are smaller in size) (as well as our special education students) as compared to all other students in the District. As such, our supplemental and concentration funds are keenly focused on these subgroups.

Our District has referenced the State ELA-ELD Frameworks, the Common Core State Standards (CCSS) for ELA and Math and Next Generation Science Standards (NGSS) and the California Health Standards in our actions and services as we focus on the "whole child" addressing academic, physical and social-emotional wellness.

Funds are allocated district-wide because it allows us to support all of our schools in an equitable manner based on site and student needs yet leveraging district-wide programs. The rationale for these allocations is based upon actions/services that were deemed most pivotal in making a difference for student growth.

Literacy/Reading Support = $99,86

- Reading teachers at each site support students struggling with reading (as well as academic language and writing). This supports English Learners (EL) beyond their integrated English language support provided by the general education elementary teacher.

Friendship Counselors at the elementary sites = $28,250

- Expanded counselors/MFT trainee/interns support students' social-emotional well being through preventative curriculum as well as to meet target students mental health needs through intervention programs and in rare circumstances supporting students in crisis. The needs of our students can vary greatly and having staff with expertise to support our students is critical (some of which are our most vulnerable students such as our low socio-economic, foster youth and homeless). Further, it is important that we build a culture where all students feel like they are accepted and belong and this begins in our youngest grades (TK) and is relevant for students through graduation from 8th grade. This is only achievable through a comprehensive and cohesive approach that supports students throughout their entire academic career in the district and programming that is articulated between the grades, and across the schools with multiple tiers of support.

Technology Support for Students from Classified employees = $63,402

- Technology Associates on each site allow for us identify apps and programs to meet individual student needs, assists teachers with digital curriculum that differentiates for special populations and English Learners.

Professional Development for EL students =$63,000

- Targeted professional learning for our teachers will support our EL students. This will be a central theme across all professional learning district-wide including specific means to embed in our new Lucy Calkins Readers Workshop curriculum and Writers Workshop trainings. In addition, key strategies for supporting EL students in PBL will be targeted. Further, training for Reading Teachers will include EL strategies too. In addition, our newly adopted K-5 Math curriculum will require extensive PD. It is important to note that Math in Focus (new K-5 Math program) was selected by a Math committee. This involved a comprehensive process and one aspect of the decision to adopt this program was due in part to its clear differentiated curriculum for various subgroups (including EL), it's approach to teaching math, the reteach aspect, the home-school communication and digital components. This will allow us to better support our subgroups with differentiated core math curriculum.

Healthy Cities Tutoring (district contribution) to support struggling learners = $37,500

- The Healthy Cities Tutoring Program provides one-on-one support from community volunteers during the school day but also provides after school support for struggling learners at some school sites. The goal of the Healthy Cities Program is not only to increase the academic success of elementary and middle school students but also it provides social-emotional/self-esteem boost for students as tutors work with students weekly developing a bond with their students. This provides tutoring for target students including low socio-economic students and homeless.

Foster Youth-Homeless support =$2,000

- Our Foster Youth-Homeless Liaison will focus on this special population working to streamline the intake and enrollment process for these special youth. Also, we will work to share resources with them to help families access available community programs. Supporting these students and their families will help them to be in school more often and better able to access their learning.

Translation for EL support=$1,000

- This is specifically targeted at reaching the parents of our EL students whose primary language for communication is not English. Because Spanish is our largest language (aside from English), focusing on increasing our communications in Spanish will help us to reach this specific population. In some cases, these families are also students with low socio-economic situations.

EL online program support =$10,000

- Leveraging programs that can support learning outside the school setting will benefit our EL students in English language/grammar/vocabulary as well as reading. This will support student growth not just in English Language Arts but other core subjects as well.

Technology support for students = $20,502

- Having a specific action of providing equitable access to technology devices so that our low-income and homeless students can fully access their academics both at school and in the home (after school hours) is critical. We also identified the need to not just provide devices but some of these students/families need assistance with accessing reliable and consistent internet services.

Books, Supplies and Programs for kids in need=$186,000

- We identified the need for a variety of curriculum that is used to support students in need. This is a variety of materials including digital intervention resources such s iXL, Front Row, iReady, Newslea, etc. dependent upon the specific needs of these struggling learners.

Staff professional development for low income students =$1,000

- Not only will low-income students benefit from the professional development work with our certificated teachers but also in training of our classified staff including our bus drivers on positive behavioral supports (which will support students who ride the bus as part of the Tinsley Program), Literacy Associates as well as other staff serving these students during school.

$512,515

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.

2.25 %

All of the identified actions/services support our unduplicated students (exceeds more than a 2.2% increase). We will be providing targeted RTI interventions (e.g. EL teachers directly supporting our English Learners and PD supporting general education teachers to better support an integrated model for our English Learners); Elementary Counselors and MFT interns/trainees support identified students such as Foster Youth and Homeless with extra needed social emotional supports; our reading teachers (and literacy associates) provide literacy and reading intervention including our EL students for primarily reading but also academic language and writing; expanded Technology Associates support teachers including provision of online intervention programs allowing for improved differentiation using technology in the classroom. Technology staff will also support families who might need provision of technology assistance/equipment at home to fully access schoolwork for homework and collaboration with peers after school hours. This is most critical for students such as our homeless students and low socio-economic households. Sites with proportionately higher unduplicated students receive proportionately higher amounts of money to support those students according to their "unduplicated student" count. However, District's contribution supplements so the programs/supports can be offered consistently and equitably district-wide.

While the actions/services in this LCAP outline specific activities that are focused directly at serving these special populations, we encourage the reader to also refer to metrics (attached) that reflect rigorous three year targets to ensure hefty progress for these most at risk students.

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).

01-13-15 [California Department of Education]

San Carlos School District LCAP Measures

LOCAL MEASURES	Baseline School Year	Total Number	Number Qualifying	Percent Baseline Measure		2018/2019 Growth Target
Attendance Rates	2014-15					
Chronic Absenteeism Rate		3,155	150	4.75%		Reduction of 1.75%
Student Survey Measures						
Student Engagement Grades 5 through 8 - Percent of students that participate quite a bit or a great amount in their classes.	2015-16	1,166	711	61.00%		80%
Student Sense of Belonging Grades 5 through 8 - Percent of students that feel they belong quite a bit or completely at their school.		1,166	886	76.00%		80%
Equitable Access: 95% of all SCSD students will have regular and reliable access to fully participate during school and after school to support learning as well as equal access to after school programming				TBD Fall 2016		>95%
English Learner Measures	2014-15					
AMAO 1 - one year's growth on CELDT for all ELs		257	181	70.40%		90%
Reclassified students will maintain At/Above standard on ELA and Math SBAC for two years rate	ELA	67	56	83.60%		>95%
	Math	67	54	80.60%		95%

EL's with 3 or more years in program will reach proficiency level on CELDT on summary level (Early Advanced or Advanced) or in each domain at Intermediate level		140	84	61.40%		75%
Number of EL's in Grades 4-8 proficient on CELDT and proficient in SBAC ELA (Estimated Baseline Measure)		71	34	47.90%		60%
SBAC ELA % At/Above standard May 2015	2014-15					
All Students (Grades 3-8)		2,023	1,497	74.00%		80%
English Learners		160	62	39.00%		50%
Economically Disadvantaged		126	44	35.00%		50%
Students With Disability		189	38	20.00%		30%
SBAC % Math At/Above standard May 2015	2014-15					
All Students (Grades 3-8)		2,025	1,397	69.00%		78%
English Learners		161	60	37.00%		50%
Economically Disadvantaged		127	38	30.00%		45%
Students with Disability		189	38	20.00%		30%
Reading and Writing Assessments						
Grade 2 & 4 2016 Opinion Writing Assessment-met grade level proficiency	2016-17					
Grade 8 Spring 2016 Opinion Writing Assessment-met grade level proficiency	2015-16	327	245	74.90%		80%
Grades K, 1. & 2 - 2014-2015 Fountas & Pinnell Spring	2014-15	924	835	90.40%		Maintain or exceed

Results-met grade level benchmark						
CST Science At/Above standard May 2015	2014-15					
Fifth Grade % At or Above Standard		369	303	82.00%		Maintain or exceed
Eighth Grade % At or Above Standard		290	270	93.00%		Maintain or exceed
Physical Fitness State Assessment	2014-15					
Aerobic Capacity Grade 5		375	307	81.90%		85%
Aerobic Capacity Grade 7		332	266	80.10%		85%
Body Composition Grade 5		375	289	77.10%		85%
Body Composition Grade 7		332	259	78.00%		85%
Strategic Plan/Climate Survey						
Rigor - Percent of parents agree or strongly agree that their child is challenged to meet high expectations.		897	718	80.00%		85%
5 C's Performance Tasks	2016-17					
5 C's performance tasks of critical thinking and communication in Grades 3, 5, 8				TBD		
Personalized Learning Survey						
Pre-Post Measure of Personalized Learning-TBD	2016 17			TBD		

STATE REQUIRED MEASURES	Baseline School Year	Total Number	Number Qualifying	Percent Baseline Measure		2018/2019 Growth Target
Attendance Rates	2014-15					
All Students		3,098	2,996	96.70%		Maintain or exceed
Suspension Rates	2014-15					
61 Incidents/Suspensions / 3098 Total Enrollment on Census day, excluding NPS, SCCLC, and SSP		3,098	61	2.00%		Maintain or decrease
Expulsion Rate	2014-15					
1 incident/3098 total enrollment		3,098	1	0.03%		Maintain
Middle School Drop Out Rate						
0 incident/3098	2014-15	3,098	0	0%		Maintain
Highly Qualified Teacher Rate						
Highly Qualified Teachers (2015-2016)	2015-16	144	139	96.50%		100%
English Learner Measures	2014-15					
State Measure: AMAO 2 - less than 5 yrs		238	98	41.20%		60%
State Measure: AMAO 2 - 5 years or more		60	45	75.00%		80%
State Measure: Reclassification		256	19	7.400%		10%

Facilities Inspection Tool (FIT) Overall Rating						
Arundel Elementary School	2015	Exemplary				Maintain
Brittan Acres Elementary School		Exemplary				Maintain
Central Middle School (Note: rating decrease due to old Mustang Hall damage)		Good				Improve to Exemplary
Heather Elementary School		Exemplary				Maintain
Tierra Linda Middle School (Note: rating decrease due to restrooms/fountains)		Good				Improve to Exemplary
White Oaks Elementary School		Exemplary				Maintain