

NUVIEW UNION SCHOOL DISTRICT



2016-2017 LOCAL CONTROL ACCOUNTABILITY PLAN

Introduction:

LEA: Nuview Union School District **Contact (Name, Title, Email, Phone Number):** David Pyle, Superintendent, dpyle@nuview.k12.ca.us, (951) 928-0066 **LCAP Year:** 2016-17

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>District office personnel conducted a variety of meetings across the school district. Our Director of Special Education, Chief Business Official and Assistant Superintendent facilitated the meetings at each of the three school sites. Meeting invitees included school certificated and classified staffs, parents, students and community members.</p> <p>The first detailed meeting at each site focused on reviewing the eight state priorities, the district’s goals, the previous year’s LCAP, as well as reviewing key</p>	<p>- The Nuview Union School District Local Control Accountability Plan guides decisions and practices related to the academic, social-emotional, mental, and physical education needs of each student. In addition, the LCAP covers a portion of the required facility needs to ensure the safety and well being of our school community.</p> <p>- Feedback provided by members of the community and employees of both our Certificated and Classified Associations helped shape the direction of the</p>

data findings in areas such as CELDT. Stakeholder feedback surveys were also reviewed in depth. First meeting dates for each site are in parenthesis.

Nuviev Elementary (April 18, 2016)

Mountain Shadows Middle School (April 21, 2016)

Valley View Elementary School (April 21, 2016)

In the second round of meetings, the facilitators at each designated site continued to go into detail about the building of the LCAP and further analyzed the data for the LCAP. The data presented was used to make changes to the 2016-2017 school year and adjust future years actions and services as well.

Nuviev Elementary (April 21, 2016)

Mountain Shadows Middle School (April 29, 2016)

Valley View Elementary School (April 26, 2016 and May 23, 2016)

October, February, May

Board meeting presentations on LCAP by Assistant Superintendent of Educational Services.

February-March 2016

All stakeholders were provided the opportunity to provide feedback via a Key Data Survey. This survey was used as one component of identifying top priorities.

May 2016

Draft of LCAP was shared with site administrators at a leadership meeting in May

May 31, 2016

The plan that was going to be submitted for the Public Hearing was made available to the community and all stakeholders at the district office.

June 9, 2016

The NUSD Board of Trustees met for the 2016-2017 LCAP public hearing.

finalized Local Control Accountability Plan. In 2016-2017 LCAP goals were synthesized into four overarching areas. How we set out to accomplish those goals, not only in Year 1, but also in years 2 and 3, was adjusted based on stakeholder feedback.

- The Nuviev Union School District has an 80.93% unduplicated count of high needs students, including low income, English Learners and Foster Youth. The input from the stakeholder groups was instrumental in the development of the Local Control Accountability Plan. Each group provided valuable voices regarding the needs and services for each of the subpopulations across the district. Students at MSMS were also included in this stakeholder meeting.

Formal presentations were made to the NUSD Governing Board three different times during the year. The presentation gave an update on the various LCAP initiatives and board members were able to ask questions and get clarification on the LCAP programs presented in the update at each board meeting.

The LCAP survey was conducted prior to stakeholders meetings at each of our school sites. The survey was sent home in English and Spanish and results of the survey were shared at various LCAP meetings.

Site administrators were given an overview of proposed ideas for LCAP 2016-2017. An opportunity for feedback (questions, concerns, ect.) was provided to district leadership on proposed LCAP activities.

- Analysis of the District and school data and input from stakeholders guided development of goals and actions related to the needs of Nuviev's students and families with a particular focus on students from low income, English Learner, and Redesignated Fluent English Proficient subgroups. Due to the high concentration of high need students, LCAP goals, actions and services were developed and implemented on a district wide basis.

- Stakeholder concerns that are new to the plan, but within existing identified goals include school wide communication and intercom systems, maintenance of the TOSA positions, counseling positions, and continuing of STEM opportunities into elementary school. In addition, stakeholders identified a

At the February 19th and April 29th DELAC meetings, the Director of Special Education and Student Services discussed the district's LCAP goals. At these meetings, data such as CELDT and Reclassification rates were reviewed in addition to reviewing the LCAP goals. All parents were invited to attend stakeholders meetings held at each school site. The Parent Advisory committee met on three different occasions (April 18, May 13 and May 31) to provide feedback on the LCAP and review the document. They reviewed a draft of the annual update on May 31, 2016.

continued need for increased technology and computer programs to help personalize learning.

Annual Update:

Each school site held an LCAP meeting that focused on the Annual Update in March of 2016

District office personnel reviewed the annual update. The Cabinet meets every Tuesday. The first meeting of every month included LCAP updates from each department.

- September 1, 2015
- October 6, 2015
- November 3, 2015
- December 1, 2015
- January 5, 2016
- February 2, 2016
- March 1, 2016
- April 5, 2016
- May 3, 2016
- June 7, 2016

Annual Update:

Results of stakeholder meetings indicated that four main LCAP goals were still central to student success. Actions or services that had been completed were highlighted and removed from the 2016-17 goals. Ongoing actions were funded through 2016-17, with few deviations.

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:	Increase student achievement, engagement and the quality of the school climate by ensuring high quality district-wide professional development.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify
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Identified Need :	<p>In order to increase student achievement and engagement there is a need for: Examining students achievement data from a variety of state and local source demonstrates that not all students are achieving at the levels and rigor necessary. Achievement gaps remain, predominately among our significant student subgroups. Data examined include:</p> <p>Development California English Language Testing (CELDT) (AMAO 1)</p> <table border="1" style="margin-left: 40px;"> <thead> <tr> <th>Year</th> <th>All Students</th> </tr> </thead> <tbody> <tr> <td>2012-13</td> <td>57.5</td> </tr> <tr> <td>2013-14</td> <td>44.8</td> </tr> <tr> <td>2014-15</td> <td>66.1</td> </tr> </tbody> </table> <p>English Learners: Progress towards proficiency and Reclassification rate</p> <p>English Learners Reclassification</p> <table border="1" style="margin-left: 40px;"> <thead> <tr> <th>Year</th> <th>All Students</th> </tr> </thead> <tbody> <tr> <td>2012-13</td> <td>0.0</td> </tr> <tr> <td>2013-14</td> <td>8.7</td> </tr> <tr> <td>2014-15</td> <td>1.0</td> </tr> </tbody> </table> <p>California Assessment of Student Performance of Progress (CAASPP) Data: For grades K-8 in both ELA and Math.</p> <p>English Language Arts Standard Met or Exceeded†: Academic School year 2015, State 44.12953 District 37.15986, Black or African American 69.23077, Hispanic or Latino 32.25624, White 50.21186, Two or More Races 47.36842, Socio-economically Disadvantaged 28.29412, English Learners 10.40268, Students with Disabilities 7.26257, Reclassified as Fluent English Proficient 54.02542.</p> <p>Math Standards Met or Exceeded†: Academic School year 2015, State 33.82357, District 25.02106, Black or African American 15.38462, Hispanic or Latino 20.24747, White 36.82008, Two or more Races 47.36842, Soci-economically Disadvantaged 19.28488, English Learners 7.590759, Students with Disabilities 1.675978,</p>	Year	All Students	2012-13	57.5	2013-14	44.8	2014-15	66.1	Year	All Students	2012-13	0.0	2013-14	8.7	2014-15	1.0
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2014-15	1.0																

Reclassified ad Fluent English Proficient 34.87395			
Goal Applies to:	Schools: NES, VVES, MSMS	-----	
	Applicable Pupil Subgroups:	All	
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	<p>This will have 2 % growth with both ELA and Math CAASPP as indicated by NAT.</p> <p>With the district wide implementation of GLAD strategies, the number of EL students making progress toward English proficiency on the CELDT test will increase by 3 percent. In addition, an additional 2 percent of EL students will be reclassified over the previous year.</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide professional development opportunities for both our classified and certificated staffs.	LEA-wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Inservice training for 90% of certificated staff. Inservice training for 60% of identified classified staff that support PBIS -Boys Town 1000-1999: Certificated Personnel Salaries LCFF 5,000 Optional two days of professional development at per diem rate. 1000-1999: Certificated Personnel Salaries LCFF 50,000 Illuminate training 1000-1999: Certificated Personnel Salaries LCFF 7,500 Materials 4000-4999: Books And Supplies LCFF 2,000 Action Learning Systems 5800: Professional/Consulting Services And Operating Expenditures LCFF 35,000
Staff will develop and refine course units of study, and benchmark assessments, with review of effective instructional strategies as a part of grade level meetings.	LEA-wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Continue to refine the units of study across each subject area.No financial impact. Effective instructional strategies to be discussed, reviewed and refined. No financial impact.
Supervisory staff will be trained on consistent positive behavior support practices at each of our individual school sites.	LEA-wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	Provide further supervision and behavior support staff trainings as needed. 2000-2999: Classified Personnel Salaries LCFF 500

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Certificated and identified classified staff will be trained in Step up to Writing to ensure a writing system that will be consistent across the district.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Train 90% of faculty in new writing program, Step up to Writing. 5800: Professional/Consulting Services And Operating Expenditures LCFF 2,600 <hr/> Substitutes for two day training 1000-1999: Certificated Personnel Salaries LCFF 2,800
Students identified as English Learners will receive necessary interventions in order to close the existing achievement gap. Continue with GLAD implementation	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Continue to provide staff development on English Language Instruction techniques until 80% of teachers have received OCDE professional development. Strategies to support designated and integrated ELD. 5800: Professional/Consulting Services And Operating Expenditures Title III 5,000 <hr/> Substitutes 1000-1999: Certificated Personnel Salaries LCFF 6,000 <hr/> GLAD Materials 4000-4999: Books And Supplies Title III 10,210
Close the achievement GAP for our EL, SPED, and low-income learners by providing additional intervention and support during the school day. Continue to fund four TOSAs. Investigate additional Math TOSA.	LEA-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) SPED	Continue to fund the school site TOSAs to deliver Tier 2 intervention. Continue to fund additional FTE at the middle school for support in lower class sizes when practicable. 1000-1999: Certificated Personnel Salaries LCFF 327,597

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes: This will have 2 % growth with both ELA and Math CAASPP as indicated by NAT. With the district wide implementation of GLAD strategies, the number of EL students making progress toward English proficiency on the CELDT test will increase by 3 percent. In addition, an additional 2 percent of EL students will be reclassified over the previous year.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide professional development to certificated staff to maintain 90% level.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Provide professional development to new certificated staff (to maintain 90%) as hired in our core implementation areas of instructional strategies, English Learner Language acquisition, Common Core adoption, Step up to Writing and positive behavior strategies. 1000-1999: Certificated Personnel Salaries LCFF 9,000 Materials 4000-4999: Books And Supplies LCFF 2,000 PD Trainers- Action Learning Systems 5800: Professional/Consulting Services And Operating Expenditures LCFF 37,000 PBIS training 5800: Professional/Consulting Services And Operating Expenditures LCFF 800
Provide professional development for classroom support staff.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	60 % certificated staff should receive professional development in the areas that support instruction, English learners, behavior supports and the use of technology. 2000-2999: Classified Personnel Salaries LCFF 3,000
Close the achievement GAP for our EL, SPED, and low-income learners by providing additional intervention and support during the school day. Four TOSA positions	LEA-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:	Continue to fund TOSA Positions to provide Tier 2 and Tier 3 supports. Continue to fund additional SPED Teacher at the middle school for support in lower class sizes. 1000-1999: Certificated Personnel Salaries LCFF 339,602

		(Specify) SPED	
Continue K-8 Step up to Writing training	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Substitutes 1000-1999: Certificated Personnel Salaries LCFF 2,840 Professional Development 5800: Professional/Consulting Services And Operating Expenditures LCFF 3,600

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	This will have 2 % growth with both ELA and Math CAASPP as indicated by NAT. With the district wide implementation of GLAD strategies, the number of EL students making progress toward English proficiency on the CELDT test will increase by 3 percent. In addition, an additional 2 percent of EL students will be reclassified over the previous year.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide professional development to certificated staff to maintain 90% level.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Provide professional development to new certificated staff (to maintain 90%) as hired in our core implementation areas of instructional strategies, English Learner Language acquisition, Common Core adoption, Step up to Writing and positive behavior strategies. 1000-1999: Certificated Personnel Salaries LCFF 15,210 Materials 4000-4999: Books And Supplies LCFF 2,000 PD Trainers- Action Learning Systems 5800: Professional/Consulting Services And Operating Expenditures LCFF 37,000 PBIS training 5800: Professional/Consulting Services And Operating Expenditures LCFF 800
Provide professional development for classroom support staff.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:	70 % certificated staff should receive professional development in the areas that support instruction, English learners, behavior supports and the use of technology. 2000-2999: Classified Personnel Salaries LCFF 3,000

		(Specify)	
<p>Close the achievement GAP for our EL, SPED, and low-income learners by providing additional intervention and support during the school day. Four TOSA positions to continue in education support.</p>	LEA-wide	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) SPED</p>	<p>Continue to fund TOSA Positions to provide Tier 2 and Tier 3 supports. Continue to fund additional SPED Teacher at the middle school for support in lower class sizes. 1000-1999: Certificated Personnel Salaries LCFF 350,928</p>
<p>Continue K-8 Step up to Writing training</p>	LEA-wide	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Substitutes 1000-1999: Certificated Personnel Salaries LCFF 2,840 Professional Development 5800: Professional/Consulting Services And Operating Expenditures LCFF 3,600</p>

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

GOAL 2:	To support student success, students will be provided additional supports to ensure equal access to a safe, supportive and nurturing environment that promotes engagement and school connectedness.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
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Identified Need :	Examining student data around the area of attendance, student engagement, student suspensions and expulsions, from a variety of state and local sources demonstrates that there is a need to focus on creating a positive and engaging climate at each school, where students feel valued, supported and safe. The data reveals a need to continue focusing on creating a well-rounded, engaging and safe culture at each school, The data examined included: Middle School drop out rate, Suspension data, Expulsion data, Chronic Absenteeism, Attendance rate, and Truancy rate.							
	MSMS Drop Out	Year	All Students	English Learners	Hispanic or Latino	Socio-economically Disadvantage	Students with Disabilities	White
		2012-13	0.0	0.0	0.0	0.0	0.0	0.0
		2013-14	1.1	0.0	0.8	0.0	0.0	0.0
		2014-15	0.0	0.0	0.0	0.0	0.0	0.0
	Suspension Rate - District Wide	Year	All Students	English Learners	Hispanic or Latino	Socio-economically Disadvantage	Students with Disabilities	White
		2012-13	3.2	0.0	0.0	0.0	0.0	0.0
		2013-14	2.3	0.0	0.0	0.0	0.0	0.0
		2014-15	3.3	0.0	0.0	0.0	0.0	0.0
	Expulsion Rate -	Year	All Students	English Learners	Hispanic or Latino	Socio-economically Disadvantage	Students with Disabilities	White
		2012-13	0.2	0.0	0.0	0.0	0.0	0.0
		2013-14	0.0	0.0	0.0	0.0	0.0	0.0
		2014-15	0.0	0.0	0.0	0.0	0.0	0.0
	Summary of Chronic Absenteeism Rate: The number of students that were defined as chronically absent (as defined by the state) was 1.7% for the 2014-2015 school year in grades 7-8. This number was 1.4% for the 2015-2016 school year. Our K-6 elementary chronically absent students was 25.7% for the 2014-2015 school year. This number was 25.4 % for the 2015-2016 school year.							

Summary of Attendance Rate

District Wide	Year	All Students
	2012-13	94.5%
	2013-14	95.9%
	2014-15	96.3%
	2015-16	96.33%

Summary of Truancy Rate -

Year	School	All Students
2012-13	Mountain Shadows Middle School	21.20%
2012-13	Nuview Elementary	3.48%
2012-13	Valley View Elementary	34.17%
Year	School	All Students
2013-14	Mountain Shadows Middle School	30.71%
2013-14	Nuview Elementary School	11.36%
2013-14	Valley View Elementary School	38.83%
Year	School	All Students
2014-15	Mountain Shadows Middle School	32.33%
2014-15	Nuview Elementary School	29.02%
2014-15	Valley View Elementary School	4.61%

Goal Applies to: Schools: NES, MSMS, VVES

Applicable Pupil Subgroups: All

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes: The MSMS suspension rate will be within 1.5% of the county suspension rate for middle schools as indicated by NAT.
 Maintain middle school drop out rate at less than the state average of .80 in all significant sub groups.
 Reduce the number of chronically absent students by 4% as indicated by the Illuminate SIS.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Monitor MSMS suspensions to ensure that the	MSMS	<input checked="" type="checkbox"/> All	Continue to monitor the number of suspensions while providing

<p>suspension rate for students at MSMS aligns with county average.</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>positive behavior interventions options to decrease undesired behavior.No financial impact.</p>
<p>Analyze transportation routes and adjust as necessary; maintain expanded services</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Maintain additional route(s) 2000-2999: Classified Personnel Salaries LCFF 58,371</p>
<p>Through the use of a variety of reporting systems, ensure bullying instances are minimized at each school site. Additional campus supervisors may be needed to achieve this goal.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Decrease the number of incidents reported through the SPRIGEO System, office referrals and other reporting systems by 5%. 4000-4999: Books And Supplies Base 1,279 Increased Supervision 2000-2999: Classified Personnel Salaries LCFF 8,752</p>
<p>Provide safe walking options for students in our school community.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Submit Safe Routes to School Grant for Nuview Elementary School. No financial impact</p>
<p>Provide counseling services for students at all levels. Expand foster youth services. Explore need for continuing to grow counseling program to support positive behavior interventions and academic</p>	<p>LEA-wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p>	<p>Evaluate the program and make changes as needed. No financial impact. Maintain counselor at NES 1000-1999: Certificated Personnel</p>

achievement at all sites. This would allow for a full time counselor at every school site.		<input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salaries LCFF 91,040 Increase counselor at VVES (funded here for budget purposes at 1.0 FTE) 1000-1999: Certificated Personnel Salaries LCFF 89,877 Maintain expanded counselor hours at MSMS 1000-1999: Certificated Personnel Salaries LCFF 37,271
Provide a conflict resolution/ peer mediation program to decrease bullying incidents.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Provide student instruction in chosen peer mediation/ conflict resolution program. 1000-1999: Certificated Personnel Salaries LCFF 1,700 Implementation materials 5000-5999: Services And Other Operating Expenditures LCFF 3,000
Evaluate the need to repair or replace the bell tower/ communication systems at each school site for improved safety and communication.	NES, VVES	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Replace NES and VVES bell tower and intercom 6000-6999: Capital Outlay Base 45,000
Maintain expanded coverage in the health office so students will have access to a health expert and community liaison.	LEA-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Maintain additional 1.25 hours per site 2000-2999: Classified Personnel Salaries LCFF 20,111 Increase school nurse from 80 to 100 percent 2000-2999: Classified Personnel Salaries LCFF 12,141
Provide expanded access to media center for students to access wireless devices and materials. Areas of Nuevo have no Internet access.	MSMS	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent	Maintain increased hours for library tech 2000-2999: Classified Personnel Salaries LCFF 17,328

		English proficient _ Other Subgroups: (Specify)	
Continue to supplement the after school grant to provide quality after school programs at each site.	LEA-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Continued funding at elementary sites 4000-4999: Books And Supplies LCFF 20,000 Continued funding at middle school 4000-4999: Books And Supplies LCFF 12,500
Maintain visitor management software at the entrance to all preschool, K-8 sites	LEA-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Lobbyguard 5000-5999: Services And Other Operating Expenditures Base 2,250
Investigate ways to reduce the number of chronic absentee students by an additional 4%. Employ Tier Two strategies utilizing Attendance Works. Identify chronically absent students based on previous year's data.	LEA-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Attendance Works. No financial impact.
Provide the ability for teachers to lock secure their classrooms from inside their classrooms.	LEA-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Purchase barricade device for each classroom in the district to help ensure a safer environment. 4000-4999: Books And Supplies LCFF 5,000

<p>Classrooms at each of our school sites, need to be updated with new furniture, paint and carpet to ensure a safe and welcoming environment (highest need grade levels will be revamped first).</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Replace outdated and unsafe furniture and carpet. 5000-5999: Services And Other Operating Expenditures LCFF 110,000</p>
<p>Explore modernization of stage at NES to meet ADA requirements, ensure student safety and help the district move from STEM to STEAM.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Obtain quotes to obtain modernization of years 2 and 3 of LCAP No Financial Impact</p>

LCAP Year 2: 2017-2018

<p>Expected Annual Measurable Outcomes:</p>	<p>The MSMS suspension rate will be within 1.5% of the county suspension rate for middle schools as indicated by NAT. Maintain middle school drop out rate at less than the state average of .80 in all significant sub groups. Reduce the number of chronically absent students by 4% as indicated by the Illuminate SIS.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Evaluate the need to repair or replace the bell tower/ communication systems at each school site for improved safety and communication.</p>	<p>MSMS</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Install new communications/ intercom system at MSMS 6000-6999: Capital Outlay Base 20,000</p>

<p>Resubmit Safe Routes to School Grant for schools not awarded the grant.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>No financial impact.</p>
<p>Implement selected peer mediation/ leadership program.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Release days for teacher trainers 1000-1999: Certificated Personnel Salaries LCFF 1,704 Annual materials 4000-4999: Books And Supplies LCFF 3,000</p>
<p>Maintain counseling services at all schools; VVES counselor is responsible for district-wide foster youth services.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Maintain counselor at NES 1000-1999: Certificated Personnel Salaries LCFF 94,226 Maintain counselor at VVES. 1000-1999: Certificated Personnel Salaries LCFF 93,022 Maintain expanded counselor hours at MSMS 1000-1999: Certificated Personnel Salaries LCFF 37,833</p>
<p>Analyze transportation services to best meet student needs.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Maintain current expanded routes 2000-2999: Classified Personnel Salaries LCFF 60,413</p>
<p>Maintain expanded coverage in the health office so students will have access to a health expert and community liaison.</p>	<p>LEA-Wide</p>	<p><input type="checkbox"/> All OR:</p>	<p>Maintain expanded coverage 2000-2999: Classified Personnel Salaries LCFF 25,493</p>

		<input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Provide expanded access to media center for students to access wireless devices and materials. Areas of Nuevo have no Internet access.	MSMS	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Maintain increased hours for media tech 2000-2999: Classified Personnel Salaries LCFF 17,934
Continue to supplement the after school grant to provide quality after school programs at each site.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Continue funding 4000-4999: Books And Supplies LCFF 32,500
Maintain visitor management software at the entrance to all preschool, K-8 sites.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Lobbyguard 5000-5999: Services And Other Operating Expenditures Base 1,350
Through the use of a variety of reporting systems, ensure bullying instances are minimized at each school site. Additional campus supervisors may be needed to achieve this goal.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Sprigeo 5000-5999: Services And Other Operating Expenditures Base 1,483 Increased supervision 2000-2999: Classified Personnel Salaries LCFF 8,752

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Monitor the effectiveness of employed Tier One and Tier Two support and interventions for chronically absent students.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Attendance Works. No financial impact.
Maintain the MSMS suspension rate within 1.5% of the county suspension rate.	MSMS	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No financial impact
Classrooms at each of our school sites, need to be updated with new furniture, paint and carpet to ensure a safe and welcoming environment (highest need grade levels will be revamped first).	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Replace outdated furniture and carpet. 5000-5999: Services And Other Operating Expenditures LCFF 110,000
Explore options to modernize stage at NES to meet ADA requirements, ensure student safety and help the district move from STEM to STEAM.	NES	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:	Obtain quotes for modernization in year 2 and 3 of LCAP. No Financial Impact

(Specify)

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes: The MSMS suspension rate will be within 1.5% of the county suspension rate for middle schools as indicated by NAT.
 Maintain middle school drop out rate at less than the state average of .80 in all significant sub groups.
 Reduce the number of chronically absent students by 4% as indicated by the Illuminate SIS.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Evaluate the need to repair or replace the bell tower/ communication systems at each school site for improved safety and communication.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Install new communications/ intercom system at VVES 6000-6999: Capital Outlay Base No Financial Impact Unless unable to complete in year 1 and 2.
Resubmit Safe Routes to School Grant for schools not awarded the grant.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No financial impact.
Implement selected peer mediation/ leadership program.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Release days for teacher trainers 1000-1999: Certificated Personnel Salaries LCFF 1,704 Annual materials 4000-4999: Books And Supplies LCFF 3,000

<p>Maintain counseling services at all schools; VVES counselor is responsible for district-wide foster youth services.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Maintain counselor at NES 1000-1999: Certificated Personnel Salaries LCFF 97,425 Maintain counselor at VVES 1000-1999: Certificated Personnel Salaries LCFF 96,278 Maintain expanded counselor hours at MSMS 1000-1999: Certificated Personnel Salaries LCFF 38,575</p>
<p>Analyze transportation services to best meet student needs.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Maintain current expanded routes 2000-2999: Classified Personnel Salaries LCFF 62,528</p>
<p>Maintain expanded coverage in the health office so students will have access to a health expert and community liaison.</p>	<p>LEA-Wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Maintain expanded coverage 2000-2999: Classified Personnel Salaries LCFF 34,006</p>
<p>Provide expanded access to media center for students to access wireless devices and materials. Areas of Nuevo have no Internet access.</p>	<p>MSMS</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Maintain increased hours for media tech 2000-2999: Classified Personnel Salaries LCFF 18,562</p>
<p>Continue to supplement the after school grant to provide</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All</p>	<p>Continue funding 4000-4999: Books And Supplies LCFF</p>

<p>quality after school programs at each site.</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>32,500</p>
<p>Maintain visitor management software at the entrance to all preschool, K-8 sites.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Lobbyguard 5000-5999: Services And Other Operating Expenditures Base 1,350</p>
<p>Through the use of a variety of reporting systems, ensure bullying instances are minimized at each school site. Additional campus supervisors may be needed to achieve this goal.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Sprigeo 5000-5999: Services And Other Operating Expenditures Base 1,483 Additional supervision 2000-2999: Classified Personnel Salaries LCFF 8,752</p>
<p>Monitor the effectiveness of employed Tier One and Tier Two support and interventions for chronically absent students.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Attendance Works. No financial impact.</p>
<p>Maintain the MSMS suspension rate within 1.5% of the county suspension rate.</p>	<p>MSMS</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p>	<p>No financial impact</p>

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Classrooms at each of our school sites, need to be updated with new furniture, paint and carpet to ensure a safe and welcoming environment (highest need grade levels will be revamped first).	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Replace outdated furniture and carpet. 5000-5999: Services And Other Operating Expenditures LCFF 60,000
Explore options for modernization of stage at NES to meet ADA requirements, ensure student safety and help the district move from STEM to STEAM.	NES	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Obtain quotes for modernization of stage in years 2 and 3 of LCAP. No Financial Impact

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

GOAL 3:	To improve the conditions of learning and increase student achievement the Nuview Union School District will align fiscal and human resources to implement the California Common Core State Standards.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify
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Identified Need :	In order provide access to a quality education to increase student achievement, the following needs were identified by stakeholders. <ul style="list-style-type: none"> • Highly Qualified Teaching Staff <table style="margin-left: 20px; border-collapse: collapse;"> <tr> <td style="padding-right: 10px;">Year</td> <td>All Students</td> </tr> <tr> <td colspan="2">Summary of Highly Qualified Teaching (HQTS) Rate</td> </tr> <tr> <td>2012-13</td> <td>100%</td> </tr> <tr> <td>2013-14</td> <td>100%</td> </tr> <tr> <td>2014-15</td> <td>100%</td> </tr> </table> • Maintain Instructional Materials and Facilities Williams Compliance at 100% <table style="margin-left: 20px; border-collapse: collapse;"> <tr> <td style="padding-right: 10px;">Year</td> <td>All Students</td> </tr> <tr> <td colspan="2">Summary of Williams Compliance Rate</td> </tr> <tr> <td>2012-13</td> <td>100%</td> </tr> <tr> <td>2013-14</td> <td>100%</td> </tr> <tr> <td>2014-15</td> <td>100%</td> </tr> </table> • Lower Class Sizes: NUSD will continue to intermittently lower class size ratios in K-3, 4-6 and 7-8 to meet local mandates when practicable. 	Year	All Students	Summary of Highly Qualified Teaching (HQTS) Rate		2012-13	100%	2013-14	100%	2014-15	100%	Year	All Students	Summary of Williams Compliance Rate		2012-13	100%	2013-14	100%	2014-15	100%
Year	All Students																				
Summary of Highly Qualified Teaching (HQTS) Rate																					
2012-13	100%																				
2013-14	100%																				
2014-15	100%																				
Year	All Students																				
Summary of Williams Compliance Rate																					
2012-13	100%																				
2013-14	100%																				
2014-15	100%																				

Goal Applies to:	Schools: NES, VVES, MSMS <hr style="border-top: 1px dashed black;"/> Applicable Pupil Subgroups: All
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LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes: 98% of teachers will be highly qualified as determined by DataQuest
 Maintain all Williams complaints at Zero or resolved.
 Lower class sizes by requirements set up in the LCFF funding model.
 Provide lower class sizes in grades 4-8 when practicable.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to Ensure Highly Qualified Staff for the Students of NUSD	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	98% of teachers will be highly qualified as determined by Data Quest. Unknown financial impact.
Maintain instructional materials for our students and staff	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Completely resolve any Williams issue if one were to arise. 5800: Professional/Consulting Services And Operating Expenditures Base 10,000
Lower Class Sizes to support student engagement as defined under LCFF, also provide class sizes in grades 4-8 when practicable.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Add additional teachers as needed to lower class sizes by the requirements set up in the LCFF funding model. If ADA is not declining. 1000-1999: Certificated Personnel Salaries LCFF 141,274 Maintain class size reduction from previous school years 1000-1999: Certificated Personnel Salaries LCFF 287,885

<p>Provide collaboration time for staff to ensure an accurate assessment of and rigorous delivery of CCSS to our students. This collaboration for staff will assist in our student achievement goal of students scoring 1 band higher on the SBAC assessment in grades 3-8. This will include include each statistical subgroup in both Language Arts and Math</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Provide a minimum of 4 days of release time for each grade level to adjust CCSS lessons and benchmark assessments. 1000-1999: Certificated Personnel Salaries LCFF 22,000</p>
<p>Provide additional flexibility to lower class sizes at Mountain Shadows Middle school when practicable.</p>	<p>MSMS</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Provide additional 6th period assignment(s) as needed to allow for scheduling flexibility and lower impacted class(es). 1000-1999: Certificated Personnel Salaries LCFF 10,519</p>
<p>Provide financial support to assist in the implementation of site determined Fine Arts Program.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Adjust dollar amount as needed based on individual site implementation. 4000-4999: Books And Supplies LCFF 3,000 from the Arts and Music Block Grant</p>
<p>Provide financial support to assist in the implementation of site determined enrichment opportunities to be accessed by interested students and staff.</p>	<p>LEA-wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) High Achievers</p>	<p>Adjust dollar amount as needed based on individual site implementation. 4000-4999: Books And Supplies LCFF 3,000 from the Arts and Music Block Grant</p>
<p>Provide common assessments to identify areas of</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All</p>	<p>Identify four different checkpoints in the school year to</p>

<p>strengths and weakness, and realignment for the administration of SBAC.</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>administer benchmark assessments and use data from Illuminate to inform instruction. No financial impact.</p>
<p>Update curriculum to provide tools necessary to properly implement the Common Core State Standards. Begin pilot process for ELA adoption in 2016-2017 school year</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Adopt new mathematics materials (Eureka Math) based on findings of committee. 4000-4999: Books And Supplies LCFF 20,000 + Professional Development 1000-1999: Certificated Personnel Salaries LCFF 25,000</p>
<p>Create extended school day and school year opportunities for under-achieving students, low income pupils, and English Learners. Continue summer bridge program for incoming middle school students.</p>	<p>LEA-wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>SPED</u></p>	<p>Summer School Bridge and Intersession Teachers 1000-1999: Certificated Personnel Salaries LCFF 20,606 Transportation/ Summer School Field Trip (Obj 5801) 5000-5999: Services And Other Operating Expenditures LCFF 2,000 Summer School supplies 4000-4999: Books And Supplies LCFF 600</p>
<p>Supplement adopted math materials as needed. Pilot ELA materials. Support transition to NGSS with supplemental materials.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Evaluate and adjust material request as necessary. 4000-4999: Books And Supplies LCFF 20,000</p>
<p>Continue to provide STEM at NES, VVES and MSMS</p>	<p>LEA- wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p>	<p>Purchase consumable materials for three school site STEM labs 4000-4999: Books And Supplies LCFF 6,000 Staff STEM lab 2000-2999: Classified Personnel Salaries</p>

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	LCFF 53,100 <hr/> Certificated 1000-1999: Certificated Personnel Salaries LCFF 94,079 <hr/> STEM outdoor education 5000-5999: Services And Other Operating Expenditures LCFF 20,000
Provide students with diagnostic and instructional support in Math and English	NES, VVES, MSMS	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	i-Ready diagnostic and instructional support 4000-4999: Books And Supplies LCFF 34,170
Read 180 & System 44: Support Elementary and Middle School in implementing and expanding their reading intervention programs. All Reading Intervention teachers will be trained in Read 180 and/or System 44.	NES, VVES, MSMS	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Students with disabilities.	Provide additional seats for Tier II and Tier III interventions based on diagnostic Title I. 5000-5999: Services And Other Operating Expenditures Title I 40,000 <hr/> Read 180 Teachers 1000-1999: Certificated Personnel Salaries Title I 135,897
Provide proportional share of supplemental concentration to ensure maximized student services in closing the achievement gap for special education students. 15 % of target.	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Students with disabilities	Support unduplicated students in special education. 1000-1999: Certificated Personnel Salaries LCFF 465,000
Continue with 12 additional instruction minutes to increase service to our students.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	The additional 2,160 minutes in the instructional year will give students additional access to core curriculum and intervention as needed. 1000-1999: Certificated Personnel Salaries LCFF 177,000

		_ Other Subgroups: (Specify)	
Site Allocations: Restricted Money - Provide school site with supplemental and concentration funds to support increased services and support at the school site level to unduplicated students	NES, VVES, MSMS	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	Site identified needs for unduplicated students. 4000-4999: Books And Supplies LCFF 149,500
Categorical Realignment: Realign funds from categorical budget. There were items and programs that were previously supported through categorical monies that now need to be funded through LCAP. As part of realignment, annual reoccurring costs will be funded through supplemental/concentration funds to supplement current funding shortages.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Income Deferred Maintenance 5000-5999: Services And Other Operating Expenditures LCFF 55,875 Replacement of Gate 5000-5999: Services And Other Operating Expenditures LCFF 17,217 Instructional Materials Fund Realignment Program 4000-4999: Books And Supplies LCFF 92,832 School and Library Improvement Block Grant 4000-4999: Books And Supplies LCFF 99,843 Arts and Music Block Grant 4000-4999: Books And Supplies LCFF 26,092
IT Support & Computer Upgrades: As district prepares for a 1:1 technology program and the state testing that is now online (SBAC) there is a need for additional and expanded technology support. Computer upgrades and replacements in preparing for a 1:1 pilot at Mountain Shadows Middle School, program devices will be purchased as well as infrastructure.	LEA-Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Continue expansion of technology. 4000-4999: Books And Supplies LCFF 68,000
CTI- Center for Teacher Innovation Induction program. Induction supports teacher candidates to provide differentiation to meet all students diverse learning needs.	NES, VVES, MSMS	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups:	Participation in accredited induction consortium. Induction coaches for teachers 1000-1999: Certificated Personnel Salaries LCFF 12,000

		(Specify)	
LCAP Year 2: 2017-2018			
Expected Annual Measurable Outcomes:	98% of teachers will be highly qualified as determined by DataQuest Maintain all Williams complaints at Zero or resolved. Lower class sizes by requirements set up in the LCFF funding model. Provide lower class sizes in grades 4-8 when practicable.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to Ensure Highly Qualified Staff for the Students of NUSD.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	98% of teachers will be highly qualified as determined by Data Quest. 1000-1999: Certificated Personnel Salaries Unknown financial impact.
Maintain instructional materials for our students and staff	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Completely resolve any Williams issue if one were to arise. 5800: Professional/Consulting Services And Operating Expenditures Base 10,000
Lower class sizes to support student engagement as defined under LCFF, also provide lower class sizes in grades 4-8 when practicable.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Maintain class sizes as needed as required in the LCFF funding model. If ADA is not declining. 1000-1999: Certificated Personnel Salaries LCFF 312,877

<p>Provide collaboration time for staff to ensure an accurate assessment of and rigorous delivery of CCSS to our students. This collaboration for staff will assist in our student achievement goal of students scoring 1 band higher on the SBAC assessment will increase this will include each statistical subgroup in grades 3-8.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Provide a minimum of 4 days of release time for each grade level to adjust CCSS lessons and benchmark assessments 1000-1999: Certificated Personnel Salaries LCFF 22,000</p>
<p>Extended day and school year opportunities to increase achievement for our middle school population.</p>	<p>MSMS</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Determine costs of teaching personnel. 1000-1999: Certificated Personnel Salaries Unknown financial impact. Determine costs of classified personnel. 2000-2999: Classified Personnel Salaries Unknown financial impact. Determine costs of transportation. 5000-5999: Services And Other Operating Expenditures Unknown financial impact. Determine supply costs. 4000-4999: Books And Supplies Unknown financial impact.</p>
		<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Provide additional flexibility to lower class sizes and provide access to STEM education</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Provide additional 6th period assignment(s) as needed to allow for scheduling flexibility and lower impacted class(es). 1000-1999: Certificated Personnel Salaries LCFF 13,500</p>
<p>Provide financial support to assist in the maintenance of</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All</p>	<p>Adjust dollar amount as needed based on individual site</p>

<p>a site determined Fine Arts Program.</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>implantation for Fine Arts Education 4000-4999: Books And Supplies LCFF 3,000 from the Arts and Music Block Grant</p>
<p>Provide financial support to assist in the implementation of site determined enrichment opportunities to be accessed by interested students and staff.</p>	<p>LEA-wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) High Achievers</p>	<p>Adjust dollar amount as needed based on individual site implementation 4000-4999: Books And Supplies LCFF 3,000 from the Arts and Music Block Grant</p>
<p>Update curriculum to provide tools necessary to properly implement the CCSS.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Adopt new English Language Arts materials based on findings of committee. 4000-4999: Books And Supplies LCFF 20,000 Staff Development 1000-1999: Certificated Personnel Salaries LCFF 20,000</p>
<p>Continue to provide access to STEM education</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Fund on-going costs at each of the three site STEM labs. No financial impact. Consumable materials 4000-4999: Books And Supplies LCFF 6,000 Staffing for two elementary sites 2000-2999: Classified Personnel Salaries LCFF 54,958</p>
<p>Continue to provide diagnostic and instructional support for students.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p>	<p>I-Ready diagnostic and instructional tool 4000-4999: Books And Supplies LCFF 34,170</p>

		<ul style="list-style-type: none"> <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	
Create extended school day and school year opportunities for under-achieving students, low income pupils, and English Learners.	NES, VVES	<ul style="list-style-type: none"> <input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>SPED</u> 	<p>Interession 2017 Teachers 1000-1999: Certificated Personnel Salaries LCFF 20,606</p> <hr/> <p>Summer School Supplies 4000-4999: Books And Supplies LCFF 600</p> <hr/> <p>Transportation Summer School Field Trip (5801) 5000-5999: Services And Other Operating Expenditures LCFF 2,000</p>
Read 180 & System 44: Support Elementary and Middle School in implementing and expanding their reading intervention programs. All Reading Intervention teachers will be trained in Read 180 and/or System 44.	LEA-wide	<ul style="list-style-type: none"> <input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with disabilities</u> 	<p>Provide additional seats for Tier II and Tier III interventions based on diagnostic 5000-5999: Services And Other Operating Expenditures Title I 30,000</p> <hr/> <p>Title I 1000-1999: Certificated Personnel Salaries Title I 141,942</p>
Provide proportional share of supplemental concentration to ensure maximized student services in closing the achievement gap for special education students. 15% of Target	LEA-wide	<ul style="list-style-type: none"> <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>students with disabilities</u> 	<p>Support school site needs 1000-1999: Certificated Personnel Salaries LCFF 465,000</p>
Site Allocations:Restricted Money. - Provide school sites with supplemental and concentration funds to support increased services and support at the school site level. Unrestricted \$ - general funds to support sites with a discretionary budget from LCFF base.	LEA-wide	<ul style="list-style-type: none"> <input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient 	<p>Site identified needs for unduplicate students. 4000-4999: Books And Supplies LCFF 149,500</p>

		_ Other Subgroups: (Specify)	
Categorical Realignment: Realign funds from categorical budget. there were items and programs that were previously supported through categorical monies that now need to be funded through LCAP. As part of realignment annual reoccurring costs will be funded through supplemental/ concentration funds to supplement current funding shortages. The categorical funds that are being replaced by supplemental concentration.	LEA-wide	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify)	Income Deferred Maintenance 5000-5999: Services And Other Operating Expenditures LCFF 55,785 Replacement of Gate 5000-5999: Services And Other Operating Expenditures LCFF 17,217 Instructional Materials Fund 4000-4999: Books And Supplies LCFF 92,832 School and Library Block Grant 4000-4999: Books And Supplies LCFF 99,843 Arts and Music Grant 4000-4999: Books And Supplies LCFF 26,092
IT Support & Computer Upgrades: As district prepares for a 1:1 technology program and the state testing that is now online (SBAC) there is a need for additional and expanded technology support. Computer upgrades and replacements in preparing for a 1:1 pilot program devices will be purchased as well as infrastructure.	NES, VVES, MSMS	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Continue expansion of technology. 4000-4999: Books And Supplies LCFF 68,000
CTI- Center for Teacher Innovation Induction program. Induction supports teacher candidates to provide differentiation to meet all students diverse learning needs.	NES, VVES, MSMS	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Participation in induction consortium. Induction coaches for new teachers. 1000-1999: Certificated Personnel Salaries LCFF 12,000

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes: 98% of teachers will be highly qualified as determined by DataQuest
 Maintain all Williams complaints at Zero or resolved.
 Lower class sizes by requirements set up in the LCFF funding model.
 Provide lower class sizes in grades 4-8 when practicable.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to Ensure Highly Qualified Staff for the Students of NUSD.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	98% of teachers will be highly qualified as determined by Data Quest. Unknown financial impact.
Maintain instructional materials for our students and staff.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Completely resolve any Williams issue if one were to arise. 5800: Professional/Consulting Services And Operating Expenditures Base 10,000
Lower class sizes to support student engagement as defined under LCFF.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Maintain class sizes as needed as required in the LCFF funding model. 1000-1999: Certificated Personnel Salaries LCFF 279,886
Provide collaboration time for staff to ensure an accurate	LEA-wide	<input checked="" type="checkbox"/> All	Provide a minimum of 4 days of release time for each grade

<p>assessment of and rigorous delivery of CCSS to our students. This collaboration for staff will assist in our student achievement goal of students scoring 1 band higher on the SBAC assessment will increase this will include each statistical subgroup.</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>level to adjust CCSS lessons and benchmark assessments 1000-1999: Certificated Personnel Salaries LCFF 22,000</p>
<p>Extended day and school year opportunities to increase achievement for our middle school population.</p>	<p>MSMS</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Determine costs of teaching personnel. 1000-1999: Certificated Personnel Salaries Unknown financial impact. Determine costs of classified personnel. 2000-2999: Classified Personnel Salaries Unknown financial impact. Determine costs of transportation. 5000-5999: Services And Other Operating Expenditures Unknown financial impact. Determine supply costs. 4000-4999: Books And Supplies Unknown financial impact.</p>
<p>Provide additional flexibility to lower class sizes and provide access to STEM education.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Provide additional 6th period assignment(s) as needed to allow for scheduling flexibility and lower impacted class(es). 1000-1999: Certificated Personnel Salaries LCFF 13,500</p>
<p>Provide financial support to assist in the maintenance of a site determined Fine Arts Program.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Adjust dollar amount as needed based on individual site implantation for Fine Arts Education 4000-4999: Books And Supplies LCFF 3,000 from the Arts and Music Block Grant</p>
<p>Provide financial support to assist in the implementation of site determined enrichment opportunities to be accessed by interested students and staff.</p>	<p>LEA-wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p>	<p>Adjust dollar amount as needed based on individual site implementation 4000-4999: Books And Supplies LCFF 3,000 from the Arts and Music Block Grant</p>

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) High Achievers	
Update curriculum to provide tools necessary to properly implement the CCSS.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Adopt new English Language Arts materials based on findings of committee. 4000-4999: Books And Supplies LCFF 20,000 Staff Development 1000-1999: Certificated Personnel Salaries LCFF 50,000
Provide access to STEM education.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Fund on-going costs at each of the three site STEM labs. Consumable materials 4000-4999: Books And Supplies LCFF 12,000 Staffing for two elementary sites 2000-2999: Classified Personnel Salaries LCFF 56,822
Provide diagnostic and instructional support for students.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	I-Ready diagnostic and instructional tool 4000-4999: Books And Supplies LCFF 34,170
Read 180 & System 44: Support Elementary and Middle School in implementing and expanding their reading intervention programs. All Reading Intervention teachers will be trained in Read 180 and/or System 44.	NES, VVES	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	Provide additional seats for Tier II and Tier III interventions based on diagnostic Title I. 5000-5999: Services And Other Operating Expenditures Title I 30,000 Read 180 Teachers 1000-1999: Certificated Personnel Salaries Title I 141,942

		<input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>students with disabilities</u>	
Create extended school day and school year opportunities for under-achieving students, low income pupils, and English Learners.	LEA-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Intersession 2017 Teachers 1000-1999: Certificated Personnel Salaries LCFF 35,606 <hr/> Intersession Supplies 4000-4999: Books And Supplies LCFF 600
Provide proportional share of supplemental concentration to ensure maximized student services in closing the achievement gap for special education services. 15% of Target	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>students with disabilities</u>	Support school site needs 1000-1999: Certificated Personnel Salaries LCFF 465,000
Site Allocations: Restricted Money. - Provide school sites with supplemental and concentration funds to support increased services and support at the school site level. Unrestricted \$ - general funds to support sites with a discretionary budget from LCFF base.	LEA-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Site identified needs for unduplicated students. 4000-4999: Books And Supplies LCFF 149,500
Categorical Realignment: Realign funds from categorical budgets. There were items and programs that were previously supported through categorical monies that now need to be funded through LCAP. As part of realignment, annual reoccurring costs will now be funded through supplemental/concentration funds to supplement current funding shortages. The categorical funds that are being replaced by supplemental concentration.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Deferred Maintenance 5000-5999: Services And Other Operating Expenditures LCFF 55,785 <hr/> Replacement of Gate 5000-5999: Services And Other Operating Expenditures LCFF 17,217 <hr/> Instructional Materials Fund Realignment Program 4000-4999: Books And Supplies LCFF 92,832 <hr/> School and Library Improvement Block Grant 4000-4999: Books And Supplies LCFF 99,843

			Arts and Music Block Grant 4000-4999: Books And Supplies LCFF 26,092
IT Support & Computer Upgrades: As district prepares for a 1:1 technology program and the state testing that is now online (SBAC) there is a need for additional and expanded technology support. Computer upgrades and replacements In preparing for a 1:1 pilot program devices will be purchased as well as infrastructure for identified teachers.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Continue expansion of technology. 4000-4999: Books And Supplies LCFF 128,000
CTI- Center for Teacher Innovation Induction program. Induction supports teacher candidates to provide differentiation to meet all students diverse learning needs.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Participation in accredited induction consortium. Induction coaches for new teachers. 1000-1999: Certificated Personnel Salaries LCFF 12,000

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

GOAL 4:	Technology support for instruction data and assessment to ensure high levels of student achievement.	Related State and/or Local Priorities: 1 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 COE only: 9 _ 10 _ Local : Specify
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Identified Need :	In order to provide students with the 21st century skills they will need to be college and career ready stakeholders determined the following needs: <ul style="list-style-type: none"> • The network capacity is currently designed to meet the needs of 75% of devices. • 50% of students have access to devices that will meet the needs of instruction and assessment. • Currently 50% of staff has received professional development in the implementation of technology in the classroom.
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Goal Applies to:	Schools: NES, VVES, MSMS, <hr style="border-top: 1px dashed black;"/> Applicable Pupil Subgroups: All
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LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	Add student wireless devices, maintaining one COW per grade level K-4, 7-8. Providing devices for students in grades 7 & 8. Add additional devices in designated grades when practicable Offer 6 hours of professional development in order to achieve 75% attendance of certificated personnel to ensure successful implementation of these programs. 75% of students will have access to devices that will meet the needs of instruction. 75% of staff will receive professional development in the implementation of technology in the classroom.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Assess needs of infrastructure to move forward in adding additional devices for classrooms.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	Send out annual technology survey and complete any additional site infrastructure needs. 6000-6999: Capital Outlay LCFF 60,000

		_ Other Subgroups: (Specify)	
Provide additional support to assist teachers in implementing CCSS.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Continue TOSA ed tech/math implementation position 1000-1999: Certificated Personnel Salaries LCFF 94,079 Continue to support classrooms and the increased number of devices utilized by analyzing the work load and investigate hiring a technician or expanding hours as needed. 1000-1999: Certificated Personnel Salaries LCFF 34,103
Support instructional staff with keyboarding and computing skills	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Increase the amount of students who have access to individual student devices by going 1:1 in grades 7 and 8 4000-4999: Books And Supplies LCFF 68,000
Support district-wide computer based programs with professional development	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	TOSA will hold trainings with staff throughout the year to ensure successful implementation of the tech component of these programs. 1000-1999: Certificated Personnel Salaries LCFF 18,200

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	<p>Add student wireless devices, maintaining one COW per grade level K-4, 7-8. Providing devices for students in grades 7 & 8. Add additional devices in designated grades when practicable</p> <p>Offer 6 hours of professional development to ensure successful implementation of these programs.</p> <p>80% of students will have access to devices that will meet the needs of instruction.</p> <p>80% of staff will receive professional development in the implementation of technology in the classroom.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue adding additional devices to meet student and staff needs.	LEA- Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Add student devices to designated grade levels. 4000-4999: Books And Supplies LCFF 68,000
Continue to monitor personnel and adjust as needed to support CCSS implementation and support expanded device usage.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Continue TOSA position 1000-1999: Certificated Personnel Salaries LCFF 102,461 Continue to support classrooms and the increased number of devices utilized by analyzing the work load and expanding hours as needed. 2000-2999: Classified Personnel Salaries LCFF 37,221
Support district-wide computer based programs with professional development	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	TOSA will hold trainings with staff throughout the year to ensure successful implementation of the tech component of these programs. 1000-1999: Certificated Personnel Salaries LCFF 18,200

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:

- Add student wireless devices, maintaining one COW per grade level K-4, 7-8. Providing devices for students in grades 7 & 8. Add additional devices in designated grades when practicable
- Offer 6 hours of professional development to ensure successful implementation of these programs.
- 85% of students will have access to devices that will meet the needs of instruction.
- 85% of staff will receive professional development in the implementation of technology in the classroom.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue adding additional devices to meet student and staff needs.	LEA- Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Add student devices to designated grade levels. 4000-4999: Books And Supplies LCFF 68,000
Continue to monitor personnel and adjust as needed to support CCSS implementation and support expanded device usage.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Continue TOSA position 1000-1999: Certificated Personnel Salaries LCFF 102,461 Continue to support classrooms and the increased number of devices utilized by analyzing the work load and expanding hours as needed. 2000-2999: Classified Personnel Salaries LCFF 37,221
Support district-wide computer based programs with professional development	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:	TOSA will hold trainings with staff throughout the year to ensure successful implementation of the tech component of these programs. 1000-1999: Certificated Personnel Salaries LCFF 18,200

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

Annual Update

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

Guiding Questions:

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

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

Original GOAL 1 from prior year LCAP:	Increase student achievement, engagement and the quality of the school climate by ensuring high quality district-wide professional development.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools: NES, VVES, MSMS	Applicable Pupil Subgroups: All
Expected Annual Measurable Outcomes:	<p>80 % certificated staff should receive professional development in the key areas of Direct Interactive Instruction, English Learner Language acquisition, writing instruction, and positive behavior strategies.</p> <p>40 % identified classified staff should receive professional development in the areas that support instruction, English learners, behavior supports and the use of technology.</p> <p>90% of benchmark assessments and units of study will be finalized across each grade level.</p> <p>With the district wide implementation of GLAD strategies, the number of EL students scoring proficient on the CELDT test will increase by 4 percent. In addition, an additional 1 percent of EL students will be reclassified over the previous year. From 1.5% to 2.5%</p> <p>100% of school sites will have a Teacher on Special Assignment to do direct interventions with students, as well as coordinate Tier One and Two school-wide instruction and supports.</p>	<p>Actual Annual Measurable Outcomes:</p> <p>Over 90% of certificated staff have completed direct interactive instruction and PBIS trainings English Learner. All certificated staff have been trained in Step up to Writing.</p> <p>Classified training's took place throughout the year based on need.This will continue moving forward.</p> <p>All bench marks are complete in each grade level K-8 in both math and ELA.</p> <p>Reclassification of our EL's was a real area of focus for us this year since it has been an area of growth for us in the past. We have an estimated 75 students (out of 513) that will be reclassified in the 2015-2016 school year. This far exceeds our goal with a 14.6 reclass rate for the year. The students scoring proficient on the CELDT test went from 46.1% in 2013-2014 to 66.6% meeting target in 2014-2015 for AMAO 1. The students scoring proficient on the CELDT test went from 20.1% in 2013-2014 to 32.9% meeting target in 2014-2015 for AMAO 2A. The students scoring proficient on the CELDT test went from 46.8% in 2013-2014 to 52.3% meeting target in 2014-2015 for AMAO 2B</p> <p>Each school site now has a full time TOSA to provide intervention to students.</p>

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Provide professional development opportunities for both our classified and certificated staffs.	Inservice training for 80% of certificated staff. 1000-1999: Certificated Personnel Salaries LCFF 8,600	The district goals included district wide staff development for effected staff in key areas: Illuminate Student Information System Direct Interactive Instruction Step Up to Writing Positive Behavior Interventions and Support 100% of identified classified and certificated staff have been trained in new Illuminate Student Information System. The district made available Direct Interactive Instruction to all classroom teachers and TOSAs. 95% participated in the training. The costs were increased by the addition of co-teaching and coaching days for participating teachers, principals, and TOSAs to increase efficacy. Year Two PBIS training was made available to staff members interested in joining the site PBIS team, as well as new staff members. Continue to fund TOSA positions to deliver Tier 2 intervention.	Certificated substitutes and extra duty expenditures as of 5/4/15 1000-1999: Certificated Personnel Salaries LCFF \$9,900
	Inservice training for 40% of identified classified staff 2000-2999: Classified Personnel Salaries LCFF 3,600		Classified substitutes and extra duty pay budgeted as of 5/4/15 2000-2999: Classified Personnel Salaries LCFF \$3,268
	PD materials 4000-4999: Books And Supplies LCFF 4,000		PBIS Training Val Verde SELPA/ No Financial Impact
	Riverside County SELPA for PBIS training 5000-5999: Services And Other Operating Expenditures LCFF 785.00		TOSA positions. 1000-1999: Certificated Personnel Salaries LCFF 272,061
	PD trainers- ALS 5000-5999: Services And Other Operating Expenditures LCFF 35,000		Action Learning Systems ELA Educator Effectiveness 5800: Professional/Consulting Services And Operating Expenditures Base 36,350
			Action Learning Systems- Title IResource 5800: Professional/Consulting Services And Operating Expenditures Base 37,400
	The Synced Solution 5800: Professional/Consulting Services And Operating Expenditures Base 18,000		
	PD materials included in cost of professional development. No additional cost for materials. 4000-4999: Books And Supplies LCFF 0.00		
	Riverside County SELPA for PBIS training 5000-5999: Services And Other Operating Expenditures LCFF 785		
Scope of Service	LEA-wide	Scope of Service	LEA-wide

<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>Staff will refine course units of study, with focused trainings on instructional strategies of how to teach Common Core. Uniformed training on how to teach Common Core and a focus on deeper questioning will be provided for teachers who have not been trained in this area.</p>	<p>Develop units of study across each subject area. No financial impact. ----- Instructional strategies to be discussed, reviewed and refined. No financial impact.</p>	<p>Math and English grade level representative teachers made use of SyncEd System to create and organize units of study. Implementation of these units was through the instructional delivery method of Direct Interactive Instruction. The costs for release days in this action item was combined with the action item to provide four release days per year at grade level, and is funded there. This budget item only accounted for release day substitute costs. Those were incorporated into the four release days. The software program was purchased using other funds, Common Core funds.</p>	<p>The SyncEd Solution 5800: Professional/Consulting Services And Operating Expenditures CCSSIF 18,000</p>
<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>Supervisory staff will be trained on</p>	<p>Provide further supervision staff</p>	<p>Baseline discipline data has been</p>	<p>No financial impact</p>

<p>consistent practices at each of our school sites.</p>	<p>trainings as needed. 2000-2999: Classified Personnel Salaries LCFF 1,500</p>	<p>collected through the new SIS, Illuminate. Trainings will be moved to year 2016-17 at the elementary schools.</p> <p>Mountain Shadows Middle School's classified supervisory staff meets every Thursday. Meetings include data review, active supervision training, and elements of PBIS training.</p>	
<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Certificated and identified classified staff will be trained on a common core approved writing system that will be consistent across the district</p>	<p>Train 80% of certificated classroom staff in new writing program "Step Up to Writing" during the first year of implementation.</p> <p>Substitutes for two days of training 1000-1999: Certificated Personnel Salaries LCFF 17,040</p> <p>Consultants 5800: Professional/Consulting Services And Operating Expenditures LCFF 7200</p> <p>Substitutes for Instructional Aides 2000-2999: Classified Personnel Salaries LCFF 6,300</p>	<p>All certificated staff were trained in Step Up to Writing in grades K-8.</p> <p>Implementation and professional development began during the 2015-16 school year and will continue in 2016-2017 school year.</p>	<p>Purchased teacher and classroom materials for Step Up to Writing 4000-4999: Books And Supplies LCFF 5,313</p>
<p>Scope of Service K-8</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p>		<p>Scope of Service K-8</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p>	

<ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 		<ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 					
<p>Staff will need to be appropriately trained on the new Student Information System in order to develop benchmark assessments and maintain student achievement records.</p>	<p>Finalize benchmark assessments across each grade level during the grade level release days. No financial impact.</p>	<p>All certificated and classified staff members who utilize the SIS were trained in a series of trainings in the fall of 2015.</p> <p>Benchmark assessments were adjusted during the grade level release days provided for in the action item in Goal 4.</p>	<p>No financial impact</p>				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">LEA-wide</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	Scope of Service	LEA-wide		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">LEA-wide</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	Scope of Service	LEA-wide	
Scope of Service	LEA-wide						
Scope of Service	LEA-wide						
<p>Students identified as English Learners will receive necessary interventions and appropriate instructional strategies in order to close the existing achievement gap.</p>	<p>Provide professional development to teachers who have not yet been trained on English Language Instruction techniques through OCDE GLAD, until 70% of appropriate classroom teachers are trained. 5800: Professional/Consulting Services And Operating Expenditures Other 17,500</p> <p>GLAD materials 4000-4999: Books And Supplies Other 10,210</p> <p>Certificated Substitutes 6 days 12 teachers 1000-1999: Certificated</p>	<p>This training was delayed until the 2016-2017 school year.</p>	<p>No Financial Impact</p>				

		Personnel Salaries LCFF 10,224		
<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>			<p>Scope of Service LEA-wide</p> <hr/> <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
			<p>District wide 14.6 percent of EL students were reclassified in 2015-2016.</p> <p>Percent in Cohort Attaining English Proficient Level (AMAO 2 >=5 Years) 46.82 (2014) to 52.3 (2015)</p> <p>Percent in Cohort Attaining English Proficient Level (AMAO 2</p>	<p>No financial impact 0</p>
<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>			<p>Scope of Service LEA-wide (targeted for EL)</p> <hr/> <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Close the achievement GAP for our EL, SPED, and low-income learners by providing additional intervention and</p>	<p>Continue to fund TOSA positions to deliver Tier 2 and Common Core Instruction. 1000-1999: Certificated</p>		<p>All sites now have a TOSA to help provide intervention in closing the achievement gap.</p>	<p>Title I VVES and Title I NES 1000-1999: Certificated Personnel Salaries Title I 47,541</p>

<p>support during the school day. Four TOSA positions</p>	<p>Personnel Salaries LCFF 320,743 Additional SPED Teacher for additional support to middle school. 1000-1999: Certificated Personnel Salaries LCFF 60,641</p>	<p>She specifically works with Read 180 and students whose reading level falls 2.0 grades or more behind standard.</p>	<p>Title I MSMS 1000-1999: Certificated Personnel Salaries Title I 40,728</p>
<p>Scope of Service LEA-Wide</p> <hr/> <p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) SPED</p>		<p>Scope of Service LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Our goal will be to continue to provide high quality professional development for our staff. We have identified key initiatives such as Direct Interactive Instruction that will continue to be a focus for our staff. All new staff will be trained in our core PD areas. Staff will also have the opportunity for additional training in these research based strategies. Training in Illuminate and GLAD will be moved to 2016-2017 school year at all the elementary schools.</p>		

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

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

<p>Original GOAL 2 from prior year LCAP:</p>	<p>To support student success, students will be provided additional supports to ensure equal access to a safe, supportive and nurturing environment that promotes engagement and school connectedness.</p>		<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify</p>	
<p>Goal Applies to:</p>	<p>Schools: NES, MSMS, VVES</p>	<p>Applicable Pupil Subgroups: All</p>		
<p>Expected Annual Measurable Outcomes:</p>	<p>The MSMS suspension rate will be within 1.5% of the county suspension rate for middle schools.</p> <p>Maintain middle school drop out rate at less than the state average. Maintain expulsion rate within .4% of state average at elementary and middle school sites.</p> <p>Increase the number of students taking home to school transportation by 8%</p> <p>Decrease the number of bullying and harassment incidents reported through the SPRIGEO System, office referrals and other reporting systems by 5%.</p> <p>Submit Safe Routes to School Grant for Mountain Shadows Middle School.</p> <p>Expand the elementary counseling program from 1.0 FTE to 1.4 FTE based on the results of the information gathered in year 1 to support positive behavior interventions and foster services.</p>		<p>Actual Annual Measurable Outcomes:</p>	<p>Last Year Mountain Shadows had a suspension rate of 10%. Creating a focus on this area in 2015-2016 the suspension rate was reduced to 3.5% which is lower than the county suspension rate.</p> <p>Mountain Shadows maintained a drop out rate less than the state average. There were also 0 expulsions during the 2015-2016 school year.</p> <p>Students riding the bus in 2013-2014 (baseline year) was a total of 619 riders. Taking home to school transportation. That number increased to 739 riders in the 2014-2015 school year and 750 in the 2015-2016 school year. This is an increase of 18.2% in students riding the bus from baseline to current year.</p> <p>The number of reported incidents of bullying and harassment in the 2014-2015 school year went from a total of 29 to 12 in 2015-2016 school year. This is a 58% decrease in incidents reported to the SPRIGEO online reporting system. There were 10 less reported incidents of bullying and harassment in the 2015 -2016 school year reported in Illuminate when compared to the 2014-2015 school year.</p> <p>We are waiting on results for second round of applications for this grant.</p>

Adjust the facility and personnel needs of the MSMS library based on student and staff input.

Install selected playground equipment at each of our two elementary school sites.

Identify a district-wide peer mediation or conflict resolution component for implementation.

Investigate the need for an assistant principal position at the elementary school(s).

The after school programs will retain the number of spots available, and operate at least 90% daily attendance.

90% of campus visitors will be processed through LobbyGuard.

Evaluate the need to repair or replace the bell tower/ communication systems at each school site for improved safety and communication.

Reduce the number of chronically absent students by 5%

Our expanded counseling program has lead to a decrease in behavior reforms as well as provide additional services to foster youth.

Finalized Mountain Shadows library to maximize student and staff use.

Each elementary school received new equipment to ensure student safety.

Boys Town was purchased and the district now has 2 trainer of trainers for this program. Our first training was held this year with a plan for adding staff trainings next year .

Student enrollment declined at the elementary school. Due to this, the assistant principal position will be reevaluated next year.

All three school sites maintained their total number of available spots in the after school program and met the LCAP goal on 90% average daily attendance. Mountain Shadows Middle School available spots were 54 and the average daily attendance was 103.57. Nuview Elementary spots available were 83.33 and the average daily attendance was 99.06. Valley View Elementary spots available were 62.29 and the average daily attendance was 92.29.

Beginning with the 2015-2016 school year all visitors are processed through lobby guard.

We are in the process of receiving quotes to ensure that each school has a safe and effective communication should an emergency occur.

The number of students that were defined as chronically absent (as defined by the state) was 1.7% for the 2014-2015 school year in grades 7-8. This number was 1.4% for the 2015-2016 school year our K-6 elementary chronically absent students was 25.7% for the 2014-2015 school year. This number was 25.4 % for the 2015-2016 school year. In analyzing this data, we found that a disproportionate amount of these absences occurred in Kindergarten. For the upcoming school year, we will continue with this goal and target parent education as a way to help meet

		this goal.	
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
		Estimated Actual Annual Expenditures	
<p>Monitor MSMS suspensions to ensure that the suspension rate for students at MSMS aligns with county average.</p>		<p>Continue to monitor the number of suspensions while providing positive behavior interventions options to decrease undesired behavior. No financial impact.</p>	
<p>Scope of Service: MSMS</p> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: MSMS</p> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Increase attendance and ensure students have safe transportation to and from school by adding an additional bus route.</p>		<p>Last Year Mountain Shadows had a suspension rate of 10%. Creating a focus on this area in 2015-2016 the suspension rate was reduced to 3.5% which is lower than the county suspension rate.</p>	
<p>Maintained expanded route(s) from 2014-2015 as needed to maintain maximum walking distances 2000-2999: Classified Personnel Salaries LCFF \$47,331</p> <p>Purchase additional bus Object 5000-5999: Services And Other Operating Expenditures LCFF \$175,000</p> <p>Add additional bus route(s) as needed to maintain walking distances; explore need to hire an additional driver 2000-2999: Classified Personnel Salaries LCFF \$10,510</p>		<p>Salaries for two bus drivers 2000-2999: Classified Personnel Salaries LCFF 25,817</p> <p>Purchase additional bus grant match. 5000-5999: Services And Other Operating Expenditures LCFF 60,000</p> <p>Fueling station for additional CNG buses estimated after EMWD grant. 5000-5999: Services And Other Operating Expenditures LCFF 53,000</p>	

<p>Scope of Service LEA-wide</p>		<p>Scope of Service LEA-Wide</p>	
<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Through the use of a variety of reporting systems, ensure bullying instances are minimized at each school site.</p>	<p>Decrease the number of incidents reported through the SPRIGEO System, office referrals and other reporting systems by 5%. 5000-5999: Services And Other Operating Expenditures Base 1,483</p>	<p>The number of reported incidents of bullying and harassment in the 2014-2015 school year went from a total of 29 to 12 in 2015-2016 school year. This is a 58% decrease in incidents reported to the SPRIGEO online reporting system. There were 10 less reported incidents of bullying and harassment in the 2015 -2016 school year reported in Illuminate when compared to the 2014-2015 school year.</p>	<p>Sprigeo Annual Membership 4000-4999: Books And Supplies Base 1,279</p>
<p>Scope of Service MSMS</p>		<p>Scope of Service LEA-wide</p>	
<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Provide safe walking options for students in our school community.</p>	<p>Submit Safe Routes to School Grant for Mountain Shadows Middle School. No financial impact.</p>	<p>Grant was submitted June 2014. It was not awarded to NES in Round One.</p>	<p>No financial impact</p>
<p>Scope of Service MSMS</p>		<p>Scope of Service NES</p>	

<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Provide counseling services for students at the elementary level. Explore need for continuing to grow counseling program to support positive behavior interventions and academic achievement at all sites.</p>	<p>Continue position to a 1.0 FTE School Counselor for Nuvview Elementary School 1000-1999: Certificated Personnel Salaries LCFF 83,698</p> <p>Continue to fund a 0.6 FTE at ValleyView Elementary School 1000-1999: Certificated Personnel Salaries LCFF 29,817</p> <p>Fund the expansion of the middle school counseling position to 1.0 1000-1999: Certificated Personnel Salaries LCFF 29,817</p>	<p>Based on stakeholders feed back we will now have a full time counselor at each school site.</p> <p>The amount budgeted allowed for the flexibility to hire an experienced counselor with a greater salary due to step and range. These positions have been budgeted as needed.</p>	<p>Two 1.0 FTE 1000-1999: Certificated Personnel Salaries LCFF 123,411</p> <p>.6 FTE 1000-1999: Certificated Personnel Salaries LCFF 55,580</p>
<p>Scope of Service LEA-Wide</p> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service NES, VVES</p> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Investigate and begin staff training on a district-wide student mediation/ conflict resolution program.</p>	<p>Implementation Costs for first year 4000-4999: Books And Supplies LCFF 3,000</p>	<p>Continue with this goal and target parent education as a way to help reduce chronic absenteeism.</p>	<p>Cost of this goal was documented in Goal 2. The expansion the counselor at VVES will focus on our SARB process. 4000-4999: Books And Supplies LCFF 0.00</p>

<p>Scope of Service</p>		<p>Scope of Service LEA-wide</p>	
<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Maintain a Media Center at our middle school for student use. Provide student access to wireless devices and materials. Students need access to the Internet at school as areas of Nuevo have no Internet access.</p>	<p>Adjust the facility needs as needed based on student and staff input by expanding the media technicians hours to 7.0. 2000-2999: Classified Personnel Salaries LCFF 10,510</p>	<p>The MSMS media center/ library media tech started on 8/29/14. The library opened in September. Students no longer have to leave the fenced area of the school to access a library on the high school campus.</p>	<p>Furnishings 4000-4999: Books And Supplies LCFF 6,545</p>
<p>Scope of Service MSMS</p>		<p>Scope of Service MSMS</p>	
<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Evaluate the need to repair or replace the bell tower/ communication systems at each school site for improved safety and communication.</p>	<p>Replace communications system at NES 6000-6999: Capital Outlay Base 20,000</p>	<p>We are currently obtaining quotes on this project and will commence this project in the 2016-2017 school year.</p>	<p>No Financial Impact</p>
<p>Scope of Service LEA-Wide</p>		<p>Scope of Service NES</p>	
<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth</p>		<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth</p>	

<p><input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Maintain expanded coverage in the health office so students will have access to a health expert and resources.</p>	<p>Maintain the expanded hours per site 2000-2999: Classified Personnel Salaries LCFF 15,425</p>	<p>All three sites have a health clerk on campus for 7.00 hours providing the ability for health outreach to a greater number of students.</p>	<p>Increase of 1.25 per work day 2000-2999: Classified Personnel Salaries LCFF 19,434</p>
<p>Scope of Service: LEA-Wide</p> <hr/> <p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: NES</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Ensure equity amongst each of our Kindergarten classrooms at Valley View Elementary School by constructing a restroom in the "E" pod due to LCFF class size reductions</p>	<p>Build a DSA approved restroom in the VVES "E" Pod 6000-6999: Capital Outlay Base 60,000</p>	<p>This project was completed in the 2015-2016 school year. Two restrooms were built and put to student use in classrooms 15 and 16. The amount budgeted was reduced by a design change.</p>	<p>VVES Kindergarten Classroom restroom. Base 22,763 NES Restrooms Base 36,268</p>
<p>Scope of Service: VVES</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p>		<p>Scope of Service: VVES</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	

_ Other Subgroups: (Specify)											
Provide the ability for teachers to lock secure their classrooms from inside their classrooms.	Continue to research classroom door barricade devices. No financial impact 4000-4999: Books And Supplies	Rather than replace the locking systems the district is investigating the use of other security items. This project was moved to the 2016-2017 school year.	No Financial Impact.								
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">LEA-wide</td> </tr> <tr> <td colspan="2" style="border-top: 1px dashed black; padding: 2px;"> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </td> </tr> </table>	Scope of Service	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">LEA-wide</td> </tr> <tr> <td colspan="2" style="border-top: 1px dashed black; padding: 2px;"> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </td> </tr> </table>	Scope of Service	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
Scope of Service	LEA-wide										
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)											
Scope of Service	LEA-wide										
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)											
Maintain visitor management software at the entrance to all preschool, K-8 sites	Lobbyguard 5000-5999: Services And Other Operating Expenditures Base 1,350	Lobby Guard was funded as budgeted as part of our safety goal.	Lobby Guard 4000-4999: Books And Supplies LCFF 2,700								
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">LEA-wide</td> </tr> <tr> <td colspan="2" style="border-top: 1px dashed black; padding: 2px;"> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </td> </tr> </table>	Scope of Service	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">LEA-wide</td> </tr> <tr> <td colspan="2" style="border-top: 1px dashed black; padding: 2px;"> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </td> </tr> </table>	Scope of Service	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
Scope of Service	LEA-wide										
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)											
Scope of Service	LEA-wide										
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)											
Supplement ASES grant in order to continue to provide free, quality after school programs at all three sites.	Supplement each elementary school's after school budget to purchase needed supplies and additional snacks as needed. 4000-4999: Books And Supplies LCFF	This project was moved to the 2016-20017 school year.	No Financial Impact.								

	20,000 Supplement the middle school's after school budget to purchase needed supplies and additional snacks as needed. 4000-4999: Books And Supplies LCFF 12,500		
Scope of Service LEA-Wide		Scope of Service LEA-Wide	
X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Expand safe play equipment for our Kindergarten and Community use District Wide.	Purchase selected equipment at each of our elementary school sites 6000-6999: Capital Outlay LCFF 120,000 Install selected equipment 5000-5999: Services And Other Operating Expenditures LCFF 35,000	It was determined to fund new equipment at each elementary site in the 2015-16 school year budgeted at \$155,000.	The actual cost of this project ended up being LCFF 145,477
Scope of Service NES, VVES		Scope of Service NES, VVES	
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)	
Investigate ways to reduce the number of chronic absentee students by 5% annually. Participate in the California	Employ Tier One strategies utilizing Attendance Works. No financial impact.	We investigated new attendance program Attention to Attendance to be utilized in year 1 of this LCAP.	No financial Impact.

<p>Department of Education/ County Office of Education Attendance Peer Learning Network. Identify chronically absent students within the first four weeks.</p>			
<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Install sinks in the portable classrooms as needed.</p>	<p>Labor and materials 5000-5999: Services And Other Operating Expenditures LCFF 8,000</p>	<p>Sinks were installed at NES.</p>	<p>Sinks 10,335</p>
<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Provide a safe and nurturing environment continues to be a core goal for the Nuvview Union School District. We will continue to monitor (and maintain goals) for student safety. Modernizing our facilities will also stay as an action or service and the projects listed will continue to change as completed. The highest identified need will receive funding priority. In the upcoming year we will be looking at replacing old communication systems in each of our schools as well as purchasing safety barricades for classrooms to help with student safety. We discontinue pursuing grants for safe routes to school. Bell tower project will be awarded this year and work will start in 2016-2017 school year. The amount budgeted for expanded coverage in health office was not adequate to cover the increased hours, the expanded hours have been budgeted.</p>		

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

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

Original GOAL 3 from prior year LCAP:	Parents, families and community stakeholders will become more fully engaged as partners in the education of Nuview students through expanded communication efforts.	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	<p>Increase the frequency of parents accessing grades on line from previous year by 5 percent from 233 to 245. Specifically target the number of parents of English Language Learners by gathering baseline data in Year 1.</p> <p>Each school will use a parent dialer to send home messages a min of 2 times per month.</p> <p>Each school will send home an email or Remind 101 type message to all active email addresses a minimum of 2 times per month.</p> <p>Each school will hold a 'Coffee Talk" 4 times per school year to discuss happenings around the campus and community.</p>	Actual Annual Measurable Outcomes:	<p>There has been an increase in parents using the parent square communication system. This metric can not be used due implementation of a new system.</p> <p>Phone dialers have gone out a minimum of twice a month.</p> <p>Each school also uses parent square as a second form of communication at eh minimum of two times per month.</p> <p>Each school site met the goal of holding meetings with parents of 4 times per year.</p>
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Increase family engagement	<p>Increase the frequency of parents accessing grades on line from previous year by 5 percent. (233 accessed in 2014-15) No financial impact.</p> <hr/> <p>Purchase of Parent Square- increased capacity to communicate with phone dialer, email, text and</p>	<p>Teachers post student scores/ grades into Illuminate for use in the Parent and Student portals. Since this is a different system we can not use this metric.</p> <p>233 parents signed up to access the Parent Portal. Baseline (2014-15).</p>	No financial impact

	app access inc. in amount below. No financial impact.		
<p>Scope of Service Mountain Shadows Middle School</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service MSMS</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Monitor progress using reports available in the Phone Dialer</p>	<p>Each school will use a parent dialer to send home messages a min of 2 times per month. No financial impact.</p> <hr/> <p>Purchase of Parent Square-increased capacity to communicate with phone dialer, email, text and app access. 4000-4999: Books And Supplies LCFF 4,800</p>	<p>All goals in this area were met for the 20015-2016 school year. With this goal being met it will be removed in the upcoming LCAP years and embedded in other areas.</p>	<p>Parent Square 5000-5999: Services And Other Operating Expenditures Base 8,100</p>
<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Monitor progress of how many email accounts are active in our database.</p>	<p>Each school will send home an email or Remind 101 type message to all active email addresses a minimum of</p>	<p>Each principal sent out a message at least one time per week during the 2015-2016 school year.</p>	<p>No financial impact</p>

	2 times per month. No financial impact.		
Scope of Service LEA-wide <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service LEA-wide <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Increase family participation in school events	Each school will hold a 'Coffee Talk' 4 times per school year to discuss happenings around the campus and community. No financial impact.	Each school met a a minimum of 4 times per year.	No financial impact
Scope of Service LEA-wide <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service LEA-wide <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Gather baseline data of number of parents of English Language Learners who access the Illuminate Parent Portal.	Gather baseline data for Year 1. No financial impact. Parent Liaison will personally contact and educate each parent of an EL student in use of the Parent Portal.	The switch to Parent Square did not allow us to gather this data. We are discontinuing this service.	

	No financial impact.										
<table border="1"> <tr> <td>Scope of Service</td> <td>MSMS</td> </tr> <tr> <td colspan="2"> <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </td> </tr> </table>	Scope of Service	MSMS	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<table border="1"> <tr> <td>Scope of Service</td> <td></td> </tr> <tr> <td colspan="2"> <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </td> </tr> </table>	Scope of Service		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
Scope of Service	MSMS										
<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)											
Scope of Service											
<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)											
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	This is an area that has been a huge success for each site this year. We met each measurable goal in this section and have reason to celebrate our increased communication with parents. For next year we are removing this overall goal but will embed all of these actions and services (for stakeholders) into other goals of our LCAP.										

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.

<p>Original GOAL 4 from prior year LCAP:</p>	<p>To improve the conditions of learning and increase student achievement the Nuview Union School District will align fiscal and human resources to implement the California Common Core State Standards.</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify</p>	
<p>Goal Applies to:</p>	<p>Schools: NES, VVES, MSMS</p>	<p>Applicable Pupil Subgroups: All</p>	
<p>Expected Annual Measurable Outcomes:</p>	<p>98% of teachers will be highly qualified as determined by DataQuest</p> <p>Maintain all Williams complaints at Zero or resolved.</p> <p>Lower class sizes by requirements set up in the LCFF funding model.</p> <p>Provide a minimum of 4 days of release time for each grade level to adjust CCSS lessons</p> <p>2 percent fewer students will perform below grade level in each significant subgroup and in total over the previous year.</p> <p>Special Education students will increase scores on benchmark reading assessments by 4 percent.</p> <p>Provide one additional 6th period assignment to allow for scheduling flexibility and lower an impacted class at the middle school</p> <p>Identify four different checkpoints in the school year to administer benchmark assessments</p> <p>Pilot state approved mathematics programs at selected grade levels district-wide.</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>100% of teachers in 2015-2016 are highly qualified as determined by Data Quest.</p> <p>No Williams issues were presented in the 2015-2016 school year</p> <p>Class sizes were lowered by the requirements set up in the LCFF funding model (12%).</p> <p>100% of grade levels were provided a minimum of 4 days of release time to adjust CCSS lessons.</p> <p>We have not received CAASPP data as of our public hearing date. That reflects Nuview K-8.</p> <p>100% of Special Education teachers and administrators were trained in IEP compliance and creation. Students taking local benchmarks scored a range from 8-15% higher on post assessments.</p> <p>One additional 6th period assignment was provided at MSMS to allow for scheduling flexibility and lower an impacted class.</p> <p>Identified four different checkpoints in the school year to administer benchmark assessments and use data from Illuminate to inform instruction.</p> <p>After piloting 3 different text books, our committee overwhelmingly selected Eureka Math. Professional development has been scheduled and full scale implementation will begin in August of 2016.</p>

<p>Form a committee to review language arts materials.</p> <p>Design, construct and staff an elementary STEM lab at each site.</p> <p>Provide extended day and summer school opportunities for underachieving students</p> <p>Provide elementary students with diagnostic and instructional support in English and Math</p>	<p>By the end of the school year each principal will select a group of lead teachers to participate in our ELA pilot. Our pilot process for the school year will look similar to our math pilot process.</p> <p>Each school site has a STEM lab. Students grades 3-6 rotate in at 1 week intervals approximately 10 times per year. Students are taught NGSS aligned assignments in a hands on environment. Students at the middle school receive STEM as an elective class.</p> <p>Multiple opportunities are provided to support unduplicated students in closing the achievement gap.</p> <p>i-Ready will provide the opportunity for students to work on identified areas of weakness by prescribing work based on students taking and diagnostic.</p>
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures
Continue to Ensure Highly Qualified Staff for the Students of NUSD		98% of teachers will be highly qualified as determined by Data Quest. No financial impact.	100% of teachers SY 2015-16 are highly qualified as determined by the personnel office. No financial impact
Scope of Service	LEA-wide		
<input checked="" type="checkbox"/> All			
OR:			
<input type="checkbox"/> Low Income pupils			
<input type="checkbox"/> English Learners			
<input type="checkbox"/> Foster Youth			
<input type="checkbox"/> Redesignated fluent English proficient			
<input type="checkbox"/> Other Subgroups: (Specify)			
Maintain instructional materials for our students and staff	Completely resolve any Williams issue if one were to arise. 5800: Professional/Consulting Services And Operating Expenditures Base 10,000	No Williams issues as of 5/1/2016. This action/ service item was changed to add instructional materials, "Maintain safe facilities and instructional materials for our students and staff"	No financial impact 0

<p>Scope of Service LEA-wide</p>		<p>Scope of Service LEA-wide</p>	
<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Lower Class Sizes to support student engagement as defined under LCFF</p>	<p>Maintain 2.0 FTE 2015-16 class size reduction to satisfy the requirements set up in the LCFF funding model. 1000-1999: Certificated Personnel Salaries LCFF 125,097</p> <p>Increase K-3 FTE as needed to further reduce class sizes as required in the LCFF funding model. 1000-1999: Certificated Personnel Salaries LCFF 149,082</p>	<p>Class sizes were decreased as set up in the LCFF funding model. 2.0 FTE were added at Elementary level.</p>	<p>K-3 Elementary 1000-1999: Certificated Personnel Salaries LCFF 62,232</p> <p>K-3 Elementary 1000-1999: Certificated Personnel Salaries LCFF 65,700</p>
<p>Scope of Service LEA-wide</p>		<p>Scope of Service LEA-Wide</p>	
<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Investigate expanding the work day/ year to provide additional student services K-8.</p>	<p>Form a committee to Investigate expanding the work day/ year to provide additional student services K-8. Financial impact to be determined through bargaining unit negotiations. Supplemental/Concentration</p>	<p>12 additional instructional minutes were added to the school day. In addition, 2 optional professional development days were added through negotiations.</p>	<p>Funded in Goal 3 LCFF 177,000</p>

<p>Scope of Service LEA-wide</p>		<p>Scope of Service LEA-Wide</p>	
<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Provide collaboration time for staff to ensure a rigorous delivery of CCSS to our students.</p>	<p>Provide a minimum of 4 days of release time for each grade level to adjust CCSS lessons and benchmark assessments. 1000-1999: Certificated Personnel Salaries LCFF 22,000</p>	<p>Lead teachers from each grade level were provided with a minimum of four release days to create CCSS lessons.</p>	<p>Certificated substitute costs for nine grade levels, four teachers for four days 1000-1999: Certificated Personnel Salaries LCFF 20,928.26</p>
<p>Scope of Service LEA-wide</p>		<p>Scope of Service LEA-wide</p>	
<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p><input type="checkbox"/> All</p>		<p>Scope of Service LEA-Wide</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	

<p>Close the achievement gap for our Special Education students.</p>	<p>Provide professional development opportunities for our Special Education teachers. 1000-1999: Certificated Personnel Salaries LCFF 4,000</p> <p>Provide professional development opportunities for our Special Education teachers. 4000-4999: Books And Supplies LCFF 2,000</p>	<p>Special Education teachers received professional development in IEP creation and compliance.</p>	<p>Held during monthly PLC meetings. No financial impact</p>
<p>Scope of Service LEA-Wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify) SpEd students</p>		<p>Scope of Service LEA-Wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify) SpEd</p>	
<p>Provide additional flexibility to lower class sizes.</p>	<p>Provide additional 6th period assignment(s) as needed to allow for scheduling flexibility and lower impacted class(es). 1000-1999: Certificated Personnel Salaries LCFF 12,316</p>	<p>The MSMS master schedule reflects the additional period so more students have access to our STEM lab.</p> <p>The amount budgeted had to be adjusted for the addition of fixed costs.</p>	<p>Additional teacher salary and gross costs 1000-1999: Certificated Personnel Salaries LCFF 17,186</p>
<p>Scope of Service MSMS</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service MSMS</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Provide financial support to assist in the implementation of site determined</p>	<p>Adjust dollar amount as needed</p>	<p>Each school purchased supplies to support fine arts at their respective</p>	<p>MSMS 4000-4999: Books And</p>

<p>Fine Arts Program.</p>	<p>based on individual site implementation. 4000-4999: Books And Supplies LCFF 3,000</p>	<p>sites.</p>	<p>Supplies LCFF 2,000 VVES 4000-4999: Books And Supplies LCFF 2,000 NES 4000-4999: Books And Supplies LCFF 2,000</p>
<p>Scope of Service LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Provide financial support to assist in the implementation of site determined enrichment opportunities to be accessed by interested students and staff.</p>	<p>Adjust dollar amount as needed based on individual site implementation. 4000-4999: Books And Supplies LCFF 3,000</p>	<p>Students at each site went on field trips or participated in other enrichment activities.</p>	<p>MSMS 5700-5799: Transfers Of Direct Costs LCFF 1,000 VVES 5700-5799: Transfers Of Direct Costs LCFF 1,000 NES 5700-5799: Transfers Of Direct Costs LCFF 1,000</p>
<p>Scope of Service LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-Wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>High Achievers</u></p>	
<p>Provide common assessments to identify areas of strengths and weakness for the administration of SBAC.</p>	<p>Identify four different checkpoints in the school year to administer benchmark assessments and use data from Illuminate to inform instruction. No financial impact.</p>		<p>No financial impact</p>

<p>Scope of Service LEA-Wide</p>		<p>Scope of Service LEA-Wide</p>	
<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Update curriculum to provide tools necessary to properly implement the Common Core State Standards.</p>	<p>Pilot state approved mathematic samples at selected grade levels district-wide.</p> <p>Form a committee to review language arts materials. 1000-1999: Certificated Personnel Salaries LCFF 1,500</p>	<p>Pilot materials and grade levels were chosen for the 2015-16 SY. Eureka professional development was provided for all teachers.</p> <p>The amount budgeted has been changed for the 2015-16 SY. Implementation will continue in 2016-2017 school year.</p>	<p>Eureka Math Training LCFF 17,200 Eureka Math Adoption Materials 4000-4999: Books And Supplies LCFF 1,090</p>
<p>Scope of Service LEA-Wide</p>		<p>Scope of Service</p>	
<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p>		<p>Scope of Service</p> <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth</p>	

_ Other Subgroups: (Specify)		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Continue to evaluate and select supplemental instructional materials to support standards transitions in ELA, math, and science.	Evaluate and adjust material request as necessary. 4000-4999: Books And Supplies LCFF 36,000 Evaluate and adjust material request as necessary. 4000-4999: Books And Supplies LCFF 72,000	Grade levels submitted lists of requested items to the Assistant Superintendent of Ed Services, these lists were cross-referenced with the CCSS year plans. Materials were purchased and delivered to the school sites.	Math and ELA supplemental materials 4000-4999: Books And Supplies CCSSIF 37,601
Scope of Service LEA-wide <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service <hr/> <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Provide elementary education in STEM at NES and VVES. Continue STEM at MSMS	Construct and purchase STEM lab for each elementary campus. 6000-6999: Capital Outlay LCFF 260,000 Hire and train an instructional aid for each lab (5.75 hours) 2000-2999: Classified Personnel Salaries LCFF 30,686	Each school site has a STEM lab. Students grades 3-6 rotate in at 1 week intervals approximately 10 times per year. Students are taught NGSS aligned assignments in a hands on environment. Students at the middle school receive STEM as an elective class.	Instruction Aides for NES and VVES STEM Labs 2000-2999: Classified Personnel Salaries LCFF 49,709 Construction of the NES and VVES STEM Labs 4000-4999: Books And Supplies LCFF 169,623 MSMS 1000-1999: Certificated Personnel Salaries LCFF 89,941
Scope of Service NES, VVES <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

<p>Create extended school day and school year opportunities for under-achieving students, low income pupils, and English Learners.</p>	<p>Fund an on-site tutoring program at elementary sites as funded by SES 1000-1999: Certificated Personnel Salaries LCFF 75,000</p> <p>Fund Intersession 2015 1000-1999: Certificated Personnel Salaries LCFF 32,400</p> <p>Elementary intersession supplies 4000-4999: Books And Supplies LCFF 600</p>	<p>Multiple opportunities were provided to support students in closing the achievement gap.</p>	<p>decided on off-site tutoring funded by SES. 5000-5999: Services And Other Operating Expenditures Title I 46,889</p> <p>Did not have intersession. 1000-1999: Certificated Personnel Salaries LCFF 0.00</p> <p>Did not have intersession. 4000-4999: Books And Supplies LCFF 0.00</p>
<p>Scope of Service LEA-Wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Provide diagnostic and instructional support for student achievement in English and/or Math</p>	<p>i-Ready online diagnostic and instruction 4000-4999: Books And Supplies LCFF 34,170</p>	<p>This project was moved to the 2016-2017 school year.</p>	<p>No Financial Impact</p>
<p>Scope of Service NES, VVES</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Provide access to STEM education.</p>	<p>Purchase consumable materials for STEM lab. 4000-4999: Books And Supplies LCFF 7,000</p>		<p>Materials for STEM lab. 4000-4999: Books And Supplies LCFF 6,917</p>

Scope of Service	LEA-wide		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)				
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Aligning resources to support common core continues to be a main focus for NUSD. Goals in this area will be monitored and adjusted based on CAASPP data. Increased student achievement will stay at the forefront of all district decisions. We were able to pilot the i-Ready program this school year and will be purchasing for the 2016-2017 school year. The amount budgeted had to be adjusted for the addition of fixed costs for personnel at MSMS.			

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:	Support successful student learning with technology support for instruction, data, and assessment.		Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: NES, VVES, MSMS,	-----		
Expected Annual Measurable Outcomes:	Applicable Pupil Subgroups: All	<p>Add student wireless devices to bring the number of computer on wheel carts to at least one per grade level, per site K-8</p> <p>Analyze work orders to determine personnel requirements with the expansion in the number of devices.</p> <p>Hire a TOSA as to support student achievement through the use of the devices and software/ web-based programs selected.</p> <p>Offer 8 hours of professional development to ensure successful implementation of technology in the classroom</p> <p>Send out annual technology survey and continue to assess site needs.</p>	Actual Annual Measurable Outcomes:	<p>Additional chromebooks and carts were purchased, each school has a total of 6 carts plus at least 1 computer lab. Technology upgrades continue to be an area of focus in the LCAP.</p> <p>Continue with analysis of technology work orders and investigate staffing if needed.</p> <p>We interviewed for this position but did not find a suitable candidate. Rather than settle we agreed to reify this position in the summer of 2016.</p> <p>Some staff attended trainings in the Illuminate SIS on incorporating data and Technology in the classroom. Those who could not attend will be provided additional opportunities moving forward.</p> <p>A technology survey was sent out in June and will help drive decisions and implementation of tech tools in the classroom.</p>
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
Assess needs of infrastructure to move forward in adding additional devices for classrooms.	Budgeted Expenditures		Consulting Services VectorUSA Aruba Wireless Controller Upgrade	Estimated Actual Annual Expenditures
	Send out annual technology survey and continue to assess and meet site infrastructure needs. 6000-6999: Capital Outlay LCFF 60,000	Wireless Upgrade and cables		Vector USA 6000-6999: Capital Outlay LCFF 33,407 Vector USA 6000-6999: Capital Outlay LCFF 125,258

	Provide infrastructure for expanded technology devices and usage in classrooms in schools. 6000-6999: Capital Outlay LCFF 255,000		
Scope of Service LEA-Wide <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service LEA-Wide <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Provide additional support to assist teachers and students in implementing CCSS.	Hire a TOSA in the role of classroom technology integration/ professional development 1000-1999: Certificated Personnel Salaries LCFF 95,648 Investigate the need to hire a computer technician or increase hours to support CCSS implementation and increased numbers of devices. 2000-2999: Classified Personnel Salaries LCFF 34,746	Hire a Ed Services Tech TOSA 2016-17 SY to assist teachers in the use of technology to implement CCSS. Continue to investigate the need for a computer technician. No financial impact in this SY	No Financial Impact
Scope of Service LEA-Wide <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Survey staff and determine most critical needs in area of technology.	Send out annual tech survey and continue to assess site needs. No	Survey to be designed and administered January 2016 after completion of	No financial impact

	financial impact.	infrastructure and wireless projects.	
<p>Scope of Service LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Support instructional staff and student achievement by providing student computer devices.</p>	<p>Increase the amount of students accessing individual student devices. Purchase an additional Chrome Book Cart (COWs) 4000-4999: Books And Supplies LCFF 22,000</p>	<p>Student computer labs were installed at MSMS and NES.</p> <p>Student use devices and charging carts were purchased for the three sites for student use.</p> <p>Chromebooks were purchased for implementation of 1 to 1 at MSMS in 2016-2017 school year.</p>	<p>Mobile Wireless Devices and charge Carts 4000-4999: Books And Supplies LCFF 30,309</p> <p>Mobile Wireless Devices and charge Carts 4000-4999: Books And Supplies Other 41,603</p> <p>Mobile Wireless Devices and charge Carts 4000-4999: Books And Supplies Title III 41,171</p>
<p>Scope of Service LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Support district-wide computer based programs</p>	<p>TOSA will hold trainings with certificated staff throughout the year to ensure successful implementation of the tech component of these programs. (8) 1000-1999: Certificated Personnel Salaries</p>	<p>Illuminate trainings held at all school sites by job category within work day. No costs were involved.</p>	<p>TOSA was not hired in 2015-16 therefore no trainings were provided. 1000-1999: Certificated Personnel Salaries LCFF 0.00</p>

		LCFF 21,000		
Scope of Service	LEA-Wide		Scope of Service	
<input checked="" type="checkbox"/> All			<input checked="" type="checkbox"/> All	
OR:			OR:	
<input type="checkbox"/> Low Income pupils			<input type="checkbox"/> Low Income pupils	
<input type="checkbox"/> English Learners			<input type="checkbox"/> English Learners	
<input type="checkbox"/> Foster Youth			<input type="checkbox"/> Foster Youth	
<input type="checkbox"/> Redesignated fluent English proficient			<input type="checkbox"/> Redesignated fluent English proficient	
<input type="checkbox"/> Other Subgroups: (Specify)			<input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<p>Increased students achievement will always be at the forefront of what the focus of the Nuviev Union School District. As we begin to receive more comparison data on the CAASPP, we will continue to monitor and adjust actions and services in this area based on what the data shows us as a district. With the adoption of our Math complete, we will focus on the implementation process with the addition of a Math/Technology Teacher on Special Assignment. We will also pilot an English-Language Arts adoption so that we are further supporting implementation of Common Core in this area. Another expenditure (besides ELA adoption) will be the purchase of i-Ready. This will support students learning in both ELA and Math and help to close the achievement gap for student s needing this intervention. This program will also support our transition to create personalized learning for the students in the Nuviev District. Each school has not received a cart for each grade level but will be completed in 2016-2017 school year. Result of the technology survey indicated the need for more professional development opportunities. Ed services Tech TOSA was hired to assist teachers in technology to implement Common Core State Standards.</p>			

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

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	<u>\$2,668,164</u>
<p>For the LCAP year 2015-16, the LEA projects expenditures for supplemental/concentration funds at \$2,043,099 and in 2016-17 \$2,882,955. This would indicate a need to increase services provided to Low Income, English Learners, Foster Youth and pupils Re-designated as Fluent English Proficient (RFEP), by 24.81% The LEA’s district-wide average of 80.83% unduplicated population allows the district to designate most of the activities as district-wide efforts. Professional development will be provided for certificated staff for common core implementation specifically including instructional strategies of English Learners, Foster Youth, Low Income and RFEP students. The expansion of elementary counseling services will support student achievement and provide a coordinator for district wide foster youth supports. School site Teachers on Special Assignment will provide targeted interventions to underachieving students, as well as support Tier One school wide strategies. Although not a complete list of programs/services to be implemented in the first LCAP year, these programs, in addition to the base action/services, will support NUSD in meeting each of the eight state priorities.</p>	

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

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

24.8	%
1	
<p>The increased/improved services described in section C for the Low Income, English Learners and Foster Youth students in our LEA are calculated to meet the Supplemental and Concentration Grant expenditure levels of \$2,882,955 in Year 1 and will continue to meet the projected increase in Supplemental/Concentration expenses of \$3,049,846 in Year 2, and \$3,149,628 in Year 3. These increases reflect a minimum Proportionality Percentage of 24.81% in year one, 28.88% in year two, and 28.63% in year three. These percentage amounts will be dedicated to increase/improve services to unduplicated students over services provided for all students in the LCAP year. In the 2015-16 year funding was used to meet our goals of professional development for all in the areas of Common Core unit building, Direct Interactive Instruction for student achievement and engagement, GLAD strategies to meet the needs of our English Language Learners, and Positive Behavior Interventions and Supports. The addition of an elementary counseling position supported student well-being, and ensured that one person was monitoring our foster youth consistently. Home to School Transportation was</p>	

also increased.

The increased funding will provide for expanding the elementary counseling program from 1.4 FTE to 2.0 FTE, continuing with an additional bus route and among other things add additional campus supervision to help increase student safety and improve attendance. Maintaining the TOSA position at each site continues to be critical to all stakeholders in order to provide early intervention in the elementary school, as well as Tier 2 and 3 intervention at the middle school. In addition to our site based TOSA's we added an additional Technology/Math TOSA to work with teachers on integrating technology in the classroom, the implementation of our Math adoption, and delivering model demonstration lessons with targeted EL, strategies focused on increased student achievement. NUSD will continue its focus on professional development to increase the number of staff who are providing high quality instruction and lessons through Common Core unit building, Direct Interactive Instruction, and Positive Behavior Interventions and Supports. Students will also have more access to wireless devices in the 2016-2017 school year and we will implement a 1 to 1 chromebook initiative at the middle school.

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).